

BE SAFE, BE SEEN

Aim of the lesson

To sort materials according to their properties – fluorescent and reflective. A great lesson which links in well with National Road Safety Week, aiding children's understanding of appropriate clothing to wear as the nights turn dark.

Prior to the lesson complete homework activity –

Ask children to collect materials which are reflective and fluorescent/bright to use in the lesson.

Introduction

Read the story Brum and the Mysterious Disappearing Zebra Crossing www.totallittlelearners.co.uk/teachers_gaStoryBook.php?story=2

What season is the story set in? What happens during this season? What are the children wearing to make them more visible?

Main Activity

Define what a fluorescent and reflective material is.

Using a selection of objects/materials, some fluorescent, some reflective and some dull (use examples brought in by children for homework activity), sort the materials into groups. Which materials do you think would be best to wear at night? Why? (Reflective – because they will reflect a car headlights, making you more visible in the dark)

Which materials do you think would be best worn in the day time? (Fluorescent – because very bright colours show up best) Which material is hard for drivers to see?

Using materials and objects from practical sorting activity children to draw examples of the different materials into a Venn diagram (Sorting Materials Class Activity Sheet – Fluorescent Materials/Objects, Reflective Materials/Objects, and materials/objects with both in the middle).

Plenary

Show children a material – children to say whether they would wear it at night, in the day or if it would be hard for drivers to see and why. Consolidate key vocabulary from the lesson, reflective, reflects, fluorescent, bright. Do any of your items contain both fluorescent and reflective materials? Why do you think this might be a good idea?

Assessment for learning

- Can children recognise the difference between fluorescent and reflective materials?
- Can children suggest reasons for wearing fluorescent and reflective materials as part of being safe near roads?

Homework Activity

Prior to the lesson – Ask children to collect objects/materials which are reflective and fluorescent/bright to use in the lesson.

After the lesson – Children to design their own jacket/bag which will help keep them safe. It should contain reflective and fluorescent elements.

Curricular Links

Subject: Science National Curriculum Links

Materials and their properties
Knowledge, skills and understanding
Grouping materials

1. Pupils should be taught to:
 - a. use their senses to explore and recognise the similarities and differences between materials.
 - b. sort objects into groups on the basis of simple material properties

Subject: Maths

Number
Knowledge, Skills and Understanding
Processing, representing and interpreting data

5. Pupils should be taught to:
 - a. solve a relevant problem by using simple lists, tables and charts to sort, classify and organise information
 - b. discuss what they have done and explain their results

QCA/Framework Links

Handling Data
Year 1

- Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms
- Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects

Year 2

- Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data

- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'

Subject: PSHE

Developing a healthy, safer lifestyle

3. Pupils should be taught:
 - g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

