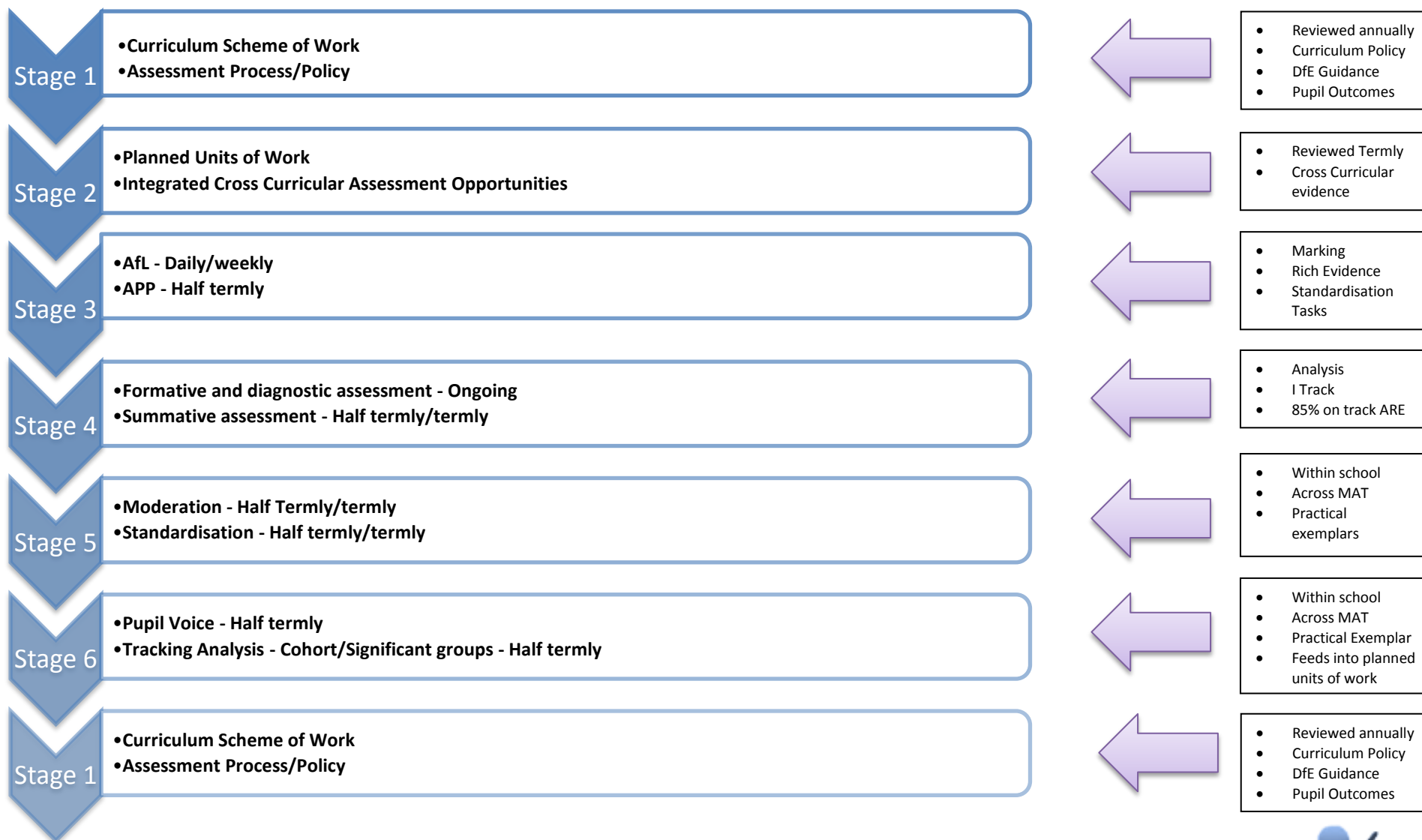


An Daras Multi Academy Trust

Assessing Pupil Progress – Science (Y4)

Integrated Curriculum Scheme of Learning - 2016	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Science
Year Group:	Year 4
Agreed and Approved:	January 2016
Leader Review Date:	January 2017
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 ADMAT Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 15



ADMAT/ARE Year 4 Science		Pupil Name:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding								
Class Teacher:															
A/Working scientifically			B/Biology				C/Chemistry				D/Physics				
A1. Ask relevant questions and use different types of scientific enquiries to answer them			B1. Recognise that living things can be grouped in a variety of ways				C1. Compare and group materials together, according to whether they are solids, liquids or gases				D1. Identify how sounds are made, associating some of them with something vibrating				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A2. Set up simple practical enquiries, comparative and fair tests			B2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment				C2. 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)				D2. Recognise that vibrations from sounds travel through a medium to the ear				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			B3. Recognise that environments can change and that this can sometimes pose dangers to living things				C3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature				D3. Find patterns between the pitch of a sound and features of the object that produced it				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A4. Gather, record, classify and present data in a variety of ways to help in answering questions			B4. Describe the simple functions of the basic parts of the digestive system in humans								D4. Find patterns between the volume of a sound and the strength of the vibrations that produced it				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables			B5. Identify the different types of teeth in humans and their simple functions								D5. Recognise that sounds get fainter as the distance from the sound source increases				

EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions				B6. Construct and interpret a variety of food chains, identifying producers, predators and prey								D6. Identify common appliances that run on electricity			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions												D7. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
A8. Identify differences, similarities or changes related to simple scientific ideas and processes												D8. 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			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
A9. Use straightforward scientific evidence to answer questions or to support their findings												D9. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
												D10. Recognise some common conductors and insulators, and associate metals with being good conductors			
												EM 1	TI 2	EXP 3	EXC 4