

technology

Technology that helps us

Lesson at a glance

Click on a sealed-battery torch and ask what job it helps and who needs it. Name the idea of a helper, then groups explore a tray (spoon, whisk, jug, colander, torch, dustpan and brush, cloth, scrubbing brush), feeling each object and miming its job for friends to guess. They sort the helpers into three spots — cook, see in the dark, tidy — saying a because reason, draw one helper on the Investigation Journal page, and close by linking helpers to bakers, doctors and farmers.

Learning objectives

- Name an everyday technology and who it helps
- Sort technologies by the kind of help they give
- Act out how a technology helps someone live or work

Before the bell – prep

Day before: set one helper tray per group of four (wooden spoon, plastic whisk, jug, colander, sealed chunky torch, dustpan and hand brush, cloth, scrubbing brush) and print the three job label cards per group. One shared tray or two rotate stations works if kit is short. Keep torches aside until explore.

Materials

Item	Qty	Per	Source	Low-cost substitute
wooden spoon	1	group	classroom	a clean sturdy plastic spoon
plastic whisk	1	group	supermarket	a second wooden spoon used as a mixer
plastic measuring jug	1	group	classroom	a clear plastic cup
plastic colander	1	group	supermarket	a plastic sieve
chunky torch with sealed battery compartment	1	group	school kit	one class torch passed around with the teacher holding it
mini dustpan and hand brush set	1	group	supermarket	a clean paintbrush and a small tray used as a dustpan
cleaning cloth	1	group	classroom	a square of old clean cotton t-shirt
scrubbing brush	1	group	supermarket	a soft nail brush
sorting trays or paper sort spots (or hoops if space allows)	3	group	school kit	three sheets of paper on the floor or table as sort spots
job label cards (helps us cook; helps us see in the dark; helps us tidy)	1	group	classroom	three sticky notes with a simple picture cue drawn by the teacher at the start of the day
Investigation Journal page	1	pupil	classroom	a blank A4 sheet for drawing one helper

Safety watch-point

Sealed-battery torches only; point at floor or under tables, never at eyes. Collect torches yourself at tidy-up and check covers still sealed.

Teaching moves

- **Getting Started:** Click the sealed torch on once as the hook only; keep the helper tray out of sight. Ask what job the light helps and who might need it — accept every guess (doctor at night, farmer, looking under a bed).
- **Technology helpers:** Anchor the word helper on the torch: a tool that makes a job easier. Model only with the wooden spoon — I notice, I think it helps cook, mime stirring — without handing out trays or sorting yet. Invite one or two home examples, then move on inside three minutes.
- **Explore the helper tray:** Model the full beat once: pick up, feel, put back, then mime with empty hands so the class guesses. Groups take turns the same way. Circulate with Who might use that? How does it help them? Keep torches aimed at the floor or under tables, never at eyes.
- **Sort by the job:** Set three labelled spots (paper or shallow trays): helps us cook, see in the dark, tidy. Model with the cloth on the tidy spot and a because reason. Every child places at least one object and says why. Stay on kind of job only — save bakers, doctors and farmers for the later talk.
- **Show and draw:** Hand out the Investigation Journal drawing page. Main ask is one recognisable helper from their sort; who it helps can be a short spoken sentence with you using This is a... It helps a... to...
- **Who uses helpers like these?:** Whole-class oral only. Hold up one tray object per role: spoon or whisk for baker, torch for doctor and farmer. Revoice how each uses the helper, then close by pointing back at a sort spot: today we sorted technology by the kind of help it gives.

What it should show

Most Senior Infants will name tray objects in their own words, mime a clear job, and sort spoon/whisk/jug/colander to cook, torch to dark, dustpan/brush/cloth/scrubbing brush to tidy. Dark may hold only the torch — affirm that. A colander on tidy is a chance to ask When do we use it? and let them revise. Drawings need only show a recognisable object.

Misconceptions & interventions

- **Technology only means screens, phones and tablets.** — Hold up the wooden spoon or brush and smile: helpers can be simple tools too because they help people do jobs.
- **Children wave hands or keep holding the object so friends cannot fairly guess the mime.** — Stop and re-model: object back on the tray first, then empty-hand mime of the real job so the guess is fair.

**Differentiation**

Emerging	Developing	Proficient
• Pair with a friend to choose and mime one helper together; offer the spoken starter This is a... It helps a... to... at the drawing page.	• Prompt Who might use that? during explore; every child places one object and says a short because reason at the sort spots.	• Try two helpers and compare the jobs; early finishers draw a second helper from a different sort spot or tell a partner who it helps.

Cross-curricular hook

Oral language: every child practises a because reason when placing a helper on a sort spot.