



SOUND (PHYSICS)

National Curriculum Statements in red are from other linked topics.

Progression in Scientific knowledge, concepts & skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<p><u>Concepts</u> Cause and effect Changes</p>	<p>Children know about similarities and difference in relation to places, objects, materials and living things.</p> <p>Children talk about features of their own immediate environment and how environments might</p>	<p>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)</p>			<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and the object that produced it.</p> <p>Find patterns between the volume of a sound and the</p>			<p>Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel superposition.</p> <p>Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound.</p> <p>Sound needs a medium to travel, the speed of sound</p>



	<p>vary from one another.</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes.</p>				<p>strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>in air, in water, in solids.</p> <p>Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal.</p> <p>Auditory range of humans and animals.</p> <p>Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound.</p>
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