

Year 4/ Year B: Science Progression in Skills and Knowledge

	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> • 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. 		
Autumn 2: Electricity		
<ul style="list-style-type: none"> • 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 		
Spring 1 and 2: States of Matter		
<ul style="list-style-type: none"> • 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 		
Summer 1: Animals including humans		
<ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. 	KB LG IH CB	BG ER GC JY

Year 4/ Year 6	Pupils not securing learning	Pupils achieving depth in learning
Summer 2: Living things and habitats <ul style="list-style-type: none"> 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 that this can sometimes pose dangers to living things 		

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Y3/4 Working Scientifically:	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them 		
<ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests 		
<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 		
<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 		
<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 		

Y3/4 Working Scientifically:	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 		
<ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 		
<ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes 		
<ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 		