Key Vocabulary and Definitions:

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| Absorb sound | To take in sound energy. Absorbent materials have the effect of muffling sound. |
| Amplitude | The size of a vibration. A larger amplitude = a louder sound. |
| Distance | A measurement of length between two points. |
| Ear | An organ used for hearing. |
| Eardrum | Separates the outer ear from the middle and inner ear. Sound waves make the eardrum vibrate. |
| Particles | Solids, liquids and gases are made of particles. They are so small we are unable to see them. |
| Pitch | How low or high a sound is. |
| Soundproof | To prevent sound from passing. |
| Sound wave | Vibrations travelling from a sound source. |
| Vacuum | A space where there is nothing. There are no particles in a vacuum |
| Vibration | A movement backwards and forwards |
| Volume | The loudness of a sound. |

What should I already know?

* Compare and group materials together, according to whether they are solids, liquids or gases

Scientific Skills:

* Ask relevant questions and use different types of scientific enquiries to answer them
* Identify differences, similarities or changes related to simple scientific ideas and processes

Teaching Sequence

1. To identify how sounds are made, associating some of them with something vibrating

2. To find patterns between the pitch of a sound and features of the object that produced it

3.To explore ways to change the pitch of a sound.

4. Recognise that vibrations from sounds travel through a medium to the ear

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Key Knowledge

Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.







