

Component 6:

What we will know after this sequence:

- Children will design and create their own ear defenders showing their understanding of how sounds are made.
- They can present evidence to support their findings.
- They can evaluate the effectiveness of their product, using their understanding of sound.

Vocabulary: Evidence, results, conclusion, evaluate

How will this feed into my next learning:

Pupils will use their knowledge of how sound is made to create effective ear defenders.

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 4: To understand how we hear sounds.

What we will know after this sequence:

- Children can describe how we hear sounds and begin to consider ways to reduce what they hear.
- They can consider ways of reducing the sound we hear.
- They can describe the differences in how light and sound travel.

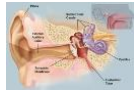
Vocabulary:

Vibrations, soundwaves, sign language

How will this feed into my next learning:

Pupils will use their knowledge of how we hear sounds and ways to reduce what they hear to recognise that sounds get fainter as the distance from the sound source increases.

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 5: To investigate which materials are most effective in reducing sound.

What we will know after this sequence:

- Children can explain why it might be necessary to reduce the amount of sound we hear.
- They can explain how to plan and carry out a fair test on which material can best reduce sound.
- They will be able to identify the best materials for reducing sound.

Vocabulary: Investigation, fair test, variable, muffle, predict

How will this feed into my next learning:

They can use their knowledge that sounds get fainter as the distance from the sound source increases to create their own ear defenders showing they understand how sounds are made.

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 3: To investigate pitch and volume

What we will know after this sequence:

- Children will understand how the amount of energy put into creating a sound affects the volume of the sound.
- They can describe the relevance of patterns between the pitch of sound and features of the object that produce it
- They can identify patterns between the pitch and volume of sound and the wave it produces.

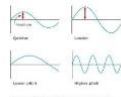
Vocabulary:

Volume, loudness, amplitude, pitch, frequency, sound waves

How will this feed into my next learning:

Pupils will use their knowledge of the relevance of patterns between the pitch of sound and features of the object that produces it to understand how we hear sounds and consider ways to reduce what they hear,

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 2: To understand how sound travels

What we will know after this sequence:

- Children will recognise that vibrations from sounds travel through a medium to the ear.
- They will be able to explain different ways of producing sound
- They will be able to explain what happens to sound as the distance from the sound source increases.

Vocabulary:

Vibration, medium, sound, transmit, source, travel, particles

How will this feed into my next learning:

Pupils will use their knowledge of vibration from sound travelling through a medium to the ear to understand the relevance of patterns between the pitch of sound and features of the object that produces it.

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 1: To understand how sounds are made

We should know:

That ears are used to perceive sound and is one of our 5 senses.

What we will know after this sequence:

- Children will start to understand how sounds are made and associate them with something vibrating.
- They will consider which parts of the school will be loud, which will be quiet and which will have no sound
- They can explain the term 'noise pollution'

Vocabulary: Sound, listen, hear, ears, noise, loud, quiet, silent, vibrations.

How will this feed into my next learning:

Pupils will use their knowledge of how sounds are made to recognise that vibrations from sounds travel through a medium to the ear.

SEN: Pre teaching new vocabulary using multisensory approach. Record verbal responses to task.

