Great Moor Junior School
"Learning Together"
Respect, Kindness, Tolerance, Responsibility, Co-operation

Year 4 Science Skills Progression

Year 4 Expectations: Life and Living Processes -Biology
• Identify and describe the simple functions of the basic parts of the human digestive system
• Describe the simple functions of the organs of the human digestive system
• Identify the different types of human teeth and their simple functions
• Construct and interpret a variety of food chains, identifying producers, predators and prey
• Recognise that living things can be grouped in a variety of ways
• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
• Recognise that environments can change and this can sometimes pose dangers to living things
Exceeding Expectations
• Explain how people, weather and the environment can affect living things
• Explain how certain living things depend on one another to survive

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Year 4 Science Skills Progression

Year 4 Expectations: Working Scientifically
• Ask relevant questions and use different types of scientific enquiries to answer them
• Set up simple practical enquiries, comparative and fair tests
• Decide which information needs to be collected and decide which is the best way for collecting it
• Take measurements using different equipment and units of measure and record what they have found in a range of ways
• Make accurate measurements using standard units
• Explain their findings in different ways, for example, display, presentation, writing
• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• Make predictions based on something they have found out
• Record and present what they have found using scientific language, drawings, labelled diagrams, keys, bar charts and tables
Exceeding Expectations
• Plan and carry out scientific enquiry by controlling variables fairly and accurately
• Use test results to make further predictions and set up further comparative tests
• Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
• Report findings from scientific enquiries through written explanations and conclusions

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Year 4 Science Skills Progression

Year 4 Expectations: Physical Processes -Physics
• Identify how sounds are made, associating some of them with something vibrating
• Recognise that vibrations from sounds travel through a medium to the ear
• Find patterns between the pitch of a sound and features of the object that produced it
• Find patterns between the volume of a sound and the strength of the vibrations that produced it
• Recognise that sounds get fainter as the distance from the sound source increases
• Identify common appliances that run on electricity
• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
• Recognise some common conductors and insulators, and associate metals with being good conductors
Exceeding Expectations
• Recognise if all metals are conductors of electricity
• Work out which metals can be used to connect across a gap in a circuit

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Year 4 Science Skills Progression

Year 4 Expectations: Materials -Chemistry
• Compare and group materials together, according to whether they are solids, liquids or gases
• 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)
• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Exceeding Expectations:
• Group and classify a variety of materials according to the impact of temperature on them
• Relate temperature to change of state of materials