

Year 4 - Science

Objective	What it looks like
K - Compare and group materials together, according to whether they are solids, liquids or gases	<ul style="list-style-type: none"> • Children will have recorded their initial ideas about identifying and grouping solids and liquids (lesson 1). • Children will have actively modelled solids, liquids and gases (Lesson 2)
WS - Identifying differences, similarities or changes related to simple scientific ideas and processes	<ul style="list-style-type: none"> • Children will have observed and described gases (lesson 1). • Children will have understood how temperature has an effect on changing states of matter (Lesson 2) capturing evidence on a digital camera
K - 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)	<ul style="list-style-type: none"> • Children will have investigated melting and freezing (Lesson 3). • Children will have investigated how materials can be changed by heating and cooling (Lesson 4)
WS - Setting up simple practical enquiries, comparative and fair tests	<ul style="list-style-type: none"> • Investigate how liquids cool over time (Lesson 3).
WS - 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"> • Compare the time it takes for an ice cube to melt in air and in water at room temperature (Lesson 3). •
K - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none"> • Children will have investigated evaporation and condensation (Lesson 5).
WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	<ul style="list-style-type: none"> • Children will have investigated and reported their findings on the water cycle (Lesson 6). • Assessment: which type of chocolate will melt the quickest?