

## INFANT CLASSES – LIGHT

### Teacher Guidelines:

- Pp. 86-91
- Exemplar 22, p90

### Linkages:

- Living Things - Plants and animals, Myself
- Environmental awareness and care
- Materials - Properties and characteristics of materials

### Integration:

- Oral Language Development – English and Gaeilge
- Visual arts
- SPHE

## INFANT CLASSES – LIGHT

### Content Objective:

- **IDENTIFY AND NAME DIFFERENT COLOURS.**

### Some suggested activities:

- Identify the colour of different objects in the classroom, coats, teddies etc. and identify other objects which are the same colour
- Colour different outlines in particular colours.
- Complete colouring of outline shapes that are ½ coloured.
- Collect different objects and materials for a colour table (Teacher Guidelines p. 86).
- I-Spy: I spy with my little eye something with the colour red.
- Discuss favourite colours and how colours make children feel.

### Some suggested investigations:

- What is the favourite colour of the class? Ask the class to suggest a suitable way of recording the information.

### Some suggested designing and making:

## INFANT CLASSES – LIGHT

### Content Objective:

- **SORT OBJECTS INTO SETS ACCORDING TO COLOUR.**

### Some suggested activities:

- Sort objects into sets by colour, e.g. maths equipment (logic blocks), links, teddies, flowers, shoe colour etc.
- Discuss differences between the objects in any one colour set.
- Match items by colour, e.g. one to one correspondence

### Some suggested investigations:

### Some suggested designing and making:

## INFANT CLASSES – LIGHT

### Content Objective:

- **OBSERVE COLOURS IN THE LOCAL ENVIRONMENT**

*At school, in the home, in the street, in animal and plant life.*

### Some suggested activities:

- Bring the children on a colour walk around school; what colours do children see? Bring back samples of the various colours if possible and name other objects in the classroom/outside with the same colour.
- Have a “colour hunt” in the classroom or outside. Hunt for one colour at a time. Use a colour palette (i.e. a piece of card with double sided sticky tape) to record samples of the items found.
- Make collections of seasonal colours throughout the year (Teacher Guidelines p.86).
- Identify the colours used for litterbins, letterboxes, bus stops etc. Identify the colours that blend into the background and those that are easy to see especially at night.
- Discuss the colours used for warnings, road signs, traffic lights and animals.
- Discuss favourite colours and how colours make us feel.

### Some suggested investigations:

- Which colours are the best for a road sign? What would be the best background colour for a sign with black/blue/yellow writing?
- Which colour of coat should the road crossing warden wear?

**Some suggested designing and making:**

- A road sign
- A coat for a road crossing warden

## INFANT CLASSES – LIGHT

**Content Objective:**

- **EXPLORE DARK AND BRIGHT COLOURS AND BECOME AWARE OF DIFFERENT SHADES OF COLOUR**

*Colour tables, coloured light.*

**Some suggested activities:**

- Make a collection of objects that are all the same colour. Ask the children to discuss how they are the same/different. Discuss and sort objects as bright or dark.
- Identify objects in the classroom as being brighter / darker than others. Discuss colours used for warning signs, safety jackets, and safety signs.
- Shine torch through different coloured sheets of cellophane. Is the cellophane brighter / darker where the light is?
- Look at classroom objects through coloured cellophane or light paddles. What do the children notice?
- Choosing by colour e.g. smarties, balloons etc.

**Some suggested investigations:**

- What colour coat should the lollipop lady wear?

**Some suggested designing and making:**

- Design a road sign to warn drivers that children are crossing the road.

## INFANT CLASSES – LIGHT

**Content Objective:**

- **DISCUSS THE DIFFERENCES BETWEEN DAY AND NIGHT, LIGHT AND SHADE.**

**Some suggested activities:**

- Discuss differences between daytime and night. Why is it dark at night? How do we see at night? What activities do we do during the day and at night? Draw daytime and nighttime pictures.
- What difference does it make when the blinds are drawn in the room? Can children identify colours on the colour table in darkness? Does the colour look the same if a torch is shone on the object?
- Find dark and bright places around the school grounds.
- Observe through which window the sun is shining at different times of day. Which parts of the classroom are in shade and in light?

**Some suggested investigations:**

- What is the darkest/brightest part of the school/classroom? Does it make a difference if the lights are on, if the sun is out, etc?

**Some suggested designing and making:**

## INFANT CLASSES – LIGHT

**Content Objective:**

- **EXPLORE HOW SHADOWS ARE FORMED.**

**Some suggested activities:**

- Exemplar 22, Teacher Guidelines p. 90: What kinds of shadows can you make and see outdoors?
- Observe children’s shadows in the yard. What colour are they? Do different coloured clothes make different shadows? Make shadows of different shapes and sizes. Can you jump on your friend’s shadow? Play shadow tag.
- Can you make shadows in a darkened room? What is needed to make shadows? Use torches or projectors to make shadows.
- Mark a spot in the playground and ask a friend to stand on the spot. Draw around your friend’s shadow at different times of day.
- Play with bubbles. Do the bubbles make shadows?

**Some suggested investigations:**

- How can we make shadows bigger or smaller?

**Some suggested designing and making:**

