



# Moorside Primary School

## Science Year 4 Overview

National Curriculum Working Scientifically LKS2	Moorside Specific Working Scientifically Year 4				
<ul style="list-style-type: none"> <li>-Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>-Set up simple practical enquiries, comparative and fair tests.</li> <li>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometer and data loggers</li> <li>-Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>-Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>-Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	Planning	Investigating and Observing	Identifying, Classifying and Recording	Concluding	Evaluating
	<ul style="list-style-type: none"> <li>-Suggest relevant questions using appropriate scientific language.</li> <li>-Know that questions can be answered in a variety of ways, including using secondary sources such as ICT.</li> <li>-Answer questions using straight forward scientific evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.</li> <li>-Make systematic and careful observations</li> <li>-Take accurate measurements using standard units and a range of equipment such as thermometer and data loggers.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify similarities, differences and/or changes when talking about scientific processes.</li> <li>-Use and begin to create simple classification keys.</li> <li>-Choose appropriate ways to record and present information, findings and conclusions for different audiences (displays, oral or written explanations).</li> </ul>	<ul style="list-style-type: none"> <li>-Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify, with help, changes, patterns, similarities and differences in data to help form conclusions.</li> <li>-Use scientific evidence to support their findings.</li> </ul>
Animals including Humans			Living Things and their Habitats		
<ul style="list-style-type: none"> <li>Describe the simple function of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying produces, predators and prey.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>		



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States of Matter	Sound	Electricity
<p>Compare and group materials together, according to whether they are solids, liquids, or gases</p> <p>Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius</p> <p>Identify the part play by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors.</p>