

<p>Find updated lesson plans for Year 1 Science here: http://bit.ly/18JQvh1</p>	
<p>Session A Identify light sources</p>	<p>Objectives: Understand that we need light to see things and that it comes from different sources.</p> <p>Sc4 3a Identify different light sources, including the sun.</p> <p>3b Understand that dark is the absence of light.</p> <p>Breadth of Study: 1a Learn through a range of domestic and environmental contexts that are familiar and of interest to them.</p> <p>1b Look at the part science has played in the development of many useful things.</p>
<p>Scientific Enquiry</p>	<p>Sc1 2b Use first hand experience and simple information sources to answer questions.</p> <p>2f Explore using the senses as appropriate, and make and record observations and measurements.</p>
<p>Resources</p>	<p>Set up dark role-play area. Provide boxes of shiny/sparkly materials, coloured acetate, and reflective strips to explore. Torches for two groups, sticks/straws, card shapes, transparent coloured shapes, a collection of light source objects, e.g. candle, bicycle lamp, fairy lights, lantern.</p>
<p>Whole class teaching:</p> <p>Ask chn to keep their eyes open and cup their hands over their eyes and then slowly open their hands. Do it several times. Ask: when your hands were completely over your eyes could you see your fingers or the colour of your skin? Why not? What happens if you open your fingers a tiny bit? Why is that happening? Where is the light in the room coming from? Record comments, questions, responses on flip chart or whiteboard, save to return to at end of strand to assess chn's learning (<i>session resources</i>).</p> <p>Go for a walk around the school to look for light sources other than the sun (ceiling lights, computer monitors warning lights). Make the point that shiny objects are not light sources but are reflecting light. Light might come directly to your eyes (when you look at a light source) or it bounces off objects and to your eyes when you see other things.</p> <p>Group activities:</p> <p>Adult-led activity: Provide chn with torches and sticks plus Plasticine® to stick them in, or straws and cardboard shapes (a rectangle with a zigzag cut from one side can make interesting shadow patterns). Encourage chn to explore what happens when they change the angle of the torch and to discuss the shadows. Ask: how can you make the shadow of the stick longer/shorter? The closer to the light source the larger the shadow.</p> <p>Independent activity:</p> <p>Provide chn with examples of light sources e.g. torch, bicycle lamp, candle, fairy lights, oil lamp and pictures of light sources (<i>session resources</i>). Chn draw careful drawings and label as appropriate (<i>session resources</i>).</p> <p>Independent activity:</p> <p>Use the role-play area (<i>see resources above</i>).</p> <p>Independent activity:</p> <p>Set up an overhead projector and give chn transparent shapes and coloured acetate to make 'colour compositions' projected on wall/screen.</p> <p>Independent activity:</p> <p>Explore activities http://www.bbc.co.uk/schools/scienceclips/ages/5_6/light_dark.shtml</p> <p>Plenary: Ask chn to help you make a list of all the light sources they now know, record on flip chart/whiteboard.</p> <p>Extension: Ask <i>Is a shiny object a light source?</i> Some objects seem bright but they are only reflecting light.</p>	
<p>I can:</p> <ol style="list-style-type: none"> 1. Help make a list of things that give us light. 2. Talk about light sources. 	

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