



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Core substantive knowledge	<p>Understanding the world</p> <ul style="list-style-type: none"> • Use senses to investigate world. 	<p>Animals including humans</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 			<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. • 		<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Cross-curricular links	<p>English - verbal discussions</p> <p>Music - describe songs using musical vocabulary</p>	<p>English - verbal discussions</p> <p>Musical technical vocabulary - pitch, volume</p>	<p>Musical technical vocabulary</p>	<p>Musical technical vocabulary</p>	<p>English - reading/writing</p> <p>Musical technical vocabulary - pitch, volume, timbre</p>	<p>Musical technical vocabulary</p>	<p>Science - Evolution and inheritance, Adaptation of animals</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Range and depth of scientific knowledge-substantive knowledge					<p>Understand that a sound source produces vibrations which travel through a medium from the source to our ears.</p> <p>Understand that different mediums such as solids, liquids and gases can carry sound but sound cannot travel through a vacuum The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.</p> <p>Recognise that the loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Recognise that sounds decrease in volume as you move away from the source.</p> <p>Explain how a sound insulator works.</p> <p>Explain how pitch is affected by features of objects producing the sounds. E.G. Smaller objects usually produce higher pitches</p>		
Range and depth of disciplinary knowledge.					<p>Find patterns in the sounds that are made by different objects</p> <p>Make earmuffs to investigate which provides the best insulation against sound.</p> <p>Make and play instruments</p>		



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Scientific enquiry-disciplinary knowledge					Problem solving Comparative tests Research Observation Classification		
Organisation and communication					Diagrams Charts Photos Verbal explanations Explanations - verbal and written		