

# Llangyfelach Primary School



## Year 5 Learning Projects

## Year 5 Project: Copperopolis

**Project Overview:** In the lead up to, and throughout the Victorian period, Great Britain experienced global growth. Learn how this came about and why Great Britain became the world superpower. Learn how significant individuals helped shape the British Empire, considering the positive and negative impact of this expansion. Learn about Queen Victoria's monarchy and key events throughout her reign, shaped society. Explore the impact that local industry and key entrepreneurs had on the Swansea, Wales and Wider World. Evaluate the changes to industry, economy and land use in our locality after the Industrial Revolution and why people across Wales felt the need to migrate. This time period changed Llangyfelach, Swansea, Wales and the World, forever! Can we help with the restoration of the Hafod-Morfa Copper Works?



### Experiences: Margam Estate and Hafod-Morfa Copper Works

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Hafod-Morfa Copper Works (HMCW) have asked your team to collate and present information on their website for primary school pupils to learn about what life was like in Swansea during this era. Focus on different aspects of life and society. Was life the same for everyone?</p> <p>Many Welsh people felt that the Industrial Revolution would affect their identity and way of life. HMCW would like you to explore and present how people successfully dealt with this and found ways to preserve their heritage.</p>	<p>You are part of a Welsh colony, looking for a new life overseas. You have been asked to stock the ship's supplies. How will you ensure that everyone has what they need, keep a record and successfully monitor?</p> <p>Hafod-Morfa Copper Works would like to create an information bank regarding various roles, wages and work forces when the works were at its prime. Where can you find this information and how would collate and present your finding?</p>	<p>HMCW are developing a large display area focusing on conservation. They would like you to investigate the effects that the works had on the local environment.</p> <p>How did they power the site, manage operations and organise delivery of the products back then and would this be the same today?</p> <p>Knowing about material properties, if you were an engineer during these times, how could you have improved production and pollution?</p> <p>Plan, design and make a scaled model of the HMCW site for their foyer.</p>	<p>The Industrial Revolution brought about many changes to life and society. Learn about key events and figures that changed society forever.</p> <p>Consider the requirement for improving medicine, living conditions, sanitation, care and rights for all.</p> <p>What were the positive and negative impacts of the Industrial Revolution and the expansion of the British Empire?</p> <p>How did these developments shape how we make sense of the world?</p>	<p>HMCW have asked you to design and create their new logo. Consider all your research and try to represent their aims pictorially.</p> <p>HMCW are developing a factory art gallery area, could you help them? Research the styles and works of others. How to they express what life was like during era? Can you replicate the work to add to their display?</p> <p>Some believe that conditions in the locality were being affected due to increased industrialisation. Take a stroll down conscience alley and consider both arguments. HMCW have asked you to perform a skit around this topic for their grand opening.</p>	<p>Create an information wall about Queen Victoria's monarchy and key events throughout her reign, that shaped society today.</p> <p>Investigate the British Empire territories, exploring the locations, countries, trade and industry. Consider the negative and positive impacts of this expansion.</p> <p>Explain and inform to HMCW visitors that Swansea was once the centre of the industrial world?</p> <p>There were many major advances in Science and Technology during the Industrial Revolution. How did HMCW and Swansea contribute?</p>

