

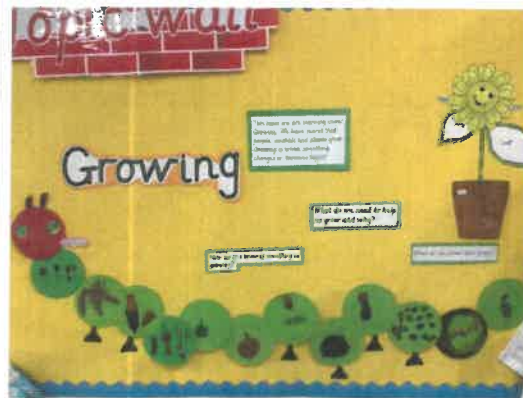
Multiple Intelligences – Reception Class

In Reception, because the children follow the EYFS curriculum in a child led manner, they naturally explore different styles of learning to suit their individual needs. As such, the introduction of Multiple Intelligence and the associated vocabulary compliments our way of learning. Teaching the different intelligences explicitly has allowed the children to understand the importance of learning in a variety of ways. They are able to recognise and value their own and others' preferred style of learning.

Our topic this term is Minibeasts and we have focused on The Very Hungry Caterpillar story as part of this topic. The culmination of this work has seen the children independently choose to complete activities around this story using their preferred intelligence.

Art (Visual Wise, People Wise, Logic Wise)

Thinking of the caterpillars favourite food from the story the children drew pictures of their favourite food on green circles which were joined together to make a caterpillar.



Sorting (Logic Wise, Self-Wise, Nature Wise)



The children cut out and sorted pictures of different food into healthy and unhealthy food.

Story telling (Word Wise, People Wise, Visual Wise)

The children made props and puppets to retell the story.



Measuring (Logic Wise, Self-Wise)

The children used a paper clip (which is approximately the same size as a caterpillar) to find things around the room which would be the same size as a caterpillar.

Music (Body Wise, Music Wise, Word Wise, People Wise)

The children learnt the poem 'Metamorphosis' and chanted it in time to music they created through the use of instruments.



Multi-Intelligences

Year 1

Logical mathematical

We used our logic and mathematical skills to classify mini-beasts. We got to explore all the different ways we could group the insects.



Musical rhythmic

We listened to "The Flight of the Bumble bee" and moved our bodies to represent the bees. Then we worked in a group to decide on one mini-beast to represent with music. We had to think carefully about which music instrument would be most suitable and how we can play the instrument. Our friends had to try and guess which insect we were playing.



Naturalist

We have been exploring micro habitats that are in our forest school area. We found snails, woodlouse, ladybirds, worms, beetles and spiders.



Visual Spatial

We drew our own scary, imaginary mini-beasts and gave it a name.



Bodily-kinesthetic

We used recycled materials to make 3D models of our favourite mini-beasts.



Interpersonal

We worked in pairs to research insects on the laptop to learn about their habitat, diet and life cycle.



Multiple Intelligence in Year 2

In Year 2 we have been learning about the eight strands of multiple intelligences. We have created actions for each strand, and that we are all: **Wonderfully**



Intelligent

Skilful

Experimenters!

This is what we have learnt so far:

Music WISE

We listened to and described different pieces of music, across a variety of genres and times. We shared our favourite songs and listened to other's choices. We discovered how music can evoke emotions and even change how we are feeling!

Finally we have made our own music libraries to use at various points in the week – for early morning work, for celebration assembly etc.



Body WISE

To understand how we can be more body wise we thought about how we can use our bodies to help us understand characters' feelings in a deeper way. We have been continuing our body wise learning by including 'helicopter story' time every week, where children create, act out and watch each other's stories. It is proving very popular!

Visual WISE

To enable children to access their visual skills we spent time exploring our imagination and how our mind creates pictures for us, which may be different from our friend's. Then we thought about how we can use the skills to enhance our English descriptions for story settings, or in History, Science, RE or any other subjects at school.



