




Scientific Skills Progression

*Note: It is expected that children and adults should use the vocabulary from previous year groups as they progress and where appropriate.

| By the end of ... | <p style="text-align: center;">SOUND</p>  | Year group taught in |
|--------------------|--|----------------------|
| EYFS | <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. | Reception |
| Key Stage 1 | <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. (Y1 - Animals, including humans) | Year 1 |
| Key Stage 2 | <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 <i>Recognise that sounds travel away from their source</i> Recognise that sounds get fainter as the distance from the sound source increases. | Year 4 |