Willow Wood Primary School – Science Assessment 4

Working scientifically **Children can-** • Ask relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries • Carry out fair tests. • Make systematic and careful observations • Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Report on findings from enquiries,	**Living things and their habitats** **Children can-** • Recognise that living things can be grouped in a variety of ways • Group living things under different categories • Explain what a classification key is and use different types of keys • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Label living things in the local and wider environment • Discuss how environments can change (global warming etc) • Describe how when environments change, living things can suffer **Animals including humans** **Children can –** • Describe the simple functions of the basic parts of the digestive	**Electricity** **Children can-** • Know what the words conductor and insulator mean • Identify common appliances that run on electricity. • Name electrical components (cells, wires, bulbs, switches and buzzers) • Construct a simple series electrical circuit so a bulb lights • Predict 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. • Know that a bulb will be brighter if there is more than one battery	**Sound-** **Children can-** • Investigate how sounds are made • Know that sounds are made when an object vibrates • Explain how vibrations from sounds travel though medium to the ear so that they can be heard • Find and describe relationships between the pitch of a sound and features of the object that produced it. • Find relationships 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. • Describe how the ear works • Label a diagram of the ear • Describe what a sound wave looks like	**Uses of everyday materials /States of matter** **Children can-** • Identify the properties of a solid, liquid or gas • 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 • Measure or research the temperature at which this happens in degrees Celsius. • Know that when changes happen sometimes they can be reversed and sometimes they can not • Identify that when changes can not be reversed, new materials are made • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Describe how evaporation happens quicker the hotter it is

Willow Wood Primary School – Science Assessment 4

including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, making predictions, suggest improvements and raise further questions, • Identify differences, similarities or changes related to simple scientific ideas and processes. • Using straight forward scientific evidence to answer questions or to support findings. • Use scientific vocabulary	system in humans • Label a diagram of the human digestive system • Name the different types of teeth in humans • Explain the functions of the different types of teeth • Describe why it is important to clean your teeth regularly • Identify the different types of teeth in humans and their simple functions. • Follow a simple food chain • Use the vocabulary of food chains • Construct and interpret a variety of food chains, identify producers, predators and prey. • Know that food chains show the feeding relationships between plants and animals (including humans)	• Draw a simple circuit using the correct symbols • Investigate what makes a good conductor and insulator • Name materials which make good conductors and insulators • Explain why we need to insulate our homes		