

technology

Technology that helps us

Lesson at a glance

Open by clicking a sealed-battery torch and asking what job light helps and who needs it. Anchor the word helper on that torch, then model noticing and miming with a wooden spoon alone. Groups explore a tray of kitchen and tidy tools—pick one up, feel it, put it back, mime the job with empty hands so friends can guess. Sort the objects onto three job spots (cook, see in the dark, tidy), draw one helper on the Investigation Journal page, then talk about bakers, doctors and farmers who use helpers like these.

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: pack one tray per group of four with wooden spoon, plastic whisk, measuring jug, colander, sealed-battery chunky torch, dustpan and hand brush, cloth, scrubbing brush. Print the three job label cards. Use three shallow trays or paper sheets as sort spots. One shared tray works if kit is short—keep scarce torches under teacher control.

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	provided printable	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

Keep torches pointed at the floor or under tables, never at eyes. Collect every torch yourself at tidy-up and check battery covers are still sealed and closed.

Teaching moves

- **Getting Started:** Have one sealed-battery torch ready and keep the helper trays out of sight. Click it on, then ask what job light helps and who might need it. Accept every idea—doctor at night, farmer with animals, looking under a bed—as the start of the fun.
- **Technology helpers:** Keep the board to one short idea: a helper is a tool that makes a job easier, still anchored on the torch. Model only with the wooden spoon—I notice, I think it helps cook, I mime stirring—then take one or two quick home examples and move on. Hold the trays until Explore.
- **Explore the helper tray:** Form groups of about four and place one tray mid-table before handling starts. Show the full sequence once: pick up, feel, put back, mime with empty hands so the class guesses. Circulate prompting Who might use that? How does it help them? Watch that objects return to the tray before the mime.
- **Sort by the job:** Set three labelled spots—trays or paper sheets—with the cook, see-in-the-dark and tidy cards. Model once with the cloth: I think this helps us tidy because we wipe a table. Every child places at least one object and says a short because... Keep talk on kind of job only; save bakers, doctors and farmers for the later talk.
- **Show and draw:** Hand out the Investigation Journal page and call it the drawing page. The main ask is one recognisable helper from their sort; who it helps can be a short spoken sentence with you. Sit with children who need This is a... It helps a... to... said aloud. Stays in the lesson—not homework.
- **Who uses helpers like these?:** Whole-class oral only. Hold up one real tray object per role: spoon or whisk for baker, torch for doctor, torch (then a tidy tool if talk flows) for farmer. Revoice lightly—doctors, bakers and farmers all use technology to help us live and work—then point back at one sort spot.

What it should show

Expect cook: spoon, whisk, jug, colander; dark: torch only (say so if children notice); tidy: dustpan and brush, cloth, scrubbing brush. Most will mime a clear job and name who is helped in their own words. A colander on tidy is a chance to ask When do we use it? and let them revise—spoken job reason matters more than a perfect first match. Drawings: one recognisable object; who it helps may be spoken only.

Misconceptions & interventions

- **Technology only means screens, phones and tablets.** — Hold up the wooden spoon again and smile: a spoon, a brush and a torch are helpers too because they help people do jobs.
- **Children wave their hands instead of miming a clear job, so friends cannot guess the helper.** — Stop and remodel once—stir a big pot, sweep into a pan, click a light under the table—then ask the class what job they just saw.
- **A group puts the colander with tidy helpers because it looks like a basket.** — Ask When do we use a colander? and let them revise toward cooking or draining food; more than one sensible reason can be discussed.

**Differentiation**

Emerging	Developing	Proficient
• Pair with a friend to choose and mime one helper together; sit beside them at draw time with the starter This is a... It helps a... to... said aloud. • Offer the whole-class shared-tray fallback so every child still handles an object under teacher control.	• After one successful mime-and-guess, prompt Who might use that? and How does it help them? before they sort. • At sort time, ask for the because... reason out loud as they place each object.	• Confident pairs try two helpers and compare the jobs before sorting. • Early finishers draw a second helper from a different sort spot on the same page, or tell a partner who it helps.

Cross-curricular hook

Link to oral language: children practise a short because... reason and the sentence frame This is a... It helps a... to...