

technology

Technology that helps us

Lesson at a glance

Open by naming classroom tools that help us see, hear, travel, talk or keep time. Define technology and purpose with a torch think-aloud, then groups handle a tray of safe objects and picture cards. Pupils sort into five purpose groups on the table, then the class re-sorts on the sorting-tree interactive and learns the digital/non-digital clue. Each child records one technology, its job, and digital or non-digital in the Investigation Journal.

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 picture-card set per group (A-L: torch to tablet). Gather safe real objects where you can — torch, battery or wind-up clock without glass hazard, magnifying glass, headphones. Cut five purpose labels per table: see, hear, travel, talk, keep time. Tray routine ready before the bell.

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 hands only; real objects stay on the tray when not examined. Use clocks without glass hazard. No running with trays.

**Teaching moves**

- **Getting Started:** Keep the open light. Capture three or four pupil ideas on the board under see, hear, travel, talk, keep time. Hold up one spark object only — a torch or classroom clock — and do not sort digital yet.
- **What is technology?:** Project only the two board lines: technology = tool or machine that helps us do a job; purpose = the job it is meant to do. Model with the torch: 'Its purpose is to help us see in the dark — I put it with helps us see.' Leave digital/non-digital closed.
- **Handle the technology tray:** Give trays out with a short spoken routine. Circulate asking 'What does it do? Who might use it?' Real objects stay on the tray when not examined. Collect with the same routine so handling does not eat the sort time.
- **Sort by purpose:** Lay the five purpose labels on each table. Purpose only — no digital talk yet. If the tablet or phone sparks debate, accept a justified main job and move on. Ask 'Why there? Could it fit more than one group?'
- **Sort on the board:** Drive the sorting-tree interactive in explore mode. Pupils call the purpose; you drag. After purpose is done, hold the torch: plain switch, no screen — non-digital. Point to the tablet: screen and apps — digital. Board clue only: screen or number/menu buttons versus plain switch and no screen. Invite two digital and two non-digital with that same phrase.
- **Record in your journal:** One technology fully done is enough: name or drawing, the job, digital or non-digital with one short because. Keep sentence starters and the visible clue on the IWB. Draw-first rows with short labels are fine for 2nd class.
- **What did we notice?:** Partner talk, then class share. Revoice with the key words. Draw out that tools are not only screens, and the same purpose can be digital or non-digital — wall clock and digital timer both keep time.

**What it should show**

Purpose sort: see — torch, glasses, magnifying glass; hear — radio, headphones; travel — bicycle, bus; talk — mobile phone, walkie-talkie; keep time — wall clock, digital kitchen timer. Tablet accepted with a justified choice. Digital by visible clue: tablet, digital kitchen timer, mobile phone; the rest non-digital. A group stuck on the phone or tablet usually needs 'main job' restated, not a new rule.



Misconceptions & interventions

- **Technology only means phones, tablets and computers.** — Hold the torch and the bicycle card. 'People invented these to help us do jobs too — they are technology.' Point back to the five purpose words on the board.
- **The torch is digital because it lights up or uses a battery.** — Reuse the board clue: plain switch, bulb, no screen or number menus — non-digital. Contrast with the digital kitchen timer card that shows numbers.
- **A card that could fit two purposes must be wrong.** — Pause on the tablet or phone. Accept one justified main job, note that some tools do more than one thing, place it and move on.

Differentiation

Emerging	Developing	Proficient
• Pair with a talk partner for purpose words; allow draw-first journal rows with a short dictated because. • Offer a partly sorted tray so the pupil places two or three familiar cards into labelled purpose areas.	• Prompt 'Could it belong in more than one group — what is its main job?' during the table sort. • Add a second technology on the same journal page if the first row is strong.	• Stretch: name a classroom technology (clock, interactive whiteboard) and sort it by purpose and digital/non-digital with the visible clue. • Ask which purpose group had the most cards and why people might invent more tools for that job.

Cross-curricular hook

Oral language: pupils justify sorts with because-sentences using the five purpose words and the digital clue phrase.