

Y4 - Living Things and their Habitats

Objective	Working towards expectation	Working at expectation	Working above expectation
Recognise that living things can be grouped in a variety of ways.	Suggest a way of grouping living things, e.g. sort shells by colour.	Suggest different ways of sorting the same group of living things, e.g. grouping birds according to where they live, what they eat and size of adults.	Suggest why some ways of grouping living things may be more useful than others, e.g. why grouping by number of legs is an easy aid to identification.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Use classification keys to group and identify members from a small group of living things.	Use classification keys to group and identify members from a range of familiar and less familiar living things.	Devise own classification keys to group living things.

Y4 - States of Matter

Objective	Working towards expectation	Working at expectation	Working above expectation
Compare and group materials together, according to whether they are solids, liquids or gases.	Recognise the state of matter of different materials.	Group materials according to their state of matter.	Recognise that some materials (e.g. toothpaste) cannot be easily classified as solid, liquid or gas.
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).	Recognise that materials may change state.	Identify changes of state and research values of degrees Celsius at which changes happen.	Suggest patterns in which kinds of materials change state at higher or lower temperatures.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Relate the terms 'evaporation' and 'condensation' to water.	Describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation.	Apply the relationship between rate of evaporation with temperature to everyday contexts.

Y4 - Teeth, Digestion and Food Chains

Objective	Working towards expectation	Working at expectation	Working above expectation
Describe the simple functions of the basic parts of the digestive system in humans.	Describe the purpose of the digestive system in humans.	Identify what each of the principal organs in the digestive system do.	Explain why the simple functions of the basic parts of the digestive system in humans are necessary.
Identify the different types of teeth in humans and their simple functions.	Recognise that humans have different types of teeth.	Describe the function of each type of tooth in the human skull.	Explain why humans have different types of teeth.
Construct and interpret a variety of food chains, identifying producers, predators and prey.	Understand the roles of producers, predators and prey.	Use a food chain to represent predator-prey relationships.	Suggest what might happen in a food chain if the population of one of the organisms changes.

Y4 - Sound

Objective	Working towards expectation	Working at expectation	Working above expectation
Identify how sounds are made, associating some of them with something vibrating.	Identify how an object may vibrate.	Explain, with reference to vibrations, how an object makes a sound.	Group sound-making objects in terms of how they make sounds.
Recognise that vibrations from sounds travel through a medium to the ear.	Recognise that the ear detects vibrations.	Describe the role of a medium in the transmission of sound.	Compare the effectiveness of different media in terms of their ability to transmit sound.
Find patterns between the pitch of a sound and features of the object that produced it.	Recognise that the pitch of a sound can be varied.	Explain with reference to a particular object how the pitch of the sound can be changed.	Identify generic features that cause the pitch of a note to be changed.
Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Recognise that the volume of a sound can be varied.	Explain with reference to a particular object how the volume of the sound can be changed.	Identify generic features that cause the volume of a note to be changed.
Recognise that sounds get fainter as the distance from the sound source increases.	Suggest why some sounds are louder than others.	Describe the effect of moving further from the source of a sound.	Explain with reference to examples how sounds get fainter as the distance from the source increases.

Y4 - Electricity

Objective	Working towards expectation	Working at expectation	Working above expectation
Identify common appliances that run on electricity.	Recognise that some appliances run on electricity.	List examples of appliances that run on electricity.	Compare and contrast appliances that run on mains electricity with those that run on batteries.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	Construct a simple circuit.	Construct a simple circuit and name its components.	Identify the functions of components within a circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.	Identify metal as a conductor.	Sort materials into conductors and insulators, identifying metals as conductors.	Investigate graphite as a conductor and relate to other materials.
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.	Understand that a complete circuit is needed for a circuit to operate.	Predict whether a particular arrangement of components will result in a bulb lighting.	Explain why certain arrangements will not result in the bulb lighting.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	Describe the function of a switch.	Predict how the operation of a switch will affect bulbs lighting.	Explain how altering the location of a switch affects the operation of the circuit.