



Year 4 Science progression document



Working Scientifically skills which will be taught throughout the year.

Key Stage 2 (Years 3 and 4)

- WS1: Asking relevant questions and using different types of scientific enquiries to answer them
- WS2: Setting up simple practical enquiries, comparative and fair tests
- WS3: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- WS4: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- WS5: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- WS6: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- WS7: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- WS8: Identifying differences, similarities or changes related to simple scientific ideas and processes

Working Scientifically Vocabulary:

Question, Prediction, Method, Enquiry, Comparative, Fair Test, Observation, Pattern Seeking, Data, Record, Identify, Classify, Variables, Measurements, Accuracy, Anomaly

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Electricity</u> E1: I can identify common appliances that run on electricity. E2: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. E3: I can identify whether or not a lamp	<u>Electricity</u> E4: I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. E5: I can recognise some common conductors and insulators, and associate metals with being good conductors.	<u>Animals including humans</u> A1: I can describe the simple functions of the basic parts of the digestive system in humans. A2: I can identify the different types of teeth in humans	<u>Living things and their habitats</u> L1: I can recognise that living things can be grouped in a variety of ways L1: I can explore and use classification keys to help group, identify and name	<u>States of Matter</u> M1: I can compare and group materials together, according to whether they are solids, liquids or gases. M2: I can observe that some materials change	<u>Sound</u> S1: I can identify how sounds are made, associating some of them with something vibrating. S2: I can recognise that vibrations from sounds travel through a medium to the ear.

	will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.		<p>and their simple functions</p> <p>A3: I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>a variety of living things in their local and wider environments.</p> <p>L3: I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>M3: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>S3: I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>S4: I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>S5: I can recognise that sounds get fainter as the distance from the sound source increases.</p>
Subject specific vocabulary						
	Appliances Cells (batteries) Wires Switches Circuit Series Parallel Buzzers Bulbs Mains electricity	Appliances Cells (batteries) Wires Switches Circuit Series Parallel Buzzers Bulbs Mains electricity Insulators Conductors	Mouth Tongue Teeth Canine Incisor Molar Oesophagus Stomach Small intestine Large intestine Digestive system Function Herbivore Carnivore Omnivore Food chain Producers	Fish, reptiles, mammals, birds, amphibians, insects Environment Habitat Variety Classification Vertebrate Invertebrate Exo skeleton Human impact Positive Negative	Solid Liquid Gas Temperature Heating Freezing point Boiling point Particles Evaporation Condensation Thermometer Thermal insulation Degrees Celsius	Volume Vibration Sound wave Loud Soft Pitch Tone Speaker Amplitude Frequency Travel Fainter Distance

			Predators Prey			
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