

## Science Assessment Guidance

Statements highlighted in yellow refer to our end of key stage 'pupil can' assessment statements.

# Year 4 Science Assessment Record

To judge that a pupil is working at the expected standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

### Working Scientifically: working at the expected standard (Y4 NC requirements)

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

### Science Content: working at the expected standard (Y4 NC requirements)

recognise that living things can be grouped in a variety of ways (Y4 Living Things)

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Y4 Living Things)

recognise that environments can change and that this can sometimes pose dangers to living things (Y4 Living Things)

describe the simple functions of the basic parts of the digestive system in humans (Y4 Animals)

identify the different types of teeth in humans and their simple functions (Y4 Animals)

construct and interpret a variety of food chains, identifying producers, predators and prey (Y4 Animals)

compare and group materials together, according to whether they are solids, liquids or gases (Y4 States of Matter)

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) (Y4 States of Matter)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (Y4 States of Matter)

identify how sounds are made, associating some of them with something vibrating (Y4 Sound)

recognise that vibrations from sounds travel through a medium to the ear (Y4 Sound)

find patterns between the pitch of a sound and features of the object that produced it (Y4 Sound)

find patterns between the volume of a sound and the strength of the vibrations that produced it (Y4 Sound)

recognise that sounds get fainter as the distance from the sound source increases (Y4 Sound)

identify common appliances that run on electricity (Y4 Electricity)

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Y4 Electricity)

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 (Y4 Electricity)

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (Y4 Electricity)

recognise some common conductors and insulators, and associate metals with being good conductors (Y4 Electricity)