

Llangyfelach Primary School



Year 3 Learning Projects

Year 3 Project: Fantasia

Project Overview: Protecting threatened species around the World has become the number one objective for Zoologists around the globe. One of the most successful conservation centres in the world is Swansea's fantastic Plantasia. Can you help them protect endangered species and habitats of the world? Explore food chains, habitats and wonderful Welsh wildlife; compare with those across the Rainforest Belt. Learn how human activity has endangered these wonderful ecosystems and what others are doing to protect and conserve them for future of our planet. Time is running out these fantastic environments hold the key to our future – we need to act now!



Engaging Visits & Experiences: Plantasia

| Lit, Lang & Communication | Numeracy | Science & Technology | Health & Wellbeing | Expressive Arts | Humanities |
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| <p>Plantasia have asked LPS to create a display wall at their site about the Rainforests of the World...Can you help them inform their visitors of the deforestation and their endangered species?</p> <p>The have also asked you to create leaflets on what people can do to help protect local environments and educate our local community about conservation to help protect our futures.</p> <p>Plantasia want to organise a 'Question Time' style debate. Tonight's topic is... How are moral decisions that society is making affecting the rainforest of the world? Should it be our decision to make?</p> | <p>Plantasia are sending you to different rainforests around the world to learn more about these spectacular biomes...we need to calculate the journey distances and times to ensure we are carbon footprint conscious...how will you do this effectively and efficiently?</p> <p>Fair trade vs larger profit margins – which is more ethical?</p> <p>We have teamed up with Plantasia on an initiative called 'Grow your Imagination'. We want to keep track of our success...how will we do this?</p> | <p>Visitors need to understand the important role that all living things play in the circle of life...Lets investigate what happens when only one animal or plant become extinct from a habitat?</p> <p>Plantasia, along with our local conservationists, are worried about the Marble White Butterfly population in Llangyfelach. Is there anything that we can do within our allotment to support them? What could we design, alter or build?</p> <p>Plantasia want to collate your research on species of plants and animals...how could you do this effectively?</p> | <p>Plantasia want younger visitors to learn about the roles of plants and animals within food chains...let get kinaesthetic! Can your team create a game that defends against attacking predators and protects food sources?</p> <p>The Yanomami people are a democratic society... what are the parallels with the United Nations Convention of the Rights of the Child?</p> <p>How would your own Yanomami Art look before and after your home was lost to deforestation?</p> <p>Plantasia want you to collate the advantages that the Rainforests bring to the world and the disadvantages that affects us due to deforestation.</p> | <p>During your research you find out about the Yanomami Tribe and their wonderful art...can you use their influences to create your own piece?</p> <p>Plantasia want you to lead a workshop to help visitors understand Yanomami art and how they use colour to reflect their emotions. How will you do this?</p> <p>How will you introduce, perform and end your workshop...what will you want the visitors to learn and achieve?</p> <p>Plantasia want to present a display about the different Rainforest layers... Can you create a rainforest layer diorama to help explain the differences between the layers?</p> | <p>Why do the Rainforest of the World form a belt around the globe?</p> <p>What are the similarities and differences between the countries where these Rainforests are located across the world?</p> <p>Plantasia are sending a team of experts to gather more research about the Amazon Rainforest. There are many locations they need to visit...can you help them on their journey?</p> <p>During their visit to the Amazon Rainforest, the team discovered many amazing features...what makes this place so wonderful?</p> <p>They also discovered how humans have shaped this wonderful place...what is your view on their discoveries?</p> |

Year 3 Project: Fantasia (Project Enrichment)

