

Llangyfelach Primary School



Year 2 Learning Projects

Year 2 Project: LPS and The Penllergare Trust

Project Overview: Have you got green fingers? Penllergare Trust would like our help to support their development of Penllergare Woods. Can you become a blogger and create updates for their social media pages? Are you up to the challenge? We will need to get to grips with its history and how the foundation is working to support the environment and create a sanctuary for the whole community! In our research we will discover the inhabitants of Penllergare Woods and what we can do to support their conservation! So, let's go down to the woods today and see what we can find!



Engaging Visits & Experiences: Penllergare Woods, Glynn Vivian Art Gallery, Wood Sculpture Studio

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Can you write regular social media pieces to share how Penllergare Woods became the place it is today?</p> <p>Report on how the Dillwyn Llewelyn dynasty who lived at the Penllergare Estate, help us understand more about science, astronomy and botany?</p> <p>How can we best use digital media to reach all audiences?</p> <p>The results of your investigations on seed germination and plant growth were fascinating...how could you ensure that other classes know how to grow plants successfully?</p>	<p>In honour of LPS, The Trust have donated an area for our own LPS Garden...they have supplied an aerial map of the woods for you to select the best locations and conditions. You decide?</p> <p>Can you make symmetrical patterns within your flower bed arrangement?</p> <p>The Trust would like to collate information for the public about the inhabitants of the woods. How might we do this?</p> <p>The trust has asked if you could improve the number of visitors to the woods. Investigate the number of visitors over time and find a solution to their problem.</p>	<p>What made the Dillwyn Llewelyn family such pioneering inventors?</p> <p>Can you create a web area that helps people to classify the different plants and animals found at the woods?</p> <p>These plants and trees have been here for so long...how can we ensure that they stay healthy and continue to flourish?</p> <p>Let's investigate how we can help the trust grow more trees?</p> <p>During your visit to the woods can you research different food chains found in woodland habitats? How have the plants and animals adapted to their environments?</p>	<p>Can you investigate how the woods are supporting the treatment of Morriston Hospital patients?</p> <p>How have plant life been used to support well-being and the development of natural medicines? Is all plant life safe?</p> <p>Investigate poetry, art, photography, pottery and music inspired by nature. How does it make you feel? How does it support your well-being.</p> <p>How do creation narratives shape what it means to be human and how we interact with nature?</p>	<p>How are works of art incorporated into the environment at Penllergare Woods?</p> <p>How did the families who lived in, and visited, this estate, creatively capture their natural surroundings?</p> <p>Find out about artists who are inspired by nature and landscapes. Can you create a piece on Penllergare Woods in the style of the artist you have researched?</p> <p>Can you create a score to accompany a time-lapse video of your plant growth investigation?</p>	<p>How can we support the work volunteers are doing to conserve local nature?</p> <p>The Trustees have faced many challenges over the years regarding land use. Can you convince the local Council that the area needs protecting from future developments?</p> <p>Let's step back in time...Why was this area selected for family's estate? What impact did the families involved have on Swansea, Wales and the Wider World?</p> <p>How was Teressa Dilwyn's 16th birthday very different to our birthdays in the present day?</p>

Year 2 Project: LPS & The Penllegare Trust (Project Enrichment)

