

<p>Topic: Light</p>	<p>Year 6 Age 10-11</p>	<p>Title: Raising and sorting light questions (near start of topic)</p>
<p>Working Scientifically Plan: Identify different types of scientific enquiries to answer their own questions</p>		<p>Concept Context Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p>
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children raise a range of questions about light? • Can children identify ways to answer a range of questions? 		
<p>Activity <i>Today we are going to be physicists.</i> Provide a discussion-starting stimulus e.g. pictures of light in different contexts: shining through clouds, shadow puppets, headlights, eye. Explore children’s ideas around light. Challenge small groups to raise questions about light e.g. 20. Then ask them to sort these into groups for how they could be answered e.g. research, direct observation, testing, we may never know... Share questions from different groups, supporting children to turn some into a form which could be investigated. Select questions which could be: answered now by research; answered in a later lesson by observation or investigation; placed on the class ‘Wonder Wall’ to consider at the end of term. <i>(Before the children can plan different types of enquiries they need to recognise how they might find out the answer to questions. Once able to recognise the different types they will then be able to independently choose an appropriate enquiry type and plan accordingly).</i></p> <p>Adapting the activity</p> <p>Support: Provide question stems: what, why, what if... Extension: Plan investigations to answer their own questions Other ideas: Provide a range of light sources, mirrors, magnifying glasses etc to stimulate further discussion and questions.</p> <p>Questions to support discussion:</p> <ul style="list-style-type: none"> • What questions do we have about light? • How would you find out the answer to that question? • Are there any which we could investigate ourselves? • Which questions could we answer with research? Observation? Investigation? • Are there any questions which we could never answer? • Which questions do you think scientists are exploring now? In the future? 		
<p>Assessment Indicators</p> <p>Not yet met: Asks questions which have a direct stimulus, but needs support to develop a range of questions and/or to consider how they could be answered.</p> <p>Meeting: Contributes a range of questions, including some which can be turned into a form which can be investigated. Can identify how they could go about answering their questions.</p> <p>Possible ways of going further: Raises a range of investigable questions, but also recognises that there are many which cannot yet be answered.</p>		



Teacher box 3 - use Q, discussion and observation. See TAPS pyramid for more eggs.