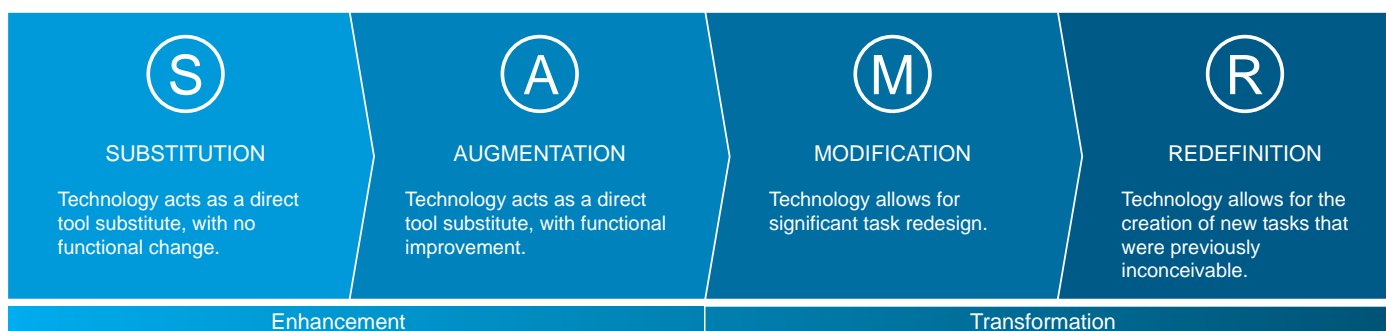# Teaching with LearnPads

Year 4

one tablet/child

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:

S	A	M	R
SUBSTITUTION	AUGMENTATION	MODIFICATION	REDEFINITION
Technology acts as a direct tool substitute, with no functional change.	Technology acts as a direct tool substitute, with functional improvement.	Technology allows for significant task redesign.	Technology allows for the creation of new tasks that were previously inconceivable.
Enhancement		Transformation	

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.

Avantis Malta Education Team

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In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for How Do Things Move?.

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

Search for Isaac Newton in Q-Files and make notes about his life and theories using Notes.

(A) AUGMENTATION

Design an investigation into different surfaces and how they affect movement by friction – plan and predict in WorkSpace, then record results using the Camera App.

(M) MODIFICATION

Script and record a short item in Presenter showing the effects of gravity on different objects.
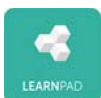
(R) REDEFINITION

Research the human skeleton and create a simple animation using paper 'bones' to show how it's composed. Hand the exported video files in to ClassCloud so they can be shared with the whole class.

Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can show that pushes and pulls are forces.	📷	Record short examples of pushes and pulls and share with a partner – can they explain which type of force is being used?	Use photos as prompts to suggest ideas.	Are all forces pushes and pulls? What about twisting forces? What about gravity/friction?
I can demonstrate the effect of gravity as a force which pulls things to the earth.	🎬 LEARNPAD	Script and record a presentation showing the effects of gravity on different objects.	Work as a group with an adult, who provides sentence/question stems.	Investigate what gravity is like in other places in the universe and why.
I can find out about Isaac Newton and his gravitational theories.	Q-files / 📝 LEARNPAD	Search for Isaac Newton and make notes about his life and theories.	Work as a group with an adult to scaffold reading comprehension.	Use a chosen App to present the information in a creative way (Tellagami? Aurasma?)
I can show that air resistance exerts an upward push that can slow a falling object.	📷	Plan how to measure this as a group. Record video of a range of objects falling and review this to discuss air resistance.	Explore this practically to consolidate understanding using different toys.	Design an object that will make the best use of air resistance – what shape/ material will you use?
I can demonstrate that friction is a force that opposes the movement of one surface over another.	W LEARNPAD	Design an investigation into different surfaces and how they affect movement – plan and predict in WorkSpace, then record results using Camera.	Work in small mixed-ability groups with assigned roles (scribe, photographer, technician).	