| RVE Big Question - How do people make moral decisions? What is philosophy? | | Drama and Dance – The Living Rainforest | | What is a Food Chain? | |
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| Learning Focus and Description | <ul style="list-style-type: none"> To ask big questions, to think about right and wrong, to listen to and respect other people's ideas, share my own thoughts and explain why I think something is fair or kind Starter activity – values and care. Ask them to notice something living, something that needs care. Ask: "How do we know how to behave in a place like this? What choices help keep the forest safe?" Ask scenario questions: "If you saw someone snapping branches, what would be the right thing to do? If you found rubbish, should you leave it or pick it up? Why do you think that?" Big Question Walk: Right and Wrong. On slow forest walk, ask moral thinking questions "Do we have responsibilities to nature? Is it fair for humans to take things from the forest? Is sharing always the right thing to do?" Philosophy Circle: "You step on a bug by accident. Is that wrong? Why or why not?" Forest Promise "In the forest, I will try to be..." | Learning Focus and Description | <ul style="list-style-type: none"> To use movement to show rainforest plants, animals, and weather, to explore how the rainforest moves and changes, to develop expression, coordination, and imagination Warm up: Call out actions and model them: Sunrise – stretch up slowly, rain falling – fingers tapping, then heavier movement, wind – sway side to side, animals waking – creep, flutter, swing Choose Roles: Plants/Trees – rooted, growing, swaying. Animals – monkeys, birds, frogs, jaguars, insects. Weather – rain, wind, thunder, sun In groups, children create simple movements for their role Narrate the story while children move: Morning – sun rises, plants grow, animals wake. Daytime – busy rainforest, animals moving and feeding. Rainstorm – weather group leads, others react. Evening – movements slow down, animals rest Include freeze-frame moments | Learning Focus and Description | <ul style="list-style-type: none"> To identify producers, herbivores, and carnivores, to understand rainforest food chains, to see what happens when one part of the food chain is removed Use a simple, realistic chain example: Rainforest plants → Leafcutter ants → Anteater → Jaguar <u>Rainforest Plants</u> (Producers) Trees, vines, leaves → stand still with arms out like branches. <u>Leafcutter Ants</u> (Herbivores) → move quickly to collect food <u>Anteaters</u> (Secondary consumers) → hunt ants <u>Jaguars</u> (Top predators) → hunt anteaters Set up the space. Plants spread out around the area and must stay rooted. Ants, anteaters, and jaguars start at one end. Ants tag plants to "eat leaves." Tagged plants crouch down (they've been eaten). Predators join anteaters tag ants. Jaguars tag anteaters. When tagged, tagged animals go to a rainforest rest area and do 5 star jumps, then they re-join. Regrow moment Shout "It rains!" All plants stand back up (rainforest regrowth). Freeze & think moments. Pause the game and ask: "What happens if all the plants are eaten? What happens to jaguars if there are no anteaters? Who gets energy first in the food chain?" |
| Assessment Opportunities | <p>H&WB: Know why rules are needed and how these relate to choices and consequences.</p> <p>S&T: Learn how human actions have affected these habitats and environments both positively and negatively.</p> <p>Hum: Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflection.</p> | Assessment Opportunities | <p>EA: Create new dance movements and sequences incorporating different speeds and levels, characters and emotions to add interest and variety.</p> <p>EA: Choose relevant expression in role.</p> <p>LLC: Contribute to group discussion, sharing ideas and information</p> | Assessment Opportunities | <p>S&T: Compare and contrast food chain within a variety of habitats.</p> <p>H&WB: Understand and begin to apply the basic principles of invasion games.</p> |
| Resources | | Resources | <ul style="list-style-type: none"> From Dawn to Dusk rainforest story Bluetooth speaker | Resources | <ul style="list-style-type: none"> Coloured bibs |

M&N LLC S&T Hum H&WB EA

Year 3 Project: Our Lost History of Sweyns-ey

Project Overview: The Viking raiders and settlers were a powerful and brutal force. There is so many hints across Wales today that show the impact they had on our great nation. However, there is a significant lack of understanding and investigation into the presence of the Vikings in Wales during the early medieval period (AD 700 to AD 1000). We are going to team up with Swansea Museum to explore some of the evidence of possible interactions between Viking raiders and the native population, hoping to shine a light on a misunderstood aspect of the Viking World. We will investigate what happened before the Vikings arrived and who King Arthur was, learn about Anglo-Saxon settlement and how this paved the way for Vikings to make their strongholds around our coasts. We will also learn how they met their bloody end during the Norman invasions. Together with Swansea Museum we will make a historical breakthrough and tell the world how Viking raiders shaped our nation and our city...Sweyns-ey' (Sweyn's island)



Engaging visits & Experiences: King Arthur's Labyrinth, King Arthur's Stone and Swansea Museum.

| Lit, Lang & Communication | Numeracy | Science & Technology | Health & Wellbeing | Expressive Arts | Humanities |
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| <p>Swansea Museum have teamed up with LPS to help Swansea, Wales and the wider world learn more about how the vicious Vikings shaped our great nation. Can you create a talk that explains why and how the Vikings settled around the coasts of Wales, and explaining the lead up to their arrival?</p> <p>Many people believe that Swansea holds indisputable evidence that proves the Vikings settled in Wales. Can you prepare a talk on why you believe this to be true, convincing the historical world that Swansea is firmly part of the Viking Legacy?</p> <p>Immerse your audience in the past by recreating Viking Sagas enabling your visitors to experience Viking times through vivid descriptions.</p> | <p>Demonstrate how the Vikings used a Trelleborg...can you teach others to successfully use the same skills to navigate the seas?</p> <p>Demonstrate to others how you track the distances that the Vikings travelled along the coasts of Wales. Ireland and the Bristol Channel? Why were these journeys so important to them?</p> <p>Investigate how Vikings, Saxons and Welsh people used to trade and the currency they used. Can you devise your own exchange rates for your exhibition to bring the past to life for your visitors?</p> <p>Create an activity that uses Norse and Runes. Can your visitors crack the Norse code?</p> | <p>The engineering of Invaders and Settlers differed – some were more successful than others. Historians at the museum think that square turrets are best. Others think that round turrets are best. Who is right and why?</p> <p>Using creative imagery to write a short piece that describes what a day in the life of a Viking was like. Use this as narration for your Viking Playlist.</p> <p>Using a craft workshop, how could you demonstrate to visitors the Vikings superior engineering and nautical skills?</p> <p>Demonstrate how Norseman have influenced technology and life today.</p> | <p>Investigate different Invaders and Settlers' ways of life and make links between their gods, religion, kings, mythology, arts, culture, trade, clothing, food and feasts. Can you create an infographic that shows these similarities and differences?</p> <p>Investigate why appearances were important in Viking Society. Inform your visitors about similarities to today?</p> <p>Explore Norse democracy and law in order to present to your visitors how crime and punishment was dealt with during the Viking era. Compare with how modern societies deal with the same issues.</p> <p>Investigate how Alfred the Great influenced the world of education and health. Ask the audience if they believe his views were correct?</p> | <p>Explore Viking artwork and the six different styles. What materials did they use and what animals inspire their creations? Prepare a Viking Gallery for your exhibition.</p> <p>Organise a workshop, instructing others to replicate the very skilled and detailed Viking craft. Create brooches and pottery that replicate the amazing Viking techniques.</p> <p>What does the Bayeux Tapestry tell us about the Battle of Hastings. Can you create tapestries depicting important events through Viking history or Norse Sagas?</p> <p>Write, film or animate a visual piece for your visitors that depicts the events of a famous battle that shaped the future for Wales and the UK.</p> | <p>Swansea Museum requires a presentation on King Arthur's involvement in the development of our country. Visit his stone in Gower and the Labyrinth in Machynlleth to glean more information.</p> <p>During the Viking raids on the British Isles, Wales was not the united country it is today, how did this affect how Wales could defend their land? Could you create a timeline to explain the lead up to the Viking raids on our nation?</p> <p>Investigate Norse Mythology, focusing on Yggdrasil. Can you compare their beliefs with other religions to inform your visitors?</p> <p>Why might Swansea Castle have been built where it is? Can you prepare work that demonstrates how this is related to the end of the Viking era and what shaped Wales and the UK moving forward?</p> |

