Year 4	Sound

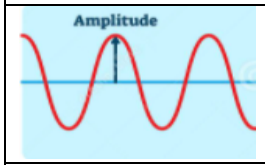
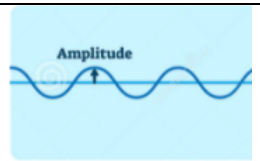
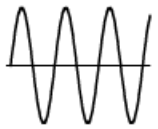
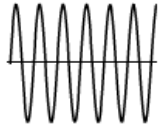
Prior learning

This is the first time Sound is taught within the Primary Science Curriculum

- Hearing is one of the 5 senses (EYFS)
- Identify, name, draw, label basic body parts of the human body and know we use our ears to hear sounds around us (Year 1 – Animals including Humans)

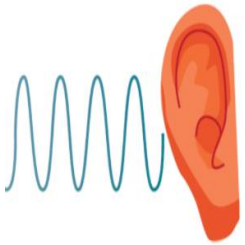
Key learning

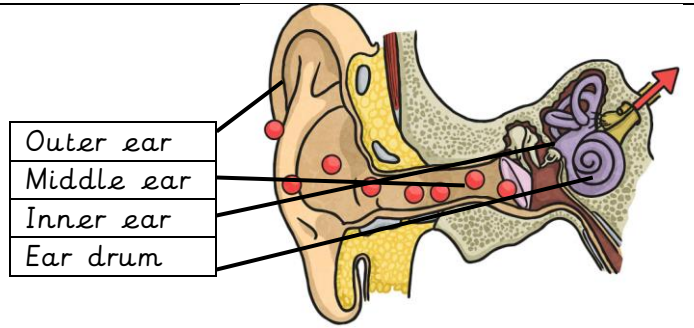
Sound is an energy caused when something vibrates
Vibrations hit your eardrum deep inside your ear. Vibrations go to your middle ear and into your inner ear. They change to electrical signals and travel to your brain. Your brain tells you that you are hearing a sound.
Vibrations from sounds travel through the air or water (mediums) to your ear.
The pitch (high and low sounds) is the speed of vibrations. The faster the vibrations, the higher the sound. The slower the vibrations, the lower the sound.
The volume (loud and quiet sounds) is based on the size of vibrations. The bigger the vibrations, the louder the sound. The smaller the vibrations, the quieter the sound.
The further the sound vibrations travel the quieter the sound gets. The closer the vibrations, the louder the sounds are.

Volume		Pitch	
			
Smaller strength of waves (amplitude) = quiet sound	Bigger strength of waves (amplitude) = loud sound	Slow vibrations make low sounds	Fast vibrations make high sounds

Key vocabulary

Ear	An body part used for hearing
Eardrum	The thin, stretched out (like a drum skin) part of the ear, which sound waves make vibrate.
Sound	Something that can be heard which is made by vibrations
Sound waves	Vibrations travelling from a sound source
Vibration	An invisible wave of movement moving forwards and backwards
Pitch	A high or low sound
Volume	A loud or quiet sound
Amplitude	How strong a sound wave is
Medium	What the sound travels through (solid, liquid, gas)





Scientific skills	
By the end of the year, children should be able to ... •  Ask own questions relatiing to the topic •  Make predictons about the outcomes of investigations • Set up practical investigations • Make simple observations •  Gather and record data •  Present data in a variety of ways including diagrams, charts, tables and graphs •  Draw simple conclusions on results	**Opportunties for scientific enquiry within the unit:** • Investigating strength of vibrations and the volume of the sound produced • Investigationg the size of an object and the pitch of the sound it makes.