



# Why is the sound of pop music enjoyed by so many?



1. What caused that 'racket'?
2. How do your ears work?
3. What makes a sound high-pitched or low-pitched?
4. How many decibels?
5. Does sound have the same intensity the further away you go from the source?

## Hook for Learning:

Young Voices concert.  
Sound Let's Investigate.

## We learn the following vocabulary:

sound, vibrates, sound wave, energy  
ear, ear drum, cochlea, ear canal, middle ear, energy,  
air particles, electrical signals, volume (amplitude), loud, quiet, soft, throat, voice box

## As talkers can we...

- Communicate capably as a team member
- \*Use appropriate vocabulary to describe how sound travels.
- Share ideas and understand these can help and benefit others

## We learn the following writing knowledge and skills...

- Write a non-chronological report about how the ear's function.

## We learn the following mathematical knowledge and skills...

- Represent data on a graph, interpret it and use it to draw conclusions.

## We learn the following scientific knowledge and skills:

- Identify how sounds are made, associating them with something vibrating **(1)**
- Recognise that vibrations travel through a medium to the ear **(2)**
- Find patterns between the pitch of a sound and the features of the object that produced it **(3)**
- Find patterns between the volume of a sound and the strength of the vibrations that produced it **(4)**
- Recognise that sounds get fainter as the distance from the sound increases **(5)**

## As thinkers can we...

- Give alternative solutions and explanations
- Prioritise the most important things that need doing

## We learn the following musical knowledge and skills...

- Sing songs from memory with accurate pitch (Young Voices concert).
- Perform basic actions and dances clearly and fluently.