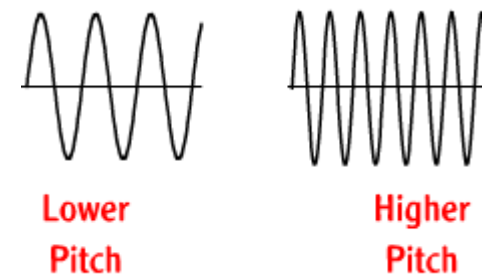




# Year 4 Sound

## Science Knowledge Organiser

Knowledge                      Skills                      Vocabulary



<u>Knowledge Progression</u>
How are sounds made?
How does sound travel and can sound travel through all materials?
Does distance affect the volume of a sound?
Are all ears the same?
Which materials would be good to use to make ear defenders?
Can you change the pitch of notes produced by vibrating air?

**Curriculum Coverage**

Identify how sounds are made, associating some of them with something vibrating

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

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

**Skills Progression**

To be able to use a scientific enquiry to answer a question.

To be able to report on findings from an enquiry.

To be able to set up a simple practical enquiry.

To be able to make systematic and careful measurements.

To be able to identify differences, similarities or changes related to simple scientific ideas.

To be able to set up simple fair tests.

**Scientific vocabulary**

**Ways to create sound** - bang, blow, shake, and pluck

**Loudness** - quiet, quieter, quietest, loud, louder and loudest

**Pitch** - low, lower, lowest, high, higher, and highest

Vibrations, source

**Scientific enquiry**

What is sound, and how do we sense it? How is sound created? Why do sounds fade away and not continue at the same volume? How does sound travel? Why do different sounds have different volumes? Why do sounds have different pitches—sounding lower or higher? What causes a sound to be lower or higher?

