



Year 4 Science Assessment

Pupil 	Working Scientifically	Teacher		
		Working towards	Achieved	Exceeded
	Predicting: Ask relevant questions and use different types of scientific enquiries to answer them.			
	Planning/Experimenting: Set up simple practical enquiries, comparative and fair tests.			
	Observing/Measuring: Make organised and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.			
	Data Handling/Recording: 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.			
	Concluding: Report on findings from enquiries, use results to draw simple conclusions, and ask further questions.			
	Evaluation: Reflect on the investigation, make predictions for new values, and suggest improvements			
	Living things and their habitats			
	I can recognise that living things can be grouped in a variety of ways.			
	I can explore and use classification keys to help group, identify and name a variety of living things.			
	I can recognise that environments can change and that this can sometimes pose dangers to living things.			
	Animals including humans			
	I know the basic parts of the digestive system in humans and what the parts do.			
	I can identify the different types of teeth in humans and their simple functions.			
	I can construct and interpret a variety of food chains.			
	I know the difference between producers, predators and prey.			
	States of Matter			
	I can compare and group materials together, according to whether they are solids, liquids or gases.			
	I know that some materials change state when they are heated or cooled.			
	I can measure temperature in degrees Celsius (°C).			
	I understand what happens in the water cycle.			
	I know the part evaporation and condensation play in the water cycle.			
	I know that the higher the temperature the higher the rate of evaporation.			
	Sound			
	I can identify how sounds are made, associating some of them with something vibrating.			
	I can recognise that vibrations from sounds travel through a medium to the ear.			
	I can find patterns between the pitch of a sound and features of the object that produced it e.g. whistle, clarinet, tuba			
	I can find patterns between the volume of a sound and the strength of the vibrations that produced it.			
	I can recognise that sounds get fainter as the distance from the sound source increases.			
	Electricity			
	I can identify common appliances that run on electricity.			
	I can construct a simple series electrical circuit.			
	I can identify and name parts of a circuit, including cells, wires, bulbs, switches and buzzers.			
	I can identify reasons why a simple series circuit isn't working.			
	I know the function of a switch in a circuit.			
	I can recognise some common conductors and insulators, and associate metals with being good conductors.			