Science: Light
Year 3 Spring 2

Key Vocabulary

light	The natural agent that stimulates sight and makes things visible.
sunlight	Light from the sun.
light source	A light source is anything that makes light, whether natural and artificial.
dark	The absence of light.
surface	The outside part or uppermost layer of something.
reflect	To throw back (heat, light, or sound) without absorbing it.
mirror	A surface, typically of glass coated with a metal amalgam, which reflects a clear image.
dangerous	Able or likely to cause harm or injury.

Why don't you…

- Design and make your own puppet theatre?
- Investigate which materials create the best lenses for sunglasses and create your very own pair?
- Create your own shadow diary? Record the length of your shadow over the course of a day and present your findings.

Website Links

http://www.bbc.co.uk/schools/scienceclips/ages/7_8/light_shadows.shtml
http://www.sciencekids.co.nz/gamesactivities/lightshadows.html
http://www.primaryhomeworkhelp.co.uk/revision/Science/lightshadows.html

Enquiry Questions

- Why can't we see in the dark?
- How many light sources can you name?
- How do worms manage to live in the dark?
- What do you need to create shadows?
- How can you change the size of a shadow?
- Does the time of day affect the length of a shadow?

Scientific Concepts

Energy
Strength and power. There are many forms such as thermal (heat), radiant (light) or kinetic (movement).
Processes
A series of actions or steps taken in order to achieve a particular end. The process of increasing in size.

Scientific Knowledge

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

Scientific Skills

- Make and record a prediction before testing.
- Set up a simple fair test to make comparisons.
- Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- Describe what they have found using scientific words.
- Explain what they have found out and use their measurements to say whether it helps to answer their question.
- Considering evidence and evaluating.