

# What makes things go?



## Lesson at a glance

Open with one loud clap and ask what made the sound, without naming energy yet. Introduce energy as what makes things move, light up or make a sound, then run a short-burst picture-card hunt: pupils act out fan, lamp, clap, running, torch, and the different food card. Calm pointing checks move, light, sound and food, then a carpet make-sense talk locks the two big ideas.

## Learning objectives

- Spot and act out everyday examples of energy making things move, light up or make sound
- Say that food gives our bodies energy to play

## Before the bell – prep

Print the six energy-in-action picture cards the day before and keep them face down ready. Clear a small open floor space for acting. Optional: have a classroom lamp or battery torch in view to point at — never open covers or use mains switches.

## Materials

| Item                                                                         | Qty | Per   | Source    | Low-cost substitute                                                                                 |
|------------------------------------------------------------------------------|-----|-------|-----------|-----------------------------------------------------------------------------------------------------|
| energy-in-action picture cards (fan, lamp, clap, running child, food, torch) | 1   | class | classroom | six simple drawings on scrap paper showing a fan, a lamp, a clap, a running child, food and a torch |

## Safety watch-point

Acts stay tiny: run gently on the spot, not across the room. Point only at lamps or battery torches — children never touch mains switches or open battery covers.



### Teaching moves

- **Getting Started:** Stand at the front and give one clear, loud clap. Pause, then ask what made the sound and how it started. Keep it playful; smile at every idea and do not name energy yet.
- **Look and wonder:** Hold up the lamp card (or point gently to a classroom lamp without switching it on). Ask what makes a lamp light up, then aloud only what makes them run and play. Say energy clearly and point to the word on the board. Keep the idea wide — not only electricity or food.
- **Where's the energy hunt:** Spread the six cards face up so all can see. Work in short bursts: name the card, ask move/light/sound, act together (spin arms, stretch tall, clap once, run gently on the spot, shine a pretend torch). For the food card, drop the triad — mime eating and running and praise that food gives bodies energy to play. Stop between cards for a breath.
- **What did we notice?:** Lay the six cards in a clear row. Ask pupils to point, not shout: one that moves, one that lights up, one that makes a sound, and the food card. If a finger lands wrong, smile and look again together — never mark anyone wrong.
- **Make-sense talk:** On the carpet, revoice the hunt in simple lines: fan and running move; lamp and torch light up; clap makes sound; food gives energy to play. Optional hear-and-echo only: say electrician once and invite the class to echo the word — no wiring talk, no open quiz.

### What it should show

Most infants will act and point: fan or running for move, lamp or torch for light, clap for sound, and the food card for body energy. Some may only copy your action or point with eyes — affirm that. Redirect gently if energy is narrowed to plugs only; keep everyday move, light, sound and food in view.

### Misconceptions & interventions

- **Energy is only electricity from plugs and wires.** — Hold up the clap and running cards beside the lamp: energy also makes sound and helps our bodies move. Keep naming everyday effects — no circuits or mains.
- **Energy is only the food we eat.** — Praise the food idea, then point back to fan, lamp and clap: food fuels our bodies, and energy also makes things move, light up and make sound.

### Differentiation

| Emerging                                                                                                                                              | Developing                                                                                                                                                     | Proficient                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Let the child point or copy your action card by card rather than name move, light or sound alone.</li> </ul> | <ul style="list-style-type: none"> <li>• Invite them to say whether the card shows move, light or sound, and for food that it gives energy to play.</li> </ul> | <ul style="list-style-type: none"> <li>• Let them choose which card the class acts next and name the energy effect in a full short sentence.</li> </ul> |



**Cross-curricular hook**

Link to SPHE healthy-living talk — food like bread, fruit and milk gives bodies energy to play and learn.