

Prior Learning

This is the first time this subject is taught in the Primary Science Curriculum

- Sight is one of the 5 senses and we see with our eyes (EYFS)
- Name body parts and say which part is associated with each sense (Year 1)
- Transparent means you can see through it (Year 1)
- Opaque means it is not clear and you cannot see through it (Year 1)

Key Learning

We need light to be able to see things

Some things produce their own light (sun) and other's do not (moon)

Light from the sun can be dangerous and there are ways we can protect our eyes

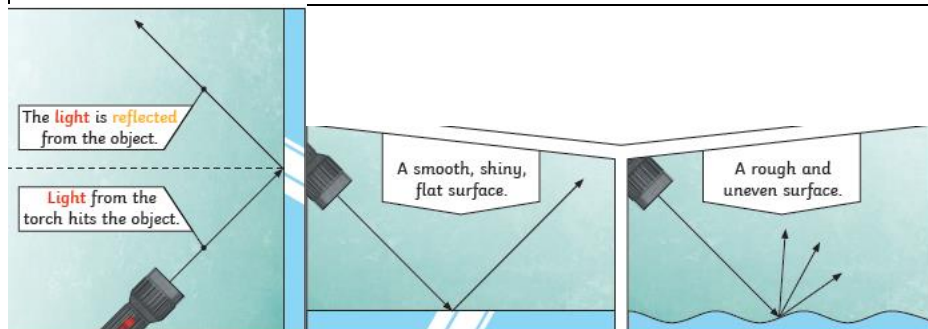
Light travels in a straight line

Light is reflected when it hits a surface

Smooth, shiny and flat surfaces are best for reflecting light

Shadows are formed when light from a light source is blocked by an opaque object

A shadow is bigger when it is closer to the light source








Key vocabulary

Light	A form of energy that travels in a wave from a source
Light source	An object that makes its own light
Dark	The absence of light
Opaque	An object that does not let any light through it and is not see through (wooden door)
Transparent	An object that lets light through easily and is see through (window)
Translucent	An object that lets some light through it but scatters the light so you cannot see through them clearly (bathroom glass)
Reflection	Where light hits the surface of an object and 'bounces off' into your eyes
Shadow	A dark area or shape, caused by the blockage of light
Pupil	The black part of the eye which lets light in
Retina	At the very back of the eye. It takes the light the eye receives and changes it into nerve signals to send to the brain



Scientific skills

By the end of the year, children should be able to ...

-  Ask their own questions relating to the topic
-  Make predictions about the outcomes of investigations
- Set up practical investigations
- Be able to identify simple ways in which a fair test can be created
- Make simple observations, including the use of a range of recording/ measurement equipment
-  Gather and record data
-  Present data in a variety of ways
-  Draw simple conclusions on results

Opportunities for scientific enquiry within the unit:

- Looking for patterns in size and shape of shadows