

National Curriculum Working Scientifically LKS2	Peel Hall Specific Working Scientifically Year 4				
<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometer and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. 	Planning	Investigating and Observing	Identifying, Classifying and Recording	Concluding	Evaluating
		<ul style="list-style-type: none"> Suggest relevant questions using appropriate scientific language. Know that questions can be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straight forward scientific evidence. 	<ul style="list-style-type: none"> Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables. Make systematic and careful observations -Take accurate measurements using standard units and a range of equipment such as thermometer and data loggers. 	<ul style="list-style-type: none"> Identify similarities, differences and/or changes when talking about scientific processes. Use and begin to create simple classification keys. Choose appropriate ways to record and present information, findings and conclusions for different audiences (displays, oral or written explanations). 	<ul style="list-style-type: none"> Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.
Animals including Humans		Living Things and their Habitats			
<ul style="list-style-type: none"> Describe the simple function of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 		<ul style="list-style-type: none"> 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. 			
States of Matter	Sound		Electricity		
<ul style="list-style-type: none"> 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 Identify the part play by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 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. 		