St Mary's Church of England Primary School
Fowler Road, Islington, London N1 2EP
'Believe and Achieve'

End of Year Science Expectations: Year 4

Working Scientifically	Living things and their habitats	Animals, inc Humans	State of Matter	Sound	Electricity
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of	Pupils should be taught to: ▪ 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	Pupils should be taught to: ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and	Pupils should be taught to: ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state	Pupils should be taught to: ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a	Pupils should be taught to: ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying

scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. 	their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. 	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.	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.	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

▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or					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.

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.					