

# Llangyfelach Primary School



## Year 1 Learning Projects

## Year 1 Project: LPS Happy Healthy Helpers

**Project Overview:** Our amazing Happy Healthy Helpers are here to help you...our very own superhero team! They are here to support you in staying fit, keeping healthy and protecting your wellbeing. We will learn how others can help you maintain a positive mind set and develop lifelong skills that will enable you to achieve your own goals. Do you have what it takes to join this team and help others? Who else in our school and community are here to help us? What other real-life heroes can you think of that uphold and protect our rights?

**Engaging Visits & Experiences:** Mr Fit, Nurse, Dentist, Doctor, Fireman, PCSO, Katie & the Swans, Josh Rugby Coach and Ospreys Bounce Back.



Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>How might the LPS Code help us to be great citizens at LPS?</p> <p>The HHH are starting a new campaign for improving mental health and well-being. Can you help them write a news article for their webpage?</p> <p>The Fitness Fanatics are developing new games for the playground. Can you help them create instructions that will explain how to play these games?</p> <p>Can you create mood poems that depict your feelings, creating an emotion gallery?</p>	<p>The fitness Fanatics have asked if you can develop gymnastics sequences that focus on shapes and patterns...what would you create?</p> <p>Let's keep track of our fitness...can you measure improvements over a period of time?</p> <p>Let's investigate how healthy pupils at LPS are. What's in the lunchbox?</p> <p>How can we organise all this information for the HHH team and Fitness Fanatics?</p>	<p>Let's investigate the different parts of our body that help us stay fit and healthy...could mindfulness help us?</p> <p>Who could we speak to that would help us look after our body?</p> <p>Why is it important that we look after our teeth?</p> <p>How does a healthy diet help you stay fit and happy?</p> <p>Which foods do you think should be in a LPS Lunchbox that the HHH would be proud of? Can you design a healthy and balanced lunchbox and promote your ideas through a media advert?</p>	<p>Looking after your body to maintain cleanliness and fitness is important to maintain a healthy lifestyle. What's important for us all to remember?</p> <p>We will work in groups to help design the HHH mental health campaign...how will we make sure that everyone's rights, ideas and views are valued?</p> <p>The HHH want to promote the Playground Buddy Scheme... how can we ensure that all children at LPS are supported during playtimes?</p> <p>At LPS we are a team...how do we ensure that people new to our team and community feel welcomed and equal?</p>	<p>The HHH have been asking pupils at LPS how they are feeling...how could we use colour and techniques to tell them?</p> <p>Could you do the same with mood music – looking at pitch, tempo and dynamics?</p> <p>Can you and your group decide on a role play skit that shows how to behave and how not to behave in the school yard, lunchtime and in class?</p> <p>Can you create a video montage or 2D mural of the people that help us stay safe and healthy, celebrating what they do to help us?</p>	<p>Mr Fit want to create a fitness route around the village and school...how will you help him?</p> <p>The LPS HHH are going to be added to the Welsh Hero Hall of Fame. Who else could be on the list?</p> <p>Llangyfelach Church is an important place for some members of our community. Learn how different places and spaces are important to others and for different reasons.</p> <p>How does a celebration bring members of a community together?</p>

# Year 1 Project: Happy Healthy Helpers

Feelings in Nature		Feelings in Nature		Feelings in Nature	
<b>Description:</b>	<ul style="list-style-type: none"> <li>Explore the outdoor environment and discuss how nature can represent different feelings (e.g., wind = excitement, shade = calm).</li> <li>Collect natural materials such as leaves, sticks, stones, or petals.</li> <li>Use the materials to create faces or symbols that represent different emotions.</li> <li>Share their creations and explain which emotion their artwork represents.</li> <li>Develop creativity and emotional vocabulary.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Explore the local outdoor area to identify safe spaces for physical activity.</li> <li>Work collaboratively to plan and create a simple group fitness routine (e.g., jumping, stretching, running on the spot).</li> <li>Perform the routine together outdoors.</li> <li>Take part in a short discussion about positive and negative behaviours during physical activity and in school.</li> <li>Discuss how their bodies feel before, during, and after exercise and why it is important to keep fit.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Work in small groups to create and perform a short role-play skit.</li> <li>Act out different school situations (e.g., playground, classroom, lining up).</li> <li>Explore positive and negative behaviours in each situation.</li> <li>Discuss the choices people make and the consequences of those behaviours.</li> <li>Share performances with the class and talk about which behaviours are appropriate.</li> </ul>
<b>Assessment Opportunities:</b>	<p><b>EA:</b> Select materials to suit ideas and purposes</p> <p><b>LLC:</b> Describe and explain emotions linked to their artwork.</p> <p><b>LLC:</b> Use vocabulary related to feelings and emotions.</p> <p><b>H&amp;WB:</b> Recognise and express different emotions.</p>	<b>Assessment Opportunities:</b>	<p><b>H&amp;WB:</b> Describe how the body feels before, during and after exercise.</p> <p><b>LLC:</b> Listen to others with growing attention, usually responding appropriately.</p> <p><b>LLC:</b> Contribute to conversations and respond to others, taking turns when prompted.</p>	<b>Assessment Opportunities:</b>	<p><b>H&amp;WB:</b> Understand that they have choices.</p> <p><b>H&amp;WB:</b> Recognise feelings associated with positive and negative behaviours</p> <p><b>LLC:</b> contribute to conversations and respond to others.</p> <p><b>LLC:</b> Listen and respond to others when working collaboratively.</p>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Natural materials (leaves, sticks, stones, petals, pinecones)</li> <li>Outdoor learning space (forest school area)</li> <li>Emotion prompt cards or pictures</li> <li>iPad to record artwork</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>iPads (to record routines or take photos/videos)</li> <li>Cones or markers for activity areas</li> <li>Space for outdoor exercise</li> <li>Simple exercise prompt cards</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Scenario prompt cards (e.g., playground, classroom, lunch time)</li> <li>Open space for performances</li> <li>iPads to record performances</li> <li></li> </ul>

