

technology

Technology that helps us

Lesson at a glance

Click on a sealed torch and ask what job it helps and who might need light. Anchor the word helper on that torch, then model noticing and miming with a wooden spoon only. Groups explore a shared helper tray, feel one object, put it back, and mime the job for friends to guess. They sort helpers onto three spots — cook, see in the dark, tidy — saying a short because reason, draw one helper on the Investigation Journal page, and close with a whole-class talk on 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

Night before: pack one tray per group of four with wooden spoon, plastic whisk, measuring jug, colander, sealed chunky torch, dustpan and hand brush, cloth, scrubbing brush. Print the three job label cards. Set three shallow trays or paper spots per group. One shared carpet tray works if kits are short.

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

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

Teaching moves

- **Getting Started:** Have only the sealed torch visible. Click it on, then ask what job it helps and who might need it. Accept every guess — doctor at night, farmer with animals, looking under a bed — and keep the rest of the tray hidden until Explore.
- **Technology helpers:** Board stays on one line: a helper is a tool that makes a job easier. Model with the wooden spoon only — I notice, I think it helps cook, then mime stirring. Invite one or two home examples, then move on inside three minutes. Do not hand out trays or sort yet.
- **Explore the helper tray:** Form groups of four and place one tray mid-table before handling starts. Model once: pick up, feel, return to tray, mime with empty hands so the class guesses. Circulate with Who might use that? How does it help them? Keep torches aimed at the floor or under the table.
- **Sort by the job:** Put one label card at each of three spots (trays or paper). Model the cloth: I think this helps us tidy because we wipe a table. Every child places at least one object and says It goes here because... Keep talk on kind of job only — cook, dark, tidy — not bakers or doctors yet.
- **Show and draw:** Hand out the Investigation Journal drawing page and name it plainly. Main ask is one recognisable helper from their sort; who it helps can be a spoken sentence with you using This is a... It helps a... to... Stay with drawers who need the starter said aloud.
- **Who uses helpers like these?:** Oral only. Hold one real object per role: spoon or whisk for baker, torch for doctor and farmer. Revoice short answers, then close by pointing at a sort spot: today we sorted technology by the kind of help it gives.

What it should show

Expect cook: spoon, whisk, jug, colander; see in the dark: torch alone (say so if children notice); tidy: dustpan and brush, cloth, scrubbing brush. A colander on tidy is common — ask When do we use a colander? and let them revise. Success is a spoken job reason, not a perfect first match.

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. Invite one non-screen home example before moving on.
- **Children wave hands or keep the object while miming, so friends cannot fairly guess.** — Stop and re-model: object back on the tray first, empty hands, clear job mime. Praise the fair guess when the class names the right helper.

**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 so they name the person as well as the job before they sort.	• Try two helpers and compare the jobs; early finishers may draw a second helper from a different sort spot or tell a partner about it.

Cross-curricular hook

Link to oral language: every child practises a short because sentence when they place a helper on a sort spot.