In the term ahead we are looking forward to exploring how to develop multiple intelligence skills to be more People WISE, Logic WISE, Self-WISE, Nature WISE, Word WISE.

Multiple Intelligences

Wonderfully Intelligent Skilful and Experimenters

Year 3!

Since we introduced 'Multiple Intelligences' last term, we have looked deeper into each type of intelligence and explored how we can use them in our learning. Children were so enthusiastic to participate in activities and excited to find out different ways they can be intelligent. Like Albert Einstein said, 'Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.'

Musical Intelligence!



We played different kinds of music and discussed how the music made us feel. Children enjoyed dancing to the music to express their emotions. After listening to a variety of songs, we created our favourite song chart! We are lucky to have had music lessons every week this academic year and children do look forward to their ukelele lessons. They are becoming more confident and are able to follow simple tunes. We can tell that there are many musically intelligent children in our class! We were thrilled to find out that some children are learning how to play different instruments and we invited a few to show off their skills! It was wonderful to see how well they were focused and tried their best!

Bodily-Kinaesthetic Intelligence!



We believe everyone in Year 3 is bodily intelligent as we love learning things through role plays, acting out and games that involve body movement! We used this intelligence to explore facial expressions and body language to describe feelings. In English, we have had opportunities for role plays to understand the characters better and acted out the plots in stories and scenarios. Children enjoy these

activities so much that they always cheer when we use our body intelligence in our learning, which is great! In Science, we used our different body parts to create shadows. Children loved learning the song 'Dance Monkey' using body percussion. Our PE lesson is always popular and what better way is there to learn new games than by using our kinaesthetic intelligences!



Visual Intelligence!

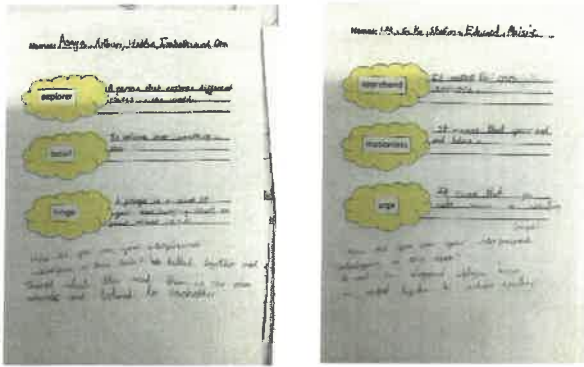


We like learning through visual intelligence in Year 3! Children are very imaginative and love presenting their work through art. They listened to a section of a story with their eyes closed first and imagined what they heard. Then they were asked to draw pictures of it. It was interesting to see how we imagine different things about the same theme, story or an object. We discussed how visualisation help with our learning and it was clear that if children couldn't visualise what they heard or read, they simply couldn't describe or explain their learning because imagining things made learning real and created meaning in their minds!



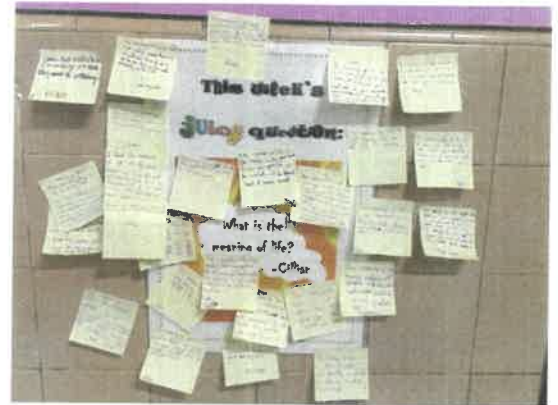
Interpersonal Intelligence!

We had good fun learning about interpersonal intelligence. In Year 3, we are good at talking to each other, working together and helping one and other. One thing that children found tricky was how well they could concentrate and remember what's being said when they listen to someone. When we played 'Listen, Talk, Pass the Ball' game, children noticed listening carefully takes more effort than they think. Then we did the 'Vocabulary Jigsaw' activity where children needed to work as a team to find the meaning of some words. They appreciate the benefits of working together and are willing to work hard to develop their skills!



Intrapersonal Intelligence!

Our learning of intrapersonal intelligence started with a question 'What do you wonder about?' Children came up with lots of questions beginning with what, when, where, how and why. Then we discussed which ones make us think harder and deeper. We called these 'Juicy Questions'. Then children wrote their own juicy questions and shared with class. We voted for the best juicy question of the week! We were very impressed by Cillian's question. What incredibly intelligent thinking! His question was 'What is the meaning of life?' We shared ideas and children made insightful comments. Then we decided to ask some juicy questions for our new topic in Science too!



Verbal-Linguistic Intelligence!

We read the well known poem 'Jabberwocky' by Lewis Carroll. This poem is full of nonsense words and was a great tool to learn about verbal-linguistic intelligence. We had a go at guessing the meaning of nonsense words and discovered how skillfully the poet created new words. This was a challenging task but we enjoyed it because we can be creative with words and use our linguistic intelligence in a different way. Now children will create their own nonsense words using their knowledge of prefixes, suffixes and root words, and will incorporate this skill into their story and poetry writing, and have fun with words. We also discussed why we like The BFG; one of the most popular stories written by Roald Dahl, and children expressed that they love the way BFG speaks making up his own words!

Naturalist Intelligence!

We have been using our Naturalist Intelligence in our Forest School as we always have the opportunity to observe nature closely. But this time, we will focus more on using our senses to explore the nature by listening to the sounds, smelling leaves and rocks and touching to feel the texture. We had the opportunity to use our naturalist intelligence in Science lesson to look at the plants closely. Children used magnifying glasses to look at different parts of a plant to be able to notice any patterns and discuss how plants are similar to and different from each other. In Year 3, we appreciate nature and we are looking forward to using nature in our art week inspired by features of landscape, plants and animals!



In the coming weeks, we'll be learning about Mathematical-Logical Intelligence and children will be given an opportunity to plan their own lessons including activities that use different types of intelligence! We can't wait to see our wonderfully intelligent Year 3 being in charge of their own learning!

Multiple Intelligence Week - Year 4

(Verbal Linguistic Day)

Year 4 explored the topic of water scarcity and water conservation. Having researched the work that Water Aid carry out across the world and the recent debate in the Houses of Commons about Water and how it should be managed in the UK, children then considered the question:

Should we conserve water in the UK?

Through group discussion and a class debate it was agreed that now, more than ever, we have a responsibility to conserve water and must work towards educating people about water. It was agreed that we must teach others the value of water and help people to understand that as a finite resource we must ensure that every drop we use must be considered and used in such a way that makes the most of this life giving resource.



(Logical Mathematical Day)

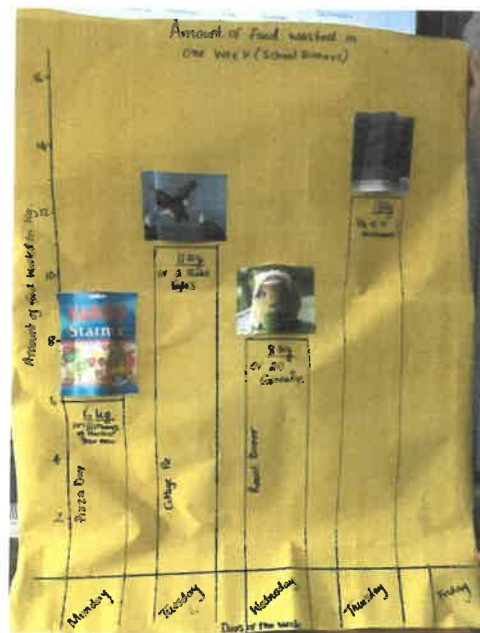
Year 4 have been investigating food waste and the impact this has on our environment. After having researched food waste, the class decided to investigate the amount of school dinners that are wasted over the space of a week. The dinner ladies were asked to weigh the waste food at the end of each lunchtime and recorded the results for us. As a class we have been recording this in a bar chart.

