






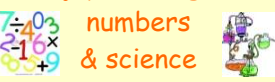



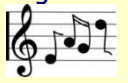


Multiple Intelligences	Hedgehog Class Bloom's Project - Journeys					
	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
	 Knowing	 Understanding	 Applying	 Analysing	 Creating	 Evaluating
Verbal I enjoy reading, writing & speaking 	Play the game, 'I was travelling around Cornwall/UK in/on a...' game alphabetically. 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	Keep a 3 day diary of a journey (real or fantasy). Could you pretend to be Neil Armstrong -the first man on the moon? Or Tim Peake? Or an alien visiting Earth/Moon?	Write a book review about a fiction or information book linked to Journeys. Why did you like or not like the book?	Create a travel agents advert for a dream holiday anywhere in this universe 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. What type of problems could make you move back 1 space? What will help you move forward 1 space? You could base your game on Going on a Bear Hunt.	What did players say about your Going on a board Game? What went well? What would you change if you made the game again?
Visual I enjoy painting, drawing & visualizing 	Draw a real form of transport and a fantasy way of travelling.	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/space.	Choose a piece of music about travelling/space. Why do you like it?	Make an instrument to sound like a method of transport or a way of travelling or a model of Drake's drum.	Find a piece of music about a journey by sea or a journey in space. 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 13.1.17 - 13.3.17. 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 sharing your project!

Instructions for the Blooms Project:

The project will run until 13th March.

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: