




Topic: Sound	Primary 1 Age 4-5	Activity title: Scooping sounds
Scientific skills focus Plan & design: Explores & observes through play. Makes simple predictions of what might happen.		Curriculum link Through play, I have explored a variety of ways of making sounds. SCN 0-11a
Assessment focus <ul style="list-style-type: none"> • Can children explore how to make different sounds with the materials? • Can children make predictions about the kind of sound which will be made? 		
Activity Provide different sized containers <i>e.g. tin cans, cardboard tubes with one end sealed, plastic containers with lids, plastic hollow Easter eggs, material scraps, balloons and elastic bands.</i> Provide a wide variety of contents <i>e.g. beads, buttons, dried beans, paper clips, cotton wool balls, etc, plus spoons/scoops for measuring/stirring.</i> Invite the children to explore the materials and 'scoop a sound' to create different instruments. Discuss their observations and predictions <i>e.g. what sounds do you think this will make? What if you stir the can with a wooden/metal spoon? Listen to the sound. Can you describe it?</i> Stretch a balloon over the top or place material over the top and secure it. Shake the can / container. <i>Is it louder or quieter? What else could we try?</i> Capture their observations and predictions on post its. <div style="text-align: right;">  </div> Adapting the activity Support: Explore the materials one at a time with the child and discuss the sound made. Use vocabulary quiet / loud to describe the sounds made. Provide flash cards of vocabulary with pictures beside the words. Extension: Make a variety of instruments and order them from quietest to loudest. Other ideas: Elastic band guitar. Consider muffling the sound made.		
Questions to support discussion <ul style="list-style-type: none"> • What do you think these will sound like? • How would you describe that sound? • Does this one make a different sound? • How could you make it louder/quieter? • What sound will it make if you shake it? Roll it? Tap it with a wooden spoon? • What will happen if you use more or less dried beans? 		
Benchmark indicators Working towards: Explores the materials and makes different sounds but does not communicate their observations or predictions. Achieved: Explores the materials and observes the different sounds carefully. Predicts, then investigates, ways to make sounds louder and quieter. Possible ways to go further: Children may begin to describe patterns, test their predictions in a systematic way, raise further questions to investigate, request additional materials.		