

## Access Key Definitions

[Skip navigation](#)

[Access key details](#)

[Home page](#)

[Latest updates](#)

[Site map](#)

[Search](#)

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Search  Select Area

- [Home](#)
- [Key stages 1 & 2](#)
- [Key stages 3 & 4](#)
- [My Portfolio](#)

## In this section

- [Key stages 1 & 2 homepage](#)
  - [Values, aims and purposes](#)
  - [Subjects](#)
  - [General teaching requirements](#)
  - [Inclusion](#)
  - [Assessment](#)
    - [NC in Action](#)
    - [Assessment of subjects](#)
- [Learning across the curriculum](#)

You are here: > [Home](#) > [Key stages 1 & 2](#) > [Assessment](#) > *NC in Action*

- [Add to portfolio](#)
- [Email](#)

## Farm sounds

- [Commentary on work](#)
- [Items of work](#)
- [About this entry](#)

## Activity Description

The class visited a farm and then spent two lessons exploring how sounds are made. The pupils listened to sounds (for example, a cow mooing or a bucket clanging), made their own sounds and looked at some pictures of animals. Then they wrote about the animals and the

sounds that they make.

The teacher discussed how information from the world around us is collected. She talked about the five senses and explained that the pupils were going to think about hearing. She then reviewed the recent farm visit and discussed the various sounds that the pupils had heard there.

The teacher introduced the pupils to clicker-grid software (a clickable grid combining pictures of objects and animals from the activity, sound effects and word-bank software) so they could further explore the farm and the noises found there (see first image). The teacher asked the pupils to imitate the sounds. The pupils then voted for the best impersonator for each sound and that pupil recorded their version of the sound into the software, using a microphone. The sound was stored in the cell showing the word for the sound name (for example 'moo') so that it would play when that cell was right-clicked.

Once the grid was complete, the pupils worked in small groups at the computer to create a sentence about each of the sounds by clicking on words from a word bank.

The teacher extended this activity for more able pupils by allowing them to type the sentence in rather than clicking on the words. They were also able to create their own examples about animals or objects not included on the grid. Copies were printed for each group member to put into their science books. The rest of the class worked on a matching worksheet, cutting and sticking animal names and sounds onto a farm scene to stick into their books.

Resources used:

- two computers
- clicker-grid and word-bank software
- a microphone
- a tape recorder
- a data projector.

## Activity Objectives

To know that hearing is one of the five senses, and that we hear sounds through our ears.

To be able to describe how specific objects generate sounds.

## Commentary

### Using ICT

The software allowed the pupils to record sound and learn about how sound is detected. It provided them with a wide range of sounds to work with, allowed them to work independently and reinforced the idea that information can be found in pictures.

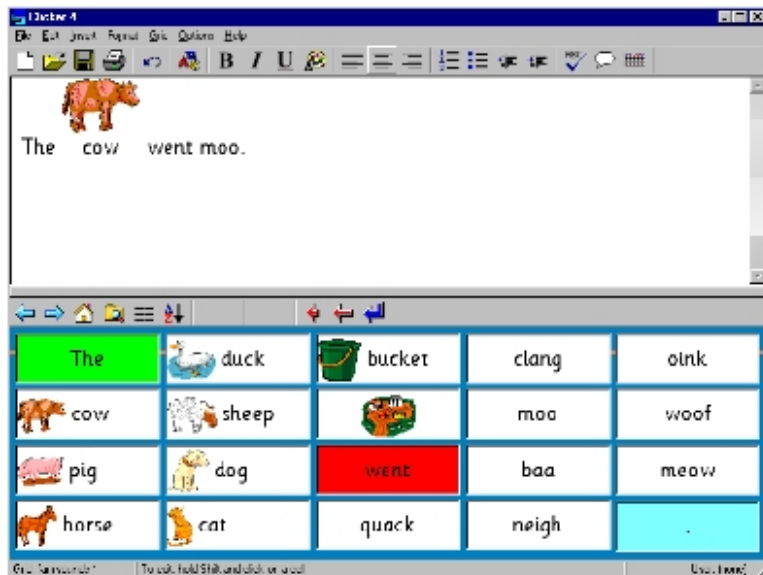
The word-bank software helped the pupils to describe sounds, or ways of making sounds, and use words or phrases to make comparisons. The software allowed the pupils to work at different levels: they could construct sentences entirely from the word bank or type an entire sentence of their own construction using the word-processing facility.

The pupils were able to hear the words spoken before selecting them, which not only supported their writing but reinforced the idea that information can be carried by sounds. They were able to record their own sounds and use them to support their writing, which brought the lessons to life and motivated them.

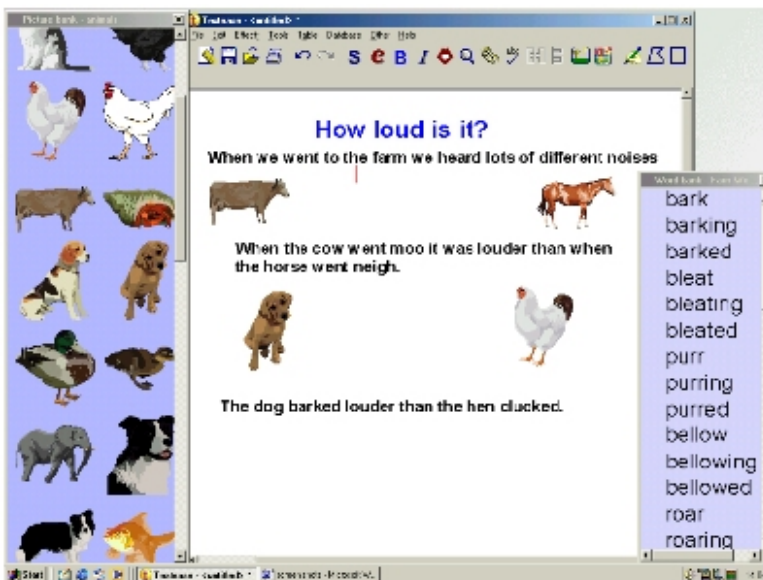
All the pupils successfully constructed varied sentences about the sounds that they heard. The activities developed the pupils' ICT skills and demonstrated how ICT could be used to record and display information in a variety of ways. They were able to produce a number of resources; for example, worksheets and printouts for the classroom display. In addition, the activities developed their sorting and matching, listening and literacy skills (all key skills across the curriculum).

**ICT programme of study references:** 1b, 1c, 1d

### Screenshot showing the clicker-grid software used in the farm sounds activity



Screenshot of clicker-grid software showing the word-bank facility



Subject: Science

Year:

1

**Key stage:**

1

**NC programme of study:**

Sc1p2f, Sc2p2g, Sc4p3c

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