

## Year 4 objectives

Scientific enquiry	Living things and their habitats	States of matter	Sound	Animals, including humans	Electricity
asking relevant questions and using different types of scientific enquiries to answer them	recognise that living things can be grouped in a variety of ways	compare and group materials together, according to whether they are solids, liquids or gases	identify how sounds are made, associating some of them with something vibrating	describe the simple functions of the basic parts of the digestive system in humans	identify common appliances that run on electricity
setting up simple practical enquiries, comparative and fair tests	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	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 ( $^{\circ}\text{C}$ )	recognise that vibrations from sounds travel through a medium to the ear	identify the different types of teeth in humans and their simple functions	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recognise that environments can change and that this can sometimes pose dangers to living things	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	find patterns between the pitch of a sound and features of the object that produced it	construct and interpret a variety of food chains, identifying producers, predators and prey	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
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions			find patterns between the volume of a sound and the strength of the vibrations that produced it		recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

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recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables			recognise that sounds get fainter as the distance from the sound source increases.		recognise some common conductors and insulators, and associate metals with being good conductors.
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions					
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions					
identifying differences, similarities or changes related to simple scientific ideas and processes					
using straightforward scientific evidence to answer questions or to support their findings.					