



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science-Sound

YEAR GROUP: 4

TERM Autumn 1

<p style="text-align: center;">Vocabulary</p> <p>Vibrate, vibration, vibrating, medium, ear, Hear, sound, volume, pitch, quiet, quieter, loud, louder, string, percussion, woodwind, brass, insulate, soundwaves, amplitude, soundproof</p>	<p style="text-align: center;">Skills</p> <p><i>Enquiry and working scientifically skills (LKS2)</i></p> <ul style="list-style-type: none"> • Asks relevant questions • Sets up simple enquiries, comparative and fair tests • Makes systematic and careful observations • Gather and record data accurately in a variety of ways. Interpreting data. • Makes statements on findings from enquiries using simple scientific vocabulary, drawings, labelled diagrams etc. • Report findings both in written and oral form. • Use results to draw simple conclusions, making new predictions and raising further questions. • Identifies difference, similarities or changes related to simple scientific ideas and processes (Pattern seeking) 	<p style="text-align: center;">What we already know</p> <p>Through 'Early learning' or personal interests outside of school, some children may have:</p> <ul style="list-style-type: none"> • an understanding that sound is linked to ears • investigated sounds in the environment • understand that objects make sound including specific sounds from musical instruments. <p><u>KS1/2 skills</u> Y2/Su 2 – Observe and describe, use simple equipment Y3/Sp 1 – Identify difference, similarities or changes (Pattern seeking) Y3/Su 1 – Gather and record data</p>
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Exploring pitch of instruments • Volume investigation • Trial soundproofing • Observe how sound is made • Outdoor learning – sound walk 		<p>Concepts</p> <ul style="list-style-type: none"> • Sounds are made though vibrations • Vibrations from sounds travel through a medium to the ear • Pitch changes dependent on the object that makes the sound • Volume changes dependent on strength of vibrations • Distance from sound affects how well it can be heard
<p>Other/Cross Curricular Links</p> <p>Music – pitch English – Research, Biography of key scientists</p>		<p>Adaptation for SEND</p> <p>Differentiated tasks Images and pictures used to decrease need for writing Worksheets produced to improve page organisation</p>