



SOUND AND HEARING

Content and skills

This chapter links to unit 1F 'Sound and hearing' of the QCA Scheme of Work for science at Key Stage 1. The Sound and Hearing Resource Gallery on the CD-ROM, together with the teacher's notes and photocopiable pages in this chapter, can be used in teaching this unit.

As with the QCA Scheme of Work, this chapter looks at exploring a variety of sounds and how they are made. Children are encouraged to identify familiar sounds and consider how listening is important in road safety.

Resources on the CD-ROM

There are photographs of individual musical instruments and a picture of a full orchestra playing. An extract from an orchestral work where individual instruments can be heard will allow children to match pictures to sounds. A selection of familiar sounds, such as a baby crying, provides a flexible aural resource to use with the children.

Teacher's notes containing background information and suggesting ways in which to use the resources in teaching are provided here. These include ways of using the resources as a whole class, for group work or for individual use. Some of the activities suggested will link with other areas of the curriculum, such as English, maths, art or music. Wherever possible the activities encourage the children to ask questions and develop an enquiring approach to their learning.

Photocopiable pages

The photocopiable pages in the book are also provided in PDF format on the CD-ROM and can be printed out from there. They include:

- ▶ word cards containing the essential vocabulary of the topic
- ▶ a specially written story focusing on sound effects

Science skills

The children will need to use skills such as observing, questioning, describing, sorting, sequencing, finding out, listening, speaking, reading, writing and drawing when taking part in the activities provided in the teacher's notes and when using the resources on the CD-ROM. For example, from looking at the picture of the orchestra, children can see that musical instruments are played in different ways. This could act as a stimulus for them to explore designing and making their own instrument. It will also support them when listening to the musical

extract and enable them to describe the instruments they can hear with greater detail.

