

Energy in our everyday lives



Lesson at a glance

Open by scanning the classroom for things working on their own — lights, board, heater, clock — and hold the word energy until the board teach. Model the four jobs with a worked example on the wall clock, then send groups on a picture-card hunt asking what each thing would do with no power. Groups sort the same cards under Lighting, Heating, Moving and Making sound, record three thing/job rows plus a food-to-body row in the Investigation Journal, and close with a pair share on jobs spotted and where their own energy comes from.

Learning objectives

- Identify jobs that energy does in homes, school and play (lighting, heating, moving, making sound)
- Trace our own energy back to food

Before the bell – prep

Print and pack the picture-card set into small group packs before the lesson; keep them face-down until the hunt. Prep four large job labels per group (Lighting, Heating, Moving, Making sound) or clear four desk corners. Have the Investigation Journal page ready.

Materials

Item	Qty	Per	Source	Low-cost substitute
energy-job picture cards (set of 12 images with short captions only: lights, radiator, bus, bell, torch, kettle, bicycle, speaker, whiteboard, hairdryer, washing machine, whistle — no energy job printed on the pupil side)	1	group	provided printable	magazine or catalogue cut-outs of the same everyday things with a short handwritten caption, or simple drawn icons on sticky notes (still no job word on the pupil side)
job label cards (Lighting, Heating, Moving, Making sound)	1	group	classroom	four sticky notes with the job words
Investigation Journal page	1	pupil	provided printable	a ruled table drawn in the copybook with headings: thing using energy · the job it does

**Safety watch-point**

None beyond normal classroom movement. No tasting, heat, or electrical work for pupils. Keep walkways clear when groups sort cards on desks.

**Teaching moves**

- **Getting Started:** Keep it light and oral only. Let pupils call out what they notice working; accept everyday answers like electricity or batteries, but hold the word energy for the next step. Do not show the picture cards yet.
- **What jobs does energy do?:** Name energy, then the four jobs in short spoken lines with two or three board words each. Point at classroom examples rather than writing definitions. Talk through the wall-clock worked example in full (wonder → predict → check → observe → think) before any cards go out. Hold our own energy until after the card hunt.
- **What would happen without power?:** Small groups, a few cards each, about ten minutes. Do not ask them to name the four jobs yet — that is the next step. Push the noticing question: what if it had no power at all? Dwell on dark lamp, cold radiator, still fan, silent radio answers. Invite one favourite what-if aloud from a group.
- **Sort by the energy job:** Groups physically sort the cards they already used under the four job labels. Revoice shares as lighting / heating / moving / making sound. For the interactive whiteboard, accept showing pictures then steer to lighting because the screen lights up; for the washing machine, settle on moving as the main job. Ask which energy jobs they can spot in the room right now.
- **Record in your journal:** Read the board lines in two parts: first the three thing/job rows, then the body-and-food row. Minimum is four rows total. Offer sentence starters The ____ uses energy for _____. and My body gets energy from food so I can _____. Keep the full writing time so developing writers finish before sharing.
- **What did we notice?:** Pair talk first, then gather a few answers under the four job words plus food → us, writing pupils' own words. Prompt with which job we use most in this classroom, what would stop without energy, and why we need food before PE. Tidy cards back into packs.

**What it should show**

Full-set sorts: Lighting — classroom lights, torch, interactive whiteboard; Heating — radiator, kettle, hairdryer; Moving — school bus, bicycle, washing machine; Making sound — fire drill bell, speaker/radio, whistle. Journal should show three thing/job rows plus one food-to-body row. Odd whiteboard or washing-machine placements are usually main-job confusion, not a wrong idea — revoice lighting or moving.





Misconceptions & interventions

- **Pupils say energy is only electricity.** — Keep the focus on the job being done, not the fuel. Point out food for our bodies and fuels that heat homes, then return to lighting, heating, moving and making sound.
- **Pupils put the bicycle only under people power and will not sort it as moving.** — Accept that people supply the energy, then ask what job the energy is doing — the bike still moves us, so it goes in the moving group.
- **Pupils say the interactive whiteboard's job is showing pictures, so they will not place it under lighting.** — Accept the talk, then revoice: we see the pictures because the screen lights up, so we sort it under lighting.

Differentiation

Emerging	Developing	Proficient
• Offer the sentence starters on the board and sit with the teacher table to complete three thing/job rows before the food row. • Give a smaller starter card set so the group only sorts two or three clear examples first.	• After the core sort, add one extension card at a time from the remaining set. • Prompt Is that lighting or moving? while they write so job labels stay precise.	• Hand the fuller remaining card set to sort once the first four are secure. • Fast finishers add one more home example (fridge, lamp, toaster) on an extra journal row without a new card pack.

Cross-curricular hook

Link to SPHE healthy-eating talk — breakfast and lunch as the fuel for yard running and afternoon thinking.