






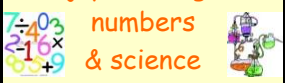


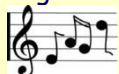


Beech Class Bloom's Project - Wreck and Rescue

Multiple Intelligences						
	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
	 Knowing	 Understanding	 Applying	 Analysing	 Creating	 Evaluating
Verbal I enjoy reading, writing & speaking 	Talk to members of your family (parents, grandparents) and ask them to tell you about a local shipwreck (from the past or their lifetime.)	Make a story map to tell the rest of the class a story about a shipwreck. e.g: Grace Darling, Ernest Shackleton, Titanic	Imagine you have been shipwrecked. Write a postcard to Beech Class telling them what happened and explaining how you were saved.	Find a poem about the sea and read it to the class. Tell us how it makes you feel.	Create a TV, radio or a magazine advert for the RNLI to encourage people to donate money to this charity.	Interview someone who goes out to sea on boats and find out how they keep themselves safe. Write this information in a list to share this with the class.
Mathematical I enjoy working with numbers & science 	Find out and count how many lighthouses there are around the Cornish coast.	How high can you make a pebble tower? Can you think of a way to measure it?	Can you make a story number problem using seaside items (eg: there were 6 sailors on the deck and)	Keep a weather report diary for a week. Write down the temperatures and any information that a sailor would need to know. Say if it would be a good or bad day to go to sea.	Create something that can be used to measure rainfall out at sea.	Follow a recipe to make something to eat (where you have to weigh the ingredients). Write a short report saying how easy it was to follow and if it would be a good recipe for sailors to use on their boats or not.
Visual I enjoy painting, drawing & visualizing 	Use any technique you wish to create a picture of a seaside scene.	Design a new front cover for a book linked to the sea, lighthouses or shipwrecks.	Use natural materials to create a picture or 3D model of a lighthouse.	Find a picture or painting with a sea theme. Tell someone how you think the artist used the colours to create the 'mood' in the picture.	Create a poster to inform people How to stay safe on a boat.	Find 2 paintings of ships at sea. Tell us which one you prefer and say why.
Kinaesthetic I enjoy doing hands-on activities 	Learn the clapping game and song "A Sailor Went to Sea, Sea, Sea" and perform it in class.	Teach the class or someone else how to make a model or origami boat.	Make a model of Henry Trengrouse's Breeches Buoy.	Design and make a model of your own invention to save lives at sea. Tell the class how it would work	Create a wind sock or a wind vane to help you tell the direction that the wind is blowing.	Test and compare the materials used to make clothes lifeboat men wear with the woollen clothes sailors wore in the past. Write down which is better and explain why.
Musical I enjoy making & listening to music 	Sing at least the first verse and the chorus of "What shall we do with the drunken sailor" to the class.	Can you finish this song 'Oh I do like to be beside the lighthouse! Oh I do like to	Make a musical instrument to show the sound of the sea. Can you make the sound of calm and rough seas?	Find a piece of music about the sea. What instruments show the sea sounds?	Compose a sound effects track for the seaside. Perform it in school or make a recording at home.	Find or make 2 instruments to make seagull sounds. Which works best? Can you explain why?

Instructions for the Blooms Project:

The project will run until **Friday 25th November**.

Children complete tasks at home and bring them to their teacher to share with the class.

The aim is to try a range of tasks so children aren't allowed to do more than 3 tasks from any horizontal row.

The marks are guidelines. Teachers can decide to award any marks up to the guidelines with bonus marks for exceptional work!

Parental support is encouraged; some of the tasks will require it! However the children should always be working harder than you!

If the product is eaten or not able to be brought in, a photo will suffice as evidence!

Try to complete one task per week. In the past, children have planned the tasks in advance. It is a mature approach that has worked well.

The Blooms project is a proven technique for improving children's thinking skills, thank you for your continued support. We are really looking forward to the results!

Certificates will be awarded at three levels:

10 Points or more = Bronze 20 points or more = Silver 30 points or more = Gold

Teachers will also complete the feedback box below.

What went well:

Points awarded:

Certificate:

Teacher signature: