


Look, listen! – Stage 1


Physical World Strand


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| Term | 1 | 2 | 3 | 4 | Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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| Outcome | Lesson Sequence – Overview | Resources | Word Wall |
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| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> identify the source of sounds made in a story describe sources of light and sound describe how light and sound are sensed. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> listen to and participate in a story contribute to discussions about light and sound identify the purpose and features of a science journal identify the purpose and features of a word wall. | <p>Lesson 1 <u>Scary Sounds – Lesson focus p12</u></p> <ul style="list-style-type: none"> To capture students' interest and find out what they think they know about how light and sound are produced by a range of sources and can be sensed. To elicit students' questions about light and sound. <p><u>Students:</u></p> <ul style="list-style-type: none"> <i>listen to a story</i> <i>identify objects from the story that produce light and sound</i> <i>describe how sounds are sensed.</i> | <p>For the class</p> <ul style="list-style-type: none"> class science journal word wall 1 enlarged copy of 'Sound makers' (Resource sheet 2) <p>For each student</p> <ul style="list-style-type: none"> student science journal 1 copy of 'Sound makers' (Resource sheet 2) | <p><i>air</i></p> <p><i>darkness</i></p> <p><i>day</i></p> <p><i>ear</i></p> <p><i>energy</i></p> <p><i>eye</i></p> <p><i>feeling</i></p> <p><i>journal</i></p> <p><i>light</i></p> <p><i>music</i></p> <p><i>night</i></p> <p><i>noise</i></p> <p><i>object</i></p> <p><i>perception</i></p> |

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| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> • identify sources of sounds in their environment • identify sources of light in their environment • locate light and dark places • contribute to discussions about light and sound and how they are produced and sensed. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • identify the purpose and features of a table • identify the purpose and features of an annotated drawing • create an annotated drawing to represent ideas about producers of sounds • create a drawing to represent ideas about light and dark places | <h2>Lesson 2</h2> <p><u>Light and sound search – Lesson focus p17</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of things that produce light and sound. <p>Session 1 School sounds</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>identify and describe things that produce sounds inside and outside the classroom contribute to a class book on sounds.</i> <p>Session 2 Where's the light?</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>identify and describe things that produce light inside and outside the classroom.</i> <p>Session 3 Light and sound at home</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>observe how light and sound are used at home.</i> | <p>Session 1</p> <p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • <i>optional:</i> digital camera <p>For each student</p> <ul style="list-style-type: none"> • student science journal • 1 x A5 sheet of paper <p>Session 2</p> <p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • 1 enlarged copy of 'Light and dark' (Resource sheet 3) • <i>optional:</i> digital camera <p>For each student</p> <ul style="list-style-type: none"> • student science journal • 1 copy of 'Light and dark' (Resource sheet 3) <p>Session 3</p> <ul style="list-style-type: none"> • class science journal • 'Light and sound' collection' table (see 'Preparation') • word wall • 1 enlarged copy of 'Information note for families' (Resource sheet 4) <p>For each student</p> <ul style="list-style-type: none"> • student science journal • 1 copy of 'Information note for families' (Resource sheet 4) | <p><i>scary</i></p> <p><i>science</i></p> <p><i>see</i></p> <p><i>senses</i></p> <p><i>solid</i></p> <p><i>sounds</i></p> <p><i>torch</i></p> <p><i>travel</i></p> <p><i>vibrations</i></p> |
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| <ul style="list-style-type: none"> identify questions about light and sound. | | | |
| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> describe how vibrations produce sounds identify objects that produce sound. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> contribute to discussions about sounds and vibrations record ideas in a science journal. | <p>Lesson 3 <u>Good Vibrations – Lesson focus p27</u></p> <ul style="list-style-type: none"> To provide students with hands-on, shared experiences of how vibrations cause sound, which can be sensed. <p>Students:</p> <ul style="list-style-type: none"> <i>feel vibrations made by various objects as they produce sound.</i>  | <p>For the class</p> <ul style="list-style-type: none"> class science journal 'Light and sound collection' table word wall 2 mobile phones 1 small cardboard box 1 guitar (or other string instrument) <i>optional:</i> tambourine and a teaspoon of rice <p>For each student</p> <ul style="list-style-type: none"> student science journal 1 balloon per pair of students | |
| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> describe the difference between sound travelling through air and solids identify materials through which sound | <p>Lesson 4 <u>Sounds on the move – Lesson focus p27</u></p> <ul style="list-style-type: none"> To provide students with hands-on, shared experiences of sound travelling through materials. <p>Students:</p> <ul style="list-style-type: none"> <i>explore the difference between sound transmission through air and through solids.</i> | <p>For the class</p> <ul style="list-style-type: none"> class science journal 'Light and sound collection' table team roles chart team skills chart word wall 1 wire coat hanger 2 x 40 cm pieces of string <p>For each team</p> | |

