

Sound	Science	Years 3 & 4, Term 5	Year B
Key vocabulary: sound, listen, hear, ears, noise, loud, quiet, silent, vibrations, amplitude, travel, wave, particles, high, low, pitch, distance, volume			
Knowledge and skills: Ask relevant questions and use different types of scientific enquiries to answer them. (B1) Set up simple practical enquiries, comparative and fair tests. (B2) 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) Gather, record, classify and present data in a variety of ways to help in answering questions. (B4) Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (B5) Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (B6) Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (B7) Identify differences, similarities or changes related to simple scientific ideas and processes. (B8) Use straightforward scientific evidence to answer questions or to support findings. (B9) Identify how sounds are made, associating some of them with something vibrating. (B41) Recognise that vibrations from sounds travel through a medium to the ear. (B42) Find patterns between the pitch of a sound and features of the object that produced it. (B43) Find patterns between the volume of a sound and the strength of the vibrations that produced it. (B44) Recognise that sounds get fainter as the distance from the sound source increases. (B45)		Possible activities: Go on a sound walk. Perform a dramatisation of how sounds travel. Explore and create musical instruments, and explain how they change pitch.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Listening to and/or performing music can be a spiritual experience for many. Children will consider the scope and wonder of the natural world and the fact that science does not answer every question we may wish to ask. Moral: Hearing is important for safety and communication. How do we ensure all members of society can access what hearing people can? Not all scientific developments have caused positive change; some have brought about damage to people and the environment. Ethical considerations are vital when undertaking scientific research. Social: Children could consider the impact of hearing impairment on some people in our society. Children will work in groups to plan experiments. They will respect each other’s predictions and work together to carry out investigations. Cultural: Music and instruments play a defining role in many cultures around the world. Scientists are well respected in British culture, particularly after the pandemic highlighted their importance in our lives. British Values: Encourage children to accept responsibility for their behaviour. Children will show respect for each other’s thoughts and ideas during discussions. We know that our behaviour affects our rights and the rights of others; children will behave in a way that allows everyone to learn and achieve their potential.			