

Teaching with LearnPads

Year 4

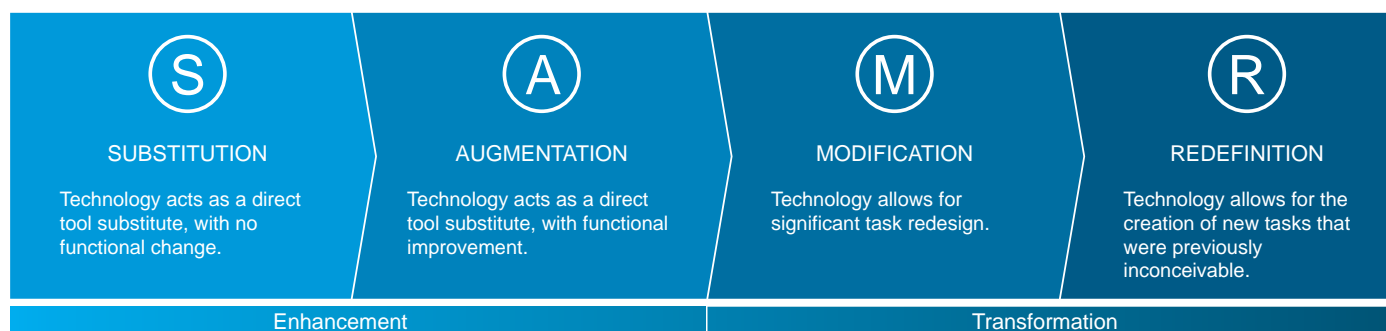


INTRODUCTION

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 Life.

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 Venn or Carroll diagram background templates in WorkSpace to group and sort photos of animals in different ways.

A

AUGMENTATION

Provide pupils with a selection of familiar substances in hidden container to smell. Pupils note down their answers then use the Camera to scan QR codes on sides of containers to check their answers.

M

MODIFICATION

Take photos of plants in local area, research, then create a slideshow about these plants in Office Suite or a multimedia presentation in Animoto.







R







REDEFINITION







As a class, use Animator on the same LearnPad to add a frame each day, taken from the same spot by a window – this will build up to create a long-term time lapse of the weather over time (and seasonal changes in nature).








Enhancement








Transformation







| Outcome | Which App? | Practical Ideas for Pupils | Differentiation | |
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| | | | Extra Support | Extra Challenge |
| I can develop my own food plan made up of a balance of different food types. |  | Use timetable background template to sketch out a food plan for a week. | Provide pupils with images of staple foods to drag/drop into place. | Pupils to import completed timetable into Author and add a voice note explaining their choices. |
| I can construct a food pyramid using pictures of common foodstuffs. |  | Use triangle background template and take pictures of foods/use images handed out by teacher to create a food collage. | Provide pupils with a background template with each section already labelled. | Pupils to include an explanation about the actual food pyramid itself; i.e., why are fats and oils in the top section? |
| I can, through role play exercises, demonstrate some things I should do to keep myself healthy. |  | Work in groups to record videos showing healthy behaviours. Hand In to ClassCloud and share with the whole class. | Mixed ability groups. | |
| I can demonstrate how proper hygiene, cooking and preserving keeps food safe. |  | Create an eBook guide to food safety for a younger year group to use. | Work as a group with adult support to plan out eBook. Pupils to work in pairs to create a page each, to be compiled into one eBook. | How will you make sure your eBook is suitable for your audience? |
| I can create a poster about some of the ways that humans pollute their environment. |  | Import images from the internet to create a poster. | Pupils to work in mixed ability pairs. | |
| I can identify some characteristics of a living thing. |  | Import image of animal and plant as background. Annotate the image to show characteristics. | Provide pupils with prompt vocabulary. | Pupils to identify similarities/differences between the two. |