It was quite a shock to find out about how much food is wasted especially when compared to the amount of equivalent bags of Haribo and the weight of a Bald Eagle.



As part of this day, children have also learnt how to represent data using a bar chart and have created posters to share with the school.

The data included in this work represents how big a problem food waste is!



(Naturalist and Visual Spatial Learning)

Year 4 investigated the water cycle and the role it plays in providing us with this vital finite resource. They learnt about the importance of using all water carefully and how to filter water so that what appears to be unusable can be made use of.



Children created a water filter using an old bottle, j cloth, cotton wool, gravel and sand. As they did this, they developed a better understanding of filtration and were able to link what they had learnt during this lesson to the Water Cycle and how we rely upon this for the fresh water that we drink today. They were amazed to discover that the water we drink today may have also been drunk by dinosaurs millions of years ago. They successfully filtered the water so that it could be used again to water plants and top up the level of the pond. Although this water would not be fit to drink it did highlight the possibilities around preserving water.

(Visual Spatial)

Understanding the processes involved in the water cycle is difficult, especially as you cannot see most of the process. To help children who learn more easily through a visual approach we created an amazing piece of art work using recycled bottle tops.

This has helped those children who find abstract concepts difficult to understand, as they were able to see the process in a 3D format. They will now be able to explain their art work and discuss how the water cycle works with their friends through a visual approach. Having time to also create their own painting of the water cycle further aided their understanding.



(Bodily Kinaesthetic and Musical Rhythmic)

Year 4 have worked kinaesthetically whilst creating puppets.

Children wrote a short play about the importance of preserving water and presented this to other member of the class. Feedback for this suggested children liked learning in this way for a number of reasons:

- "It made telling the story easier."
- "It was a fun way to understand the messages about water preservation."
- "It was good to be able to use my own words and making the music to accompany the play was fun."
- "I liked working as part of a group to create tunes that linked with the theme of water preservation."



<u>Verbal linguistic</u> Today we researched the fantastic sportsman Lee Pearson. We worked together to explore his success. We considered how we could learn more during the week by using open questions to focus our direction of study, this facilitated group discussion. Working with words has helped us to develop out linguistic abilities and given us more confidence when speaking publicly.	<u>Logical Mathematical</u> To develop our understanding of the sport of dressage, we investigated the size of horses that compete in the sport. We learnt that horses are measured in hands and investigated how we could convert these measurements to inches and then cm. Learning in this way we have learnt about the imperial and metric systems and how to convert measurements. We were amazed by the height of the horses!  	<u>Naturalistic</u> To better understand horses that compete in dressage events, Year 4 have watched videos from previous Paralympic games and have studied how they move. Learning about the body parts of a horse helped us to better understand the skill involved in this event and that the horses are as skilled as their riders. The language needed to describe these movements was discussed and integrated into the design and planning of the children's own dressage routine.
<u>Interpersonal</u> A recent BBC documentary has uncovered the divide between able bodied and disabled competitors, finding that they have been treated differently. We believe that this is unfair because they are competing in the same sports, they have to spend as much time, if not longer training, and God made us all equal. We all have something to offer to the world we live in and should be respected for this. As a class, we believe that there should only be one Olympics for all people. We do not agree with the Paralympics being run at a different time as why should these people not compete on an even footing?	<u>Multiple Intelligences Menu</u> <u>Year 4</u>  <u>Paralympic Sport</u> <u>Lee Pearson</u>	<u>Visual spatial</u> Today we learnt about the origin of the Olympics, the meaning of the 5 rings and the challenge posed to the Olympics because of the Covid pandemic.  Despite these challenges, Lee Pearson will still compete this year. He has won 14 medals over a twenty year career and hopes to add additional medals to further confirm his excellence and dedication to dressage events.
<u>Intrapersonal</u> For this multiple intelligence we put ourselves into Lee Pearson's shoes to think about how he feels about his achievements and the work that he does. By working in this way we began to appreciate how difficult life must have been for Lee Pearson, as we were able to imagine what he would have had to do on a daily basis. We also established that he must be very determined to have been able to be as successful as he has. He has a mental strength which is inspiring to us and has helped us to realise never to give up.	<u>Bodily Kinaesthetic</u> In order to appreciate the complexity of a dressage test and the challenges Lee Pearson must have when competing at the Olympics, Year 4 created dressage tests. Once their course had been designed, children 'ran' the course. Through the practical application of their test they were able to spot errors and make improvements. Year 4 realised how hard Lee Pearson works in order to be as successful as he has been! 	<u>Musical rhythmic</u> Learning about the Paralympics through music helped to engage and excite us. We thought about how to promote the Paralympics as it has not always received the coverage that the normal Olympics does. Our chant was moving and recognised that despite a person's ability, if they are determined they will succeed. 