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| <p>travels, for example, air and solids</p> <ul style="list-style-type: none"> • compare the transmission of sound through different materials • explain that sounds need to reach their outer ear to be heard. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • follow a series of oral instructions • join in a group discussion describing their own ideas about how sound travels • make and describe a drawing that represents their experiences of sound |  | <ul style="list-style-type: none"> • each team member's science journal • role wristbands or badges for Manager and Speaker • 1 wire coat hanger • 2 x 40 cm pieces of string | |
| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> • describe why we need light to see <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> | <p>Lesson 5 <u>Sensing light – Lesson focus p37</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of how light is needed to see things. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>explore a peek box with and without light.</i> | <p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • 'Light and sound collection' table <p>For each pair of teams</p> <ul style="list-style-type: none"> • each team member's science journal • adhesive tac • collection of birthday cards or Christmas cards | |

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| <ul style="list-style-type: none"> • participate in discussions about light • complete sentences revising what they have learned about light. | | <ul style="list-style-type: none"> • 1 shoebox (see 'Preparation') • 1 torch | |
| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> • describe how sound travels from the source to the ear • describe how light travels from the source to the eye. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • understand the purpose and features of a role-play • use role-play to represent the journey of light and sound • represent their understanding of the journey of light and sound using drawings. | <p>Lesson 6 <u>Travelling tales – Lesson focus p41</u></p> <ul style="list-style-type: none"> • To support students to represent and explain their understanding of how light and sound are produced and can be sensed, and to introduce current scientific views. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>represent their understanding of how light and sound travel using drawings</i> • <i>role-play how sound travels</i> • <i>role-play how light travels.</i>  | <p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • 'Light and sound collection' table • 6 large cardboard arrows (see 'Preparation') • 1 large cardboard ear (see 'Preparation') • 1 large cardboard eye (see 'Preparation') • musical triangle • torch <p>For each student</p> <ul style="list-style-type: none"> • student science journal | |

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| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> • understand that light helps our eyes to see • understand that if we block light to one eye then our quality of sight is affected • identify the importance of two eyes for certain activities. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • record and report on an investigation • follow directions to complete a simple investigation. | <h2>Lesson 7</h2> <p><u>Two versus one – Lesson focus p45</u></p> <ul style="list-style-type: none"> • To support students to plan and conduct an investigation of why two eyes are better than one. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>investigate perception through playing a cup and coin game.</i>  | <p>For the class</p> <ul style="list-style-type: none"> • class science journal • 'Light and sound collection' table • team roles chart • team skills chart • word wall • 1 enlarged copy of 'Testing eyes' (Resource sheet 5) <p>For each team</p> <ul style="list-style-type: none"> • each team member's science journal • role wristbands or badges for Manager and Speaker • clear plastic cup • 1 coin • 1 copy of 'Testing eyes' (Resource sheet 5) per team member | |
| <p>ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy</p> <ul style="list-style-type: none"> • identify sources of light and sound • explain how light and sound travel <p>ST1-1WS-S observes, questions and collects data to</p> | <h2>Lesson 8</h2> <p><u>All together – Lesson focus p49</u></p> <ul style="list-style-type: none"> • To provide opportunities for students to represent what they know about how light and sound are produced by a range of sources and can be sensed, and to reflect on their learning during the unit. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>respond to pictures showing different objects that produce sound and/or light</i> • <i>draw about the journey of sound.</i> | <p>For the class</p> <ul style="list-style-type: none"> • class science journal • 'Light and sound collection' table • word wall • 1 enlarged copy of 'Light or sound?' (Resource sheet 6) <p>For each student</p> <ul style="list-style-type: none"> • student science journal • 1 copy of 'Light or sound?' (Resource sheet 6) | |

communicate and compare ideas

- participate in discussions about how light and sound are sensed.
- represent their understanding of how light and sound travel.

- 2 x A4 sheets of paper folded into four
- 2 different-coloured pens

