Y1 – Light – What is light?

Lesson 1

Lesson	1 of 6

Learning objective

I can explain that we need light to see things.

National Curriculum links

NC Y3:
Children will:

- recognise that light is needed to see and that dark is the absence of light

Working scientifically:

- making systematic and careful observations
- record findings using simple scientific language, drawings, keys, bar charts and tables

Key lesson question

Why can't we see when the lights go out?

Resources

- lesson presentation (PPT)
- activity worksheet and picture sorting cards
- practical activity ideas
- one small cardboard box per pair/group

Teaching input

- **Scientific enquiry** – Review the 'scientific enquiry types' and 'working scientifically' skills the children will use in this lesson, highlighting 'identifying and classifying' on the slide.
- **What is light?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Identifying and classifying** – Introduce Ciara. Read what she says about the enquiry type for the lesson 'Identifying and classifying'. Use this slide to teach the children what these terms mean. They will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on a different key historical skill.
- **Let's discuss** – Over these two slides, discuss what happens when we turn out the light and shut the blinds in the classroom. How does this affect what we can see? Ask the children to think about what they are able to see at night in their bedroom or outside.
- **Let's investigate** – Over these three slides, the children will investigate in pairs, or small groups. Children will investigate how we can only see objects when there is light on them. Using a sealed box, children make a small viewing hole to look for the object inside. They then add holes to the sides or front of the box and notice how this changes what they can see inside the box.
- **How do we see things?** – Read the information on the slide.
- **Let's recap** – Use the questions to recap the learning about light so far. Take feedback from the class before revealing the answers on the following slide.
- **Let's watch** – Watch the science clip and learn about sources of light. Recap understanding and reinforce that the Moon is not a light source. Introduce the new word alert and clarify its meaning.
- **Activity** – Children look at the objects on the picture cards and sort them into two groups, deciding if it makes its own light or not. They will stick them into the table on their activity worksheet and label the columns. Take feedback from the class before revealing the answers on the following slide.
- **Let's recap** – Recap the key learning from the lesson today.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. Sentence starters are provided to support discussion. Take feedback from the class before answers are revealed on the following slide.

Main activity

The children will use what they have learnt about light sources to sort objects. They will decide if each object makes its own light or not. They should cut out and sort the pictures into two groups and stick them onto their activity worksheet. Then they will label the two groups at the top of the table. If there are any that they are not sure about, they can place them to the side and discuss them with a partner, or with the class at the end.

Challenge

On stage, if a bright light shines from behind a performer, their whole body can look dark. Why does the person look dark even though the stage is full of light?

Cumulative quiz questions

1. The Moon is a light source. True or false?
2. Sort the objects into the table. (window, Sun, battery, fire)
3. Why can you still see objects in your bedroom at night, even when the bedroom light is off?

Self-assessment

- I can identify objects that are light sources.
- I can explain that we need light to see objects.

Key vocabulary

dark – without light
light – a type of energy that allows us to see
reflect – to throw back light from a surface