

Assessment sheet for: Science

Class: Year 4

Unit		
Aut 1+2 Unit title:	<u>National Curriculum coverage</u>	<u>Key scientific skills</u>
Living Things and their Habitats	<u>National Curriculum coverage</u> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Key scientific skills</u> - use and make simple guides or keys to explore and identify local plants and animals - make a guide to local living things - raise and answer questions based on observations of animals and other animals researched.
Spr 1 Unit title: Electricity	<u>National Curriculum coverage</u> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	<u>Key scientific skills</u> - observe patterns
Spr 2 Unit title: States of matter	<u>National Curriculum coverage</u> - compare and group materials together, according to whether they are solids, liquids or gases - 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<u>Key scientific skills</u> group and classify a variety of different materials explore the effect of temperature on substances such as chocolate, butter, cream research the temperature at which materials change state observe and record evaporation over a period of time
Sum 1 Unit title: Sound	<u>National Curriculum coverage</u> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	<u>Key scientific skills</u> - find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses - investigate which materials provide the best insulation against sound - make and play own instruments by using knowledge of pitch and volume
Sum 2 Unit title: Animals and incl Humans	<u>National Curriculum coverage</u> - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions	<u>Key scientific skills</u> - compare the teeth of carnivores and herbivores, and suggest reasons for differences - find out what damages teeth and how to look after them

	<p>- construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>- draw and discuss ideas about the digestive system and compare them with models or images.</p>
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