# Year 5 Project: Copperopolis (Project Enrichment)

Design Your Own Route		Colours of Copper Nature Art		Village Meeting: Protest & Reform	
<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>Learn how to use a compass and follow bearings.</li> <li>Plan and describe a route using bearings.</li> <li>Apply teamwork and problem-solving skills</li> <li>In pairs, children create a short route around the outdoor area using bearings and distances (e.g., "Start at the tree, walk 10 steps at 90°, then 15 steps at 180°").</li> <li>Swap routes with another pair and follow them to see if they end up at the correct destination.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>Explore colours, textures, and forms found in natural materials.</li> <li>Understand why copper ages into green and blue tones.</li> <li>Create a collage or sculpture inspired by copper and slag formations.</li> <li>Discuss copper's colours: red, orange, brown, green (Verdigris).</li> <li>Children gather natural materials.</li> <li>Children create collages, spirals, or sculptures representing copper furnaces, slag heaps, or molten metal.</li> <li>Outdoor Exhibition - Display on the ground or walls.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>Develop speaking and listening skills.</li> <li>Explore citizenship and community spirit.</li> <li>Encourage empathy and understanding.</li> <li>Explore understanding of people's rights and the need for reform.</li> <li>Introduce workers' struggles and events like the Merthyr Rising.</li> <li>Consider and discuss important questions of the period:                             <ul style="list-style-type: none"> <li>Should children work?</li> <li>Should miners work underground?</li> <li>Should education be compulsory?</li> </ul> </li> <li>Debate: What changes would you demand? Children take turns to debate these points in various roles – child, worker, factory/mine owner.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>M&amp;N:</b> Measure angles in degrees (°) with appropriate accuracy (+/- 2°).</li> <li><b>H&amp;WB:</b> Use a compass to identify which way is North to assist travelling in all 8 compass point directions.</li> <li><b>H&amp;WB:</b> Orientate and set complex maps, whilst travelling a route involving more than 4 points.</li> <li><b>H&amp;WB:</b> Using basic diagrams/maps, draw their own routes for others to follow.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>EA:</b> Explore how collage can extend original ideas.</li> <li><b>EA:</b> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> <li><b>S&amp;T:</b> Understand what happens to different materials when they are heated or cooled</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>LLC:</b> Speak clearly, using formal language, projecting voice effectively to a large audience.</li> <li><b>LLC:</b> Explore current issues and topical themes through role play.</li> <li><b>EA:</b> Create, adapt and sustain different roles, experimenting with voice, considering use of volume, expression, clarity and pace to convey a character.</li> <li><b>H&amp;WB:</b> Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</li> <li><b>H&amp;WB:</b> Demonstrate empathy and understanding towards others.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Compass</li> <li>Map of outdoor area</li> <li>Protractor</li> <li>Clipboards</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Leaves, sticks, soil, stones</li> <li>Chalks or natural pigments</li> <li>Large card or natural flat surfaces</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Character cards with information.</li> </ul>

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## Year 5 Project: Abertawe Egyptology

**Project Overview:** As young archaeologists, you have been called to assist Swansea Egypt Centre in their exhibition. Take a trip through their exhibits to discover what is on offer. Swansea Egypt Centre have requested that LPS create a series of workshops, presentations and blogs that will inspire children of Swansea to become the next generation of Egyptologists. Delve back in time to highlight the importance Swansea played in major discoveries that have helped the world learn more about this fascinating ancient period. The Egypt Centre is waiting with anticipation to find out the details of courses and information that will inspire a generation to learn more about one of history's greatest ever dynasties: Kingdom of the Pharaohs.



