

Year 4 Tracking and monitoring sheet for Science knowledge and working scientifically.



I can statements in topic areas
Living things and their habitats
I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.
Animals including humans
I can describe the simple functions of the basic parts of the digestive system in humans
I can identify the different types of teeth in humans and their simple functions
I can construct and interpret a variety of food chains, identifying producers, predators and prey.
Rocks and Fossils
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
I can recognise that soils are made from rocks and organic matter
Changing Sound
I can identify how sounds are made- I can identify what is vibrating.
I can identify that sounds travel through things to reach the ear
I can find patterns between the pitch of a sound and features of the object that produced it.
I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
Circuits and conductors
I can identify common appliances that run on electricity.
I can construct simple series electrical circuits: identify and name its basic parts, including cells, wires, bulbs, switches and buzzers.
I can identify whether or not a bulb will light in a simple series circuit, based on whether or not the bulb is part of a complete loop.
I can recognise that switch opens or closes a circuit and whether a bulb will light or not.
I can recognise some common conductors and insulators.

Working scientifically objectives

	I can ask relevant questions about the world around us.
	I am beginning to decide which type of enquiry is best to answer my question.
	I can predict what I think will happen, supporting my idea with some scientific reasoning.
	I can set up simple practical enquiries including comparatives and fair tests.
	I can help to decide which variables to keep the same and which to change.
	I can make systematic and careful observations.
	I can decide what to observe and how long to collect observations.
	I can look for patterns and relationships.
	I can take accurate measurements using standard units: mm, cm, m, ml, l, oC, secs and mins.
	I can talk about, and identify differences and similarities in properties of behaviour of living things, materials and other scientific phenomena.
	I can discuss criteria for grouping and sorting and can classify using simple keys.
	I can collect data in a variety of ways including labelled diagrams, tables and bar charts.
	I can help decide how to record data.
	I can communicate findings using simple scientific language.
	I can draw simple conclusions based on the results of my enquiry.
	I can answer my questions using the results of my enquiry.
	I can begin to think of cause and effect in my explanations.
	I can say whether or not I conducted a fair test.

Working towards	Working at Expected	Working at GD
Recommendations of how to support or develop these children	Recommendations of how to support or develop these children	Recommendations of how to support or develop these children

