



# Year 4 Deeper Learning

I can, with prompting, identify and manage variables.

I can, with support, answer questions using evidence gathered from different types of scientific enquiry.

I can develop a range of relevant testable questions.

## Working Scientifically Planning

I can use line graph to record basic data.

I can, with prompting, use various ways to record complex evidence.

I can start to use labelled diagrams to show more complex outcomes.

I can take measurements that are precise as well as accurate

I can select and use various equipment repeatedly and with care, e.g. measuring jug to measure volume, and discuss alternatives.

## Working Scientifically Recording evidence

I can suggest further relevant comparative or fair tests.

I can show how evidence supports a conclusion.

I can arrange data to make clear key characteristics.

I can, with support, display and present key findings from enquiries orally and in writing.

I can, with prompting, write a conclusion using evidence and identifying causal links.

## Working Scientifically Findings and Conclusions

I can suggest what might happen in a food chain if the population of one of the organisms changes.

I can explain why humans have different types of teeth.

I can explain why the simple functions of the basic parts of the digestive system in humans are necessary.

I can describe examples of living things adapting to environmental change, e.g. urban foxes, and examples of extinction due to environmental change.

I can devise own classification keys to group living things.

I can 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.

## Biology

I can suggest patterns in which kinds of materials change state at higher or lower temperatures.

I can apply the relationship between rate of evaporation with temperature to everyday contexts.

I can recognise that some materials (e.g. toothpaste) cannot be easily classified as solid, liquid or gas.

## Chemistry

I can explain how altering the location of a switch affects the operation of the circuit.

I can explain why certain arrangements will not result in the bulb lighting.

I can investigate graphite as a conductor and relate to other materials.

I can identify the functions of components within a circuit.

I can compare and contrast appliances that run on mains electricity with those that run on batteries.

I can identify generic features that cause the volume of a note to be changed.

I can identify generic features that cause the pitch of a note to be changed.

I can explain with reference to examples how sounds get fainter as the distance from the source increases.

I can compare the effectiveness of different media in terms of their ability to transmit sound.

I can group sound-making objects in terms of how they make sounds.

## Physics