Light Progression Map Year 1

Previous Year: Reception	Current Year: Year 1	Next Year: Year 3
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur and talk about changes	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)	• 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.

Learning Values:

-respect

-responsible

-resourceful

-resilient

-risk taker

Possible stimulus to teach:

Use the everyday materials stimulus and animals including humans stimulus

How can the learning be applied?

See Animals including humans progression grid and Everyday materials progression grid

Key Vocabulary from Materials:

➢ shiny,
➢ dull,
➢ see-through,
➢ not see-through

Key Vocabulary from Animals Including Humans:

➢ senses,
➢ see,
➢ eyes

Key learning for the topic:

Even though Year 1 don't cover light as a topic... they do cover the idea of the senses and discussing the simple properties of materials

Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.