

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. Pupils freeze-act the printed energy-in-action cards, then sort them on the carpet into food, wind, sun or energy at work. Close with a carpet talk on how food, wind and the sun help, and revoice child phrases.

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 one class set of the seven energy-in-action picture cards plus four pile labels (food, wind, sun, energy at work). Clear a safe open floor space. Optional: battery torch and paper fan for the live model. 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	provided printable	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	provided printable	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 with no bumping; gentle claps and jogs only. Battery torch only — no mains appliances.



Teaching moves

- **Getting Started:** Clap once, then jump on the spot. Invite only two or three quick guesses about what made the sound and the move happen. Hold off naming energy if curiosity is still building. 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 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 ask what energy made it do. Reveal Cards A–D one at a time for whole-class freeze-acts; call different children for move, light up or sound. Use Cards E–G more gently as talk-and-action prompts about food, wind and the sun.
- **Food, wind or sun?:** Lay out the four carpet spots and name them before the first card. Hold one card at a time; children say the home, then one child places it. Keep fan, lamp and clap in energy at work — only turbines go to wind. On clear job cards, ask them to point to the moving, glowing or sounding part.
- **Energy helps us talk:** One board question at a time tied to the card in hand: food and bodies, wind and turbines, then the sun. With the turbine card up, say engineers help turn wind into power for homes and school; optional Irish hills-and-coast notice.

What it should show

Most pupils will freeze-act move, light or sound and sort running/food to food, turbines to wind, sun to sun, and fan/lamp/clap to energy at work. Affirm battery or plug answers, then gently widen to bodies, wind and the sun. Redirect any fan-to-wind sorts so food, wind and sun stay clean.

Misconceptions & interventions

- **Only batteries or plugs are energy — bodies, wind and the sun do not count.** — Hold the running, turbine and sun cards beside the lamp. Point and say energy can come from food, wind and the sun too, not only plugs.
- **The classroom fan card belongs with wind because fans make a breeze.** — Move Card A firmly to energy at work. Say this card shows energy helping something move; only the tall turbines card sits in wind.
- **Heavy things have more energy.** — Smile and steer back to everyday examples that move, light up or make a sound — a clap, a lamp, a running child.



Differentiation

Emerging	Developing	Proficient
• Let the pupil point to the card and copy your freeze action rather than invent one. • Offer a choice of two carpet spots when sorting instead of all four.	• After each freeze, prompt move, light or sound in simple words. • On a job card, ask them to point to the glowing, spinning or sounding part.	• Invite them to name food, wind or sun as where the energy can come from. • Ask a simple reason when they place a card on its carpet spot.

Cross-curricular hook

Oral language: pupils rehearse simple energy talk; optional Irish link to turbines on hills or by the coast.