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| **W/C 20.4.20** | **W/C 27.4.20** | **W/C 4.5.20** | **W/C 11.5.20** | **W/C 18.5.20** |
| Play some music then walk in a straight line away from the source of sound, until you can no longer hear the music. Now measure the distance travelled.  **Investigate and write about the relationships and pattern in results between volume levels and distance travelled.**  Can a sound twice as loud be heard at twice the distance away from the source of sound?  ***In your maths book, you could present your results in a chart/graph of your choice.***  For example, a line graphLine Graph | Data Viz Project  Does age affect your ability to hear a sound source from distance? Ask adults to join in the investigation! | Research the structure and functions of the human ear.  *Books/internet/clips and animations available online.*  **Use this information to create your own labelled diagram or 2D/3D model to understand how the human ear works. Explain to your family about how sound travels through the ear.**  Words to include…  *Ear drum (tympanic membrane), ear canal, pinna, cochlea, outer ear, ossicles.* | Listen to a range of sounds from instruments or objects around our home. Decide which are high or low. Compare the pitch of sounds.  Investigate how sound is made on one of your instruments/objects.  Does anything you touch/change affect the pitch? For example, the thickness and stretching of an elastic band changes the pitch of the sound it makes when ‘plucked’.  **Write about your investigation in your book. Include labelled diagrams.** | Investigate the volume of sounds by selecting a range of noisy objects around the house, such as a vacuum cleaner, clock ticking, drill, phone notification sound, voices around the house, vehicles passing outside etc.  Unless you have a sound meter or a decibel measuring app on a phone/device, use your own judgement to order from the lowest volume to the highest.  **Present the results in a chart/graph of our choice.** | Investigating vibrations…  Create vibrations using one of the following methods…  a drum with rice added to the skin, an elastic band wrapped around a tub/container, the top of a vibrating fork dipped into water, a ruler clapped to a table and tapped at one end.  **Write about the sounds made and how you think the vibrations are made.**  Watch high speed clips online of how sound vibrates through an object.  [https://www.youtube.com/watch?v=26qvYE-w8Eo](about:blank)  Another informative clip is the bbc sound house…  [https://www.bbc.co.uk/programmes/p02gd6vx](about:blank).  Investigate when happens when you put your fingers on your throat (larynx) and talk. **Write about this in your book including a labelled diagram.** |