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| I can group animals in different ways. |  | Use Venn or Carroll diagram background templates to group and sort photos of animals. | Teacher focus discussion initially to brainstorm different ways of classifying animals. Compile group list for pupils to use when classifying independently. | Encourage pupils to explain why they have chosen this particular way of grouping. Are there any animals which are difficult to classify? Why? |
| I can identify common vertebrate and invertebrate animals that live on land, in water or can fly. |  | Pupils to add images from Q-Files to a Venn or Carroll diagram. | Pupils to use a Carroll diagram – vertebrate/ invertebrate. | Pupils to use a Venn diagram. Are there any animals that belong in more than one category? |
| I can classify plants as living things, and can describe some of the things that plants do. |  | Pupils to go outside and take photos of living and non-living things to classify in a Carroll diagram. Pupils should then use a photograph of a plant and set it as the background on the next page. Annotate the image with descriptions of what plants do. | Provide pupils with images of plant uses as a prompt. | Provide pupils with images; (i.e., animals that use plants as a habitat; oxygen mask; food; etc.) Pupils to describe what plants do in that circumstance. |
| I can interpret a simple food chain. |  | Annotate a food chain image handed out by the teacher to show predator-prey relationships. | Provide pupils with labels as prompts. | Pupils to explain what would happen to the food chain if one of the parts of the chain were eliminated. |
| I can care for a growing plant, ensuring it gets all the elements needed for growth. |  | Create a timelapse-style animation by taking a frame a day of a growing plant as it's cared for, adding frames showing water/light. | Differentiate by adult support. | |
| I can name and describe the purpose of the main parts of a plant. |  | Annotate an image of a plant to show the main parts and explain their purpose. Pupils can draw their own image or use an image handed out by the teacher. | Use image of a flowering plant and provide prompt labels. | Pupils could annotate image of flowering and non-flowering plant and explain differences. |

