

technology

What is technology?

Lesson at a glance

Hold up one ordinary spoon and ask what helpful job it does. Name technology as anything people make to help do a job, contrasting the spoon with a stone or leaf. Groups handle a tray of everyday objects, naming each item and its job, then sort into single-job piles on the board. Pupils record two or three tray items and their jobs on the Investigation Journal page. Close with a display-only hunt for one technology already in the room and a quick talk on what people did before it was invented.

Learning objectives

- Explain that technology is anything people make to help do a job
- Name at least three everyday technologies and the job each one helps with

Before the bell – prep

Build one tray per group the day before: spoon, zip on fabric scrap, small torch, blunt-tip child scissors, table clock or kitchen timer, and a switched-off tablet or picture card. Print one Investigation Journal page per pupil. Keep scissors and torches to hand for a quick collect at the end.

Materials

Item	Qty	Per	Source	Low-cost substitute
metal or sturdy plastic spoon	1	group	classroom	a wooden craft spoon or plastic teaspoon
zip sample (zip on a fabric scrap or old coat piece)	1	group	brought from home	a jacket with a zip passed around under teacher watch
small torch	1	group	school kit	a phone torch used only by the teacher, or a picture card of a torch
blunt-tip child scissors	1	group	classroom	teacher-held scissors demonstrated only, plus a picture card
simple table clock or kitchen timer	1	group	classroom	a picture card of a clock
tablet switched off, or tablet picture card	1	group	school kit	a printed picture of a tablet or phone
sorting tray or shallow box lid	1	group	classroom	a large sheet of paper as a desk mat
natural contrast object (smooth stone or dry leaf)	1	class	outdoors	a piece of unworked wood offcut
Investigation Journal page	1	pupil	provided printable	plain paper with headings: technology, job, picture

Safety watch-point

Blunt-tip scissors only; torch beams away from eyes; use a table clock or picture — no climbing for wall clocks. Collect scissors and torches first at tidy-up.

Teaching moves

- **Getting Started:** Hold up one spoon only — do not show the full tray yet. Accept eating, scooping or stirring, then say: people made this to help with a job, and that is what technology means. Stress that job here means the helpful thing it does, not a grown-up's work.
- **What is technology?:** Keep this to about four minutes. Model the spoon once, then hold a stone or leaf and ask whether people made it to help with a job. Head off the screens-only idea straight away: technology can be simple and have no screen. Save torch, zip and clock for tray talk.
- **Explore the technology tray:** Circulate with the prompt What job does that help with? If a group only names the object, push for the job — cut, light, eat, look things up. Model one quick torch think-aloud at a table if needed, beam away from eyes.
- **Sort by the job it helps with:** Write one pile name at a time on the board: Helps us eat, cut, see, close, plus an Other job welcome pile. Celebrate Other job as good thinking. When groups disagree, revoice What job is it really helping with? Early finishers name one more classroom object from their seats.
- **Record in your Investigation Journal:** Say the stem aloud: This is a _____. It helps people _____. Aim for two secure entries each; a third if time. Put object names on the board for writers. Check they name a real job, not only the object's name.
- **Find one in this room:** Trays away. Do not revisit tray objects. Six minutes, display-only: point to a technology not on any tray, then ask what people did before it was invented. If someone points at a plant or the sun, ask who made it.

What it should show

Pupils should treat simple tools (spoon, zip, scissors, torch, clock) as technology alongside any tablet, each linked to a clear job: eat, close, cut, see in the dark, tell the time. Journal pages typically show two or three object-plus-job entries. A pupil who only lists screens has not yet grasped the wide meaning — return them to the spoon.

Misconceptions & interventions

- **Technology only means tablets, phones or computers.** — Hold the spoon again and say clearly that technology can be simple and have no screen. Ask the group to find one tray item with no buttons or screen and name its job.
- **Pupils name the object but not the job — 'it's a tablet' or 'it's a zip'.** — Push once: What job does that help people do? Revoice into a concrete job word — look things up, close a coat, cut paper.
- **A plant, the sun or a stone is pointed out as technology.** — Ask who made it. Guide them back to people make technology to help with a job; natural things are not technology.

**Differentiation**

Emerging	Developing	Proficient
• Allow pointing and one job word (cut, light, eat) at the tray; supply board object names and the stem This is a _____. It helps people _____ for journal entries.	• Prompt a second job for one object, or a third journal box once two entries are secure.	• Name one more classroom technology from their seats for a sort pile, or add a fourth journal entry spotted in the room; push the before-it-was-invented question on their chosen object.

Cross-curricular hook

Links to oral language: pupils practise the stem This is a _____. It helps people _____ when naming and sorting everyday objects.