

technology

Screens and no screens

Lesson at a glance

Hold up a tablet and a wooden spoon and ask which has a screen we can look at. Children then look at safe helpers on a shared tray, point out screens, and sort objects into two floor hoops labelled has a screen and no screen while the class agrees or challenges each place. The same sort is repeated on the picture-sort interactive on the IWB. Close on the Investigation Journal page by drawing one helper in each group, then a quick pair-share naming one with a screen and one without.

Learning objectives

- Sort helpers into has a screen and no screen
- Talk about one helper with a screen and one without

Before the bell – prep

Set two sorting hoops with simple picture labels (has a screen · no screen) and fill one shared tray with safe real helpers plus a few picture cards (e.g. microwave). Keep a class tablet or toy phone and a wooden spoon ready for the hook. Open the picture-sort interactive on the IWB before the lesson.

Materials

Item	Qty	Per	Source	Low-cost substitute
sorting hoops with simple labels (has a screen · no screen)	2	class	classroom	two large loops of yarn or two trays
tray of safe everyday helpers (tablet or toy phone, remote control, wooden spoon, hairbrush or paintbrush, small bell, fabric scrap with a zip)	1	class	classroom	picture cards only if real objects are scarce
picture cards for helpers hard to bring (microwave, television, analogue clock)	1	class	provided printable	simple hand-drawn picture cards on scrap paper
Investigation Journal page	1	pupil	provided printable	a blank page folded in half labelled screen and no screen
crayons	1	pupil	classroom	coloured pencils



Safety watch-point

Supervise gentle handling of the class tablet or toy phone; keep only safe everyday helpers on the shared tray and wipe table edges after sorting.



Teaching moves

- **Getting Started:** Hold up only the tablet (or toy phone) and the wooden spoon. Ask which one has a screen we can look at and take a few points. Keep the rest of the tray out of sight so the hook stays light; do not name the full sort rule yet.
- **Look for screens:** Spread a few safe helpers on the tray. Model one look aloud: flat shiny part that shows pictures or words = screen; spoon = no screen. Invite two or three children to point and say what they notice. Head off shiny-metal-as-screen talk gently and keep the look-for to one rule only.
- **Sort the helpers:** Model one full sort into the two hoops (tablet in has-a-screen; brush and remote with buttons but no light-up face in no-screen). Run two short station rotations of about four minutes so a few children sort while you fold the watchers in with Do you agree? Why? If the sort stalls, reduce the tray to six clear objects and sort as a whole class on the carpet.
- **Sort on the board:** Open the picture-sort interactive in explore mode. Read Has it got a screen? and use the same two hoop labels. Invite children to call where each of the six cards goes while you drag; a wrong hoop is a chat, not a score. Keep it whole-class and teacher-led — no devices for children.
- **Show and draw:** Hand out the Investigation Journal page (has a screen · no screen). Children draw one helper in each group. Circulate and ask each child to point to a drawing and say This one has a screen or This one has no screen. Offer object stickers or a real tray object to copy for anyone stuck.
- **Screens that help us:** Hold up one sorted screen helper and one no-screen helper from the tray. Pair-share only: name one with a screen and one without. Revoice answers so every child hears clear examples. If talk dries up, name one familiar place yourself (shop till, doctor, library computer) rather than asking Infants to invent jobs.



What it should show

Most Infants will place tablet, television and mobile phone in has a screen, and spoon, brush and bell in no screen. A remote with buttons but no light-up face belongs in no screen. A common odd place is a shiny spoon or mirror in the screen hoop — gently redirect: a screen shows pictures or words when the helper is on.





Misconceptions & interventions

- **Any shiny surface is a screen — a metal spoon or a mirror counts.** — Hold the shiny spoon beside the tablet. Say a screen is the part that shows pictures or words when the helper is on; put the spoon firmly in the no-screen hoop.
- **Buttons mean it has a screen, so a remote goes in the screen hoop.** — Name buttons briefly as small parts you press, then return to the one rule: no light-up face means no-screen hoop. Place the remote there with the class watching.

Differentiation

Emerging	Developing	Proficient
• Sort beside you with only two clear objects, or offer two object stickers / copy one real tray object onto the journal page.	• Ask for one simple reason before placing (it lights up / it is just a spoon) and keep them folded into Do you agree? Why?	• Make them the hoop checker who asks a friend why, or invite a second helper drawn on the back of the journal page if they finish early. Buttons stay stretch talk only — not a second sort group.

Cross-curricular hook

Ties to oral language: children point, name, and give one simple reason for each sort decision.