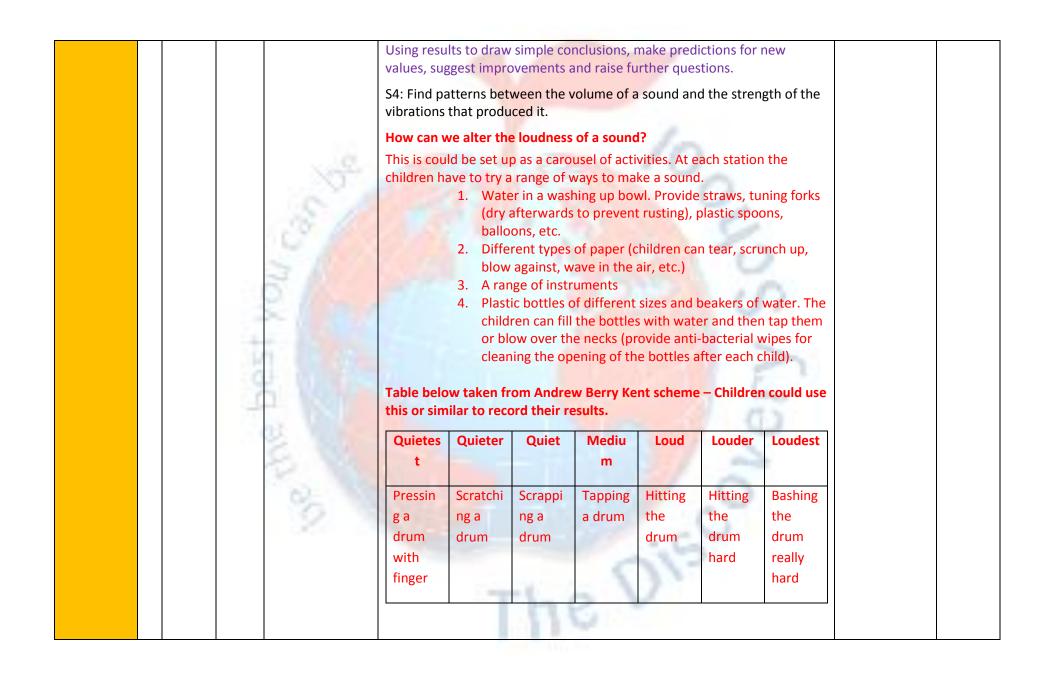
Science Progression of Skills and Knowledge Sound

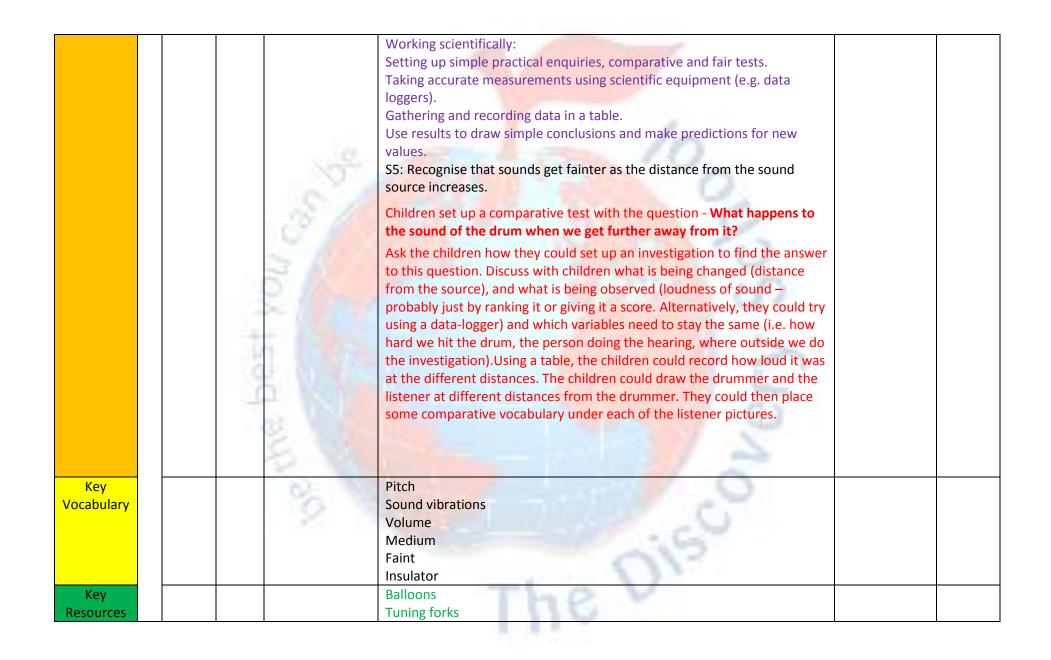
Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

<u>Area of</u> Learning	<u>E</u> <u>Y</u> <u>F</u> <u>S</u>	<u>Year 1</u>	<u>Year</u> <u>2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Sound</u>				Ces model and all	 Working scientifically: Setting up simple practical enquiries. Making systematic, careful observations. Reporting on findings from enquiries. S1: Identify how sounds are made, associating some of them with something vibrating. Some of the following activities could be completed by the children to demonstrate sound vibrations. Allow the children to place their fingertips against their throats as they speak. Place filled balloons between two children. One talks against it and the other places their ear against it. Place some rice on a piece of paper. Hold this paper a small distance above a drum that has been struck. Hang a metal coat hanger upside down. Tie a piece of string from each of the two corners and place each one on ear. Someone else strikes the coat hanger. Hit a tuning fork on a table and then place into a bowl of water. Tie a metal fork on a piece of string and place one end against the ear. Swing the fork so it hits the table. Hang a table tennis ball from a length of string. Touch the ball with a vibrating tuning fork. 		

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	2.2	Boomwackers / range of musical instruments Metal coat hanger Plastic bowls Paper or plastic cups and string for telephones Beakers Plastic bottles	
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