

Sounds sensational unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to		
ENGAGE	Lesson 1 Sound advice Session 1 Sound ideas Session 2 Sound search	represent their current understanding as they <ul style="list-style-type: none"> identify sources of sound in their environment describe their existing ideas about the characteristics of sound describe ways in which they use sound describe how they think sound travels. 	<ul style="list-style-type: none"> listen to a request for information and recall the main ideas describe the sounds they can hear explain ideas in a class discussion and formulate questions describe an item brought from home and explain how its sound is used. 	Session 1 Sound ideas <ul style="list-style-type: none"> make sounds describe sounds in their environment discuss their understanding of how sound is produced and how it travels. Session 2 Sound search <ul style="list-style-type: none"> observe how sound is used in their home. 	Diagnostic assessment Student responses to listening activity TWLH chart
	EXPLORE	Lesson 2 Good vibrations Session 1 Vibrating voices Session 2 Playing percussion	<ul style="list-style-type: none"> describe how vibrations produce sounds compare loud and soft sounds. 	<ul style="list-style-type: none"> sing a song, matching actions to meanings contribute to discussions about loud and soft sounds record ideas in a science journal. 	Session 1 Vibrating voices <ul style="list-style-type: none"> feel vibrations produced by the voice box as they sing. Session 2 Playing percussion <ul style="list-style-type: none"> feel vibrations produced by percussion instruments explore how to make loud and soft sounds.

Sounds sensational unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EXPLORE	Lesson 3 Shaping sound	<ul style="list-style-type: none"> make sounds of different pitch describe and demonstrate differences in sounds, for example, high or low pitch. 	<ul style="list-style-type: none"> use the words 'high' and 'low' appropriately to describe sounds contribute to discussions about differences in sounds contribute to the TWLH chart and the word wall. 	<ul style="list-style-type: none"> use a variety of materials to make different sounds describe high and low sounds and how they can be produced. 	Formative assessment Responses to questions TWLH chart
	Lesson 4 Sounds on the move Session 1 Surprising sounds Session 2 Interesting ears	<ul style="list-style-type: none"> describe the difference between sound travelling through air and solids identify materials through which sound travels, for example, air and solids compare the transmission of sound through different materials explain that sounds need to reach their outer ear to be heard. 	<ul style="list-style-type: none"> follow a series of oral instructions join in a group discussion describing their own ideas about how sound travels make and describe a drawing that represents their experiences of sound. 	Session 1 Surprising sounds <ul style="list-style-type: none"> explore the difference between sound transmission through air and through solids. Session 2 Interesting ears <ul style="list-style-type: none"> experience how far sound will travel towards them before they can no longer hear it. 	Formative assessment Class discussion TWLH chart

Sounds sensational unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
EXPLAIN	Lesson 5 Sounds on stage	<ul style="list-style-type: none"> explain ways sound is used at home describe how sound is produced describe how sound travels from its source to the ear. 	<ul style="list-style-type: none"> follow simple oral instructions use language, gestures and role-play to represent the journey of sound write and draw their understanding of the journey of sound use scientific vocabulary appropriately in their writing and talking. 	<ul style="list-style-type: none"> role-play how sound travels describe their understanding of how sound travels from a source to a receiver. 	Formative assessment Sequencing of how sound travels TWLH chart

Sounds sensational unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ELABORATE	Lesson 6 Shifting sounds	<ul style="list-style-type: none"> recognise a high or low sound and describe how they are different investigate how to change the pitch of a sound order sounds from the lowest to the highest pitch. 	<ul style="list-style-type: none"> negotiate with a partner to take turns and share equipment contribute their ideas to a class discussion describe different sounds draw and write descriptions of the sounds objects make. 	<ul style="list-style-type: none"> work in teams to investigate how to change an instrument to make a sound higher or lower identify things (variables) to change and to keep the same in an investigation record and discuss observations. 	Formative assessment Investigation results TWLH chart
	Lesson 7 Sound effects	<ul style="list-style-type: none"> identify loud or soft, and high or low sounds explain how to modify instruments to make different sounds describe ways sound is used explain how sound travels from sources to receivers. 	<ul style="list-style-type: none"> use language and visual representation to communicate their ideas to Sandy the Star speak and listen in ways that enhance communication with others contribute to a discussion about uses of sound use oral, written and visual language to describe how sound travels from sources to receivers. 	<ul style="list-style-type: none"> respond to pictures about different types of sound write and draw about the journey of sound share their understanding with Sandy the Star during his visit. 	Summative assessment ‘Sound pictures’ (Resource sheet 6) Sequencing activity on A4 paper.
EVALUATE					