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| Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6  |
| WALT: Understand how sounds are made, associating some of them with something vibrating | WALT: Know and use patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. WALT: know and recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel. | WALT: know and recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. WALT: know and use patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch. | WALT: know and recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. WALT: know and use patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.  | WALT: understand recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.  |  |
| Key Vocabulary |
| Vibrate, soundproof, absorb, sound.Vibration, distance, loud, quiet, telephone, transmit.High, low, pitch, vibration.Vibration, amplitude, loud, quiet, travel, wave, particles, earSound, vibration, volume |
| Milestone Indicator |
| • Identify how sounds are made, associating some of them with something vibrating.• Recognise that vibrations from sounds travel through a medium to the ear.• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, • Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. |

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