

technology

Digital and non-digital technology

Lesson at a glance

Open by holding a tablet (or picture) beside a wooden spoon and asking which needs power. Name the two groups with the screen-or-power-buttons rule, then run a brisk teacher-led look at the class tray. Pupils sort the same helpers into floor hoops labelled digital and non-digital, check two or three tricky cards on the sorting-tree interactive, and draw one example of each group in the Investigation Journal before a partner share of home and school helpers.

Learning objectives

- Sort technologies into digital and non-digital groups
- Give an example of digital and non-digital technology at home or school

Before the bell – prep

Lay two hoops (or paper circles) on clear floor and label them digital / non-digital with the word cards. Ready one class tray: tablet and phone (or pictures), spoon, round-tip scissors, bell, zip, plus a microwave or television picture. Leave group words and a short name list large on the board for journal copying.

Materials

Item	Qty	Per	Source	Low-cost substitute
tablet or clear picture of a tablet	1	class	school kit	a printed picture of a tablet from a catalogue or magazine
wooden spoon	1	class	classroom	any sturdy kitchen spoon
technology picture cards (tablet, phone, microwave, television, spoon, scissors, bell, zip)	1	class	provided printable	magazine cut-outs or simple line drawings of the same eight items
real safe objects tray (round-tip scissors, small bell, fabric zip or old jacket zip, optional phone handset without a SIM)	1	class	classroom	use picture cards only if real objects are short
sorting hoops or large paper circles	2	class	classroom	two large chalk circles on the floor or two trays
hoop label cards (digital, non-digital)	1	class	provided printable	write the two words on sticky notes or mini whiteboards
Investigation Journal page	1	pupil	provided printable	plain paper folded or ruled into a digital and non-digital grid

Safety watch-point

Adult holds round-tip scissors if shown; no plugging anything into the mains. Limit pupil touch to safe items such as the spoon and bell.

Teaching moves

- **Getting Started:** Hold the tablet (or picture) and wooden spoon side by side. Take two quick hands-up guesses—which needs power, which does not—without naming digital or non-digital yet. Keep the hook to this one contrast.
- **Digital or non-digital?:** Ask spoon then phone first, hang each label on the object as you sort it, and point to the screen and any buttons or lights that only work when powered. Model the aloud test: no screen and no power buttons → non-digital; screen and power → digital. Ask pupils to point to one digital thing already in the room.
- **Look closely:** Hold up a short core set for the whole class—tablet, phone, spoon, scissors, bell, and microwave or television picture. On the first digital item point to screen then buttons/lights; on the first non-digital show there are none. Chorus three looks: screen? power for buttons or lights? what job? Adult holds scissors; touch only spoon and bell.
- **Hoop sort:** Whole-class sort with the single tray only. Hold one item, take hands-up, place it after a reason, and fold watchers in with Do you agree? Why? If groups disagree, re-voice the test rather than racing to finish. Celebrate careful looking over speed.
- **Sort on the board:** Open the sorting-tree interactive in explore mode and drive it yourself. Revisit two or three hoop disagreements or one mystery classroom example (wall clock with no screen; the interactive whiteboard). Read the child-facing rule aloud each time; if a card lands wrong, ask the class to check the rule again.
- **Record in your journal:** Pupils draw one helper in each group on the paper Investigation Journal page—draw first, then label from the board list. Keep digital and non-digital plus the item name list visible the whole time so 1st class is not stuck on spelling. Fast finishers add a second example or a classroom helper not on the tray.
- **Around us:** Partner share one digital and one non-digital helper from home or school; take three or four pairs aloud. Stress both kinds matter—a spoon helps us eat; a tablet helps us learn—and that digital is not better, only different.

What it should show

Digital hoop: tablet, phone, modern microwave with electronic panel, television. Non-digital hoop: spoon, scissors, bell, zip. Success is using the screen-or-buttons-and-power rule and naming one of each from home or school. Odd placements usually come from treating any button-like part (a zip pull) as digital—return to whether it needs power.

Misconceptions & interventions

- **Anything with a button is digital—so a zip pull or a simple press-part must go in the digital hoop.** — Re-run the test on the object: is there a screen, or buttons, lights or panels that only work when it has power? A zip or metal bell fails that test, so it is non-digital.
- **If it plugs in or uses batteries it must be digital, even with no screen or electronic controls.** — Hold up the rule card and contrast the modern microwave picture (panel/screen → digital) with a basic powered tool that only heats or blows with no screen or electronic controls—powered is not the same as digital in today's rule.
- **Toys are not technology.** — Remind them technology is anything people make to help do a job, including play; then apply the same digital / non-digital test to the toy.

Differentiation

Emerging	Developing	Proficient
• Let the pupil hold a clear item and point to the matching hoop while you supply the group word. • Accept a drawing with the group word copied from the board; reason can be spoken to you rather than written.	• Ask for a full-sentence reason before the item goes in the hoop: It is digital because it has a screen and needs power.	• Give the reason in a full sentence and add a second journal example in each group, or name a classroom helper not on the tray (wall clock; interactive whiteboard) and sort it.

Cross-curricular hook

Links to English oral language—pupils justify each sort in a full because sentence before the item enters the hoop.