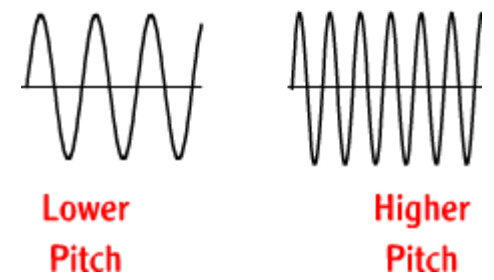




Year 4 Sound

Science Knowledge Organiser

Knowledge
Skills
Vocabulary



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.



© MAYO FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH. ALL RIGHTS RESERVED.

Knowledge and Skills Progression

How are sounds made?
To be able to use a scientific enquiry to answer a question.

How does sound travel through materials to the ear?
To be able to report on findings from an enquiry.

Does distance affect the volume of a sound?
To be able to set up a simple practical enquiry.
To use able to make systematic and careful measurements.

How can we alter the loudness of a sound? What happens to the vibrations as a result?
To be able to identify differences, similarities or changes related to simple scientific ideas.
To be able to report on findings from an enquiry.

How do we change the pitch of a sound?
To be able to use a scientific enquiry to answer a question.

Does the length of an elastic band affect the sound produced?
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?