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## Year 1 Project: Amazing Astronauts

**Project Overview:** NASA are looking for the next Welsh astronaut! Are you up for the task? Let's embark on a quest to find out more about what the job entails. Can you learn more from our trip to the Planetarium at Techniquet? What can we learn from astronauts that have gone before us? It will take discipline and training to become an astronaut, can you complete the space course? Can we discover more about the Solar System? Maybe we could invent the next rocket ship that will take us to space...what would we need? Let's prepare for lift off and investigate how rockets work. Let's get started on our mission!



**Engaging Visits & Experiences: Techniquet Planetarium Experience & Our Classroom Climate (OCC) Experience**

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>We are ready to train to be an astronaut! Can we find out what makes a great astronaut?</p> <p>Can you investigate where the word 'astronaut' may have come from?</p> <p>After our trip to the planetarium, how might you present what you have learned?</p> <p>You've made it! Congratulations on becoming an astronaut, and your successful trip to space! How might you share your journey with others?</p> <p>Can you create a poem that represents your missions lift off?</p>	<p>As part of your training to become an astronaut, you will have to navigate through space. Can you ensure your rocket reaches its destination without colliding with a meteor?</p> <p>The James Webb Telescope helps us learn more about space... How did shape play a part in its design? Could other shapes have been used?</p> <p>We are looking to make the best rocket for our adventures...Are the best rockets the tallest?</p> <p>Our journey requires us to learn more about the Moon...can you observe and record important information that will help us?</p>	<p>Ground Control have hit a problem with one of their rockets! How might we find out more about how rockets work to help them?</p> <p>You are challenged to make the best space rocket...can you test your ideas through mini models using bottle rockets? How could you record your group's results to see which design is best?</p> <p>As the rocket bursts out of the Earth's atmosphere, the astronauts are plunged into darkness. Let's investigate more about our solar system, to find out about light and dark.</p> <p>How might you recreate one of the most famous space missions in history, the Apollo 11 mission to the moon?</p>	<p>When becoming an astronaut, it important to be fit and healthy. How might you achieve this?</p> <p>The OCC have come to help us learn more about space nutrition. What would you need to have a balanced diet on your space journey?</p> <p>How is space food created? Can you create space food for your team and a meal plan for your journey?</p> <p>What problems might astronauts face when preparing and eating food in Space?</p> <p>The mission will be long and isolated...what will help you stay motivated and happy?</p>	<p>Your mission will be filmed for many to see this great event...can you create suitable music to accompany your blast off!</p> <p>Listen to 'The Planets' by Gustav Holst. How might the piece of music represent the planets in the Solar System?</p> <p>How might you express the emotions and events linked to the Moon Landing of 1969?</p> <p>While in space you use art to pass the time...How might you use various materials and techniques to create a stargazer's view from space, sharing your experiences for others?</p>	<p>To become a great astronaut, how might we learn from astronauts from Wales and the wider world?</p> <p>How might we display some of the major events in space travel?</p> <p>Air and light pollution stop us seeing the beauty of space from Earth...what could we do to improve this for future stargazers and astronauts?</p> <p>There have been countless space missions and flights over the years...Where do all the rockets go?</p> <p>Why is light an important symbol to different members of our community?</p>

# Year 1 Project: Amazing Astronauts

Light and the Night Sky		Light and the Night Sky		Light and the Night Sky	
<b>Description:</b>	<ul style="list-style-type: none"> <li>Use outdoor space to identify different light sources, focusing on the Sun.</li> <li>Explore light and darkness by discussing when it is light or dark.</li> <li>Observe and trace shadows of objects or children on the ground.</li> <li>Revisit shadows later to see how their position or size changes.</li> <li>Compare bright or reflective objects to how stars shine in the night sky.</li> <li>Identify different sources of light, including the Sun.</li> <li>Understand that darkness is the absence of light.</li> <li>Recognise that light creates shadows.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Use the outdoor area to set up and complete an "Astronaut Training Camp" activity.</li> <li>Build on the previous lesson about staying healthy by discussing why astronauts need to be fit and healthy and explore ways they can achieve this.</li> <li>Introduce the concept of space food and healthy eating through a guided discussion.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Revisit prior learning by exploring key events in space travel through an active outdoor sequencing activity.</li> <li>Set up a "timeline rope" across the grass to represent the sequence of events.</li> <li>Encourage children to place event cards (e.g. the first moon landing) in the correct order using pegs, or by forming a human timeline.</li> <li>Follow this with a moon landing role-play, where children recreate the event using slow-motion movements, flags, and discussion prompts such as "What happened first?"</li> </ul>
<b>Assessment Opportunities:</b>	<p><b>S&amp;T:</b> Identify different light sources, including the Sun. Understand that darkness is the absence of light.</p> <p><b>LLC:</b> Use vocabulary such as light, dark, bright and shadow when describing observations.</p>	<b>Assessment Opportunities:</b>	<p><b>H&amp;WB:</b> Describe how the body feels before, during and after exercise. Improve posture, agility, coordination and balance.</p> <p><b>H&amp;WB:</b> Maintain control as when changing direction when jogging, running or sprinting.</p> <p><b>M&amp;N:</b> understanding time (non-standard measurements) using simple stop watches.</p> <p><b>M&amp;N:</b> Create simple tables</p>	<b>Assessment Opportunities:</b>	<p><b>Hum:</b> Begin to sequence events</p> <p><b>Hum:</b> Develop historical curiosity to generate questions and participate in enquiries, both collaboratively and with growing independence.</p> <p><b>EA:</b> To create, choose and accept roles, portraying through movement, expression and voice.</p>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Chalk</li> <li>iPads</li> <li>Clipboards and paper</li> <li>Crayons or pencils</li> <li>Small mirrors, foil, reflective jackets or objects</li> <li>Dark fabric or box (to demonstrate darkness)</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Cones, hoops, bean bags</li> <li>Stopwatches</li> <li>Visual cards of exercises</li> <li>Simple recording sheets</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Rope</li> <li>Pegs</li> <li>Picture cards</li> <li>Props</li> </ul>

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## Year 1 Project: LPS and Brynteg Farm

**Project Overview:** Brynteg Farm is located in the picturesque area of Carmarthenshire. The scenery is awesome but most importantly it is a sanctuary of peace and wellbeing for animals and all who visit. LPS and Brynteg Farm are teaming up to develop a venue that will educate our community on how to care for animals and others. The aim will be to provide visitors with a better understanding of animals, how to love and care for them whilst also offering a safe, tranquil and fun place for everyone to enjoy. A place where your worries disappear, and you forget the normal hustle and bustle of daily life, whilst enjoying the present moment with the animals of Brynteg Farm.



### Engaging Visits & Experiences: Brynteg Farm

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Brynteg Farm have asked LPS to create a leaflet to explain to younger visitors how to care for the animals at their farm.</p> <p>The Brynteg Farm experience has been amazing, how could you persuade other schools to visit this wonderful tranquil place?</p> <p>After working with Brynteg Farm this term, you feel that they need another animal. What animal would you choose and why? How will you convince the owners to include this additional animal?</p>	<p>Could you help Brynteg Farm keep a log of all their animals? How could you collect and present this information?</p> <p>Having the correct amount of food is very important for the animals. Work out how much food is needed for each animal per day. How could you record this for others to learn?</p> <p>As part of your leaflet, could you create a map of the farm to guide visitors to the main locations?</p>	<p>During your visits to Brynteg farm you find many living things, can you devise a way to sort them into groups?</p> <p>The animals and plants depend on each other in this beautiful habitat. Can you explore their relationships?</p> <p>Spring brings new life to all areas of the farm. Can you investigate this and tell others of your discoveries through an eBook?</p> <p>Design, make and position an animal feeder that will withstand the 4 seasons. Which animal will you feed?</p>	<p>Brynteg Farm is a place of sanctuary of peace and wellbeing for animals and all who visit. How do they provide this care and why is it so important?</p> <p>Can you create an Orienteering activity at the farm that develops team building skills for younger visitors?</p> <p>Storytime at the farm is important for all. Let's build a campfire, toast marshmallows and enjoy each other's stories within the woodland environment.</p> <p>What do our senses tell us about the world of religion and belief?</p>	<p>Tranquil music is required for visitors as they relax in these beautiful surroundings. Listen to the sounds around Brynteg Farm, can you capture them to include in your own compositions?</p> <p>The owners would like to set up a gallery of your wonderful artwork. Can you capture amazing scenery of Brynteg Farm using tones and textures that represent the surroundings?</p> <p>Can you create 3D sculptures for each animal area? These will be used to signpost visitors to the correct locations at the farm.</p>	<p>Llangyfelach Primary School used to be farmland. Can you go back in time to research what life was like in our locality before there was a school, houses, shops and pubs?</p> <p>Brynteg Farm is a wellbeing and animal farm. Other farms made produce. Let's investigate these farms and where their produce goes?</p> <p>Animals are important to us all, for so many reasons. For some people they are sacred. What does this mean? Let's find our more and inform our visitors.</p>

# Year 1 Project: LPS & Brynteg Farm

Build an Animal Feeder		Build an Animal Feeder		Build an Animal Feeder	
<b>Description:</b>	<ul style="list-style-type: none"> <li>Build on the previous design lesson by having children create their own bird feeders.</li> <li>Discuss why birds need food and explore how seasonal changes affect animals.</li> <li>Allow children to choose from simple designs and select appropriate materials.</li> <li>Support children in constructing their feeders and placing them in a suitable outdoor location.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Gather children in an outdoor story circle to read a farm-themed story.</li> <li>Make the story interactive through actions, prompts, and questioning.</li> <li>Set up a story trail by placing parts of the story around the outdoor area, encouraging children to move between stations and retell it.</li> <li>Record children as they retell the story.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>Encourage children to explore the outdoor area to identify where animals might live, considering shelter, food, and water.</li> <li>Support children in sorting animals into different habitats such as fields, woodlands, and ponds.</li> <li>Facilitate a discussion about how plants and animals depend on one another.</li> </ul>
<b>Assessment Opportunities:</b>	<p><b>S&amp;T:</b> construct with purpose, using a variety of resources</p> <p><b>S&amp;T:</b> Select tools &amp; techniques to shape, assemble and join.</p> <p><b>S&amp;T:</b> Record experiences by voice recording</p> <p><b>S&amp;T:</b> Follow a simple design brief.</p> <ul style="list-style-type: none"> <li><b>M&amp;N:</b> begin to use a variety of measuring instruments.</li> </ul>	<b>Assessment Opportunities:</b>	<p><b>LLC:</b> Listen with growing attention, responding appropriately.</p> <p><b>LLC:</b> Retell narratives or information they have heard.</p> <p><b>LLC:</b> Show understanding of what they have heard by responding.</p> <p><b>LLC:</b> Recall details from information texts.</p>	<b>Assessment Opportunities:</b>	<p><b>S&amp;T:</b> sort and classify things that are living and non-living using own criteria.</p> <p><b>S&amp;T:</b> Compare animals' similarities and differences.</p> <ul style="list-style-type: none"> <li><b>S&amp;T:</b> Learn how animals and plants are suited to their surroundings.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>String</li> <li>Pinecones/cardboard tubes</li> <li>Bird seed, cereal</li> <li>Scissors</li> <li>Buckets or trays</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Farm-themed storybook</li> <li>Story cards</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>Animal picture cards</li> <li>Hoops for habitat zones</li> <li>Magnifying glasses</li> </ul>

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## Year 1 Enterprise Project: LPS Summer Festival

### 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.

It's time for Llangyfelach's Big Bonanza Festival. Let's learn from the PTFA Summer Fete and make this successful for our community to see the benefits. Let's take inspiration from other major festivals from around the world with music, games, costume and colour and plan the best event to date. Can you organise yourselves to get the carnival planned and prepared in time? How will you let the community know about your event and draw in the large crowds?



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.

- Discuss topics around me and understand that choices affect myself and others.
- Help the PVGs and leaders make decisions about our school.
- Work alongside my teacher to develop ideas, knowledge and concepts.
- Explain any challenges and successful features.
- Discuss success criteria, working with care and attention to detail to achieve goals.
- Use ideas from various sources and make connections.
- Recognise that skills I have learned can be used to help me across the curriculum.
- Complete tasks by finding required information independently.
- Use positive words and thinking that others model, to build my resilience.
- Persevere when something goes wrong and encourage others to keep trying too.
- Speak effectively by making points in a logical order and listen to the points of others.
- Work effectively with others and consider their thoughts and feelings.
- Work well taking responsibility for completing tasks and motivate the learning of others.
- Manage dividing up tasks between others in a fair way.
- Work with others to develop successful business ideas and follow them through.
- Respect the needs, thoughts and feelings of others, demonstrating compassion.