



Year Group	4	Term	Autumn 2	Subject	Science	Topic	Sound
Key Question							KQ: How is sound made?
Prior Learning and other Curriculum Links	Year 3 Music - children have explored pitch					Skills Statements	<ul style="list-style-type: none">• I can explain how sounds are made, and show that some of them are linked to vibrations.• I can explain that vibrations from sounds travel through a medium to the ear.• I can find patterns between the pitch of a sound and features of the object that produced it.• I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.• I can show that sounds get fainter as the distance from the sound source increases.
Fundamentals	<ul style="list-style-type: none">• 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 Facts/Sticky Knowledge	<ul style="list-style-type: none">• Sound is made by air vibrating.• Sound is carried by soundwaves (amplitude). The louder the sound, the bigger the soundwaves.• Sound travels from air particle to air particle until it reaches your ear.• Pitch is how high or low a sound is. The shorter, tighter and thinner the instrument, the higher the pitch, because the soundwaves are smaller and faster.• Soundproofing is material which stops sound from travelling by absorbing the sound.

Our Curriculum Journey	Stunning Start: N/A Journey: The children will start the topic in the hall as a year group and investigate the questions: are there different ways of making sound and how is sound made?, how do we hear sounds?, does the volume of the sound make a difference?, what is pitch?, how can we stop sounds from travelling?, what happens when sounds are further away?. Over the next four lessons they will look more in-depth at these questions and will make pan pipes, string and cup telephones, and undertake an experiment to investigate sound-proofing. Show stopper: N/A		
Key Vocabulary (revisited)	Investigation, conclusion, fair test	Key Vocabulary (new)	Sound, loud, quiet, high, low, repeating, strike, blow, shake, pluck, vibration, vibrate, strength of vibrations, fainter, distance, pitch, particles