Higher Bebington Junior School

Year 4 Science Overview

| **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
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| Where does all that food go? (Inspire + Collins) | Batteries not included (Inspire + Collins)<br>Switched on | Sounding Off (Inspire + Collins)<br>Good Vibrations | In a state (Collins) | Amazing Amazon (Inspire + Collins)<br>Human Impact | A Place for Everything (Inspire + Collins)<br>Our Changing World<br>Who Am I? |
| **Working Scientifically** | | | | | |
| • Observing own teeth<br>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>• Ask relevant questions and use different types of scientific enquiry to answer them.<br>• Setting up simple practical enquiries, comparative and fair tests.<br>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar | • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>• Setting up simple practical enquiries and recording, classifying and presenting data in a variety of ways to help answer questions.<br>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise | • Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br>• Using straightforward scientific evidence to answer questions or to support their findings.<br>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | • Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>• Setting up simple practical enquiries, comparative and fair tests.<br>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>• Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>• Reporting on findings from enquiries, including oral and | • Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>• Using straightforward scientific evidence to answer questions or to support their findings.<br>• Ask relevant questions and use different types of scientific enquiry to answer them. | • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.<br>• Identifying differences, similarities or changes related to simple scientific ideas and processes.<br>• Ask relevant questions and use different types of scientific enquiry to answer them. |

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| charts and tables | further questions<br>• Ask relevant questions and use different types of scientific enquiry to answer them. | • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.<br>• Setting up simple practical enquiries, comparative and fair tests.<br>• Ask relevant questions and use different types of scientific enquiry to answer them. | written explanations, displays or presentations of results and conclusions. | | |