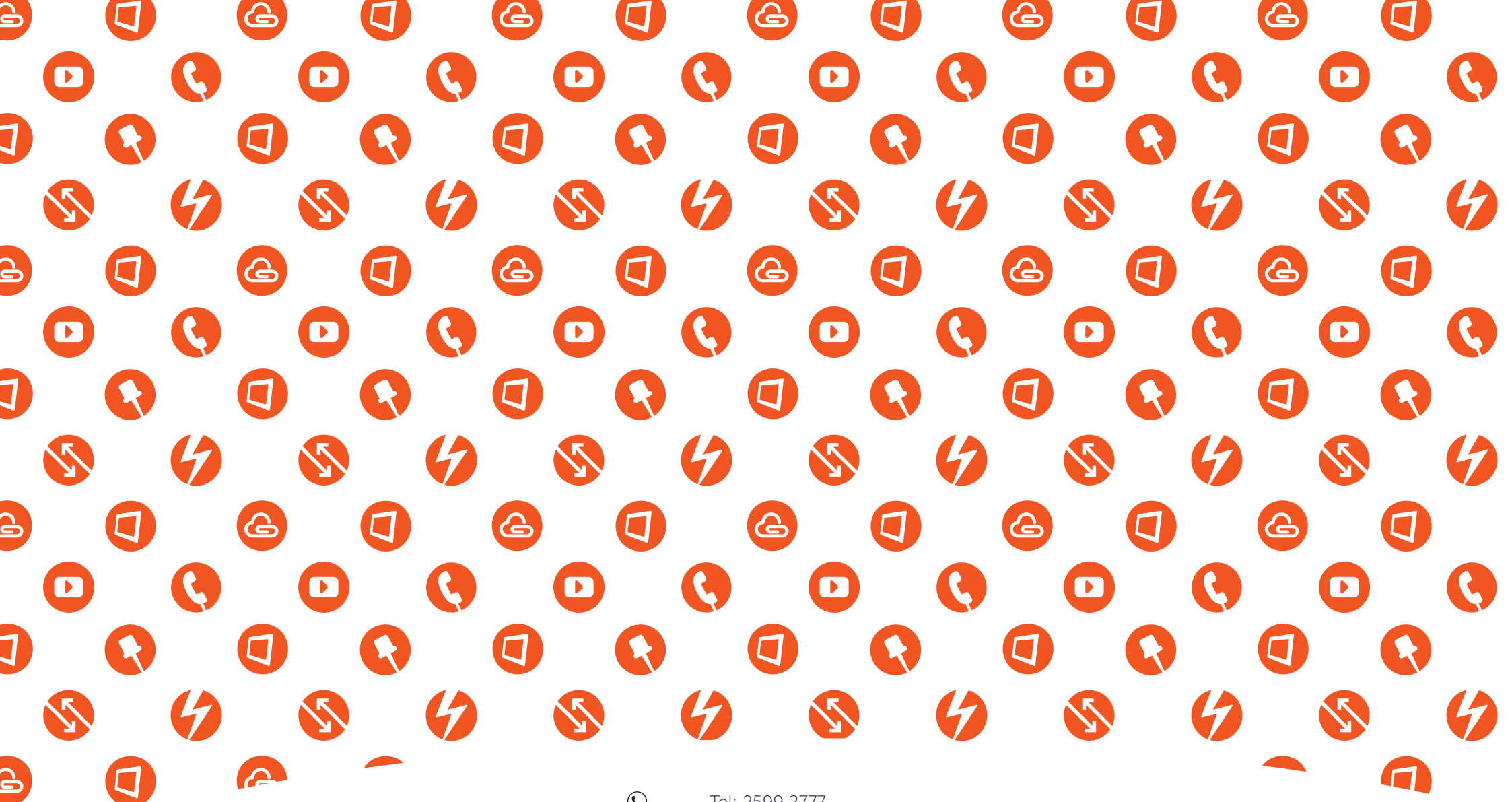
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| <p>I can identify some common plants in my local environment.</p> |  | <p>Using photos of plants in the local area, create a simple non-fiction book/guide to local plants.</p> | <p>Pupils to include sound files to accompany the photos – creating an audio guide.</p> | <p>Pupils to include research on how to care for the plants.</p> |
| <p>I can describe the main stages of human growth and development.</p> |  | <p>Sort and label images of different stages into correct order.</p> | <p>Provide pupils with labels and images to match and place into order.</p> | <p>Provide pupils with images only. Pupils to write own labels and explain key attribute to this life stage.</p> |
| <p>I can explain that animals are born, grow, develop, reproduce, and die.</p> |  | <p>Create a life-cycle diagram using images, shapes and text.</p> | <p>Provide pupils with labels and example images for different animals.</p> | <p>Pupils to include explanation about differences between animals.</p> |
| <p>I can recognise plants that are important to human beings for various purposes.</p> |  | <p>Create a poster showing the reasons why plants are important to humans (food, water, air, climate, habitat & medicines).</p> | <p>Include at least 3 different ways with labels.</p> | <p>Pupils to include all 6 reasons and explanation of impact.</p> |
| <p>I can put the different stages in the life of a flowering plant in order.</p> |  | <p>Use images handed out by the teacher to order the life cycle of a flowering plant.</p> | <p>Ensure this is linked to a real-life experience of growing a plant.</p> | <p>Pupils to write own explanation of each stage using scientific vocabulary.</p> |
| <p>I can name the five senses and can match each sense to its sense organ.</p> |  | <p>Create a non-fiction eBook with a page about each sense, explaining which sense organ is associated with the sense and showing examples.</p> | <p>Pupils to add photos/videos of themselves demonstrating their five senses to each page and add simple sentences.</p> | <p>Pupils to give specific examples of when each sense is used. Pupils could also research animals which lack a certain sense or rely heavily on senses and include their research in their eBook.</p> |

