



Science focus	Sound	Year 4	Autumn Term 2
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What? (Key Knowledge)

Identify how sounds are made, associating
·Recognise that vibrations from sounds
Find patterns between the pitch of a sound
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.
Sounds can be heard though solids, liquids and gases but the same sound will be
Every sound has a frequency. The frequency of a sound is the number of vibrations
Fast vibrations make high pitched sounds.
Slow vibrations make low pitched sounds.
Large vibrations (more energy) produce loud
Small vibrations (less energy) produce quiet

Key Skills

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Setting up simple practical enquiries, comparative and fair tests.
- Identifying differences, similarities or changes re-

What? (Key Vocabulary)

<u>Sound</u>	Vibrations that travel through the air or another medium.
<u>Source</u>	A place, person or thing from which something originates
<u>Vibrate</u>	Move continuously and rapidly to and from.
<u>Vibration</u>	An instance of vibrating.
<u>Pitch (High Low)</u>	The quality of sound governed by the rate of vibrations producing it.

Diagrams and Symbols

