






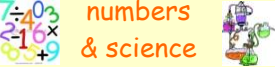






| Multiple Intelligences | Beech Class Bloom's Project - Getting Around | | | | | |
|---|--|---|--|--|--|---|
| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks | 6 marks |
| |  Knowing |  Understanding |  Applying |  Analysing |  Creating |  Evaluating |
| Verbal I enjoy reading, writing & speaking  | Play the game, 'I was travelling around Cornwall/UK in/on a...' game alphabetically. How many different forms of real/fantasy transport can you think of as you travel around Cornwall or the UK? | Explain how you felt the first time you rode a bicycle. OR Explain how you play the game of bowls that Sir Francis Drake enjoyed playing. | Keep a 3 day diary of a journey (real or fantasy). Could you pretend to be Francis Drake or Neil Armstrong -the first man on the moon? | Write a book review about a fiction or information book linked to Getting Around. Why did you like or not like the book? | Create a travel agents advert for a dream holiday anywhere in the world for TV or radio or a magazine. | You have won your dream holiday! Evaluate your holiday. Where did you go? How did you get there? How was the accommodation? What food did you eat? What went well about your holiday? What would you change? |
| Mathematical I enjoy working with numbers & science  | Can you remember the number plate of your parent's or a friend's car/van. | How many number sentences can you make from a car's /van's number plate? | Rate different types of transport from slow to fast.  | Write a report about your journey to and from school. Does anything affect your journey? How long do the journeys take to school and from school? Is there any difference in the length of your journeys? If so why? | Design a board game about Going on a journey /voyage. What type of problems may make you move back 1 space? What will help you move forward 1 space? | What did players say about your Going on aBoard Game? What went well? What would you change if you made the game again? |
| Visual I enjoy painting, drawing & visualizing  | Draw all the different forms of transport you know. | Collect pictures of different types of transport from the past and present to make a paper collage or digitally. | Create and label a map of a continent/island you would like to visit. | Create a jigsaw of children crossing a road in a safe place. | Design a road safety poster- showing ways traffic is controlled. | What changes would you recommend to road rules to prevent traffic accidents and to make it safer for pedestrians? |
| Kinaesthetic I enjoy doing hands-on activities  | How many different ways can you travel from Troon to Camborne? | Mime actions for different ways of travelling (bike, camel, magic carpet, rocket, skateboard, witches' broom etc) for your family and friends. | Make a moving compass to help you navigate on a journey. | Pack a suitcase for a journey. Where in this world /universe would you like to visit? What would you pack and why? | Build a model of a vehicle from the past or future. | What effects would your futuristic or historic vehicle have on the environment? |
| Musical I enjoy making & listening to music  | I can sing a song about a type of transport. | Choose a piece of music about travelling. Why do you like it? | Make an instrument to sound like a method of transport or getting around or a model of Drake's drum. | Find a piece of music about a journey by sea. What instruments can you hear? How do they create a picture in the listener's head? | Compose your own song to the tune of "What shall we do with the drunken sailor" to perform to the class or record. | Compose a piece of music to represent a journey or a voyage. |

Instructions for the Blooms Project: The project will run from Thursday 12th February to Friday 20th March. Children complete tasks at home and bring them to their teacher to share with their class. The aim is to try a range of tasks so please encourage them to try different styles of learning. A maximum of 3 tasks from any one 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! If the product is eaten or not able to be brought in, a photo will do as evidence! Try to complete one task per week. Certificates will be awarded at three levels: 10+ Points = Bronze, 20+ points = Silver, 30+ points = Gold. The Bloom's 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!