

## Science Key Skills Y4

Area	Key Skill
<b>Science Skills</b>	<ul style="list-style-type: none"> <li>• making decisions, asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations using notes and simple tables</li> <li>• taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in</li> <li>• a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest</li> <li>• improvements and raise further questions</li> <li>• identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> <li>• begin to look for naturally occurring patterns and relationships</li> <li>• recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> </ul>
<b>Living things and their Habitats</b>	<ul style="list-style-type: none"> <li>• recognise that living things (including those in the locality) can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
<b>States of Matter</b>	<ul style="list-style-type: none"> <li>• explore a variety of everyday materials and develop simple descriptions of the states of matter</li> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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 (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<b>Animals including humans</b>	<ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>

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<b>Sound</b>	<ul style="list-style-type: none"><li>• identify how sounds are made, associating some of them with something vibrating</li><li>• recognise that vibrations from sounds travel through a medium to the ear</li><li>• find patterns between the pitch of a sound and features of the object that produced it</li><li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li><li>• recognise that sounds get fainter as the distance from the sound source increases</li></ul>
<b>Electricity</b>	<ul style="list-style-type: none"><li>• identify common appliances that run on electricity</li><li>• construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer</li><li>• use their circuits to create simple devices</li><li>• draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)</li><li>• know about precautions for working safely with electricity.</li><li>• identify whether or not a lamp will light in a simple series circuit</li><li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li><li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li></ul>