



Pitch Perfect

Learning Outcome:

Explore ways pitch can be changed.

Resources:

- Straws
- Sticky tape
- Scissors

What to do:

1. Give each group 8 to 10 straws
2. Cut each straw so it is shorter than the previous one.
3. Flatten the straws at one end and at the top of each cut a small triangle shape to make a reed.
4. Put the straws in size order and stick together like a pan pipe.
5. Blow through the straws and investigate the changing pitch.



Pitch Perfect

By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. **SCN 1-11a**

- *Demonstrates how sounds can be made higher or lower pitch by altering the tightness, length, width or thickness or other physical characteristics of the sound source .*
- *Explains that sound is caused by a vibration in a material.*



Heard it Through the Grapevine

Learning Outcome:

Explore how sound travels.

Resources:

- Plastic cups
- String
- Scissors

What to do:

1. Using the scissors pierce a small hole in the bottom of 2 plastic cups.
2. Thread a piece of string through the holes in the cups and secure in place with a knot.
3. Pull the cups to opposite ends of the string and place at the ear as if a phone.
4. Set a challenge of sending a secret message through the phone. Could your partner hear it clearly? Hold onto the string, can it still be heard?



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- *Explains that sound is caused by a vibration in a material.*

Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. **SCN 2-11a**

- *Discusses and demonstrates through experiments how sound travels differently through air, water and solids.*
- *Explains how hearing is limited by a range of factors, for example, age, position, and flexibility (direction) of ears.*



Good Vibrations

Learning Outcome:

Identify how sounds are made.

Resources:

- Tissue box or empty tub
- Different sized elastic bands

What to do:

1. Stretch the elastic bands over and round the empty box.
2. Like a guitar pluck the different elastic bands and discuss the sounds created.
3. Experiment with tightening the elastic bands and discuss how this varies the pitch of sound created. What do you notice?



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I Can See Clearly Now

Learning Outcome:

Explore our senses and discuss their reliability and limitations.

Resources:

- Optical illusions cards
- Eye test cards

What to do:

1. Look at the optical illusions cards and discuss what can be seen.
2. Discuss times when eye sight can be impaired e.g. In the dark, when people are colour blind or need glasses.



I Can See Clearly Now

I have explored my sense and can discuss their reliability and limitations in responding to the environment. **SCN 1-12b**

- *Uses their senses to detect information and explains how they help to keep people safe .*
- *Investigates the reliability and limitations of the senses, for example, using taste tests, limits of sound, optical illusions and blind-fold games.*

I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. **SCN 2-12b**

- *Describes how senses work individually or together to keep people safe from harm.*
- *Demonstrates understanding of how, if one sense is impaired, it can have an effect on the other senses, either positively or negatively*
- *Demonstrates how light enters the eye through the pupil and how the pupil changes size in the dark/light conditions.*



The First Taste

Learning Outcome:

Investigate how taste and smell are intrinsically linked

Resources:

- Blindfold
- Peg (fingers can be used)
- Variety of different foods to taste

What to do:

1. One person wears a blindfold and puts a peg on their nose.
2. Their partner selects different foods for them to try whilst the peg is still on their nose and guess what they are.
3. Remove the peg and try the same foods again. What do you notice?



The First Taste

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The Sound of Silence

Learning Outcome:

Investigate how technology aids those with sensory impairments.

Resources:

- Headband
- Variety of different materials
- Musical instrument

What to do:

1. One person should wear the headband and use it to secure a piece of material over both ears.
2. The other partner should play the musical instrument and ask how the material affected the sound.
3. Keep testing until you find the best material for cancelling out the sound.
4. Discuss where and when noise cancelling equipment is used in society e.g. children with ASD.



The Sound of Silence

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I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**

- *Identifies different materials*
- *States the properties of materials (hard, soft,...)*
- *Recognises different materials and why they have been selected for a task*
- *Selects materials to use in a specific task*