

Looking carefully: what do you notice?

Lesson at a glance

Open by naming STEM eyes and taking three quick classroom calls (door, window, coat hook), revoiced as noticing. Model the live cycle on one ordinary object — I notice, I wonder, I think, I still wonder — then pin one class wonder on sticky notes. Run a tight classroom-then-yard noticing walk with partner whispers at four stops; each child names one favourite find before return. Back in class, pupils draw that find with a short label on the Investigation Journal page, share beside a partner, and start the class I wonder wall.

Learning objectives

- Notice and talk about everyday objects and places in the school environment through STEM eyes
- Record one thing noticed today with a simple drawing and a short label

Before the bell – prep

Clear one noticeboard corner for the I wonder wall and have sticky notes and a marker ready. Stack Investigation Journal drawing pages for hand-out after settle. Agree the classroom-to-yard route, stop signals and outdoor boundary with SNA/support before the bell. Weather fallback: cloakroom and corridor window instead of yard.

Materials

Item	Qty	Per	Source	Low-cost substitute
sticky notes (class pad)	1	class	supermarket	small rectangles of scrap paper and reusable putty or pins (about one per pupil plus spares)
Investigation Journal page	1	pupil	provided printable	a blank A4 page for a simple drawing and label

Safety watch-point

Stay inside agreed yard boundaries; walking feet; no picking or tasting plants or found objects; count the class in and out; quick hand wash after outdoor surfaces.

Teaching moves

- **What are STEM eyes?:** Stand by the radiator or wall clock and think aloud in full sentences: I notice... I wonder... I think... I still wonder.... Say once in plain talk that noticing is saying what we find and wondering is asking a question. Pin one short class wonder on a sticky note to start the wall — do not leave a three-term glossary block on the board.
- **Our noticing walk:** Keep the same stop pattern only: 20–30 second partner whisper (I notice... It does...), then two or three whole-class voices, then move. Two classroom stops (hinge, tap) and two yard stops (drain cover, painted line or wall). Before you leave the yard, brisk whole-class recall: What will you draw? Offer two real options if someone goes blank. No clipboards outdoors.
- **Draw what you noticed:** Hand out the Investigation Journal page only once seated and name it aloud as the drawing page for today. Ask for one drawing and a short label — nothing extra. Circulate with oral stems I noticed... It does...; scribe two- or three-word labels for emerging writers. Protect the full drawing time; shorten the share if settle ran long.
- **Share and start our I wonder wall:** Think-pair-share with the person beside them, then two to four whole-class voices. You write and pin most sticky notes from spoken wonders; children do not pin themselves. Revoice with notice, does, wonder, help, move, hold. Land the key idea: STEM eyes keep noticing ordinary things at school and asking what they do.

What it should show

Most 1st class pupils will name a real walk find (hinge, tap, drain cover, wall, bin lid) and say what it does in a short phrase. Drawings should match something from today's stops, not a home toy. Wonders are often simple (how the slide stays up; who turns the radiator on). Affirm careful looking; if a drawing is invented, offer two real options from the stops and redraw.

Misconceptions & interventions

- **STEM only means tablets, robots or screens.** — Point back to today's hinge, tap or drain cover: a spoon, a zip, a slide and a growing plant all count when we notice what they do.
- **The child only names a favourite thing and cannot say what it does.** — Prompt once with What job does it help with? or What does it do? If still stuck, offer two real options from today's stops.

Differentiation

Emerging	Developing	Proficient
• Invite pointing first, then finish the stem I notice...; scribe a two- or three-word label, or accept drawing plus oral tell. • If blank at recall, offer two real options from today’s stops or a partner whisper — do not invent a new object.	• Prompt a second sense once (Does the hinge squeak? Does the wall feel rough or smooth?) and a simple wonder after the label.	• Ask what the thing helps us do and one I still wonder... for the wall; revoice their share so the class hears material, move, hold or keep dry.

Cross-curricular hook

Ties to English oral language — partner whispers and stems I notice... / I wonder... build speaking and listening.