**Experiences: Swansea Egypt Centre, Swansea Museum.**

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Swansea Egypt Centre have asked for your support to inspire children of Swansea to become the next generation of Egyptologists. They are faced with potential closure, due to reduced grant funding. Many people in Swansea say that the site should continue, others say it is not a necessity, there is also a view that the site needs to be bigger, requiring even more funds...Will you support the Centre and present your argument?</p> <p>You have met with Swansea Egypt Centre and have observed all the exhibitions and workshops. They would like you to choose one exhibition and create an engaging presentation that will inspire others to learn more about your focus area? Collectively, your class will generate presentations on all areas. This will mark the beginnings of the LPS Egypt Exhibition!</p>	<p>The Egypt Centre would like you to develop children's numeracy skills through your workshops and blogs. Could you come up with some engaging numeracy challenges that will also develop their knowledge of Ancient Egypt?</p> <p><b>Here are some examples:</b></p> <ul style="list-style-type: none"> <li>Discover what it took for ancient Egyptians to get to the afterlife. Take on the role of the gods and meet Ammut the Devourer, a demon made of the three most dangerous animals in ancient Egypt and decide whether a symbolic heart will be lighter than the 'Feather of Truth'.</li> <li>Ancient measuring vs measuring today.</li> <li>How would trade have been used to symbolise social structure in Ancient Egypt? How does this compare between classes?</li> </ul> <p>You have been asked to design a model of the Kingdom of Pharaohs, how will you use your numeracy skills to work out the dimensions of the pyramids and other structures?</p>	<p>Write a blog about Dr Kenneth Griffin, curator at the Swansea Egypt Centre and his fantastic work in his field, making him our very own Indiana Jones!</p> <p>Dr Kenneth Griffin has been asked for a report on his latest excavations at Luxor by the Egyptian Department of Antiquities. Detailed records are needed to ensure funding continues and preserve this site of special importance. What information might you collate and represent for these records?</p> <p>For your presentation workshops how might you use your technological skills to recreate the Valley of Kings to allow children to walk through time?</p> <p>Whilst examining exhibitions on mummification, you notice a salt substance. How and why did salt play a role in mummification? How might we test this out, to inform others through our workshops?</p>	<p>The Egypt Centre wants to demonstrate to their visitors how Ancient Egyptians socialised. One popular way was through a game called Senet. Can you learn more about this game to promote its significance and develop team building and strategy skills at the same time?</p> <p>There are schools of thought that the Egyptian Pyramids were built using slavery...there are others who believe that this is not true. Can you research why there is such a divide in opinion? This area would inspire the next generation of Egyptologists to find the answers!</p> <p>Why do you think the story of Rhodopis, came to be?</p> <p>The Egyptian Empire that was strong for 3000 years, fell so hard that nearly all their religious beliefs and communication was wiped out. Can you present to others why and how this happened? Is this the only time this has happened in History?</p>	<p>Ancient Egyptians believe that life's tasks carried on after death, so servants were needed in the afterlife. Can you research shabti figures and the work they performed? Examine, draw, and make your own shabti for your presentations. Can you demonstrate to others?</p> <p>You feel that a workshop based entirely on Pharaohs is essential - focusing on their role in society, mummification and tombs. Why were masks significant? How might you design your own mask worthy for a Pharaoh?</p> <p>Adorning the walls of these tomb are images of Ancient Egyptian Gods and ancient scripture. Could you replicate the images to accompany your presentation?</p> <p>Music played a huge role in Egyptian society. The Egyptian Centre want this feature heavily in your workshops. Can you investigate the instruments that were played during this era, through analysing hieroglyphics and compare with instruments from today?</p>	<p>The Egyptian Centre want you to explain how rulers influenced Ancient Egypt. Did they have a positive or negative influence during their era? How did the Ancient Egyptians meet their demise?</p> <p>In your presentations, could you explain how and why the first Egyptian peoples selected their settlement? How did the geography of Egypt play a major role in building the Kingdom of the Pharaohs and its demise?</p> <p>The Egyptian Centre also want you to explain how religion played a major role in the development of this society and equally its demise.</p> <p>The Egyptian Centre want you to finalise your sessions with information regarding our great city's involvement with Egypt...Lets find out more about why Swansea is linked so heavily with this fascinating era.</p> <p>What can we learn from the great philosophers about the meaning of life, and the world around us?</p>

# Year 5 Project: Abertawe Egyptology (Project Enrichment)

Ancient Egyptian Measuring		Build a Pyramid Challenge		Pharaoh's Court Role Play	
<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>To measure length accurately using non-standard and standard units.</li> <li>To compare measurements and discuss accuracy.</li> <li>To understand how Ancient Egyptians measured and built structures.</li> <li>Introduce the 'cubit' (1 cubit <math>\approx</math> elbow to fingertip).</li> <li>Children measure objects/distances using their own cubit and record and compare.</li> <li>Discuss why measurements are different. How did Egyptians solve this problem?</li> <li>Children measure and mark out shapes with given dimensions.</li> <li>Calculate area and perimeter of shapes.</li> <li>Convert cubits into cm and discuss which is most reliable and accurate.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>Explore pyramid structure and geometry.</li> <li>Apply teamwork and problem-solving.</li> <li>Link to Egyptian architecture and engineering.</li> <li>Children to work in small groups to build a model pyramid outdoors.</li> <li>Children to use natural materials e.g. sticks, stones (cardboard can be introduced if needed).</li> <li>Challenge children to consider accuracy (measuring angles and calculating area)</li> <li>Challenge children to use Egyptian units of measuring.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>Develop speaking and listening skills.</li> <li>Explore social hierarchy and governance.</li> <li>Encourage empathy and historical imagination.</li> <li>Set up an outdoor "court" where children role-play as Pharaoh, priests, scribes, and citizens.</li> <li>Children to act out decisions, rituals, or debates.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>M&amp;N:</b> Use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg.</li> <li><b>M&amp;N:</b> Use all four operations to solve problems involving measure using decimal notation, including scaling.</li> <li><b>M&amp;N:</b> Measure and calculate the perimeter and area of compound rectilinear shapes.</li> <li><b>H&amp;WB:</b> Be able to take on a role in a group discussion / task and contribute to the overall outcome.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>M&amp;N:</b> Use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg.</li> <li><b>M&amp;N:</b> Measure angles in degrees (<math>^{\circ}</math>) with appropriate accuracy (+/- <math>2^{\circ}</math>).</li> <li><b>M&amp;N:</b> Use all four operations to solve problems involving measure using decimal notation, including scaling.</li> <li><b>S&amp;T:</b> Use selected tools/ equipment with good level of precision.</li> <li><b>S&amp;T:</b> Evaluate the quality of design and product, justify choices of materials and techniques used.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li><b>EA:</b> Create, adapt and sustain different roles, experimenting with voice, considering use of volume, expression, clarity and pace to convey a character.</li> <li><b>LLC:</b> Speak clearly, using formal language, projecting voice effectively to a large audience e.g. events for parents/visitors.</li> <li><b>LLC:</b> Explore current issues and topical themes through role play.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Chalk or cones</li> <li>Measuring tapes or metre sticks</li> <li>Clipboards and pencils</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Measuring tapes / rulers</li> <li>Right angle measurer / protractors</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Scenario cards</li> </ul>
<b>M&amp;N LLC S&amp;T Hum H&amp;WB EA</b>					

