

What makes things go?



Lesson at a glance

Open with one loud clap and ask what made the sound, keeping the first minutes playful before the word energy appears. Name energy with a lamp picture card, then run a floor-space energy hunt: six printed picture cards (fan, lamp, clap, running, food, torch) shown in short bursts while the class acts each one. Settle for a calm pointing round of move, light, sound and food, then a carpet make-sense talk that food gives our bodies energy to play.

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 night before and keep them face down beside you. Clear a small open floor space for safe on-the-spot acting. Optional: a classroom lamp, battery torch or small fan already in the room to point at after the matching card — pictures alone are enough.

Materials

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

Safety watch-point

Keep acts on the spot, not across the room. Point only at any real lamp, torch or fan — do not open battery covers or use mains switches with the children.



Teaching moves

- **Getting Started:** Stand at the front, give one clear loud clap, pause, then ask what made that sound and how it started. Smile at every idea — hands, bang, noise — 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). Take short answers to what makes a lamp light up, then aloud only ask what makes you run and play. Say energy clearly and point to it on the board; keep the idea wide — move, light, sound and food for bodies — with no circuits or plugs.
- **Where's the energy hunt:** Spread all six cards face up so every child can see. Work in short bursts: hold a card, name it, ask move/light/sound, act together (spin arms, stretch tall, clap once, run gently on the spot, pretend torch). For the food card drop the triad — mime eating then running and praise that food gives our bodies energy to play. Stop between cards for a breath.
- **What did we notice?:** Lay the six cards in a clear row. After the active hunt, settle the room then ask the class to point — one that moves, one that lights up, one that makes a sound, and the food card. Scan for every child joining with eyes or a finger; if a wrong point comes, smile and look once more together.
- **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. Optionally say once that an electrician helps look after wires so energy reaches lights safely, invite an echo of the word, then stop — no wiring talk. Success is acting or naming one example plus the food line.
- **Tidy and finish:** Two helpers gather the cards; count all six aloud so none stay on the floor. Close with the class echo: Energy makes things go. Food helps us play.

What it should show

Most children will act and later point: fan or running for move, lamp or torch for light, clap for sound, and the food card for body energy. Affirm every try; if someone mixes light and sound cards, look once more together rather than marking wrong — confidence to point again matters more than the first answer.

Misconceptions & interventions

- **Energy is only electricity — or only food.** — Keep the idea wide with the cards in view: energy makes things move, light up or make a sound, and food gives our bodies energy to play. Point across fan, lamp, clap and food so children see everyday ways, not one source.
- **Children want to race across the room when the running card appears.** — Model tiny safe acts only — run gently on the spot — and stop between cards for a breath and a smile before the next card.



Differentiation

Emerging	Developing	Proficient
• Let less confident children point to the card or copy your action rather than inventing their own mime. • Stay beside them during the pointing round and model the finger point on the correct card first.	• After acting, invite them to say whether the card showed move, light or sound (or food gives energy to play). • Ask them to choose which card the class should act next.	• Invite them to spot another everyday energy example they know (a car, a tablet, a radio) and say move, light or sound. • Ask them to tell a partner one thing energy does and that food helps our bodies play.

Cross-curricular hook

Link to SPHE healthy-eating talk — food like bread, fruit and milk gives our bodies energy to run and play in the yard.