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**All saints upton church of england primary school**

**Science Development Strategy – Year 4 Key Skills**

**Ear**

Topics to be covered by the End of Year 4:

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| **Living things and their habitats** |
| Sort living things into groups. |
| Generate questions about animals. |
| See similarities and differences between vertebrates. |
| Identify vertebrate groups. |
| Identify the characteristics of living things. |
| Suggest how to have a positive effect on the local environment. |
| Record observations on a map. |
| Name some endangered species. |

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| **States of Matter** |
| Sort materials into solids, liquids and gases. |
| Explain that heating causes melting, and cooling causes freezing. |
| Identify the melting and freezing point of water. |
| Describe evaporation and condensation using practical examples. |
| Describe the effect of temperature on evaporation referring to their investigation. |

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| **Animals, including humans** |
| Identify similarities related to scientific ideas. |
| Name parts of the digestive system. |
| Add functions to the parts of the digestive system. |
| Identify the function of teeth in humans. |
| Construct a simple food chain. |

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| **Electricity** |
| Identify electrical and nonelectrical appliances. |
| Explain, with support, how a circuit works. |
| Name at least two electrical conductors and insulators. |
| Create a simple series circuit both with and without a switch. |
| Identify electrical and nonelectrical appliances. |

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| **Sound** |
| Describe sounds around them. |
| Identify high and low sounds. |
| Identify loud and quiet sounds. |
| Observe how different sounds are made. |
| Describe how sounds change over distance. |
| Participate in an investigation to find the best material for absorbing sound. |
| Create a musical instrument that will play different sounds. |

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| **Scientists and Inventors** |
| Investigate and describe the dangers of deforestation in Madagascar. |
| Name some endangered animals in Madagascar. |
| Describe absolute zero as the coldest possible temperature. |
| Identify appliances that run on electricity. |

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| **Working Scientifically** |
| Generate questions and use scientific evidence that is given to answer questions. |
| Set up a simple enquiry with support. |
| Make observations. |
| Record findings. |
| Draw simple conclusions. |
| Predict what will happen in an investigation. |
| Accurately record findings in a table. |
| Answer questions based on their learning using prompts. |