

Energy makes things work

Lesson at a glance

Open with a clap and a jump and invite quick guesses about what makes sound and movement happen. Name energy as what makes things move, light up or make a sound, modelling with a torch or lamp card. Whole class freezes and acts the energy-in-action picture cards, then calmly sorts the same cards onto four carpet spots: food, wind, sun, and energy at work. Close with oral talk on how food, wind and the sun help, plus a short engineers-at-wind-farms line.

Learning objectives

- Act out or point to something that uses energy to move, light up or make sound
- Name food, wind or the sun as a source of energy in simple words
- Join a class talk about energy making things work

Before the bell – prep

Print the seven energy-in-action picture cards and four pile labels (food, wind, sun, energy at work) the day before. Clear a safe open floor space for the freeze game. Optional props if you have them: battery torch, paper fan. No mains appliances.

Materials

Item	Qty	Per	Source	Low-cost substitute
energy-in-action picture cards (fan, lamp, clap, running child, wind turbines, sun, food)	1	class	classroom	simple sketches on plain paper or magazine cut-outs of the same seven ideas
pile labels for carpet sort (food, wind, sun, energy at work)	1	class	classroom	four scrap-paper labels, or four empty trays with the words said aloud
battery torch	1	class	classroom	mime a lamp with hands, or use the lamp picture card only
small hand fan or paper fan	1	class	classroom	fold a paper fan from scrap paper, or mime spinning blades

Safety watch-point

Spacious freeze spots so bodies do not bump; gentle claps and jogs only. Battery torch only — no mains appliances.



Teaching moves

- **Getting Started:** Clap once, then jump on the spot. Invite two or three quick guesses only. Hold off naming energy if you can — let curiosity lead. Keep the picture cards face down and ready.
- **What is energy?:** Project only the short board line: energy makes things move, light up or make a sound. Model the torch or lamp card first, then open a quick classroom look-around. Do not put energy source or work on the board today.
- **Where's the energy hunt:** Work Card B (lamp) live first: wonder, guess, act the glow, then notice light up. Reveal Cards A–D one at a time for whole-class freeze-and-act; call different children for move, light or sound. Use Cards E–G more gently as talk-and-action prompts (spin like a turbine, stretch like sunshine, mime lunch).
- **Food, wind or sun?:** Lay out the four carpet spots and name them with the class before the first card. Hold up one card at a time; children say the spot, then one child places it. Keep Card A (fan) in energy at work, not wind — only turbines go to wind. On job cards, ask a child to point to the spinning, glowing or sounding part.
- **Energy helps us talk:** One board question at a time with the matching card: food and bodies, wind and turbines, sun and plants/yard. With the turbine card up, say engineers at wind farms help turn wind into power for homes and school; optional Irish touch about turbines on hills or by the coast. Chorus repeat turn wind into power — no open who quiz.

What it should show

Most children will act or point to at least one card and sort food/running to food, turbines to wind, sun to sun, and fan/lamp/clap to energy at work. They name move, light or sound in simple words. If a child puts the fan with wind, re-show turbines as the only wind home and keep the fan as energy making something move.

Misconceptions & interventions

- **Only batteries or plugs count as energy — bodies, wind and the sun do not.** — Hold up the running, food, turbine and sun cards beside the lamp. Say energy is wider: our food, the wind and the sun count too, and re-act one body example together.
- **The classroom fan belongs with wind because wind makes fans spin.** — Point to the four spots and place Card A firmly on energy at work. Show Card E only on wind — turbines are the wind example today.
- **Heavy things have more energy.** — Smile and steer back to the three child labels with the cards in hand: what is moving, lighting up or making a sound?



Differentiation

Emerging	Developing	Proficient
• Less confident children point to the card and copy your freeze action rather than inventing their own. • Offer a choice of two carpet spots when sorting, then affirm the place with a simple reason.	• After acting a job card, prompt: is that move, light or sound? • Invite a simple reason when placing a card on food, wind, sun or energy at work.	• More confident children also name food, wind or sun as where the energy can come from. • On a job card, ask them to point to the spinning, glowing or sounding part and say which of the three energy is helping it do.

Cross-curricular hook

Link to PE body awareness — freeze statues and gentle jogs — and Irish geography with turbines on hills or by the coast.