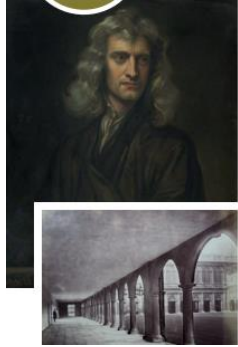




## Prior Knowledge and Skills

- Describe what they see, hear and feel whilst outside. (EYFS)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

### Ideas and inspiration:



[https://www.youtube.com/watch?v=JWB\\_-wevjSY](https://www.youtube.com/watch?v=JWB_-wevjSY)

Isaac Newton – mathematician & physicist who measured the speed of sound.



Aristotle (Greek Philosopher who developed the concept that sound travels through air due to the movement of air particles)



### Vocabulary:

**Parts of the ear:**  
eardrum.

**Making sound:**  
vibration, vocal cords, particles.

**Measuring sound:**  
pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance.

**Other:**  
soundproof, absorb sound.

### Enquiries

Identifying, grouping and classifying  
-.Based on the children's own criteria, sort musical instruments.






Comparative/ fair testing  
- Measure volume from different instruments.  
-Measure how volume changes away from a source.  
-Investigate string telephones.  
-Explore pitch e.g. through a carousel of activities using milk bottles, straw pipes, rulers, elastic band guitars.





Researching  
-Research, make and play their own instruments based on what they learned about pitch and volume.



## Developing Knowledge and Skills

Scientific Knowledge:		Working Towards	Within	Expected	Above
	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.				
Working Scientifically (Skills): Plan:		Working Towards	Within	Expected	Above
 	Ask relevant questions and using different types of scientific enquiries to answer them.				
	Set up simple practical enquiries, comparative and fair tests.				
Working Scientifically (Skills): Do:		Working Towards	Within	Expected	Above

	<ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> </ul>				
Working Scientifically (Skills): Review:		Working Towards	Within	Expected	Above
	<ul style="list-style-type: none"> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul>				
	<ul style="list-style-type: none"> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>				
How can your learning about sound help you in your music lessons? _____					
Is there anything else you would like to know about sound? _____					
Highlights: _____					