



Sound Year 4

Learning outcomes with context

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds get fainter as the distance from the sound source increases

Learning outcomes without context

- To make decisions, ask relevant questions and use different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations using notes and simple tables
- To take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To use straightforward scientific evidence to answer questions or to support their findings
- To recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations
- To explore and use sets of pitches
- To assemble, join and combine materials and components with some accuracy

Key vocabulary children should know by the end of the topic

Sound	Created when something vibrates and send waves of energy into our ears
Volume	How loud or quiet a sound is
Wave	The movement through a medium when a sound is made caused by vibrations
Vibration	A movement back and forth through a medium
Medium	Solid, liquid or gas
Pitch	How high or low a sound is
Faint	A quiet sound