

Science Progression of skills Year 4

<p>National Curriculum objectives: In this unit, children will be taught to:</p>	
<p>Lower KS2 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them • WS2 setting up simple practical enquiries, comparative and fair tests • WS3 making systematic and careful observations using notes and simple tables • WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions • WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes • WS10 using straightforward scientific evidence to answer questions or to support their findings. • WS11 begin to look for naturally occurring patterns and relationships • WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> • LH1 recognise that living things (including those in the locality) can be grouped in a variety of ways • LH2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • LH3 recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals including Humans</p> <ul style="list-style-type: none"> • AH1 describe the simple functions of the basic parts of the digestive system in humans • AH2 identify the different types of teeth in humans and their simple functions • AH3 construct and interpret a variety of food chains, identifying producers, predators and prey. <p>States of Matter</p> <ul style="list-style-type: none"> • SM1 explore a variety of everyday materials and develop simple descriptions of the states of matter • SM2 compare and group materials together, according to whether they are solids, liquids or gases • SM3 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) • SM4 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p> <ul style="list-style-type: none"> • S1 identify how sounds are made, associating some of them with something vibrating • S2 recognise that vibrations from sounds travel through a medium to the ear

	<ul style="list-style-type: none">• S3 find patterns between the pitch of a sound and features of the object that produced it• S4 find patterns between the volume of a sound and the strength of the vibrations that produced it• S5 recognise that sounds get fainter as the distance from the sound source increases. <p>Electricity</p> <ul style="list-style-type: none">• E1 identify common appliances that run on electricity• E2 construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer• E3 use their circuits to create simple devices• E4 draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)• E5 about precautions for working safely with electricity.• E6 identify whether or not a lamp will light in a simple series circuit/• E7 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• E8 recognise some common conductors and insulators, and associate metals with being good conductors.
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