Minibeast Hunt Data Collecting.		Minibeast Hunt Data Collecting.		Minibeast Hunt Data Collecting.	
Learning Focus & Description:	<ul style="list-style-type: none"> Identifying minibeasts in their natural habitats. Using tallies to record the amount of minibeasts they find. Interpreting data. Begin with a discussion of what we think we might find? And where? Talk about how we can record what we find. (tallies, graphs) Provide a sheet containing the pictures and names of common insects. Provide a record sheet with a space to draw or write the name of the insect and a space to make their tally marks. Children search the area and record their findings. Children answer questions on their findings. <p style="text-align: center;">Talk about what minibeasts were found where and why that may be.</p>	Learning Focus & Description:	<ul style="list-style-type: none"> Understanding how to conserve the environment. Choosing roles & Creating a script. Recording a video. Speaking clearly and using topic vocabulary. Recap on all the ways we have found out that we can help conserve local nature. Chn to get into small groups to plan their short videos. Chn to think about what they may want to use in their short films e.g. a tree, a rubbish bin etc and then what they will want to say. Chn can use clipboard to plan what they want to say. Chn to decide who will talk/film etc. Once back in class chn to watch each groups short films and peer assess using our AFL strategies. 	Learning Focus & Description:	<ul style="list-style-type: none"> Understanding the terms symmetrical/symmetry. Foraging for resources. Using resources to create a picture/design. Recap what we mean by symmetrical and what we have learned about symmetry. Chn to collect resources from the area to represent flowers. (stones/leaves) Chn to arrange them in a symmetrical pattern. Chn to peer assess each other's flower beds to see if they are symmetrical.
Assessment Opportunities:	<p>M&N: Construct tables. M&N: Extract information from tables. S&T: Investigating woodland habitats.</p>	Assessment Opportunities:	<p>LLC: Speak clearly to a range of audiences. LLC: Speak confidently, choosing words deliberately and adding relevant detail. S&T: Record and edit videos, adding a title and ensure steady shots. HUM: Provide good ideas for solutions regarding school, local and national issues: HUM: Learn how the actions of others can change the environment over time H&WB - Be able to work co-operatively.</p>	Assessment Opportunities:	<p>M&N: Complete symmetrical pictures. M&N: Plan and think through the making process to create 2D forms using a range of materials.</p>
Resources:	<ul style="list-style-type: none"> Recording sheets Animal Identification sheets Pencils 	Resources:	<ul style="list-style-type: none"> iPads Clipboards Pencils/pens 	Resources:	<ul style="list-style-type: none"> Natural foraged resources.
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Year 2 Project: The Roman Invasion

Project Overview: See, smell and touch life in the Iron Age on our trip to Castell Henllys. Learn about life on a hillfort as a Celtic child and learn the skills of a Celtic Warrior to defend your home from the Roman invaders. What was life like for a Roman Legionary? Become immersed in the Roman Barracks during our trip to Caerleon. How has the Celtic and Roman way of life shaped our society today? Learn about these two amazing cultures, how they merged to shape the world we know.



Engaging Visits & Experiences: Castell Henllys & Caerleon Roman Baths

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Being a Celt is exciting but challenging...After your visit, can you present your experiences to others?</p> <p>What language did the Celts and Romans speak? What affect did the this have on our language today?</p> <p>The Romans are coming! Will you join Boudicca in her fight, or would you embrace Roman life?</p> <p>Storytelling was a massive part of Celtic culture...create your own Myth or Legend based on the Mabinogion and other ancient Welsh texts.</p>	<p>Number was a major factor in the cultures of the Celts and Romans...can you learn more about how they used number?</p> <p>Can you design a Celtic counting system that competes with the Romans'?</p> <p>Trade was very important during Roman Wales; how did people exchange goods?</p> <p>Map out your Celtic hillfort settlement on a grid using co-ordinates and scale. Can you find the best place to protect your clan from the Romans?</p>	<p>Can you build a Celtic Roundhouse using the techniques you learned on your trip to Castell Henllys? Use each other's Roundhouses to build your impressive Hillfort.</p> <p>Using your hillfort...create an animated battle for your land! Who will win?</p> <p>Were the Romans or Celts more technologically advanced. Can you research and explain why?</p> <p>Roman legions and Celtic tribes took great pride in selecting the correct materials for battle weaponry and defence mechanisms. Can you decide what material to use and why, to defend and attack during a full-scale battle?</p>	<p>Over 150 shields, spears and swords have been found in Llyn Cerrig Bach! Why were they found here?</p> <p>How did the Romans and Celts view the world around them and demonstrate belonging to their beliefs?</p> <p>The Romans are coming! Was it a good thing or a bad thing?</p> <p>Were Romans or Celts more socially advanced. Can you research and explain why?</p> <p>During your visit to Castell Henllys, you learn warrior skills...can you return to your clan at LPS and teach others to protect themselves against the Romans?</p>	<p>Celtic patterns still influence art and design to this date. The designs are based on religion and symbolism. Can you research this form of artwork and create your own design to include on your very own shield?</p> <p>Roman shields used artwork that represented famous battle victories and Mythical stories. Can you research Roman Myths and Legends to create your own artwork for your own Roman Shield?</p> <p>Create a voice over for your battle animation, think about script, dialogue, mood and tension.</p>	<p>Wherever humans go, we shape our environment. The Celts and Romans were no exception. The marks they made in the landscape left tantalising traces of their lives and their stories. How has Welsh society been shaped by the movement and settlement of these different peoples?</p> <p>Can you find any trace of the Romans or Celtic tribes in Wales and Britain today?</p> <p>What influenced the Celtic and Romanic choice of settlement?</p> <p>Where did the Celts and Romans come from and why did they come?</p>

