

## technology

# Digital and non-digital technology

**Lesson at a glance**

Open by holding a tablet beside a wooden spoon and asking which needs power. Name the two labels with the spoon and phone, then examine the class tray one helper at a time before placing each into digital or non-digital floor hoops with a reason. Board cards tackle the hard cases (torch, clocks, calculator, kettle). Pupils draw one example in each group in the Investigation Journal and share a home-or-school pair with a partner.

**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**

Gather one class tray the day before: tablet/phone pictures, modern microwave and TV cards, spoon, scissors, bell, zip. Print torch, wind-up clock, digital clock, calculator and kettle cards. Lay two floor hoops with digital/non-digital word cards. Leave group words and an item-name list large on the board for journal spelling.

**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**

Supervise scissors on the tray; pupils handle only the safe objects. Keep the real tablet on a short teacher demo if used, not passed around.

## Teaching moves

- **Getting Started:** Hold the tablet and wooden spoon side by side. Ask only which needs power and which does not — two quick hands-up. Do not say digital or non-digital yet; save the labels for the next step.
- **Digital or non-digital?:** Hang non-digital on the spoon and digital on the phone. Point at the screen, then any buttons or lights that only work with power. Model the sort aloud: no screen, no power controls → non-digital; screen and power → digital. Ask pupils to point to one digital thing already in the room.
- **Look closely:** Five minutes, whole class, one tray item at a time. Ask only what it is and what job it does. Hold the digital rule back. If a child calls digital early, smile and park it for the hoops.
- **Hoop sort:** Whole-class sort with the single tray. Hold up one item, take hands-up, place it only after a reason. Fold watchers in with Do you agree? Why? Return disagreements to the screen-or-power-controls test.
- **The hard ones:** Three minutes, board cards only. Lead with the torch — battery and switch do not make it digital. Pair the wind-up clock with the digital clock, then the calculator. For the kettle, accept either answer if the reason matches the rule.
- **Record in your journal:** Seven minutes on the Investigation Journal page: draw one digital and one non-digital helper. Keep digital, non-digital and the item-name list visible so 1st class can copy spellings. Fast finishers add a second pair or a classroom example not on the tray.
- **Around us:** Partners 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.

## What it should show

Digital hoop: tablet, phone, modern microwave, television. Non-digital hoop: spoon, scissors, bell, zip. Torch is non-digital despite its battery — the key redirect. Wind-up clock non-digital; digital clock and calculator digital. A plain kettle may split the class; accept either answer with a clear reason. Journal success is one clear drawing in each group.

## Misconceptions & interventions

- **Anything with a battery or a button is digital — so a torch or a coat zip must be digital.** — Return to the test on the object: screen, or buttons and lights that only work when it has power? A torch has a battery and switch but no screen or electronic controls, so it is non-digital.
- **Toys are not technology, so they do not go in either hoop.** — Remind them technology is anything people make to help do a job, including play. Then apply the same screen-or-power-controls test.
- **Digital technology is better than non-digital technology.** — In the partner share, name one job each kind does well — a spoon helps us eat; a tablet helps us learn — so both count as everyday helpers.

**Differentiation**

| Emerging                                                                                                                                                                                                                                    | Developing                                                                                                                                                                | Proficient                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Let the pupil hold the object and point to the hoop while you supply the group word.</li><li>• Journal: draw first from the tray; copy digital and non-digital from the board word cards.</li></ul> | <ul style="list-style-type: none"><li>• Ask for a full-sentence reason before the item goes in the hoop: it is digital because it has a screen and needs power.</li></ul> | <ul style="list-style-type: none"><li>• Add a second journal example in each group, or name a classroom helper not on the tray (wall clock, interactive whiteboard) with the rule.</li></ul> |

**Cross-curricular hook**

Link to English oral language — pupils justify each hoop choice in a full because sentence before the item is placed.