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| I can identify different sounds in my everyday life. |  | Create a sound treasure hunt – record sounds around the school and test a partner – can they tell what made the sound? | Pupils work in mixed ability groups to record the sounds, then in pairs with pupil from a different group. | |
| I can see and feel the vibrations that sounds make. |  | Pupils carry out experiments which enable them to see/feel vibrations and use Camera to film their findings. (Rice on a drum, tissue paper on guitar strings, etc.) | Working in mixed ability groups. Provide pupils with prompt cards to encourage scientific language. | |
| I can make different sounds using everyday objects and musical instruments. |  | Create a sound eBook with a page for different sounds, explaining how the sound was made and whether the sound is high/low. | Provide pupils with selected instruments/objects with very different sounds; i.e., a drum and a triangle. | Allow pupils to choose own objects/instruments. Pupils to justify why they chose them. |
| I can discuss the importance of light in everyday life, and what happens when there is no light. |  | Create a story book about a day when there was no light. Pupils to explain the consequences of having no light for the day. | Work as a group with teacher support. Shared writing of the story. | What if the lack of light continued for longer than a day? What would the longer term implications be? |
| I can classify light sources as natural or artificial. |  | Use Venn or Carroll diagram background to sort photos of light sources. | Pupils to use a mix of photos taken at school and teacher-provided images. | What would the moon be classified as? |
| I can demonstrate that light travels in straight lines. |  | Pupils carry out an experiment to show that light travels in a straight line. Pupils to record video of experiment and include voiceover to explain what is happening. | Provide prompt vocabulary to support scientific discussion. | Pupils to then investigate what would happen if the holes were smaller? |
| I can demonstrate that like poles of a magnet repel and unlike poles attract. |  | Pupils create a video showing how magnets repel and attract, with voiceover explaining why. | Provide pupils with prompt cards with key vocabulary to aid explanations. | Use scientific vocabulary for explanations. |

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| <p>I can recognise and name colours, and experiment with colour mixing of paints.</p> |   | <p>Use Animator to create an animation of two colours gradually being mixed together. Explore online colour mixing.</p> | <p>Pupils to create a colour wheel using highlighters in Workspace.</p> | <p>Pupils to annotate the colour wheel with names of colours. What would happen if you added white to blue and yellow?</p> |
| <p>I can explain when and how eyes need to be protected.</p> |  | <p>Pupils to create a public service television advert explaining the importance of protecting your eyes.</p> | <p>Pupils to work in mixed ability groups. Provide pupils with props to allow them to demonstrate situations when eye protection should be worn.</p> | |
| <p>I can identify parts of the body that are directly and indirectly involved in tasting.</p> |  | <p>Provide pupils with two small pieces of apple. Ask them to eat one piece and describe the taste. Then ask them to smell a piece of onion before eating the second piece. How does this affect the taste? Pupils to create a video diary entry explaining the differences.</p> | <p>Pupils to work in mixed ability pairs. Pupils must ensure they identify the parts of the body directly & indirectly involved, as well as including an interesting fact they have discovered about their sense of taste.</p> | |
| <p>I can identify familiar substances by way of smell.</p> |   | <p>Provide pupils with a selection of familiar substances in hidden container to smell. Pupils note down their answers then use the Camera to scan QR codes on side of container to check their answers.</p> | <p>Pupils to work in mixed ability pairs.</p> | |
| <p>I can use my sense of touch to determine how hot or cold something is.</p> |  | <p>Pupils to carry out an experiment categorising objects from coldest to hottest using their sense of touch.</p> | <p>Pupils to take photos of each item and use Workspace to sort them into the correct order and annotate with captions.</p> | <p>Pupils then use a thermometer to check their order then add labels showing the temperature in degrees.</p> |

