



## Sound

<b>Early learning goal</b>	<ul style="list-style-type: none"><li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)</li></ul>
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	<ul style="list-style-type: none"><li>Identify how sounds are made, associating some of them with something vibrating.</li><li>Recognise that vibrations from sounds travel through a medium to the ear.</li><li>Find patterns between the pitch of a sound and features of the object that produced it.</li><li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li><li>Recognise that sounds get fainter as the distance from the sound source increases.</li></ul>
<b>Year 5</b>	
<b>Year 6</b>	
<b>KS3</b>	<ul style="list-style-type: none"><li>Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.</li><li>Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound.</li><li>Sound needs a medium to travel, the speed of sound in air, in water, in solids.</li><li>Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal.</li><li>Auditory range of humans and animals.</li><li>Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound.</li><li>Waves transferring information for conversion to electrical signals by microphone.</li></ul>