<u>Verbal Linguistic</u> Here, the theme of land use was introduced. We had a class discussion about the different ways land can be used and an interesting talk about the different kinds of farming. This led to a class debate on deforestation. We began to understand the choices that those who deforest make, even if we did not condone their actions.	<u>Logical Mathematical</u> In this session, we decided to investigate just how much food waste our school produced each lunchtime. We devised a plan for how best to measure this and then display these statistics to the rest of the school.	<u>Naturalistic</u> This lesson allowed the children to design their own, ideal version of Dartford. They had to think about how they would best use the local land and this led to a huge variety of different maps. We discovered that almost everyone in the class had their differing ideas about what an ideal Dartford would look like. 
<u>Interpersonal</u> We gave team presentations, in this lesson, based on the theme of environmental disaster. The children improved their PowerPoint skills, as well as practising speaking to a large group. The questions that arose from these presentations also sparked particularly lively discussions.	<u>Multiple Intelligences Menu</u>  <u>Environment</u> <u>Land Use</u> <u>Year 5</u>	<u>Visual Spatial</u> This lesson saw the class create acoustic poems with the theme of nature at their core. These were then decorated with paintings and drawings, so that the poems looked as as fetching as they sounded! 
<u>Intrapersonal</u> Here we decided an action in reflection to the finding from the mathematical activities. Our investigation findings inspired us to create our own persuasive adverts to warn others in the school about the perils of food waste. Armed with our knowledge and statistics, we created posters, leaflets and service announcements designed to convince people to stop wasting food so much. 	<u>Bodily Kinesthetic</u> During this session, the children role-played as different stakeholders in regards to a local land use case study. We found that putting ourselves into the proverbial shoes of these stakeholders helped us to better understand how we might be able to convince them to change their minds and put the environment first.	<u>Musical Rhythmic</u> The class was split into groups and given the challenge of performing writing and performing a rap on the topic of changing behaviour toward the planet. These proved to be powerful protests and showed us that activism can come in many forms.

Verbal Linguistic

This session focused on how we articulate ourselves when speaking to a large group. Everyone was given the chance to share a self-researched presentation with the class Pupils were also given the opportunity to answer questions from the audience. All this developed their skills as orators!

Logical Mathematical

Today we had the chance to measure our heart rates as we tried different exercises. Each pupil then had to decide the best way to display their data. They then plotted their data onto different graphs and decided which exercise increased their heart rate the most.

Naturalistic

How do environmental factors impact athletes? This was the subject of our research today. We all learned just how much the Earth's conditions can affect different sports and how events like the Winter Olympics might not be able to be enjoyed by future generations.

Interpersonal

We learned out Tanni Grey-Thompson and the struggles she has had becoming an Olympic gold medalist. We learned about the many prejudices she had to experience on her path to glory and how she now spends her time helping those in a similar circumstances. We decided came to greatly admire her work and thought it rivalled her even her sporting achievements.