Year 2 Project: The Romans are Coming. (Project Enrichment)

Roman Counting System.		Roman Counting System.		Roman Counting System.	
Learning Focus & Description:	<ul style="list-style-type: none"> • Understanding how civilisations like the Romans developed systems to record and organise numbers. • Understand how the available resources influence design and problem-solving. • Representing numbers in different ways. • Evaluating what makes a counting system clear, efficient and useful. • Explain how “The Romans had their own way of counting using Roman numerals. Other people didn’t use numbers like we do today.” Show an example. • Set a challenge – can you create a better counting system using things you can find in the woodland area? What could we use? • Children to choose and collect resources that they would like to use. (stones, leaves) • Decide what each object means. E.g. 1 stone = 1, Stick = 5, 1 leaf = 10 etc Children who are struggling – encourage grouping, repeating patterns, organising their resources. 	Learning Focus & Description:	<ul style="list-style-type: none"> • Learning how soldiers in the Roman army were trained. • Understanding how marching drills and formations (such as the testudo) helped soldiers work together. • Exploring how teamwork, discipline and strategy affected the outcome of battles. • Using drama to deepen understanding of historical events. • Prior to lesson, children would have designed and made their own shields and explored different formations and battle drills. • Go through Roman Army safety rules i.e. no touching, slow moving and pretend actions only. • Promote teamwork to carry out scenarios. Use bean bags for the oppositions (Celts) to throw at the Romans. • Chn to carry out a variety of formations. • 	Learning Focus & Description:	<ul style="list-style-type: none"> • To listen to and create a myth or legend. • To use imagination to create and tell stories. • Use storytelling language. • Use listening, oracy & drama skills to retell a story. • Gather children around the log circle. Tell a short Welsh myth from the <i>Mabinogion</i>. Use visuals and add sound effects. • Children go on a Nature Treasure Hunt to collect story ingredients, e.g. A stick for a magic wand or sword. Give them a simple checklist: A character, a setting & something magical. • In pairs or small groups, children create their own myth using what they found. Provide a simple structure for their story. • Children to act out their stories using their props. • Children to reflect on their stories.
Assessment Opportunities:	<p>M&N: To understand place value and number representation. To represent numbers in different ways.</p> <p>HUM: To evaluate the strengths and weaknesses of different counting systems.</p>	Assessment Opportunities:	<p>EA: Use improvisation and scripts to explore real and imaginary situations. Use expression in role, conveying A character.</p> <p>H&WB: Observe performances, describing similarities and differences, to improve their own work.</p>	Assessment Opportunities:	<p>EA: Use improvisation to explore [...] imaginary situations. Use expression in role, conveying a character through body language</p> <p>LLC: Adopt a specific role, using appropriate language in structured situations. Speak confidently, choosing words deliberately and adding relevant detail.</p>
Resources:	<ul style="list-style-type: none"> • Clipboards • Pencils/pens 	Resources:	<ul style="list-style-type: none"> • iPad • Shields 	Resources:	<ul style="list-style-type: none"> • Story
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Year 2 Project: The Bay Magazine

Project Overview: The Bay Magazine is a free, monthly, lifestyle magazine for readers in Swansea and Gower. Their policy is to inform, educate and entertain the local community of readers. Since Swansea Bay is recently undergoing major change, and with plans for future developments, they would like to feature regular articles about the changes to the face of the bay. They would also like to educate the community on how fortunate we are to live in an area of natural beauty and what we can do to protect it. The Bay Magazine have reached out to LPS to investigate and report on these wonderful changes to Swansea, highlighting purpose for change and how we ensure that these do not affect our amazing natural environment.