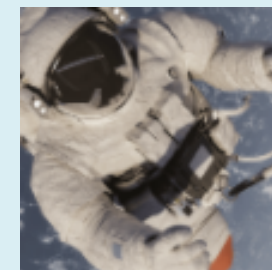
# Year 5 Project: Cymru Constellations

## Project Overview:

The Welsh Government has unveiled ambitious plans to become the world's first sustainable spacefaring nation by 2040, fuelled by new initiatives including launching rockets at sea from Port Talbot and a newly developed Spaceport in Snowdonia. Embark on a journey through space to find out more about how Wales is joining the space race to become a galactic super-space power! Learn about the importance of this strategy and how all our day to day lives are becoming more reliant on the space sector and the information it provides, from weather forecasting, internet banking and Sat Nav in our vehicles. Investigate how Wales has influenced the Space Race in the past and the role Welsh people have played in improving human space endeavours.

One day, will you become involved in this space initiative and even navigate beyond the Earth's atmosphere and travel among the stars? Or even design the newest apparatus to be used within missions across the galaxy? Exploring space is probably the greatest adventure that humankind has ever undertaken. Are we alone? Or are there other life forms out there? Are you ready to accept the mission? 5...4...3...2...1...

**Experiences: Swansea University 4D Environment Space Walk**



Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Welsh Government are accepting proposals from Local Authorities for ideal sites to become involved in the Space Strategy for Wales. Research local sites and suggest why your chosen location would be suitable for the project you have selected.</p> <p>Environmentalists have opposed your site selection. How could you convince them to allow your project to go ahead?</p> <p>Penllegare Trust are restoring their historic observatory. Can you work alongside their team to create a presentation explaining its history for their visitors?</p> <p>Your Beagle 3 has launched, travelled out of our galaxy, entering new space territory. It has sent images of a new galaxies, stars and weird looking planets. Can you report on these wonderful breakthrough discoveries?</p>	<p>Penllegare Trust are looking to include a Planetarium within the restoration project. They are asking LPS to create infographics displaying the features of our solar system including the similarities and differences between the planets. How could you present all this information?</p> <p>The Planetarium would like to present information on planetary alignment, could you calculate timelines for them that will predict conjunctions and alignments of different planets in our solar system?</p> <p>The Planetarium will also display star constellations of our nights sky. Can you create attractive and creative information posters featuring each constellation to display in the Planetarium? How could 4 Quadrants help your accuracy?</p> <p>How do we measure stars and planets from earth? How do we distinguish the differences?</p>	<p>The famous Beagle 2 Mars Lander was invented and created in Aberystwyth University. Can you design and make a working prototype for the LPS Beagle 3? You could include a scaled 3D model to aid your design process.</p> <p>You have been given a brief to design rocket prototypes by the Welsh Government. They are looking for the best designs and most improved flight times. Use your rocket science skills to create the first <b>Roced Cymraeg!</b></p> <p>Landing a rocket is no easy feat. Space Strategy Wales need you to create a simulation to demonstrate that you are capable of the task. How might you demonstrate your capabilities?</p> <p>Can you investigate how different materials behave in zero gravity compared to on Earth? Do liquids behave differently? Why are materials selected for specific uses? Have new materials been created due to space exploration, that benefit us all today?</p>	<p>Are you able to devise an astronaut exercise regime that will help maintain fitness levels, muscle mass and body weight whilst in zero gravity.</p> <p>Can you keep a log of your improvement fitness overtime – to see if your regime is effective?</p> <p>Our Astronauts need constant monitoring while in space...investigate loss of appetite and weight over time.</p> <p>Why do astronauts train in giant pools of water months before their journey into space?</p> <p>How might people feel and think if the Beagle 3 discovered intelligent life on another planet in a galaxy far, far away?</p> <p>What are the positive and negative effects on our environment caused by Space Exploration? What may Space Exploration offer us in the future?</p>	<p>Create a short advertisement to support your bid for our local area to be selected within the Space Strategy for Wales. How will you captivate your audience and achieve your aims?</p> <p>Gustav Holts created mesmerising music called 'The Planets' that captured imagery of each of the planets in the Solar System. Investigate the musical motifs used and try to invent your own and structure them into your own piece that depicts a new planet, discovered by Beagle 3.