

## technology

## Technology that helps us

## Lesson at a glance

Open by naming classroom tools that help us see, hear, travel, talk or keep time. Introduce technology and purpose with a torch think-aloud, then groups handle a tray of safe objects and picture cards. Pupils sort by the five purposes, then the class re-sorts on the sorting-tree interactive and meets digital versus non-digital using the screen-or-number-buttons clue. Each pupil records one technology, its job and digital/non-digital in the Investigation Journal before a short partner talk.

## Learning objectives

- Sort everyday technologies by the purpose each serves in people's lives
- Say whether a technology is digital or non-digital

## Before the bell – prep

Print one technology picture-card set and five purpose labels per group the day before. Gather a few safe real objects where you can (torch, battery or wind-up clock without glass hazard, magnifying glass, headphones). Cue the sorting-tree interactive on the IWB.

## Materials

| Item                                                                                                                                                                 | Qty | Per   | Source             | Low-cost substitute                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|--------------------|--------------------------------------------------------------------|
| technology picture cards (torch, glasses, magnifying glass, radio, headphones, bicycle, bus, mobile phone, walkie-talkie, wall clock, digital kitchen timer, tablet) | 1   | group | provided printable | hand-drawn simple outline cards on scrap paper with the same names |
| purpose label cards (helps us see, helps us hear, helps us travel, helps us talk, helps us keep time)                                                                | 1   | group | provided printable | five sticky notes with the purpose words written on them           |
| safe real technology objects (torch, simple clock, magnifying glass, headphones)                                                                                     | 4   | group | classroom          | picture cards only if real objects are not available               |
| group sorting tray                                                                                                                                                   | 1   | group | classroom          | a clear desk space marked with masking tape                        |

**Safety watch-point**

Gentle handling only; real objects stay on the tray when not examined. Prefer clocks without glass hazards; supervise small parts such as magnifying glasses.

**Teaching moves**

- **What is technology?:** Project only the short technology and purpose board text. Hold up the torch and model: 'People made this tool; its purpose is to help us see in the dark.' Do not name digital or non-digital yet. Head off the phones-only idea by naming a bicycle or wall clock as technology too.
- **Handle the technology tray:** Hand out one tray of cards and safe objects per group. Circulate with 'What does it do? Who uses it? Have you seen one at home or school?' Keep real objects on the tray when not examined and run a short tidy-up so the next beat is not lost.
- **Sort by purpose:** Lay the five purpose labels on each table. Pupils place cards and objects by main job only. If tablet or phone sparks debate, accept a justified main purpose and move on — digital sorting comes next on the board.
- **Sort on the board:** Drive the sorting-tree interactive in explore mode; pupils call placements while you drag. After the purpose sort, hold the torch again: plain switch, no screen — non-digital. Point to the tablet: screen and apps — digital. Keep the reusable clue as screen or number buttons versus plain switch and no screen. Invite two digital and two non-digital examples with that clue.
- **Record in your journal:** Leave the sentence starters and digital clue on the IWB. Aim for one full row: name or drawing, purpose in everyday words, and digital or non-digital with one short because. Draw-first with short labels is fine for this stage; a second technology is stretch only.
- **What did we notice?:** Revoice using technology, purpose, digital and non-digital. Draw out that tools are not only screens and that the same purpose can be digital or non-digital (wall clock and digital timer).

**What it should show**

Purpose groups: see — torch, glasses, magnifying glass; hear — radio, headphones; travel — bicycle, bus; talk — mobile phone, walkie-talkie; keep time — wall clock, digital kitchen timer. Tablet may sit in more than one group with a reason. Digital by visible clue: tablet, digital kitchen timer, mobile phone; the rest non-digital. Odd digital calls usually mean a pupil used 'has batteries' instead of the screen/number-buttons clue — restate the clue and re-check the card.



### Misconceptions & interventions

- **Pupils think technology only means phones, tablets and computers.** — Hold the torch or point to the bicycle card and revoice: technology is any tool or machine people invent to help do a job. Ask them to name one non-screen example already on their tray.
- **Pupils call anything with batteries or that lights up 'digital', including the torch.** — Return to the board clue: screen or buttons that show numbers or menus versus plain switch and no screen. Hold the torch beside the tablet card and ask which clue each one matches.
- **Pupils freeze when a technology could fit more than one purpose (tablet, phone).** — Ask 'What is its main job for people today?' Accept a justified choice, place it, and note that some technologies serve more than one purpose.

### Differentiation

| Emerging                                                                                                                                                                                                                                                              | Developing                                                                                                                                                         | Proficient                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pair with a talk partner and allow draw-first journal rows with short labels or one dictated 'because' phrase.</li> <li>• Offer a partly sorted purpose mat so the pupil places only two or three familiar cards.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete one full journal row with purpose language from the five jobs and one clear digital/non-digital clue.</li> </ul> | <ul style="list-style-type: none"> <li>• Add a second technology on the same journal page, or notice a classroom example (clock, interactive whiteboard) and classify purpose plus digital/non-digital.</li> <li>• Explain why one technology could fit two purpose groups and defend the main job chosen.</li> </ul> |

### Cross-curricular hook

Link to English oral language — pupils justify sorts with because-clauses using the shared sentence starters.