

Brentside Knowledge Organiser - Science

Year: 2

Topic: Where did that racket come from?

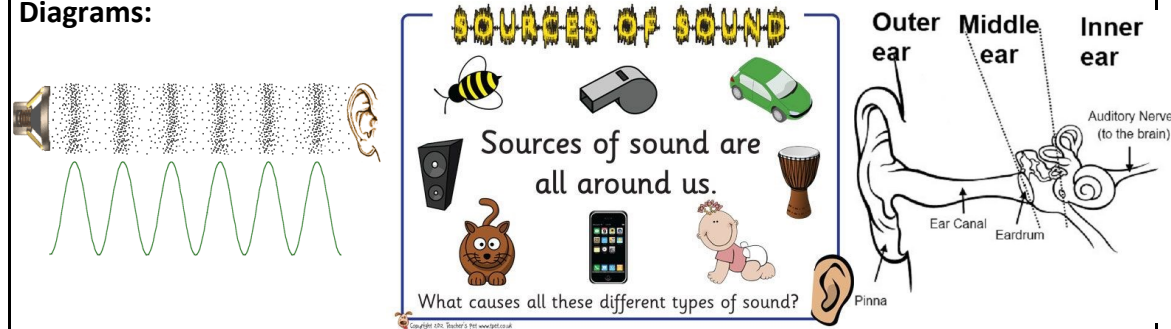
National curriculum:

- observe and name a variety of sources of sound, noticing that we hear with our ears
- recognise that sounds get fainter as the distance from the sound source increases.

What I should already know:

Recognise different types of sounds
They should know pitch, tempo, duration, rhythm from music.
We have ears to help us hear, and the other senses.

Diagrams:



What I should know at the end of the topic:

	I will know that our ears are important and how loud is your shout.
	I will be able to explain the ways that we depend on sound in our every-day life.
	I will be able to write my own audio book using 'talking tins'.
	I will be able to design and make a musical instrument that can be played by others.
	I can make a simple telephone.
	I will be able to explain which instrument was used to make a piece of music.

Vocabulary

Telephone	an object that can transmit sound from one place to another.
Sound	vibrations that travel through the air and can be heard when they reach a person's or animal's ear.
Instrument	an object or device for producing musical sounds
Sound waves	Sound waves help you to hear, protect yourself from danger and assist some animals with moving around.
Ears	the organ that you hear through.
Shout	make a loud cry, typically as an expression of a strong emotion.
Ear drum	part of the that ear vibrates in response to sound waves.
Vibration	a rapid motion back and forth

Investigate:

Can you make an instrument that others can play?
Can you find different sources of sound?
What can you use to make a working telephone?