

YEAR 4: END POINTS

Year 4				
Biology		Chemistry	Physics	
Animals, including humans	All living things and their habitats	States of Matter	Electricity	Sound
<ul style="list-style-type: none"> Digestive system Teeth Food chains 	<ul style="list-style-type: none"> Grouping living things Classification keys Adaptation of living things 	<ul style="list-style-type: none"> Compare and group materials Solids, liquids and gases Changing state Water cycle 	<ul style="list-style-type: none"> Uses of electricity Simple circuits and switches Conductors and insulators 	<ul style="list-style-type: none"> How sounds are made Sound vibrations Pitch and Volume
<ul style="list-style-type: none"> Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of human teeth Know the functions of different human teeth Use and construct food chains to identify producers, predators and prey 	<ul style="list-style-type: none"> Use classification keys to group, identify and name living things Know how changes to an environment could endanger living things Group materials based on their state of matter (solid, liquid, gas) 	<ul style="list-style-type: none"> Know the temperature at which materials change state Know about and explore how some materials can change state Know the part played by evaporation and condensation in the water cycle 	<ul style="list-style-type: none"> Identify and name appliances that require electricity to function Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know the function of a switch Know the difference between a conductor and an insulator; giving examples of each 	<ul style="list-style-type: none"> Know how sound is made, associating some of them with vibrating Know how sound travels from a source to our ears Know the correlation between pitch and the object producing a sound Know the correlation between the volume of a sound and the strength of the vibrations that produced it Know what happens to a sound as it travels away from its source

Year 4	
Working Scientifically	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> Why are steam and ice the same thing? Why is the liver important in the digestive systems? What do we mean by 'pitch' when it comes to sound? 	<input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible <input type="checkbox"/> Group information according to common factors e.g. materials that make good conductors or insulators
<input type="checkbox"/> Use research to find out how much time it takes to digest most of our food	<input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
<input type="checkbox"/> Use research to find out which materials make effective conductors and insulators of electricity	<input type="checkbox"/> Present findings using written explanations and include diagrams, when needed
<input type="checkbox"/> Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	<input type="checkbox"/> Write up findings using a planning, doing and evaluating process
<input type="checkbox"/> Set up a fair test with more than one variable e.g. using different materials to cut out sound	<input type="checkbox"/> Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
<input type="checkbox"/> Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	<input type="checkbox"/> When making predictions there are plausible reasons as to why they have done so
<input type="checkbox"/> Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	<input type="checkbox"/> Able to amend predictions according to findings
<input type="checkbox"/> Use a data logger to check on the time it takes ice to melt to water in different temperatures	<input type="checkbox"/> Prepared to change ideas as a result of what has been found out during a scientific enquiry
<input type="checkbox"/> Use a thermometer to measure temperature and know there are two main scales used to measure temperature	