EDEN Academy Trust
Working together to make a difference

Science Curriculum – Cycle B
Lower Key Stage 2 – Spring 2

Theme – Sound (Physics)

Enquiry Question – How are sounds made?

National Curriculum Coverage

Pupils should be taught to:
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.

Key Scientists:	**Comparative Test** Which material is best to use for muffling sound in ear defenders? **Fair Test** Does the volume of a drum change the further away you move from it?	**Observation over time** When is the classroom the quietest?	**Pattern Seeking** Is there a pattern between how loud it is in school and the time of day?	**Research** Do all animals have the same hearing range?

Objective	Challenge	Working Scientifically	Vocabulary
• To know that sounds are made because of vibrations - To know that sound is a type of energy made by vibrations - To know that vibrations make the air around an object vibrate • To know that vibrations from sounds travel through a medium to the ear - To know that vibrations cause sound waves which move through mediums (air, water and wood) - To know that when an object vibrates, it causes movement (sound waves) in the particles of that medium. - To know that if your ear is in range of the vibrations, you will hear the sound.	• To explain why sounds get fainter or louder according to distance • To explain how pitch and volume can be changed in a variety of ways • To work out which materials give the best insulation for sound **or own challenges*	See separate objectives sheet.	Vibrate/vibration/vibrating, air, medium, ear, hear, sound, volume, pitch, faint/fainter, loud/louder,

• To find patterns between the volume of the sound and features of the object that produced it. - To know that the volume of sound is related to the strength of the vibration. • To find patterns between the pitch of a sound and features of the object that produced it - To know that pitch is how high or low a sound is. - To know that faster vibrations will make a high sound and slow vibrations will make a low sound • To recognise that sounds get fainter as the distance from the sound source increases			