Engaging Visits & Experiences: The Bay Magazine Editing Offices, Swansea Bay, Mumbles & Oxwich.

Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>The Bay Magazine have invited LPS to their editing offices to learn more about the journalism journey. Learning your new skills, can you apply them for your first article with the Bay Magazine? What are the current issues around Swansea Bay that need reporting?</p> <p>The City and County of Swansea are developing the cities sea defences...can you investigate what they are intending to do, why they are doing this and how they will ensure the protection of this environment?</p> <p>The Bay Magazine would like you to interview the Gower Youth Society for a piece about marine life around the coasts of Swansea. Can you gather all your findings ready for the interview?</p> <p>Create sea shape poetry inspired by Sir Karl Jenkins' White Water to add to your Bay Magazine section.</p>	<p>The Bay Magazine has many articles designed to improve tourism. They would like to include an attraction map of Swansea Bay for potential visitors. Can you create a detailed plan of the area? How will tourists know where the best places of interest are located?</p> <p>The Bay magazine is free to all readers. How do they make enough money to produce such a wonderful magazine?</p> <p>Reception class have been undertaking research into marine life at Swansea Bay and Oxwich. Can you help them collate and present this information for the magazine article?</p> <p>From you research how does their data compare with past information? What might be the reasons for the changes in data?</p>	<p>Swansea Council wish to build a range of new beach huts to attract visitors at Swansea Bay. Can you create a prototype that meets their brief? Could you add additional features that would aid the needs of all visitors?</p> <p>The Gower Society are conducting a study of the wildlife around Swansea's coastline. How will you support their study?</p> <p>Create an article that focuses on the many habitats that make up our wonderful coastline? Investigate what is harming them and who is helping to protect them.</p> <p>Black Pill is one of the tourist attraction hotspots along Swansea Bay. There is a wonderful river running through it. Where did the water come from and where is it going to? Investigate this and inform your younger readers of the Bay Magazine.</p>	<p>Reflecting on your research and work with The Bay Magazine, how have you become inspired to be a good citizen and respond to the problems facing our coastlines of Swansea and the World?</p> <p>The Bay Magazine wants to feature an article on the history of Mumbles. Can you help them research interesting facts, changes to the area and any major events that occurred? Consider how the Mumbles Lifeboat Disaster of 1947 affected the community and sea rescue.</p> <p>Write an article that features a 'Top Ten' health benefits for visiting Swansea Bay. Can you research different activities, clubs and provision along our wonderful coast?</p> <p>Support Reception in their quest to protect the beaches and Coastline of Swansea. How can you help them?</p>	<p>The Bay Magazine wants you to add artwork to your articles to improve presentation. They would like you to focus your artwork on the beauty and features of Swansea Bay. They would also like you to use inspiration from Welsh artists such as, Rhiannon Roberts.</p> <p>Create an advertising campaign for improving tourism at Swansea Bay. Which features will you promote to catch a wider audience? Create an advert for TV and radio, including a soundtrack to accompany your advertising campaign.</p> <p>The Bay Magazine would like you to recreate Sir Karl Jenkins' White Water video featuring the journey of water through Clyne Valley to the sea. Could you compose an alternative ending that depicts the water meeting the sea?</p> <p>The Bay Magazine would like you to do a special feature on Sir Karl Jenkins...could you interview the famous local composer?</p>	<p>Can you create an article for the Bay Magazine to inform tourists about Swansea Bay? Investigate natural and human features which make up this sweeping coastline. How has this changed over time? How might it change in the future?</p> <p>Oystermouth Castle attracts visitors to Mumbles every year. Research its history to include in your articles.</p> <p>During you research you find out that Mumbles Community Council would like to twin Mumbles with another country. Where would you choose?</p> <p>The Wave have shown great interest in what you have been doing with The Bay Magazine... can you create 'Top Tips' for conserving the seaside environment?</p> <p>What part does the environment play in faith and belief with regards to leading 'a good life'? Is this the same for everyone? Can you interview people from a range of faith and belief groups?</p>

Year 2 Project: Swansea Bay Magazine. (Project Enrichment)

