

Energy in our everyday lives



Lesson at a glance

Open by scanning the room for things working without a hand push — lights, board, heater, clock — then name energy and the four jobs: lighting, heating, moving, making sound. Model the wall-clock noticing cycle aloud before groups hunt four picture cards and sort them under job labels. Pupils record three thing/job rows plus one body-and-food row in the Investigation Journal, then close with pair talk on jobs spotted and where our 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 cut one default pack per group (classroom lights, radiator, school bus, fire drill bell) with captions only — never the job on the pupil side. Prepare four large job labels per group and keep the eight extension cards face-down for early finishers.

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. Invite call-outs of things working now; accept electricity, batteries or food, but hold the word energy for the next step. Keep picture cards face-down.
- **What jobs does energy do?:** Speak energy and the four jobs in short lines — no glossary dump on the board. Before any cards go out, model the full wall-clock cycle aloud: wonder, predict moving, check hands/tick, observe, sort under moving.
- **Spot the energy job:** Give each group only the four default cards. Circulate with What is it? What job is the energy doing? Praise argument, settle on the main job. Near the end, point to the class with no card: you ran, talked and thought — where did that energy come from? Name our own energy from food here for the first time.
- **Sort by the energy job:** Groups sort their four cards under Lighting, Heating, Moving, Making sound. Invite three or four shares and revoice So the energy is doing a lighting/heating job... Hand extension cards only to groups ready for more.
- **Record in your journal:** Read the board in two beats: three thing/job rows, then the body-and-food row. Offer starters The ____ uses energy for ____ and My body gets energy from food so I can _____. Protect the full eight minutes so developing writers hit four rows.
- **What did we notice?:** Pair first, then harvest under the four job words plus food → us. Prompt Which job do we use most in this room? and Why do we need food before PE? Tidy cards back into packs.

What it should show

Default pack sorts: lights → lighting; radiator → heating; school bus → moving; fire drill bell → making sound. Full set adds torch/IWB under lighting; kettle/hairdryer under heating; bicycle/washing machine under moving; speaker/whistle under making sound. Journal: three thing/job rows plus one body-and-food row. Odd IWB or washing-machine sorts are talk about pictures or hot water — revoice lighting and moving as the main jobs.

Misconceptions & interventions

- **Energy is only electricity — batteries and plugs count, food and fuels do not.** — Keep focus on the job being done. Point to the class: you moved and thought today — that energy came from breakfast or lunch, not a socket.
- **The bicycle belongs under people power, not moving.** — Accept that people supply the energy, then revoice: the job the energy is doing is still moving the bike and the rider.
- **The interactive whiteboard's job is showing pictures, so it is not lighting.** — Accept the talk, then revoice: we can see the pictures because the screen lights up — sort it under lighting.



Differentiation

Emerging	Developing	Proficient
Stay on the four clear default cards; offer sentence starters The ____ uses energy for ____ and My body gets energy from food so I can ____.	After sorting the default four, add one extension card at a time and name its main job before recording.	Sort a fuller card set, then add one extra home example (fridge, lamp, toaster) on the journal and justify the main job to the group.

Cross-curricular hook

Link the body-and-food row to SPHE healthy-eating talk — breakfast and lunch fuel play and thinking.