

Sounds all around us

Lesson at a glance

Open with ten quiet seconds of eyes-closed classroom listening so 1st/2nd class pupils name real room sounds and where they came from. Introduce sound source, loud or quiet, and near or far using those same sounds with point and hand signals. After a short partner chat on what they might hear, lead a clipboard-free indoor listen then a brief outdoor sound hunt on the school grounds. Back inside, pupils record at least two sounds on the Investigation Journal page, then whole-class sort loud/quiet and near/far from their pages before a display-only close.

Learning objectives

- Identify sources of sound in the indoor and outdoor environment
- Sort familiar sounds as loud or quiet and near or far

Before the bell – prep

Check weather and fix a short outdoor stop close to the door (covered porch or doorway if wet). Stack clipboards, pencils and Investigation Journal pages by the door inside—hand out only on return. Agree quiet signal, walking route and yard boundary before you leave.

Materials

Item	Qty	Per	Source	Low-cost substitute
clipboard	1	pupil	classroom	a piece of stiff card or a hardback book cover to rest paper on
pencil	1	pupil	classroom	a crayon or colouring pencil
Investigation Journal page	1	pupil	classroom	a blank A4 page headed with sound, source, loud or quiet, near or far

Safety watch-point

Stay together on a short outdoor route with clear yard boundaries; no running during the quiet listen; return indoors as one group before journals come out.



Teaching moves

- **Getting Started:** Run ten quiet seconds with eyes closed, then take hands-up names of sounds and where they came from. Capture two or three on the board (chair, clock, bird) to reuse next. Invite a quieter pupil to point toward the source if they prefer not to speak yet.
- **Today's sound words:** Pace one boarded sound at a time: pupils point to the source, show big/small hands for loud or quiet, then point close or stretch for near or far. Model the full noticing cycle aloud once (e.g. the clock), then repeat with a second pupil sound so every child acts, not only the speaker.
- **What will we hear?:** Partner talk only—what might we hear indoors and outdoors, and why. Board three or four ideas without a long list. Before leaving, lock the quiet signal, route and boundary; leave writing kit stacked inside.
- **Sound hunt:** Indoor listen about three minutes: model first (source, loud/quiet, near/far), then partner whispers. Walk calmly to the outdoor stop for a short class listen; harvest variety (bird, wind, distant traffic, feet on tarmac). Coach anyone saying only 'a noise' back to a person, animal or object. Return together, then hand out journals at the door.
- **Record our sounds:** Protect this full in-class beat—shorten the outdoor stop if time is tight, never skip recording. Model one framed example on the board (sound, source, loud/quiet, near/far). Pupils draw or write at least two hunt sounds using the spoken sentence frame; offer a board word bank and scribes as needed.
- **Loud or quiet, near or far:** Run two whole-class sorts on the board or labelled sides: loud/quiet first, then near/far. Sample four to six journal call-outs per sort, mixing indoor and outdoor. Remind the class one sound can be quiet and near (a whisper) or quiet and far (distant traffic).
- **What did our ears tell us?:** Display-only talk: revoice that every sound has a source and can be sorted loud/quiet and near/far. Partner share one of each, then wonder where else listening ears could work this week. Tidy clipboards; wash hands if outdoor surfaces were touched.

What it should show

Expect indoor sources such as voices, chairs, clock, radiator or corridor footsteps, and outdoor ones such as birds, wind, distant traffic, feet on tarmac or a door. Good pages name a real source (not just 'noise'), mark loud or quiet, and often attempt near or far. If a group only lists 'noises', re-run one listen and insist on who or what made it.

Misconceptions & interventions

- **Pupils say 'I heard a noise' with no person, animal or thing attached.** — Ask 'Who or what made it?' and have them point toward the place. Revoice only when a real source is named—clock, bird, car, chair.
- **Pupils think far always means quiet.** — Use a sound from today's hunt if you heard one (e.g. a loud lorry beyond the wall). Sort it on both boards: it can be far and still quite loud.
- **Pupils mix up near/far with loud/quiet as if they are the same idea.** — Hold up one journal sound and run both sorts in order: first loud or quiet hands, then near or far point/stretch, naming each attribute separately.

Differentiation

Emerging	Developing	Proficient
• Allow pointing to the source while a partner or adult supplies the word; use the board word bank and spoken sentence starters on the journal page. • Accept a drawing plus loud/quiet mark as enough for one sound if writing is a barrier.	• Prompt a near-or-far judgement on each recorded sound after source and loud/quiet are secure. • Ask why they think that outdoor sound seemed quieter or further than the classroom ones.	• Challenge them to find and record one clearly near sound and one far-away sound from the same hunt. • In the sort, invite them to explain a sound that is quiet but near, or far but still loud, using today's evidence.

Cross-curricular hook

Links to English oral language—naming sources and using loud/quiet and near/far in full spoken sentences about the school grounds.