

Teaching with LearnPads

Year 4

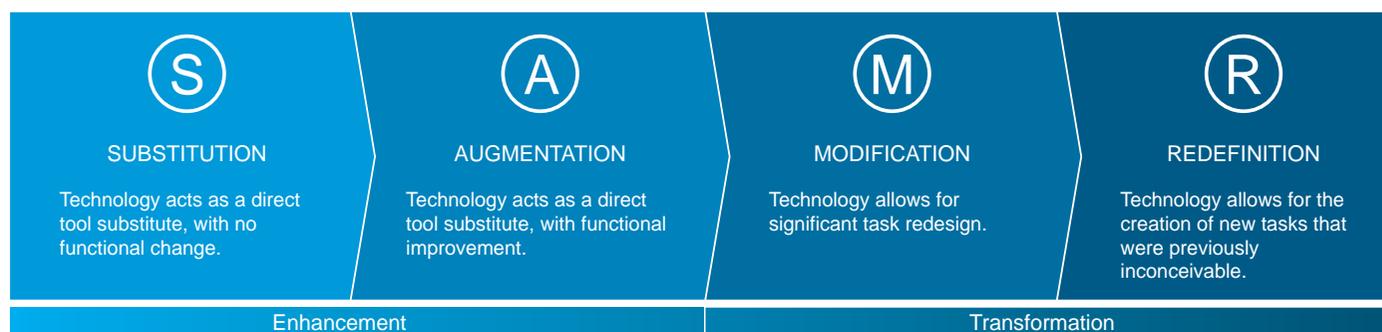


INTRODUCTION

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 PE and Sports.

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

Pupils design a meal plan for an Olympic athlete using WorkSpace. Discuss the difference between healthy/unhealthy fats and the need to have variety for a healthy diet.

A

AUGMENTATION

Using the glossary template page in Author, pupils rank a variety of physical activities undertaken at home and at school. They should include their own reasons for their ranking.

M

MODIFICATION

Take photos of dance steps/patterns in WorkSpace and place in a sequence to plan an original dance. Work in pairs or small groups. Record the dance and watch back, referring to the plan.

R

REDEFINITION

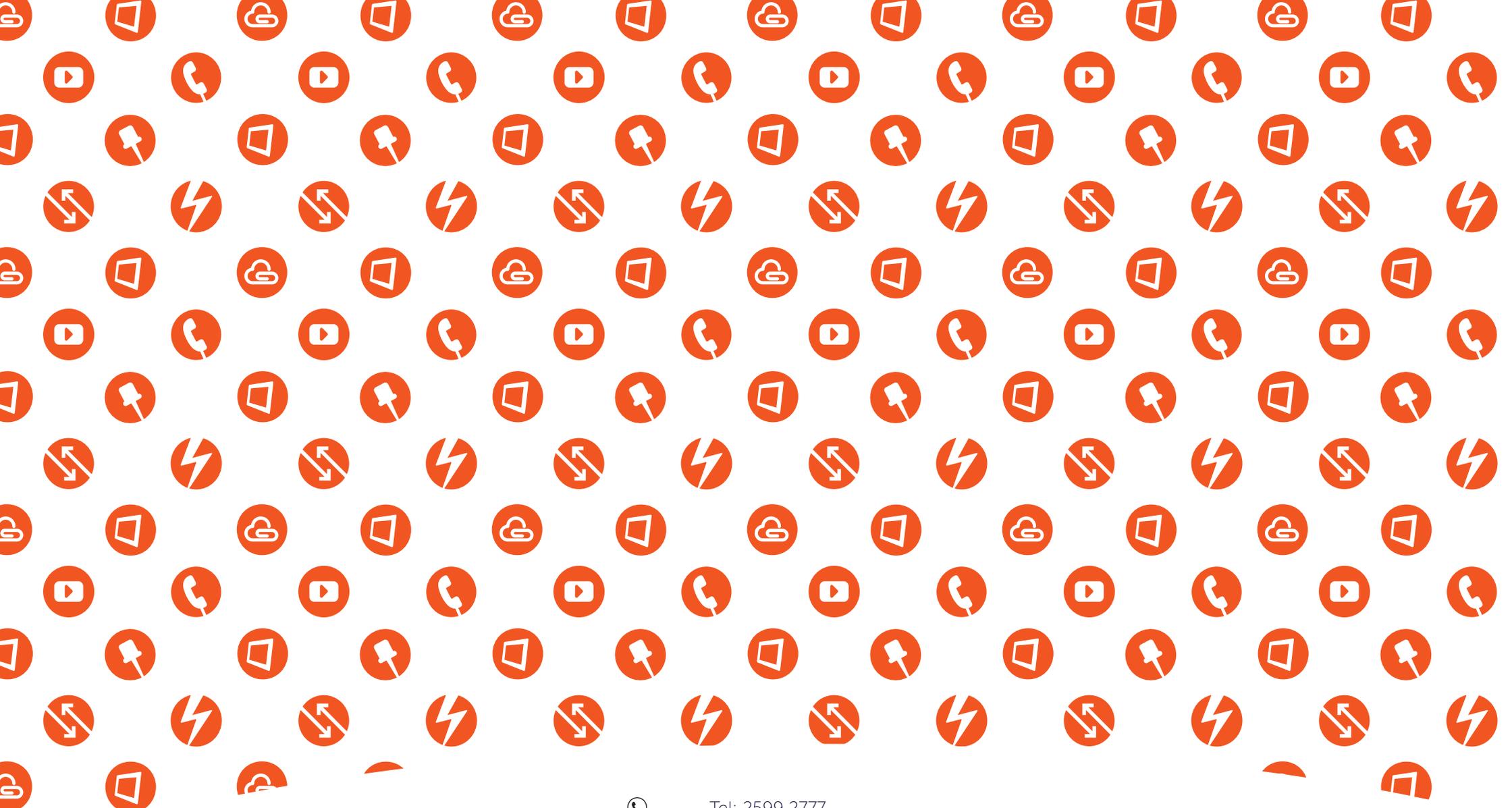
Students maintain a sports journal using Author. Journal should include feedback Handed Out by teacher and pupil response to it, including photos/videos of sporting activities with annotations for improvement.

Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can combine movement patterns to dance steps to develop, create and perform an original dance alone or in a group.		Take photos of dance steps/patterns in WorkSpace and place in a sequence to plan an original dance. Record the dance and watch back, referring to the plan.	Work in near-ability pairs or small groups.	
I can perform movements that require use of various levels of direction and speed.		Pupils maintain a sports journal across an extended period of time. Teacher hands pupils a list of movements that pupils should evidence in the journal. This includes movements at different levels of direction and speed.	Provide pupils with partially completed template pages for eBook.	Demonstrate that you can show various levels of speed and performance.
I can describe my own physical activity performance and that of others.		Pupils record a group performance then watch them back. Pupils should use Notes to comment on their own performance, as well as the rest of the groups.	Provide prompt criteria (relevant to the activity) for the performance to support reflective thinking.	How can you improve this next time? Describe one way you could coach another member of your team to improve an aspect of the performance.
I can express the frustration I feel when I fail to perform a physical activity task.		Discuss a frustrating time linked to a physical task. Examine feelings and possible reactions to those feelings. Students to create a motivational poster to help others overcome frustration, offering practical suggestions.	Provide examples of existing motivational posters as inspiration. Pupils should focus on one time/task and the associated feelings.	Who is the target audience for your poster? How will you make sure the poster motivates them?
I can demonstrate the ability to solve a given challenge as part of a small group in a physical activity setting.		Split the children into groups of about 10 then ask the groups to form circles. Give each group a hoop and ask them to link hands placing the hoop in the circle over the arms of two of the children. The children then have to step through the hoop without unlinking hands. Teacher records this using Camera, then shares with pupils after session to prompt teamwork discussion.	Mixed ability groups.	

<p>I can choose a physical activity in which I can participate in and outside school.</p>		<p>Pupils maintain a sports journal over an extended period of time. Sporting preferences should be included, as well as evidence of participation (photos/videos)</p>	<p>Provide pupils with a template eBook with partially completed pages.</p>	<p>Pupils carry out additional research into their preferred physical activities, including what the top level of that sport consists of.</p>
<p>I can rank the enjoyment and ability levels of various physical activities.</p>		<p>Using the Glossary template page, pupils rank a variety of physical activities undertaken at home and at school. They should include their own reasons for their ranking.</p>	<p>Provide photos/videos of pupils taken during PE lessons.</p>	<p>What do you find most enjoyable about physical activities? How could you improve your performance/ability in your least preferred activity?</p>
<p>I can praise others for their success in their physical performance and during games.</p>		<p>Half class watches the other half during a performance; use Notes to write a positive comment about a partner, linked to the lesson objectives. Send directly to partner's tablet through ClassCloud.</p>	<p>Work in near-ability pairs, but with one of the pair watching and the other performing.</p>	
<p>I can demonstrate the ability to measure and monitor the heart rate.</p>	 	<p>Pupils use Stopwatch to count and calculate heart rate (count pulse for 10 seconds then multiply by 6) while at rest and after a variety of activities. Pupils then use Workspace to create a graph or table showing their data.</p>	<p>Pupils use a calculator to work out heart rate then use a template to complete table.</p>	<p>Pupils comment on their findings. After which activity was your heart rate the highest? Why?</p>
<p>I can identify the action of several major muscles.</p>		<p>Pupils add photos and videos of various sporting activities and add notes to show which major muscles are being used.</p>	<p>Teacher to Hand Out some photos of pupils from PE lessons as a starting point.</p>	<p>Pupils should rank their activities based on most strenuous or most muscles used in an activity.</p>
<p>I can differentiate between healthy and unhealthy food that affects physical activity.</p>		<p>Pupils design a meal plan for an Olympic athlete. Discuss difference between healthy/unhealthy fats and the need to have a variety for a healthy diet.</p>	<p>Provide pupils with images of healthy/unhealthy foods. Pupils drag the healthy foods into their meal plan for the day.</p>	<p>Pupils should provide a daily meal plan and a "no go" list of unallowed unhealthy foods.</p>

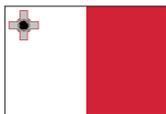


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Operational Programme II - European Structural and Investment Funds 2014-2020
"Investing in human capital to create more opportunities
and promote the well-being of society"
Project may be considered for part-financing by the European Social Fund
Co-financing rate: 80% European Union; 20% National Funds