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| I can identify water, air, rocks, soil and life forms as the constituents of our planet. |  | Either use photos taken on a field trip/in local area, or images provided by teacher. Add picture, then label features. | Provide prompt labels to support use of scientific language. | Pupils show the relationship between these constituents using a cycle diagram. |
| I can identify some different habitats which can be found on land. |  | Create a collage of habitats, using images provided by the teacher or from Q-Files/other websites, and label. | Provide prompt labels to support use of scientific language. | Pupils to include paragraph comparing and contrasting different habitats. |
| I can give examples of organisms which live in different habitats on land. |  | Pick a habitat to research on Q-Files (lots of examples here). Create an eBook about chosen habitat, including a page about the organisms living in it. | Pupils to record their sentences first using Sound Recorder, to support their sentence composition. | Pupils to include two different habitats and compare and contrast the two. |
| I can investigate the components of soil. |  | Carry out an investigation to find out the components of soil (What's in the Soil?). Pupils take a photograph of their soil sample and annotate around it, labelling their observations. | Group work with adult support. Pupils use Sound Recorder to record and listen back to their sentences before writing. | Pupils to include an explanation about why air and water are the most variable component. |
| I can recognise some common plants which grow in my local area. |  | Take photos of plants in local area, research, then create a slideshow about these plants (can also use Animoto). | Provide prompt labels to ensure correct scientific language used. | Pupils to include where these common plants can be found. Can include research about where else these plants can be found. |
| I can identify which plants are grown in Malta for food and when is the best time to grow them. |  | Create an eBook guide to plants that grow in Malta, with a page about each plant including information about growing them. | Group work with adult support. Pupils use Sound Recorder to record and listen back to their sentences before writing. | Pupils to include research on the most and least commonly grown food in Malta. |

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| <p>I can recognise and discuss the importance of saving water.</p> |  | <p>Create a presentation in a group about why it is important to save water. Research in Q-Files.</p> | <p>Mixed ability groups. Provide prompt labels for extra support.</p> | |
| <p>I can identify some common examples of sea life.</p> |  | <p>Create a poster for young children about the sea life of Malta, using images either selected by the teacher or screenshots from Q-Files/other websites.</p> | <p>Pupils to include description of the distinguishing features of the sea life.</p> | <p>Pupils to include key facts box for each example.</p> |
| <p>I can talk about the various weather conditions we experience in Malta throughout the year.</p> |  | <p>Script and record an example weather report for each of the four seasons in Malta.</p> | <p>Provide pupils with prompt vocabulary for each season. Pupils to sort into the correct season, with adult support, then script their weather reports.</p> | <p>Pupils can include historic weather anomalies in their reports; (i.e., flash flooding most likely Oct-Dec).</p> |
| <p>I can observe and record changes in the weather.</p> |   | <p>As a class, use the same LearnPad to add a frame each day, taken from the same spot by a window – this will build up to create a long-term time lapse of the weather over time (and seasonal changes in nature). Keep a class spreadsheet of weather data (temperature, humidity, wind speed/direction).</p> | <p>Pupils to use the data to create graphs to show the temperature across the observation period.</p> | <p>Pupils to include explanation/discussion of any significant data tracked.</p> |
| <p>I can investigate gravity by doing simple experiments with different objects.</p> |  | <p>Provide pupils with a list of objects in pairs that will be dropped from a height; (i.e., a leaf and a twig. A 20 cent coin and a 10€ note). Ask pupils to predict which of the two will hit the ground first and ask them to justify their predictions. Pupils then carry out the experiments, using the camera to film each one.</p> | <p>Pupils work in mixed ability groups to carry out the experiments. Pupils then watch back the videos and discuss whether their predictions were correct or not. Why/Why not?</p> | |
| <p>I can demonstrate that like poles of a magnet repel and unlike poles attract.</p> |  | <p>Pupils create a video showing how magnets repel and attract, with voiceover explaining why.</p> | <p>Provide pupils with prompt cards with key vocabulary to aid explanations.</p> | <p>Use scientific vocabulary for explanations.</p> |



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If you require any assistance, please contact us.



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

