Springfield School

|  |  |
| --- | --- |
| Blackbirds Class Medium Term Planning for Science 2 | |
| Topic: Wonder Women | Vocabulary: Ear, particles, distance, sound, vibrations, eardrum |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1 ‘link it’**  **Sound how do we hear?**  Exposition – What sounds can we hear? How can we hear those sounds?  Groups – Go on a sound walk.  Plenary – Share work | **Lesson 2 ‘learn it’**  **Good vibrations**  Exposition –  How do we hear sounds? Groups –Experiment with rice and cling film to demonstrate vibrations.  Plenary – Share work. | **Lesson 3 ‘learn it’**  **Hearing Sounds**  Exposition – How do we hear sounds?  Groups – Explore how sounds travel.  Plenary – Share work. | **Lesson 4 ‘learn it’**  **Higher and Lower**  Exposition – What is pitch? How do we create high and low sounds?  Groups – Create musical instruments to create high and low sounds.  Plenary – Share work |
| **Lesson 5 ‘learn it’**  **String Telephone**  Exposition – Look at how sounds change when we increase distance.  Groups – Make a string telephone.  Plenary – Share work | **Lesson 6 ‘check it’**  **Sound Proofing**  Exposition – How an we absorb sound?  Groups – Explore what the best material for absorbing sound is  Plenary – Share work | **Lesson 7**  Create your own music or song! |  |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Observing and Measuring Changes**  **Children can:**  a make systematic and careful observations;  b observe changes over time;  c use a range of equipment, including thermometers and data loggers;  d ask their own questions about what they observe;  e where appropriate, take accurate measurements using standard units using a range of equipment. | * Know that sound can travel through solids, liquids and gases. * Know that sound travels as a wave, vibrating the particles in the medium it is travelling in. * Know that sound cannot travel through a vacuum. |

Progression of Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Knowledge of food and what humans need to survive | Activities provided during lesson  Resources  **PPTs**  **Pictures**  **Drums**  **Rice**  **Cups**  **String**  Activities to explore –  - Sound vibrations  - Pitch of sounds  - Travelling sound | Independent activities linked to lesson  Resources  **PPTs**  **Books**  **Pictures**  Activities-  Drums  Craft materials  -Opportunities to demonstrate knowledge | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work through performance | Retrieve or generalization of learning after lesson   * Know sound is made up of vibrations * Understand how sound travels * Understand how sound changes |