

Environmental Studies 5–14	Developing informed attitudes
Class teacher.....	• A commitment to learning
Session.....Wks...../.....	• Respect and care for self and others
Primary 2 – Unit 3: Energy and Forces	• Social and environmental responsibility

Knowledge and understanding to be developed		Skills in science: investigating (highlight focus for assessment)	
Properties and uses of energy Developing an understanding of energy through the study of the properties and uses of heat, light, sound and electricity	Pupils are able to: <ul style="list-style-type: none"> • Give examples of sources of heat, light and sound • Give examples of everyday uses of heat, light and sound • Give examples of everyday appliances that use electricity • Identify some of the common dangers associated with use of electricity 	Preparing for the task Understanding the task and planning a practical activity Predicting Undertaking fair testing	A1 make suggestions and contribute to the planning of simple practical explorations B1 plan simple approaches by asking questions and making suggestions B2 make suggestions about what might happen B3 recognise when a test or comparison is unfair
		Carrying out the task Observing and measuring Recording findings in a variety of ways	A2 carry out simple observations and measurements B4 use simple equipment and techniques to make observations and measurements A3 record observations in a simple form B5 record findings in a range of ways
		Reviewing and reporting on the task Reporting and presenting Interpreting and evaluating results and processes	A4 participate in the presentation of the findings through visual display and oral reports B6 make a short report of an investigation A5 answer simple questions about what happened B7 answer questions on the meaning of findings B8 recognise simple relationships and draw conclusions

From an A5 leaflet, page 1

Key question	Activities
<p>Where does:</p> <ul style="list-style-type: none"> • light come from? • heat come from? • sound come from? <p>What are light, heat and sound used for?</p>	<ul style="list-style-type: none"> • Have a class discussion about the location of sources of heat, light and sound in the classroom and at home. • Make a frieze of everyday uses of heat, light and sound. • Make a lunchtime survey of foods that are eaten cooked and those eaten uncooked. • Cut and paste pictures from magazines and catalogues. <p>DIA</p> <ul style="list-style-type: none"> • Find out how and why sound can be a nuisance and establish the need to consider other people. • Construct a questionnaire for a home survey on all the appliances that give out sound.
<p>What is electricity used for?</p>	<ul style="list-style-type: none"> • Explore the classroom and beyond to identify appliances that use mains electricity. • Make picture sets of electrical appliances that have to be plugged in. • Make a display of items that are battery operated. • Make sets of those appliances that provide light, heat, sound and movement and show overlaps by playing the game 'I am a radio' – which set do I belong to?
<p>How can electricity be dangerous</p>	<ul style="list-style-type: none"> • Identify electrical dangers in a picture of a kitchen. • Draw pictures to show some of the dangers. • Play the safe/unsafe picture card sorting game. • Design and draw a 'Safety at Home' poster warning of the dangers of electricity. <p>DIA</p> <ul style="list-style-type: none"> • Electrical safety

From an A5 leaflet, page 2 (double-page spread – left)

Opportunities for skills development			
Planning for tasks	Carrying out tasks	Reviewing and reporting on tasks	Resources required
<p>Plan how pupils will carry out a survey of cooked and uncooked foods eaten at lunchtime</p> <p>Contribute to the planning of a questionnaire for a home survey on appliances that produce sound and level of sound.</p>	<p>Contribute to a group display on sources of light, heat and sound.</p> <p>Carry out a survey over a lunchtime and present findings by drawing or listing cooked/ uncooked foods.</p>	<p>Oral report about findings answering simple questions</p> <p>Oral report about what happened</p>	<p>Catalogues</p> <p>Magazines</p>
	<p>Create a display of mains/battery operated appliances.</p>		<p>Electrical appliances</p> <p>Laminated picture cards</p> <p>Battery operated toys and appliances</p>
		<p>Oral report and questions on poster</p>	<p>Visit from Safety Officer</p>

From an A5 leaflet, page 3 (double-page spread – right)

