

Year 4

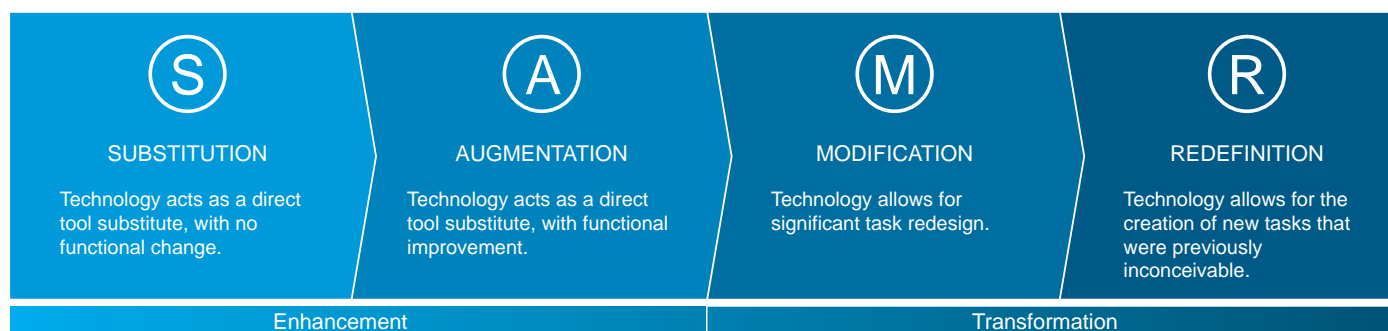


INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professional ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Religion.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

SUBSTITUTION

Use Saints Facts resource to find out about a Saint and how they expressed their faith through caring for others. Use to create an information page.

A

AUGMENTATION

Use Bible App to find and read Genesis 1 and 2. Screenshot some of the verses and open these in WorkSpace. Highlight/annotate with thoughts or images inspired by the text.

M

MODIFICATION

Invite pupils to submit their questions about God to Answer Garden to stimulate class discussion. Talk about the importance of being respectful of each other's beliefs.






R







REDEFINITION

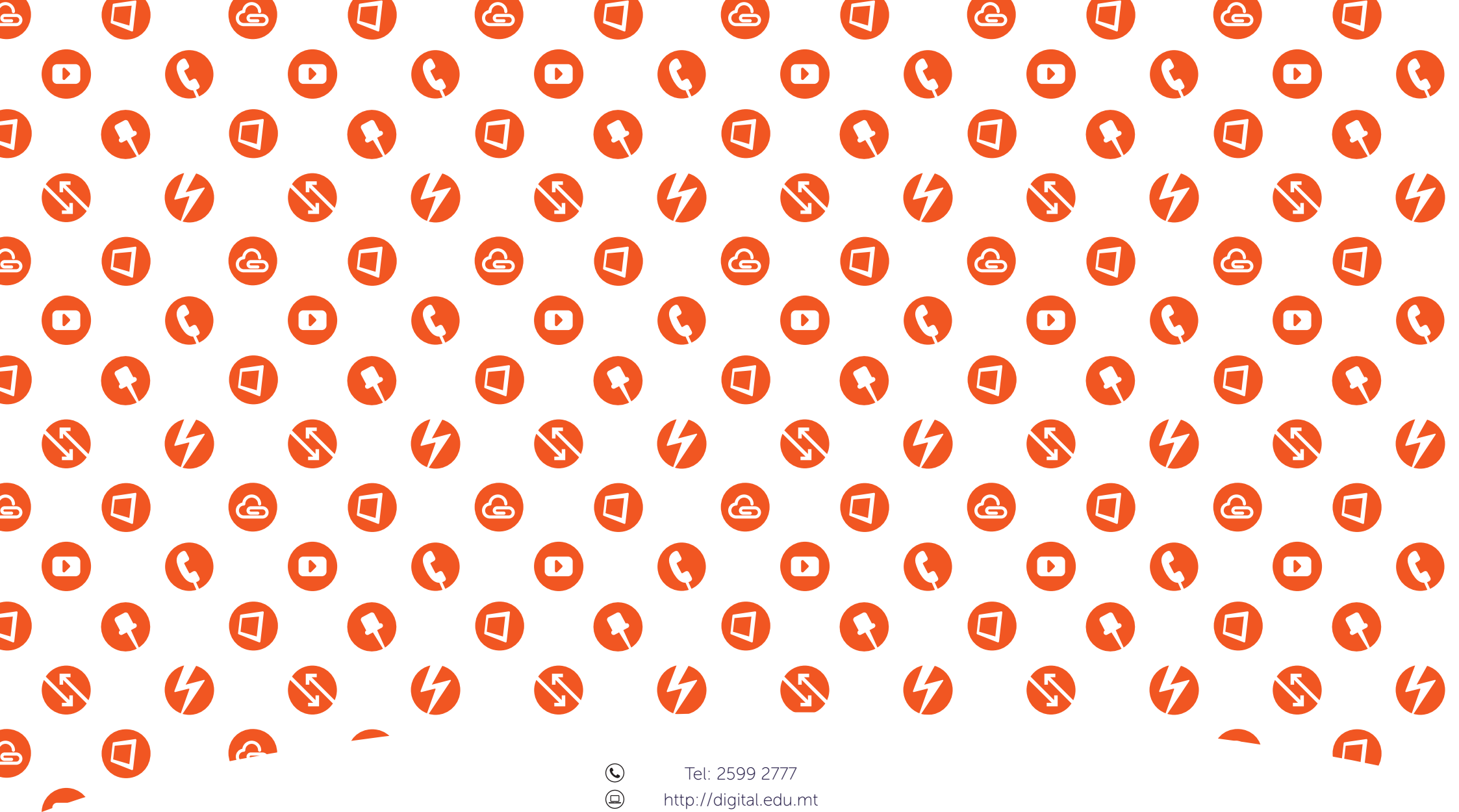
Create an animation of part of the Christmas story, using figurines or cut paper. Share this to ClassCloud, and view all students' contributions.

Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can identify which religious group makes use of the Bible, the Torah and the Quran.		Search for each holy book in Q-Files and find out about each religion and the customs surrounding holy books.	Work in mixed-ability pairs (reading ability).	
I can name the places of worship of the Christians/Catholics, of Jewish and Muslim faith communities and develop respect for their significance.		Research places of worship of different religions and create an eBook about places of worship, with a new page for each religion. Include photos and key facts.	Use a simple book template with headings prepared by the teacher.	Add sounds or video to show some of the events and festivals that take place there.
I can describe the meaning of a symbol, identify and name Christian/Catholic, Jewish and Muslim symbols, explaining their importance to their followers for instance: Christian symbols: the alpha and omega, the cross and the crucifix, and bread and wine or ashes (Ash Wednesday); Jewish symbols: Menorah, Star of David and the Tallit; Muslim symbols: The Kaaba, the Mosque, and the colour green.		Use the World Religions Gallery resource to find out about religious symbols; choose a key symbol and drop image into WorkSpace, then annotate with information.	Make sure students have the opportunity to see or handle real artefacts in addition to abstract symbols.	Use prior knowledge of religions to make inferences about the importance of certain symbols.
I can write short prayers, praying for myself and others, whilst acknowledging that when I pray, I am speaking with God.		Look through the prayers in the lesson profile and discuss prayers said in Mass and at other times. Write a short prayer in Notes and Hand In to the teacher, who can collate these to create a class prayer.	Use a sentence starter or template provided by the teacher.	Explore how people of different faiths pray, and what each religion has in common.
I can express questions about God.		Invite pupils to submit their questions about God to Answer Garden to stimulate class discussion. Talk about the importance of being respectful of each other's beliefs.	Give students the opportunity to discuss their ideas with an adult before submitting them.	Draw on knowledge of the Bible to think about some of the possible answers.

I can identify instances of beauty; for instance: in objects, places, sounds and persons.	 	Capture instances of beauty through the day, including after school. Share these with a partner in reflective discussion time and explain what was special about them. Make sure students understand importance of asking for people's permission before taking their photograph.	Provide ideas as a prompt.	What does beauty mean to you? How does this relate to how beauty is portrayed in the media?
I can explore Genesis 1 and 2 and reflect upon God the Creator and His creation as a gift to me and to humanity.		Use Bible App to find and read Genesis 1 and 2. Screenshot some of the verses and open these in WorkSpace. Highlight/annotate with thoughts or images inspired by the text.	Work in mixed-ability pairs.	
I can name the four evangelists, their symbols and meaning.		Open The Four Evangelists image and edit in WorkSpace; use the text tool to type the meaning of each symbol.	Provide word cards to scaffold ideas.	Use Bible App to find out more about the gospels of the evangelists.
I can retell the Christmas story and reflect on both the personal significance and that for humanity as a whole, of the birth of Jesus, Son of God and Mary.		Create an animation of part of the Christmas story, using figurines or cut paper. Share this to ClassCloud, and view all students' contributions.	Work in random pairs.	
I can explore the life of St Domenico Savio and St Martin de Porres or Blessed Teresa of Calcutta and discover their love for Jesus, and for their neighbour, especially the poor and the sick.		Use Saints Facts resource to find out about a Saint and how they expressed their faith through caring for others. Use to create an information page.	Use a simple template provided by the teacher, with a word bank.	Add a timeline of the Saint's life.



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Operational Programme II - European Structural and Investment Funds 2014-2020

"Investing in human capital to create more opportunities
and promote the well-being of society"

Project may be considered for part-financing by the European Social Fund

Co-financing rate: 80% European Union; 20% National Funds

