



Science end of year expectations – Year 4 – All, Most and Some

A) Working Scientifically	<ol style="list-style-type: none">1. ALL: I ask relevant questions.2. ALL: I can share my ideas for setting up simple, practical enquiries comparative and fair tests. MOST: I can set up simple practical enquiries, comparative and fair tests. SOME: I can independently set up and conduct practical enquiries, comparative and fair tests.3. ALL: I can make accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers.4. ALL: I can gather, record, classify and presenting data in a variety of ways to help in answering questions.5. ALL: I can record findings using simple scientific language MOST: I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables SOME: I can record findings using complex scientific language, drawings, labelled diagrams, bar charts and tables and use these to draw scientific conclusions.6. ALL: I can report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions.7. ALL: I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests8. ALL: I can identify differences, similarities or changes related to simple scientific ideas and processes.
B) Living Things & their Habitats	<ol style="list-style-type: none">1. ALL: I can recognise that living things can be grouped in a variety of ways2. ALL: I can use identify and group a variety of familiar living things, using given examples. MOST: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment SOME: I can identify and group a wide range of living things independently, explaining and evaluating my choices of classification keys.3. ALL: I can recognise that environments can change and that this can sometimes pose dangers to living things.
C) Animals including Humans	<ol style="list-style-type: none">1. ALL: I can identify the basic parts of the human digestive system. MOST: I can describe the simple functions of the basic parts of the digestive system in humans SOME: I can evaluate the simple functions of the basic parts of the digestive system and use existing knowledge on how to keep this healthy.2. ALL: I can identify the different types of teeth in humans and their simple functions3. ALL: I can construct and interpret a variety of food chains, identifying producers, predators and prey.
D) States of Matter	<ol style="list-style-type: none">1. ALL: I can identify and group materials according to whether they are solids, liquids or gases MOST: I can compare and group materials together, according to whether they are solids, liquids or gases SOME: I can compare and group materials, according to whether they are solids, liquids or gases, explaining and evaluating my reasoning and choices.



	<p>2. ALL: I 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)</p> <p>3. ALL: I can identify the part played by evaporation and condensation in the water cycle</p> <p>MOST: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>SOME: I can describe part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature, making predictions as to how changes will affect the rate.</p>
E) Sound	<ol style="list-style-type: none">1. ALL: I can identify how sounds are made, associating some of them with something vibrating2. ALL: I can recognise that vibrations from sounds travel through a medium to the ear3. ALL: I can notice that different materials produce differing pitches of sound <p>MOST: I can find patterns between the pitch of a sound and features of the object that produced it</p> <p>SOME: I can find patterns and suggest ways in which an object could be altered to change the pitch of a sound.</p> <ol style="list-style-type: none">4. ALL: I can find patterns between the volume of a sound and the strength of the vibrations that produced it5. ALL: I can recognise that sounds get fainter as the distance from the sound source increases.
F) Electricity	<ol style="list-style-type: none">1. ALL: I can identify common appliances that run on electricity2. ALL: I can identify and name the basic parts of a given circuit. <p>MOST: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>SOME: I can construct a simple circuit and explain the functions of each part and what would happen if these were not included.</p> <ol style="list-style-type: none">3. ALL: I 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 battery4. ALL: I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit5. ALL: I can identify some common conductors. <p>MOST: I can recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>SOME: I can compare and group materials based on their ability to conduct or insulate electricity.</p>