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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 outside  Use new vocabulary in different contexts  Describe 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. |  |  |
| **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.** |  |  |