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|  **Sound** | **Working Scientifically** |
| * Can they describe a range of sounds and explain how they are made?
* Can they associate some sounds with something vibrating?
* Can they compare sources of sound and explain how the sounds differ?
* Can they explain how to change a sound (louder/softer)?
* Can they recognise how vibrations from sound travel through a medium to a ear?
* Can they find patterns between the pitch of a sound and features of the object that produce it?
* Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
* Can they recognise that sounds get fainter as the distance from the sound source increases?
* Can they explain how you could change the pitch of a sound?
* Can they investigate how different materials can affect the pitch and volume of sounds?
 | **Planning** | **Obtaining and presenting evidence**  | **Considering evidence and evaluating**  |
| * Can they use different ideas and suggest how to find something out?
* Can they make and record a prediction before testing?
* Can they plan a fair test and explain why it was fair?
* Can they set up a simple fair test to make comparisons?
* Can they explain why they need to collect information to answer a question?
 | * Can they record their observations in different ways? <labelled diagrams, charts etc>
* Can they describe what they have found using scientific language?
 | * Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
* Can they use a range of equipment (including a data-logger) in a simple test?
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| **Challenge** |
| * Can they explain why sound gets fainter or louder according to the distance?
* Can they explain how pitch and volume can be changed in a variety of ways?
* Can they work out which materials give the best insulation for sound?
 | * Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
 | * Can they explain their findings in different ways (display, presentation, writing)?
* Can they use their findings to draw a simple conclusion?
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