

Science – Sound – Spring Term 1

Prior Knowledge

Pupils know they use their sense of hearing to explore sounds and can listen carefully to compare them.
 They can name everyday sounds and understand that sounds come from objects.
 They can describe sound using words such as loud, quiet, high and low.
 Pupils can make simple observations, talk about what they notice, and take part in simple investigations.
 They can record results using pictures, tables or simple charts.

Key Vocabulary

Sound	Something we hear that is made by vibrations
Vibration	A fast back and forth movement
Sound source	An object that makes a sound
Volume	How loud or soft a particular sound is
Pitch	How high or low a sound is
Medium	Sounds travels through (air, solid, and
Eardrum	Apart of the ear that vibrates to help us hear
Decibel (dB)	A unit used to measure how loud or quiet a sound is
Frequency	How fast something vibrates
Insulation	Material that reduces how much sound can pass through

Core Knowledge

- Sound is made when a sound source vibrates, and the sound stops when the vibrations stop.
- Sound vibrations travel through air, water, and solids but cannot travel though empty space.
- Vibrations travel into the er, make the eardrum vibrate and the brain hears this as sound
- Sounds get quieter as the distance from the sound source increases
- The volume of a sound depends on the strength of the vibrations
- Pitch is how or low a sound is and depends on how fast something vibrates.
- Scientific investigations need a fair test, careful observations, and clear recording of results.
- Patterns in sound can be shown using line graphs, and explained using a scientific conclusion.

Diagrams

