



Sacred Heart Primary School Curriculum Theme Plan

Sound: 4 -Term 1



Rationale: In order to address the skills and knowledge as outlined in the national curriculum. The topic of sound is age appropriate for Year 4. There are opportunities for investigative work to engage the children.

Pre-Unit task: Class brainstorming session - "What we know about sound"

Learning Objectives:

1. To describe and explain sound sources
2. To explain how different sounds travel
3. To explore ways to change the pitch of a sound
4. To investigate ways to absorb sound
5. To investigate ways to absorb sound
6. To make a musical instrument to play different sounds

Curriculum Links:

PSHE recycling by being inspired by Weapons of Sound, a band whose instruments are all made from junk materials.

Overview:	
1.	Good Vibrations <i>To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.</i>
2.	Hearing Sounds <i>To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel.</i>
3.	Higher and Lower <i>To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. To find 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.</i>
4.	String Telephone <i>To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.</i>
5.	Soundproofing <i>To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.</i>
6.	Making Music <i>To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works.</i> <i>To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.</i>
SMSVC Links Develop a sense of awe, wonder and mystery .By asking questions about the ways in which scientific discoveries from around the world have affected our lives. Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	
Resources Rice Drum per group Tuning fork per group Bowl of water per group School map per group	

Access to String instruments Pitched percussion instruments Wind instruments Straws (approximately 5 per child) Sticky tape String Alarm clock Measuring stick Paper cup per child Compasses or sewing needles. String - kite string works well (Approximately 20m per pair) Access to the hall or playground Small music player per group. Box per group, large enough to put the music players in Different materials to wrap around the boxes (ideas include tin foil, bubble wrap, tea towels, sheets of cotton wool, newspapers) Junk modelling materials	
Opportunities for enrichment:	
Playing as a class band	
Impact/Assessment	
Most Children will: • <i>Explain how sound sources vibrate to make sounds.</i> • <i>Explain how vibrations change when the loudness of a sound changes.</i> • <i>Explain how sounds travel to reach our ears.</i> • <i>Describe the pitch of a sound.</i> • <i>Describe patterns between the pitch of a sound and the features of the object that made the sound.</i> • <i>Explain how sound travels through a string telephone.</i> • <i>Identify the best material for absorbing sound.</i> • <i>Create a musical instrument that can play high, low, loud and quiet sounds.</i> • <i>Make observations and conclusions.</i> • <i>Be able to answer questions based on their learning</i>	
Less Able Children will: • <i>Describe sounds around them.</i> • <i>Identify high and low sounds.</i> • <i>Identify loud and quiet sounds.</i> • <i>Observe how different sounds are made.</i> • <i>Describe how sounds change over distance.</i> • <i>Participate in an investigation to find the best material for absorbing sound.</i> • <i>Answer questions based on their learning using prompts.</i> • <i>Create a musical instrument that will play different sounds.</i> • <i>Predict what will happen in an investigation.</i> • <i>Make observations.</i>	
More Able Children will: • <i>Explain how we hear and interpret sounds.</i> • <i>Explain that sounds travel differently through different materials.</i>	

- • *Identify and explain patterns between the pitch of a sound and the features of the object that made the sound.*
- • *Explain how sounds change over distance.*
- • *Explain why sounds travel better through solids than gases.*
- • *Explain why some materials absorb sound.*
- • *Explain how their musical instrument plays different sounds.*
- • *Set up reliable and accurate investigations.*
- • *Make and explain predictions.*
- • *Make and record accurate observations.*
- • *Use scientific language to explain their findings.*
- • *Be able to ask and answer questions based on their learning using scientific language.*