Multiple Intelligences Menu



Paralympic Sport
Tanni Grey-Thompson
Year 5

Visual Spatial

During this Multiple Intelligence, the children were given free rein to design a sports kit for any athlete they wished. We came to appreciate how each sport required a very specific uniform and how harmoniously form can meet function.



Intrapersonal

Here, the class were tasked with writing an account from the point of view of a famous sports person or their choosing. Placing themselves in the minds of another person, during a time of triumph, flexed their empathy muscles and helped them imagine what winning at the highest level must feel like, by living vicariously through their sporting heroes.

Bodily Kinaesthetic

We learned about the manufacturing process for racing wheelchairs, such as the ones used by Tanni Grey-Thompson. The materials used, the dimensions and ergonomics of these human powered machines were all taken into account when we designed our own.



Musical Rhythmic

This session saw us compose our own body percussion pieces which we then performed in groups. We found just how effective chest pounding and claps could be when performed in unison. Some groups even taught their beats to the entire class, to make a rousing musical piece that reverberated across the entire field.

Y6 Multiple Intelligences

Theme: Litter/pollution

Linguistic Intelligence:

The week began with the children learning about the issues and arguments surrounding litter and pollution in our world. They formed their own points using information they had researched and took part in a class debate about the issue.



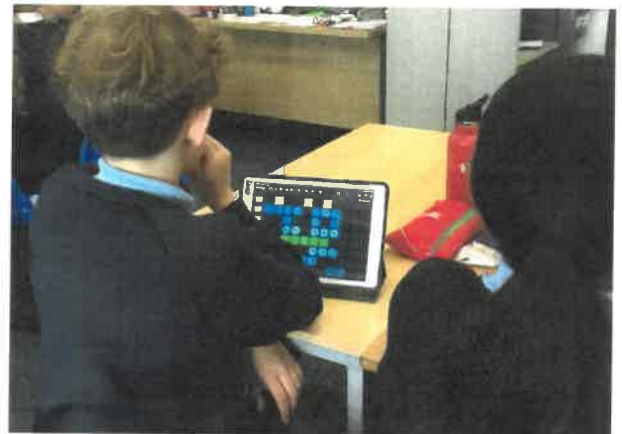
Naturalistic and Visual Spatial Intelligence:

Following a walk in the local area, in which we identified the types of litter we saw in areas that were particularly problematic for littering, the children produced leaflets to try and dissuade people from littering.



Musical Rhythmic Intelligence:

The children wrote a variety of songs and raps in groups with the theme of stopping littering. Some groups used an app on the iPads for this while others used musical instruments.



Bodily Kinesthetic Intelligence:

Using this intelligence, the children were tasked with performing a play that demonstrated the impact of pollution on the environment. Some chose to perform this in a documentary style while others performed a narrative that they had written.



Interpersonal Intelligence:

