

## Key Stage 1

### Year 1

- To describe the simple physical properties of a variety of everyday materials (materials)
- To compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Animals including humans).

### Year 2

- To identify and compare the suitability of a variety of everyday materials. (Materials)

## Lower Key Stage 2

### Year 4

- **To identify how sounds are made, associating some of them with something vibrating (Sound).**
- **To recognise that vibrations from sounds travel through a medium to the ear (Sound).**
- **To find patterns between the pitch of a sound and features of the object that produced it (Sound).**
- **To find patterns between the volume of a sound and the strength of the vibrations that produced it (Sound).**
- **To recognise that sounds get fainter as the distance from the sound source increases (Sound).**

## Upper Key Stage 2

### Year 5

- To compare and group together everyday materials on the basis of their properties (Properties of Materials)
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials (Properties of materials)
- To describe the changes as humans develop to old age (Animals including humans).

### Year 6

- To associate the volume of a buzzer with the number and voltage of cells used in the circuit (Electricity)
- To compare and give reasons for variations in how components function, including the loudness of buzzers (Electricity)

## Progression in learning about Sound