

Science Overview – Sound

Year 3/4 Cycle A

Summer 1

Key Question: What impact did the Roman have?

National Curriculum

- 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.

SUBSTANTIVE KNOWLEDGE

- Know that sound is a type of energy and that sounds are created by vibrations.
- Know that a louder sound creates a stronger vibration and that the size of the vibration is the amplitude.
- Know that pitch is a measure of how high or how low a sound is.
- Know that the speed of the vibration changes the pitch of the sound and that this can be changed depending on the instrument.
- Know that sound travels as a wave and can travel through solids, liquids and gases.
- Know how the ear receives and processes sound.

Key words:

vibration
amplitude
particles

Vocabulary:

vibration, sound wave, volume, amplitude, pitch, ear, particles, distance, soundproof, absorb sound, vacuum, eardrum

Working scientifically

- Use straightforward scientific evidence to answer questions or support findings

Enquiry type to cover and enquiry question

Pattern Seeking (enquiry type)

Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school?

Learning Milestones /Assessment

I can...

- Explain how a sound is made.
- Describe how sound travels.
- Explain how sound gets to your ear.
- Identify high and low pitch sounds.
- Describe different ways to change sounds.