

<p>Working Scientifically</p>	<p>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:</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, recording, classifying and presenting 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, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support their findings.
<p>All Living Things</p>	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things.
<p>Animals including humans</p>	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>States of Matter</p>	<ul style="list-style-type: none"> • 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, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<p>Sound</p>	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns 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
<p>Electricity</p>	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors.