

YEAR 4

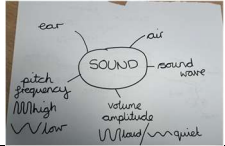
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SOUND PHYSICS	<p>The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World ELG Explore the natural world around them, making observations Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>				<p>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>		

SOUND COMPOSITES

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.

COMPONENTS

	1	2	3	4	5	6	End Point
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	How can sound be made? ?	How can I change the volume of a sound?	How does sound travel?	How are high and low pitched sounds formed?	How does distance affect sound?	What might affect a person's ability to hear?	Children should be able to understand how we hear sound and how pitch and volume changes.
CONCEPTS 	ENERGY	ENERGY	ENERGY	ENERGY	ENERGY	ENERGY	Understand how sounds are made and heard Understand pitch and volume
SKILLS	Identify how sounds are made, associating some of them with something vibrating	Find patterns between the volume of a sound and the strength of the vibrations that produced it	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	Recognise that sounds get fainter as the distance from the sound source increases.	Recognise that vibrations from sounds travel through a medium to the ear	Children understand the impact that ear development and vibration have on sound.
KNOWLEDGE Science Knowledge Organiser: Sound Year 4 (teacher made) (twinkl.co.uk)	Sounds are made by a vibrating object/air	The stronger the vibration the louder the sound	Sound travels through the air by vibrations	Pitch is high and low pitch sounds – the frequency of the sound waves	The closer you are to the sound, the louder it is	Sound is heard through vibrations picked up by the bones in the ear	Sound is heard through vibrations picked up by the bones in the ear
LESSON LINK	MTP Term 3	MTP Term 3	MTP Term 3	MTP Term 3	MTP Term 3	MTP Term 3	
PROGRESSIVE VOCABULARY	sound hear air vibration sound wave	sound hear air vibration volume louder quieter amplitude	sound hear air vibration sound wave	sound hear air vibration sound wave high pitch low pitch frequency	sound hear air vibration louder quieter	sound hear air vibration medium travels ear	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES	Chn to explore the sounds and what each object does to create the sound	Chn to explore the sound a coin makes on a drum when dropped from different	Chn to carry out investigation using different materials to 'muffle' sound	Water bottle xylophones			Children to apply their knowledge to being able to change sounds by varying how they bare produced

END POINT	Children to be describe how sounds are made	Children will now how to change the volume of a sound	Children will now how to change the volume of a sound	Children will now how to change the Children to explore the pitch of sounds	Children will know that the further away they are from what produces the sound, the quieter it is.	Children to understand how the formation of the ear affects how we hear things.	
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BIRCHINGTON



CHURCH OF ENGLAND PRIMARY