

Year 4

Living things and their habitats

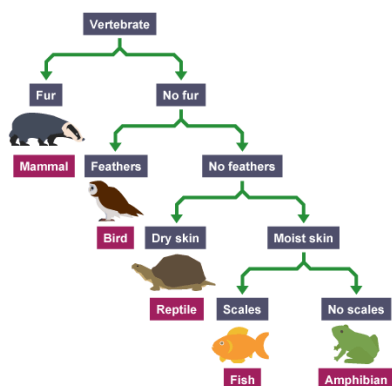


I have already learnt:

- ✓ To explore the differences between things that are living, dead and things that have never been alive
- ✓ Most living things live in habitats to which they are suited
- ✓ To describe how animals get their food from plants and other animals

I am learning to:	Date
recognise that living things can be grouped in a variety of ways	
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	
recognise that environments can change and that this can sometimes pose dangers to living things	

I am learning to be able to:	Date
gather, record, classify and present data in a variety of ways to help in answering questions	
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	



End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

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Key Vocab

classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate

Year 4

Animals, including humans



I have already learnt:

- ✓ To identify and name a variety of common animals
- ✓ That animals need the right amount of nutrition and cannot make their own food
- ✓ That some animals are supported by a skeleton
- ✓ That animals have offspring that develop into adults

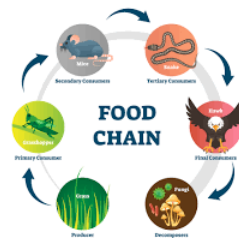
I am learning to:	Date
describe the simple functions of the basic parts of the digestive system in humans	
identify the different types of teeth in humans and their simple functions	
construct and interpret a variety of food chains, identifying producers, predators and prey	

I am learning to be able to:	Date
gather, record, classify and present data in a variety of ways to help in answering questions	
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	
use straightforward scientific evidence to answer questions or support my findings	

End of Unit Assessment

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Scientific Understanding
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Key Vocab

digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

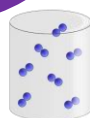
Year 4

States of matter



I have already learnt:

- ✓ That different materials have different properties



Gas



Liquid



Solid

I am learning to:	Date
compare and group materials together, according to whether they are solids, liquids or gases	
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 (°C)	
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	

I am learning to be able to:	Date
ask relevant questions and use different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
gather, record, classify and present data in a variety of ways to help in answering questions	
recording findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

Year 4

Sound



I have already learnt:

- ✓ The body part associated with the sense of hearing

I am learning to:	Date
identify how sounds are made, associating some of them with something vibrating	
recognise that vibrations from sounds travel through a medium to the ear	
find patterns between the pitch of a sound and features of the object that produced it	
find patterns between the volume of a sound and the strength of the vibrations that produced it	
recognise that sounds get fainter as the distance from the sound source increases	

I am learning to be able to:	Date
ask relevant questions and use different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
gather, record, classify and present data in a variety of ways to help in answering questions	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

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Key Vocab

sound, vibration, vibrate, pitch, volume, insulation

Year 4

Electricity



I have already learnt:

- ✓ To make observations of the world around me

I am learning to:	Date
identify common appliances that run on electricity	
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	
identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	
recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	
recognise some common conductors and insulators, and associate metals with being good conductors	

I am learning to be able to:	Date
ask relevant questions and use different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
gather, record, classify and present data in a variety of ways to help in answering questions	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	

End of Unit Assessment

Working Scientifically
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Scientific Understanding
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Key Vocab

simple circuit, light bulb, cell, wire, buzzer, switch, motor, battery, series circuit, conductor, insulator