</p> <p>Beagle 3's discoveries have captivated the world with its mysterious paradoxical images. Can you capture these spectacular spherical bodies using Water Colour Space Art and even 3D Sculpture Montage?</p> <p>Can you create an animation, infographics, or an infomercial on various astronomical phenomena? Night and Day, Seasons, Moon Phases, etc.</p>	<p>Welsh inventors and scientists have played essential roles within the history of Space Exploration. Investigate the role they played in enabling humanity to reach beyond our atmosphere and create an information board that displays key figures from Wales involved in Space Exploration, such as William Grove, inventor of the first fuel cells used by NASA during the very first missions.</p> <p>The Penllegare Trust are restoring their historic observatory and have requested a display to promote its history, key people involved and the out of this world discoveries made, such as the earlier photograph of the moon ever taken!</p> <p>How did the universe come to be? Is believing in God reasonable?</p> <p>We have learned about settlers and invaders through time...will space be the final frontier?</p>

## Year 5 Project: Cymru Constellations (Project Enrichment)

Constellation Mapping (Natural Materials)		Rocket Silhouette Spray Art		Astronaut Training Camp	
<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• Accuracy of constellation shapes (size/scale).</li> <li>• Children to explain their constellation's story.</li> <li>• Apply teamwork and problem-solving.</li> <li>• Introduce constellations and their role in navigation/history.</li> <li>• Show examples (Orion, Ursa Major).</li> <li>• Children collect natural materials and recreate chosen constellations on the ground.</li> <li>• Discuss patterns and the myths and beliefs behind them.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• Children will explore shape, silhouette, and negative space in artwork.</li> <li>• Pupils will learn about the structure and Children of rockets or satellites.</li> <li>• Children will experiment with outdoor-safe spray art techniques.</li> <li>• Show children real images of NASA, ESA, or SpaceX rockets. Discuss the use of shape and symmetry in rocket design.</li> <li>• Lay the paper on the ground and place silhouettes on top.</li> <li>• In small groups, children spray or dab paint around the edges, creating sharp outlines once removed.</li> <li>• Children add stars, planets, or thrust flames with chalk or brushes.</li> <li>• Display pieces on for a gallery walk.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• Understand challenges of working and living in space.</li> <li>• Link physical fitness to astronaut training.</li> <li>• Develop communication skills, teamwork and perseverance.</li> <li>• Reason and justify choices</li> <li>• Children navigate an obstacle course that simulates astronaut training: balance "moon walk," low-gravity jumps.</li> <li>• Children visit problem-solving stations and work in pairs/small groups to solve problems whilst one partner is blindfolded.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>LLC:</b> Explain information and ideas, exploring ways to be convincing e.g. use of vocabulary, visual aids.</li> <li>• <b>S&amp;T:</b> Investigate orbits, alignments and features of Earth and other planets relative to the sun in the solar system.</li> <li>• <b>Hum:</b> Present a range of views and answers to challenging questions about belonging, meaning and truth</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>EA:</b> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks.</li> <li>• <b>EA:</b> Develop a painting from a drawing or other initial stimulus.</li> <li>• <b>EA:</b> To know that a silhouette is a shape filled with a solid flat colour that represents an object.</li> <li>• <b>H&amp;WB:</b> Be able to take on a role in a group discussion / task and contribute to the overall outcome.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>H&amp;WB:</b> Know how to face new challenges positively.</li> <li>• <b>H&amp;WB:</b> Be able to take on a role in a group discussion / task and contribute to the overall outcome.</li> <li>• <b>H&amp;WB:</b> Understand why exercise is good for health, fitness, flexibility and wellbeing.</li> <li>• <b>LLC:</b> Explain information and ideas, exploring ways to be convincing e.g. use of vocabulary, visual aids.</li> <li>•</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Stones</li> <li>• String</li> <li>• Constellation reference cards</li> <li>• Cones</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Pre-cut silhouettes (rockets, satellites, probes, astronauts)</li> <li>• Large sheets of paper or card</li> <li>• Spray bottles, sponges with diluted paint</li> <li>• Weights for holding paper down outdoors</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Blindfolds</li> <li>• Cones</li> <li>• Hoops</li> <li>• String</li> </ul>
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## Year 5 Enterprise Project: LPS Farmers Market

