Question: Where did that noise come from?

National Curriculum Link

KS1 Science: Y1 Sound (additional unit linked to exploring senses in Animals, including humans)
KS1 Science Working Scientifically

IB Learner Profile Links

Inquirers – Nurture skills for research and curiosity

Risk-takers – Approach uncertainty with forethought and creativity / work independently and cooperatively to solve problems

Knowledgeable – Develop conceptual understanding and engage with issues and ideas

Thinkers – Use critical and creative thinking skills

Reflective – Consider the wider world and our own ideas and experience

Prior Skills – EYFS	New Skills – Y1	Future Skills – Y4
• Ask questions and decide how they might find answers to them. • Explore, using the senses • Make simple predictions • Use first-hand experience and simple information sources to answer questions. • Make simple comparisons. • Make simple predictions • Observe and name a variety of sources of sound, noticing that we hear with our ears • Explore different sound and explain how the sounds are different • Compare sources of sound and how they are different	• Describe a range of sounds • Observe and name a variety of sources of sound, noticing that we hear with our ears • Explore different sound and explain how the sounds are different • Compare sources of sound and how they are different • Ask questions and decide how they might find answers to them. • Explore, using the senses and make and record observations and measurements. • Make simple predictions • Use first-hand experience and simple information sources to answer questions. • Make simple comparisons. • Recognise when a test or comparison is unfair • Make simple predictions and make links to prior learning or something they have observed before • Communicate findings in a variety of ways including diagrams, pictures, charts, tables and ICT to record their observations	• Identify and explain how sounds are made, associating some of them with something vibrating • Describe and explain how a sound travels from a source to our ears • Recognise that vibrations from sounds 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. • Investigate and explain how to change the pitch a sound (louder/softer) • Investigate how different materials can affect the pitch and volume of sounds • Take measurements using different equipment and units of measure and record what they have found in a range of ways • Make accurate

		measurements using standard units • Explain their findings in different ways (display, presentation, writing) • Find any patterns in their evidence or measurements • Make a prediction based on something they have found out • Record and present what they have found using scientific language, drawings, labeled diagrams, bar charts, keys and tables

Knowledge, Skills and Understanding for topic area

- Describe a range of sounds
- Observe and name a variety of sources of sound, noticing that we hear with our ears
- Explore different sound and explain how the sounds are different
- Compare sources of sound and how they are different

Knowledge, Skills and Understanding for Working Scientifically

- Ask questions and decide how they might find answers to them.
- Explore, using the senses and make and record observations and measurements.
- Make simple predictions
- Use first-hand experience and simple information sources to answer questions.
- Make simple comparisons.
- Recognise when a test or comparison is unfair
- Make simple predictions and make links to prior learning or something they have observed before
- Communicate findings in a variety of ways including diagrams, pictures, charts, tables and ICT to record their observations

Challenge

- Can they explain why sound gets fainter or louder according to the distance?
- Can they find a way to change sounds (louder/softer)?

Website/Apps

Animal sounds clips / jungle forest sounds etc. APP Free animal sounds available.
What's that Sound? activity to identify everyday sounds found at http://primary.naace.co.uk/activities/BigBooks/index.htm
Online sound investigation Carry out online investigation http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sound_hearing.shtml
Primary Upd8 – great website for ideas http://www.primaryupd8.org.uk/activity.php?actid=17

Extended Writing Opportunities

Write captions for different sources of sound.
Make a leaflet about different sounds, including how we hear sounds and safety with sound. E.g. Danger of loud sounds directly into our ears.

Resources

- Range of musical instruments to experiment with e.g. triangles, symbols, drums etc
- Radio/ laptop to play different sounds
- Different sound they might hear every day e.g. bell, buzzer, clock alarm etc
- Materials such as plasticine, plastic, cotton/fabric/ fleece, paper, tin foil.

Suggested Quality Texts

Poetry: The Sound Collector by Roger McGough

Numeracy Skills

Record sounds they hear on a sound walk around school in a table and whether they are loud or quiet. Could investigate data handling activity to find out children's favourite sound or most common sound heard in school. Draw a block graph scale 1:1 or a pictogram to show results. Measure distances at which they can hear and cannot hear a partner shout. Measure string lengths for string telephones.

Wow starter/experience

Sound detective trail - Go on a sound walk either around school, in the school grounds or in the local community. If possible tape some of the sounds for use back in school or create a soundless environment in the immersion room and get children to write down their observations.

Curricular Links/ enquiry time activities:

DT: Make a collection of objects that can be used to make sounds (not just instruments, also familiar objects). Making musical instruments from a range of different materials, using knowledge of materials from topic based on materials and their uses, e.g. elastic bands being stretchy and flexible to make strings on a guitar.

Literacy: Write instructions for making musical instruments. Make lists to describe as many different kinds of sound as they can eg. speaking, singing, striking, plucking, shaking, scraping, blowing, loud, soft, loudest, softest etc.

Music: Explore a range of musical instruments. Listen to sounds through different objects eg. cardboard tubes, plastic funnels etc. Listen to CD recordings of sounds made with instruments. Find the instrument and try to make the same sound.