

<b>Lesson</b>	3 of 7	<b>Key Unit Question:</b>	What is sound?	<b>Key Lesson Question:</b>	What is inside your ear?
<b>Learning Objective</b>		<b>NC Links</b>		<b>Resources</b>	
I can recognise that vibrations from sounds travel to the ear.		<ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> </ul>		<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Differentiated activity sheet (easy/medium)</li> <li>• Challenge activity sheet (easy/medium)</li> <li>• Next step</li> </ul>	

### Teaching Input

- Thinking time – turn to your partner and discuss how sounds are made. Encourage the use of scientific vocabulary. Review answers using PPT slide 3/PDF p2.
- Place some rice on a drum and tap the drum. Invite a child to explain why the rice is moving; how does the vibrating drum skin create sound vibrations and how do those sound vibrations travel to the ear and you hear the sound? Review the answer on PPT slide 3/PDF p4.
- Thinking time – beat the drum gently again, what happens when the sound vibrations or waves reach your ear? Talk to you partner.
- Use the diagram on PPT slide 6/PDF p5 to explain that the ear is divided into three sections (inner, middle and outer ear).
- Read the information on the outer ear. Why does cupping your hand around your ear make sounds louder? Explain that your body produces ear wax to help protect the inner ear from dirt and infection. What would happen if you had too much wax in your ear?
- Read the information about the middle ear on the next slide. What are the names of the three small bones in the middle ear? Why are they important? (The vibrations pass through these bones to the inner ear).
- After reading the information about the inner ear, ask the children to write two retrieval comprehension questions based on the information on the inner ear for their friend to answer. Read some examples, who can locate the information quickest? What strategies did you use to locate the information (using keywords and skimming/scanning techniques)
- Introduce the independent activity.
- Plenary – complete the quiz at the end of the presentation.

#### BACKGROUND INFORMATION FOR TEACHERS

Further information can be found here: How are sounds detected? - <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z3d4g7h>

### Differentiated Activities

#### ★ (working below)

Children label a diagram of the ear. A word bank is provided to support the children.

#### ★★ (working at)

Children locate features of the ear and label a diagram. A word bank is provided.

### Challenge activity

Match the part of the ear with its description (easy)  
Children write a description of each part of the ear (medium)

### Next Step activity

Children read two differing opinions about whether or not a person would be able to hear without a pinna. They must decide who they agree with and explain why using scientific vocabulary.

Assessment questions	Self assessment	Key vocabulary	
What happens to sound vibrations when they reach your ear? How many parts is your ear divided into? Can you name some of the parts of your inner, outer and middle ear? Can you explain what your eardrum is?	I can explain what happens to sound vibrations when they reach the ear. I can name some of the parts of the outer, middle and inner ear. I can explain how the sound vibrations or waves are transmitted to the inner ear.	<ul style="list-style-type: none"> <li>• vibration</li> <li>• sound vibration</li> <li>• sound wave</li> <li>• pinnae/pinna</li> <li>• eardrum</li> </ul>	<ul style="list-style-type: none"> <li>• ear canal</li> <li>• semi-circular canals</li> <li>• cochlea</li> <li>• auditory nerve</li> </ul>