Health Benefits of Swansea Bay.		Health Benefits of Swansea Bay.		Health Benefits of Swansea Bay.	
Learning Focus & Description:	<ul style="list-style-type: none"> • Recognising how physical activity benefits the body. • Understanding how being outdoors supports mental wellbeing. • Discuss “Why is the coast good for us?” Children to think about how they feel after being outside? And what they can do at the coast or beach? Discuss that places like Swansea Bay are full of activities that help our bodies and minds. • Children to set up activity stations. Each one to represent something real you can do in Swansea Bay. E.g. Activity & Sport Zone - Running, skipping, simple team games. Coastal walk zone – set up a mini obstacle path. Wildlife zone – where chn to spot plants & insects. Wellbeing zone – where chn can practise breathing exercises. Chn to record/take pictures of their areas to create an article for the Bay magazine. 	Learning Focus & Description:	<ul style="list-style-type: none"> • Observe and record the things that they find in the area. • Compare different locations and investigate & compare human and physical features. • Record findings. • Compare different locations. • Recap on what is meant by human & natural features. • Chn to use clipboards with a simple table on to record the HF and NF that they find. • Once back in class discuss -Look at what they have found from each place. Q - Tell me one thing that is the same. Tell me one thing that is different. 	Learning Focus & Description:	<ul style="list-style-type: none"> • Understand how an analogue clock works (hour hand and minute hand). • Tell the time to the hour and half hour (and beyond, depending on ability). • Read and interpret hours and minutes accurately. • Apply time telling skills in a practical, outdoor context using the forest clock. • Develop confidence in explaining how they know the time. • Discuss what we have already found out about telling the time. (what numbers are on the clock, what they mean, How many minutes in an hour, the hands on a clock etc) • chn to forage for stones for the numbers to go on their clocks and sticks for the hands. Then construct their forest clocks. • Each group to take turns showing a time for another group to read. By shouting ‘What’s the time Mr Wolf?’ • Tell the time using Welsh phrases ‘Faint o’r gloch ydy hi, Mr. Blaidd?’
Assessment Opportunities:	H&WB: To understand what their bodies need to stay healthy. Feeling positive about their bodies and keeping it healthy.	Assessment Opportunities:	HUM: Describe significant human and natural features of Llangyfelach. Compare different locations and investigate the variety of human and physical features.	Assessment Opportunities:	M&N: Read ‘half past’, ‘quarter past’ and ‘quarter to’ on an analogue clock. Tell and write the time to five minutes and draw the hands on a clock face to show these times. LLC: Listen and respond to a range of questions. Demonstrate understanding of a series of short items by responding [...] in short spoken phrases.
Resources:	<ul style="list-style-type: none"> • iPads. 	Resources:	<ul style="list-style-type: none"> • Recording Sheets • Pens/pencils 	Resources:	<ul style="list-style-type: none"> • Natural foraged resources. • An analogue clock for reference.

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Year 2 Project: LPS Scented Stall

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.

Can you apply your scientific knowledge and enterprise skills to create wonderful potions and scented mixtures that will draw in customers from far and wide? Fizzy baths bombs, scented candles and luxurious lotions will fill your stalls with colour and your customers' olfactory systems with beautiful aromas. Get planning, get scientific and get busy with fizzy!

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.

- Follow and apply the LPS Code, reflecting on my role within the school community.
- Place a considered vote for my peers to represent my voice in whole school decision making.
- Use the LPS Matrix to develop higher order questions that provoke rich learning experiences.
- Select information and/or strategies that will be useful to support my thinking and learning.
- Plan and organise my time and resources to select my learning direction and achieve success criteria.
- Make connections between different ideas to generate alternative solutions from a clear brief.
- Apply modelled skills within my learning and across the curriculum.
- Explore and solve problems by creating different solutions.
- Use positive thinking to motivate myself to complete challenges, showing resilience in my learning.
- Support others to stay positive, by managing my own responses.
- Offer ideas and previous knowledge effectively, using appropriate language, tone, expression and gesture.
- Work effectively within a group by allowing others to speak and have their voice heard.
- Contribute to group decision making and value the ideas of others.
- Manage time and share resources to support completing tasks.
- Generate a thorough business plan and select appropriate skills to achieve success, including calculating profits.
- Empathise with and prioritise the thoughts, feelings and needs of others above personal needs.