### Enterprise Project Overview:

During your final project you will have the opportunity to develop the skills and attitudes that are associated with becoming a great entrepreneur! Could you become be the next Elon Musk or Beyoncé Knowles? Use and apply your LPS Personal Learning Journey skills that you have developed over the year to become successful in your enterprise project.

If you had to design your own 'dream' allotment for the school, what would it look like and how much would it cost? Dig deep and put your back into it, it's time to give back to our school and community. Can you help inspire our younger learners by explaining how your plants have grown and the importance of fruit and vegetables as part of a healthy lifestyle? After all that hard work, have your fingers gone green? Are you able to turn a profit from your produce?

This project will provide you with a better understanding of enterprise; how to come up with a business idea, develop a business plan and present ideas to a group, and will provide a fun and memorable experience that benefits you for years to come. We are about to exercise our ideas, creativity and business muscle.



## Enterprise Learning Opportunities

(Children will generate research questions and identify areas for further learning using the Question Matrix at the start of this topic)

1. Math Magicians set the LPS Enterprise Challenge during a whole school assembly.
2. Within your project, collectively decide on a product or product range.
3. Learn about different functions of an organisation and allocate roles with your class and/or team.
4. Create a draft plan or business case for your new venture.
5. Present your plan and ideas to the LPS Math Magicians.
6. Each class to be presented with a £50 budget to fund your project and generate profit.
7. Your challenge is to create the most successful business in the school.
8. The Math Magicians will consider which class will win the prestigious prize, considering:
  - a. **Most profit generated,**
  - b. **Most sustainable business,**
  - c. **Most reflective and improved business model.**
9. You will need to undertake market research source materials, design prototypes, research other businesses and devise advertising campaigns.
10. Develop and produce products ready for sales day.
11. Decide on a pitch and how you would attract customers.
12. Calculate revenue generated and evaluate success, identifying areas for future improvements.

- Respect the needs and rights of others and consider the impact of my actions when making choices.
- Reflect on the developments of our cultural heritage and diverse society, preparing me to be an effective citizen of Wales and the world.
- Independently develop higher order questions that provoke rich learning experiences and develop deeper understanding of concepts.
- Select and analyse the appropriate information and strategies, while recognising potential issues and problems.
- Create and implement effective plans which prioritise tasks, resources and roles to achieve success criteria.
- Evaluate and communicate innovative ideas with others, evaluating the right creative tools for different situations.
- Select, apply and evaluate skills within unfamiliar, new or challenging contexts.
- Analyse complex problems by creating and testing hypotheses to achieve successful shared outcomes.
- See failure as a learning opportunity and a possibility to learn and develop the use of new skills.
- Support others to stay positive, by helping others to adapt and creating plans to overcome challenge.
- Listen critically and use questioning to evaluate different perspectives and potential bias, adapting my responses to the needs of the others.
- Express and justify opinions and consider opposing views in pursuit of agreement.
- Influence the team by evaluating successes, failures and sharing lessons learned.
- Lead, mentor and coach others to apply and refine skills within allocated roles.
- Analyse and learn from local, national and global business models that consider market, supply and demand, profit margins and sustainability.
- Show initiative and become proactive citizens considering the needs of others across the wider community.