

## Vocabulary

**Ways to create sound** – bang, blow, shake, and pluck

**Loudness** – quiet, quieter, quietest, loud, louder and loudest

**Pitch** - low, lower, lowest, high, higher, and highest  
Vibrations Source, decibel (db) volume, fainter

Key Scientist: **Ernst Mach, Robert Boyle, Heinrich Hertz**

## Skills

**Choosing a suitable scientific enquiry.**

-**Observations.** Systematic

-**Fair testing**

-**Sorting and classifying.** Grouping, sorting and classifying, simple keys.

-**Secondary sources.**

-**Choosing equipment.** Learn how to use new equipment, such as a data loggers

-**Collecting data.**

- **Measuring.** They should use standard units.

**Recording.** Record in notes, drawings, labelled diagrams, bar charts and simple tables.

-**Analysing data.**

- **Making improvements.**



## BPS SUBJECT ORGANISER

Subject

Science

Term 1

'Sound'

By the end of the block, children should know –

- how sounds are made, associating some of them with something vibrating
- that vibrations from a sound travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it
- that there are patterns between the volume of a sound and the strength of the vibrations that produced it.
- that sounds get fainter as the distance from the sound source increases.



What I already know

What I'd like to know

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