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| **Science Curriculum Coverage and Progression – Sound** |
| **NC**  | **Nursery**  | **Reception** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Sound** | Use all their senses in hands on exploration of natural materials.Explore how things work.   | Describe what they see, hear and feel while they are outsideUse new vocabulary in different contextsDescribe events in some detail. .  |  |  |  | * identify how sounds are made, associating some of them with something vibrating;
* recognise that vibrations from sounds travel through a medium to the ear;
* find patterns between the pitch of a sound and features of the object that produced it;
* find patterns between the volume of a sound and the strength of the vibrations that produced it;
* recognise that sounds get fainter as the distance from the sound source increases.
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| **Vocabulary Progression** | Loud, quiet | Loud, quiet, volume, sound |  |  |  | * Parts of the **ear**: **eardrum.**
* Making sound: **vibration,** vocal cords, **particles.**
* Measuring sound: **pitch**, **volume, amplitude, sound wave,** quiet, loud, high, low, travel**, distance.**
* Other: **soundproof, absorb sound.**
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