

What is technology?

Lesson at a glance

Open by holding up one ordinary spoon and asking what helpful job it does. Name the two key words — technology and job — then contrast the spoon with a stone or leaf so pupils see that not everything counts. Groups explore a tray of safe everyday items (spoon, zip, torch, blunt scissors, clock, tablet or picture card), naming each object and its job, then sort the tray into job piles the teacher reveals one at a time. Pupils record at least two technologies and their jobs on the Investigation Journal page and close with a quick stem share.

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

Day before: build one tray per group — spoon, zip on a fabric scrap, small torch, blunt-tip scissors, table clock or timer, and a switched-off tablet or picture card. Add a stone or leaf for the board contrast. Print one Investigation Journal page per pupil. Prefer a table clock over any wall clock.

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 pointed away from eyes; use a table clock or picture — no climbing on chairs for wall clocks.

Teaching moves

- **Getting Started:** Hold up one spoon only — do not show the full tray yet. Ask what helpful thing it does and accept eating, scooping or stirring. Say clearly: people made this to help with a job, and that is what technology means.
- **What is technology?:** Project only the two short board definitions. Model once with the spoon, then hold a stone or leaf and ask whether people made it to help with a job. Head off the screens-only idea now: technology can be simple and have no screen. Save torch, zip and clock examples for the tray.
- **Explore the technology tray:** As groups handle items in turn, circulate with the prompt What job does that help with? If a group only names the object, push for the job — cut, light, eat, close, tell the time. Model one quick torch think-aloud at a table if needed, beam pointed 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, then other job. Keep the sort brisk. Celebrate other-job items and take a short whole-class talk on clock or tablet. If 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 every pupil to finish two secure entries; a third is the stretch when time allows. Put object names on the board for writers. Check each entry names a real job, not only the object.
- **Share what we noticed:** Run a short stem-only round. Revoice each answer: so it is technology because people made it to help with a job. If needed, hold the spoon beside the tablet to challenge screens-only thinking. Spot one classroom example together — door handle, pencil sharpener or bin lid.

What it should show

Pupils should treat simple tools (spoon, zip, scissors, torch) as technology alongside any device, and name a clear job for each — eat, close, cut, see in the dark, tell the time, look things up. Journal pages show at least two object-plus-job pairs. A group that only lists names without jobs, or says only the tablet counts, needs the spoon-and-job prompt again.

Misconceptions & interventions

- **Technology only means tablets, phones or computers — things with screens.** — Hold the spoon beside the tablet and ask which ones people made to help with a job. Revoice: technology can be simple and have no screen.
- **Pupils name the object but not the job, or treat job as a grown-up's work.** — Point at the item and ask What helpful thing does it do for us? Remind them job here means the helpful thing the tool does — eat, cut, close — not an adult's career.
- **A natural object such as a stone or leaf is called technology because it can be useful.** — Return to the board contrast: Did people make this to help with a job? Guide them to see that found natural things are not technology.

**Differentiation**

Emerging	Developing	Proficient
• Allow pointing and a one-word job (cut, light, eat) while exploring the tray; scribe or use board object names for the two journal stems.	• Secure two object-plus-job journal entries, then add a third from the tray using the same stem.	• Find two jobs for one tray object, or add a fourth technology spotted in the classroom without leaving the table.

Cross-curricular hook

Links to oral language: pupils rehearse the stem This is a _____. It helps people _____. in a short structured share.