I can identify some simple machines, which make it easier to do work.		Take photos of simple machines around school and at home – create a collage in WorkSpace.	Give key words to prompt identification and explanation.	Label photos with arrows showing forces acting.
I can give examples of sports where speed is important.		Write a simple non-fiction text about high-speed sports. Research using Q-Files.	Teacher creates a templated Author file to hand out, with sentence starters.	Use Q-Files to identify key vocabulary and use in the text.
I can explain that our skeleton is made up of bones and that joints and muscles help us move.		Research the human skeleton and create a simple animation using paper 'bones' to show how it's composed.	Supply pre-made 'bones' with a labelled diagram.	Create own 'bones'.
I can explain that our skeleton and those of other animals support, protect and help movement.		Create a presentation about different animal skeletons and how they are useful.	Provide key facts and photos for pupils.	Research skeletons independently, following own interests.

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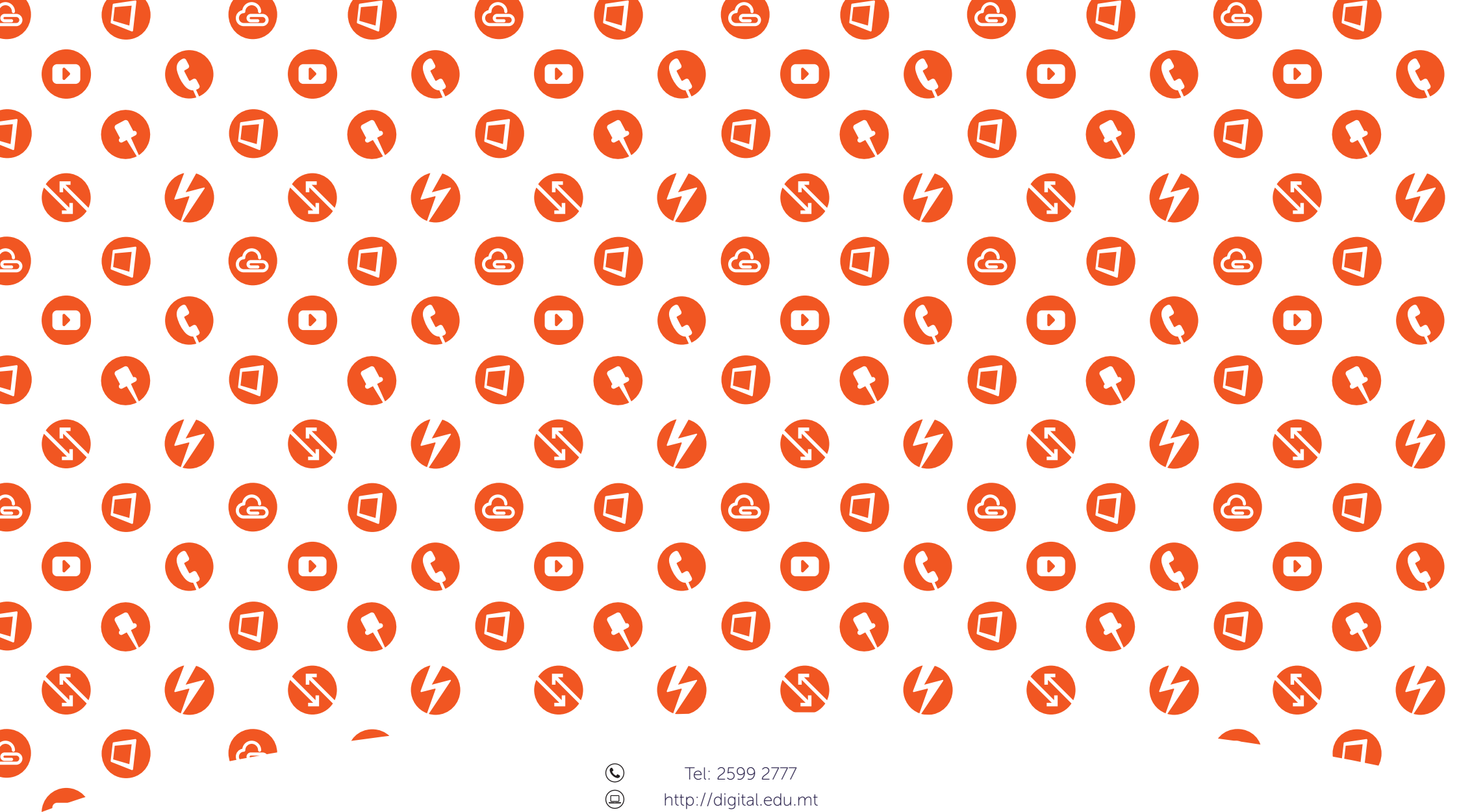
If you require any assistance, please contact us.