

States of Matter

Year 4

Success Criteria:	Start of unit	End of unit
Can I compare and group materials together, according to whether they are solids, liquids or gases?		
Can I observe that some materials change state when they are heated or cooled and know the temperature that this happens in degrees Celsius?		
Can I Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?		
Can I set up simple practical enquiries, comparative and fair tests?		
Can I 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 I gather, record, classify and present data in a variety of ways to help in answering questions?		
Can I Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?		
Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?		
Can I Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?		
Can I identify differences, similarities or changes related to simple scientific ideas and processes?		
Can I use scientific evidence to answer questions or to support my findings?		





Living Things and their Habitats

Year 4

	Success Criteria	Start of unit	End of unit
	Can I recognise that living things can be grouped in a variety of ways?		
	Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?		
	Can I recognise that environments can change and that this can sometimes pose dangers to living things?		
	Can I Set up simple practical enquiries, comparative and fair tests?		
	Can I Record findings using simple scientific language, drawings, labelled diagrams, [keys, bar charts,] and tables?		
	Can I use results to draw simple conclusions, [make predictions for new values, suggest improvements and raise further questions]?		
	Can I identify differences, similarities [or changes] related to simple scientific ideas and processes?		

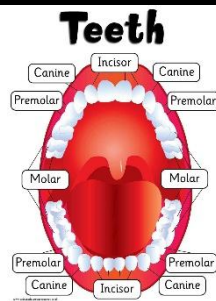


Sound

Year 4

Success Criteria:	Start of unit	End of unit
Can I identify how sounds are made, associating some of them with something vibrating?		
Can I recognise that vibrations from sounds travel through a medium to the ear?		
Can I Find patterns between the pitch of a sound and features of the object that produced it?		
Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?		
Can I recognise that sounds get fainter as the distance from the sound source increases?		
Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including [thermometers and] data loggers?		
Can I report on findings from enquiries, including oral and written explanations, [displays or presentations of results] and conclusions?		
Can I use results to draw simple conclusions, make predictions for new values, [suggest improvements and raise further questions.]?		
Can I identify differences, similarities or changes related to simple scientific ideas and processes?		



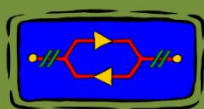


Animals inc Humans

Year 4

Success Criteria:	Start of unit	End of unit
Can I describe the simple functions of the basic parts of the digestive system in humans?		
Can I Identify the different types of teeth in humans and their simple functions?		
Can I construct and interpret a variety of food chains, identifying producers, predators and prey?		
Can I 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 I record findings using simple scientific language, [drawings,] labelled diagrams, keys, [bar charts, and tables]?		
Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?		
Can I identify differences, similarities [or changes] related to simple scientific ideas and processes?		
Can I use straightforward scientific evidence to answer questions or to support their findings?		

Year 4 Electricity



Electricity

Year 4

	Success Criteria	Start of unit	End of unit
	Can I identify common appliances that run on electricity?		
	Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?		
	Can I 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?		
	Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?		
	Can I recognise some common conductors and insulators, and associate metals with being good conductors?		
	Can I gather, record, classify and present data in a variety of ways to help in answering questions?		
	Can I record findings using [simple scientific language,] drawings, [labelled diagrams, keys, bar charts, and tables]?		
	Can I use results to [draw simple conclusions,] make predictions for new values, suggest improvements [and raise further questions]?		
	Can I identify differences, similarities or changes related to simple scientific ideas and processes?		