Year Four	Intent	Implementation	Impact
	It is our intention all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Scientific vocabulary will be embedded within a broad and balanced curriculum.	In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. The school gives full coverage of, 'The National Curriculum programmes of study and 'Understanding of the World' in the EYFS. Teachers will build on our children's natural curiosity developing a scientific approach to problems. We promote the skills of investigation, observing, predicting, experimenting, communicating, interpreting, explaining and evaluating and develop the use of scientific language, recording and techniques.	The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives.

Living things and their habitats	Animals including humans	States of matter	Sound	Electricity
I can recognise that living things can be grouped in a variety of ways.	I can describe the simple functions of the basic parts of the digestive system in humans.	I can compare and group materials together, according to whether they are solids, liquids or gases.	I can identify how sounds are made, associating some of them with something vibrating.	I can identify common appliances that run on electricity.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment transported within plants.	I can identify the different types of teeth in humans and their simple functions.	I can 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).	I can recognise that vibrations from sounds travel through a medium to the ear.	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I can recognise that environments can change and that this can sometimes pose dangers to living things.	I can construct and interpret a variety of food chains, identifying producers, predators and prey.	I can Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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/ the strength of the vibrations that produced it.	I can identify whether or not a lamp will light in a simple series circuit. I can recognise that a switch opens and closes a circuit linking this with whether or not a lamp lights in a simple series circuit.
			I can recognise that sounds get fainter as the distance from the sound source increases.	I can recognise some common conductors and insulators, and associate metals with being good conductors.

Lower Key Stage 2 National Curriculum Aims

Lower Key Stage Two
Year Four

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

	- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identifying differences, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings.