



St Bartholomew's Knowledge Organiser	Class 3	Spring 2 Science – Year A	Sound
<b>What we will learn:</b>		<b>Science Knowledge:</b>	
<p>In this unit you will learn how to;</p> <ul style="list-style-type: none"> <li>➤ Classify sound sources by walking around the school listening for different sounds and begin to think about how sounds are made.</li> <li>➤ Explore making sounds with a range of objects, such as musical instruments and other household objects.</li> <li>➤ Explore how string telephones work and to understand that the sound travels along the string (solid).</li> <li>➤ Demonstrate sound vibrations using some visible evidence, e.g. a drum skin with rice grains scattered on it, a plucked elastic band, the tip of a vibrating tuning fork placed in water, a ruler clamped to a table and tapped at one end.</li> <li>➤ Investigate pitch and volume by exploring instruments and the different sounds they make.</li> <li>➤ Measure sounds over different distances and consider some of the ways we try to reduce the sounds that we hear</li> <li>➤ Begin to understand some of the workings of the human ear.</li> <li>➤ Plan and conduct an investigation into which material best reduces the sounds we hear.</li> </ul>		<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>Important Vocabulary</b>		<b>Scientific Skills we will develop:</b>	
<p>Sound, sound wave, source, vibrate, vibration, travel, pitch (high, low), volume, amplitude, faint, loud, insulation, vacuum, eardrum.</p>		<ul style="list-style-type: none"> <li>➤ Set up some simple practical enquiries, comparative and fair tests.</li> <li>➤ Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</li> <li>➤ Begin to think of more than one variable factor.</li> </ul>	