**St Oswald’s C E Primary School**

**Assessment Criteria Science Stage 4**

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| **Name:** | | | | | **Class:** | | | **Year:** | | | **Aut** | **Spr** | **Sum** | **Overall** |
| Start score: | | | Target Score: | | End Score: | | | | | |
| **Working scientifically** Pupils should be taught to use the following practical scientific methods, processes and skills: | | | | | | | | | | | | | | |
| 1. Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. | | | | | | | | | | |  |  |  |  |
| 2. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | | | | | | | | | | |  |  |  |  |
| 3. 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. | | | | | | | | | | |  |  |  |  |
| 4. Report findings, inc oral/written explanations, displays/presentations of results/conclusions. Use results to draw simple conclusions, make predictions, suggest improve and raise further questions. | | | | | | | | | | |  |  |  |  |
| 5. Identify differences, similarities or changes related to simple scientific ideas and processes. | | | | | | | | | | |  |  |  |  |
| 6. Use straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | |  |  |  |  |
| **Living things and their habitats** | | | | | | | | | | | | | | |
| 7. Recognise that living things can be grouped in a variety of ways. | | | | | | | | | | |  |  |  |  |
| 8. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | | | | | | | | | | |  |  |  |  |
| 9. Recognise that environments can change and that this can sometimes pose dangers to living things. | | | | | | | | | | |  |  |  |  |
| **Animals, including humans** | | | | | | | | | | | | | | |
| 10. Describe the simple functions of the basic parts of the digestive system in humans. | | | | | | | | | | |  |  |  |  |
| 11. Identify the different types of teeth in humans and their simple functions. | | | | | | | | | | |  |  |  |  |
| 12. Construct and interpret a variety of food chains, identifying producers, predators and prey. | | | | | | | | | | |  |  |  |  |
| **States of matter** | | | | | | | | | | | | | | |
| 13. Compare and group materials together, according to whether they are solids, liquids or gases. | | | | | | | | | | |  |  |  |  |
| 14. 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). | | | | | | | | | | |  |  |  |  |
| 15. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | | | | | | | | | |  |  |  |  |
| **Sound** | | | | | | | | | | | | | | |
| 16. Identify how sounds are made, associating some of them with something vibrating. | | | | | | | | | | |  |  |  |  |
| 17. Recognise that vibrations from sounds travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases. | | | | | | | | | | |  |  |  |  |
| 18. Find patterns between the pitch of a sound and features of the object that produced it. | | | | | | | | | | |  |  |  |  |
| 19. Find patterns between the volume of a sound and the strength of the vibrations that produced it. | | | | | | | | | | |  |  |  |  |
| **Electricty** | | | | | | | | | | | | | | |
| 20. Identify common appliances that run on electricity. | | | | | | | | | | |  |  |  |  |
| 21. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | | | | | | | | | | |  |  |  |  |
| 22. 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. | | | | | | | | | | |  |  |  |  |
| 23. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | | | | | | | | | | |  |  |  |  |
| 24. Recognise some common conductors and insulators, and associate metals with being good conductors. | | | | | | | | | | |  |  |  |  |
| **Emerging** | | **Expected** | | | | **Exceeding** | | |  |  |  |  |  |  |
| 4.1 | 4.2 | 4.3 | | 4.4 | | 4.5 |  | |  |  |  |  |  |  |
| 1-8 | 9-18 | 18-21 | | 22-24 | | 24+ | | |