

Y4 Working scientifically (continued from Y3)			Working towards age related expectation	Working at the age related expectation	Working at greater depth
Can ask relevant questions and using different types of scientific enquiries to answer them.					
Can set up simple practical enquiries, comparative and fair tests.					
Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.					
Can gather, record, classify and present data in a variety of ways to help in answering questions.					
Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.					
Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.					

WW = science book T = Test FPT = TAPS focused assessment O = observation VR = verbal replies during discussions

There should be more than one piece of evidence (that shows application of learning / further learning) if working at greater depth PW 2018

Y3 and Y4 Working scientifically (continued)	Working towards age related expectation	Working at the age related expectation	Working at greater depth
Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.			
Can identify differences, similarities or changes related to simple scientific ideas and processes.			
Can use straightforward scientific evidence to answer questions or to support their findings.			
Y4 Living things and their habitats			
Recognises that living things can be grouped in a variety of ways.			
Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.			
Recognises that environments can change and that this can sometimes pose dangers to living things.			

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Y4 Animals including humans			Working towards age related expectation	Working at the age related expectation	Working at greater depth
Can describe the simple functions of the basic parts of the digestive system in humans.					
Can identify the different types of teeth in humans and their simple functions.					
Can construct and interpret a variety of food chains, identifying producers, predators and prey.					
Y4 States of matter					
Can compare and group materials together, according to whether they are solids, liquids or gases.					
Can 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).					
Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.					
Y4 Sound					
Can identify how sounds are made, associating some of them with something vibrating.					

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Y4 sound (continued)			Working towards age related expectation	Working at the age related expectation	Working at greater depth
Recognises that vibrations from sounds travel through a medium to the ear.					
Can find patterns between the pitch of a sound and features of the object that produced it.					
Can find patterns between the volume of a sound and the strength of the vibrations that produced it.					
Recognises that sounds get fainter as the distance from the sound source increases.					
Y4 Electricity					
Can identify common appliances that run on electricity.					
Can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.					

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Y4 Electricity (continued)		Working towards age related expectation	Working at the age related expectation	Working at greater depth
Can 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.				
Recognises that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.				
Can recognise some common conductors and insulators, and associate metals with being good conductors.				
<u>Final summative judgement</u>	<u>Comments for future learning</u>			

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