

Progression of skills, knowledge and understanding: Sound

- National curriculum level statements
 - Additional statements from QCA (2003)

Level	Characteristic of level
1	<ul style="list-style-type: none"> • <i>Communicate observations</i> of changes in sound that result from actions • <i>Recognise</i> that sound comes from a variety of sources and name some of these <ul style="list-style-type: none"> ➤ Know how to make sounds
2	<ul style="list-style-type: none"> • <i>Compare</i> the loudness or pitch of sounds <ul style="list-style-type: none"> ➤ Know how to alter sounds ➤ Know that sounds travel
3	<ul style="list-style-type: none"> • Use their knowledge and understanding of physical phenomena to <i>link cause and effect in simple explanations.</i> • Begin to make <i>simple generalisations</i> about physical phenomena (e.g. explaining that sounds they hear become fainter the further they are away from the source) <ul style="list-style-type: none"> ➤ Know sounds travel through air. ➤ Know that people hear sound because sound travels from a sound source. ➤ Use <i>descriptions to compare and order sounds</i> (e.g. as quieter or louder)
4	<ul style="list-style-type: none"> • Use physical <i>ideas to explain simple phenomena</i> (e.g. sounds being heard through a variety of materials) <ul style="list-style-type: none"> ➤ Know that sound can be quantified ➤ Know that vibrations produce sounds.
5	<ul style="list-style-type: none"> • <i>Use ideas to explain how to make a</i>

	<p><i>range of changes</i> (e.g. altering the pitch or loudness of a sound)</p> <ul style="list-style-type: none">➤ Know that altering vibrations alters pitch or volume.➤ Know sound can travel through solids, liquids and gases.
--	--