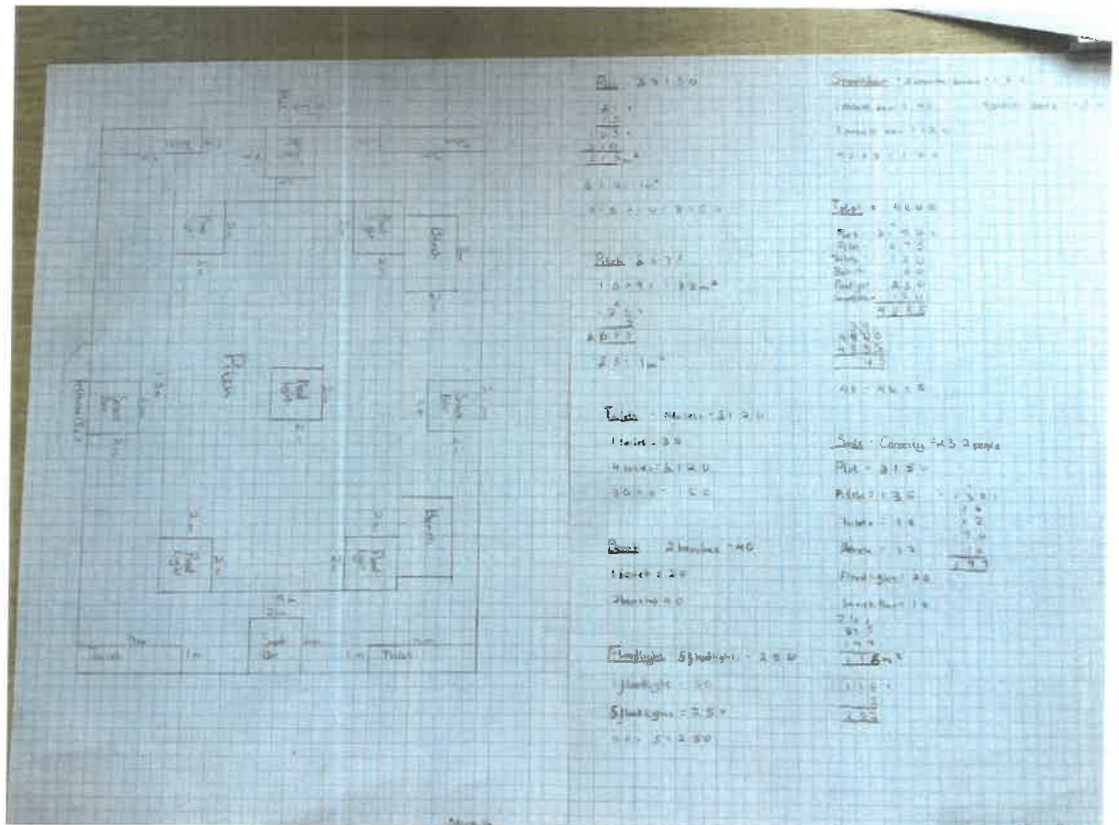
To round off our first week's Multiple Intelligence focus, the children presented their findings and reflections on the success of recycling and the main issues that they think exist in regards to littering and pollution.



Theme: Ade Adepitan (Basketball and disability sport)

Logical Mathematical Intelligence:

For this task the children were given a brief with costings attached and they had to plan out and build a basketball stadium to the specification while also working to a budget.

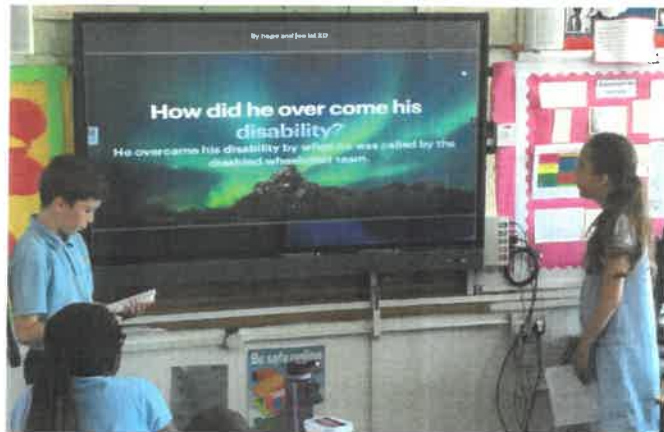


Visual Spatial Intelligence:

During this week, we also thought about the type of clothing that Ade Adepitan would have worn while he was competing and then the children designed their own uniforms in which they included ideas from Ade's life that had inspired them.

Intrapersonal and Linguistic Intelligence:

The children also researched Ade's life and thought about how he had overcome challenges and how basketball had influenced his life. They then presented this to the class in a variety of ways. Some used PowerPoints while others gave speeches based on the main question.



Interpersonal Intelligence:

One of the final activities of the week was for the children to design their own sport for disabled people to take part in. They were able to draw on inspiration they had throughout the week as well as use what they had learnt about other disability sports in a previous PE unit; they used the TASC wheel for this activity.