Year 3 Project: Sweyns-ey (Project Enrichment)

| Runes Orienteering Challenge | | Drama Role Play – Viking Sagas | | Viking Trelleborg | |
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| Learning Focus and Description | <ul style="list-style-type: none"> To develop understanding of the past, to use the outdoor space effectively, to communicate and cooperate with others, to develop orienteering and problem-solving skills Recap rune Symbols Go over basic orienteering skills (maps, directions etc) Runes are hidden around the site Children use map to find the hidden runes Once all runes have been found, they work together to solve the puzzle | Learning Focus and Description | <ul style="list-style-type: none"> To work together to create and perform a Viking saga, to show feelings and actions through movement, facial expression and voice, to interpret what life was like for Vikings through drama, to use the outdoor space safely and creatively Children will have already written scripts or be familiar with Viking sagas. Each group starts by choosing roles Groups rehearse their saga scenes Groups perform saga scenes, using drum beats to start and end performance Reflection | Learning Focus and Description: | <ul style="list-style-type: none"> To use compass directions to explore and understand the layout of a Viking Trelleborg, to use geographical directional language Recap that a Trelleborg is a circular Viking fortress. Pupils create a Trelleborg. Mark four entrances using compass points, and extend to NE, NW, SE, SW. Use directional language, clockwise/anticlockwise movement, and play navigation games. Each direction links to Viking life areas. |
| Assessment Opportunities: | <p>H&WB: Work individually, in pairs and in larger teams, planning and co-operating effectively.</p> <p>Hum: Further develop an understanding about the past</p> <p>H&WB: Transfer information on a diagram into reality, using unfamiliar symbols.</p> <p>LLC: Use talk purposefully to complete a task in a group.</p> | Assessment Opportunities: | <p>EA: Create and present scripted or improvised drama, taking into account audience and atmosphere.</p> <p>EA: Use a range of aspects of voice to enhance characterisation.</p> <p>EA: Choose relevant expression in role, showing how the character might interact with others.</p> <p>LLC: Speak clearly, varying expression to communicate and help listeners.</p> | Assessment Opportunities: | <p>M&N: Use 4 or 8 compass points to describe directions.</p> <p>Hum: Use 4 or 8 points of a compass.</p> |
| Resources: | <ul style="list-style-type: none"> Rune symbols flashcards Map of outdoor area Clues | Resources: | <ul style="list-style-type: none"> Playscripts Props Drums | Resources: | <ul style="list-style-type: none"> Ropes Laminated signs (N, S, E, W, NE, NW, SE, SW) |
| <p>M&N LLC S&T Hum H&WB EA</p> | | | | | |

Year 3 Project: Swansea Market

Project Overview:

Swansea Market has a long and colourful history in the City Centre, filled with both tragedy and triumph, the Market's roots can be traced back over a thousand years. How could we use its vast history to gain an idea of what was like in Swansea and what has changed overtime. The market still thrives today and is embedded in Swansea's heritage filled with traditional foods, trades and crafts. How could all this information help create a market of our very own...The LPS Market! We have so many talented people, with so many skills in various crafts, and not forgetting our very own allotment. Our market is sure to be a great success!



Engaging Visits & Experiences: Visit Swansea Market

| Lit, Lang & Communication | Numeracy | Science & Technology | Health & Wellbeing | Expressive Arts | Humanities |
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| <p>LPS has decided to create their very own market inspired by the infamous Swansea Market...Where would they set up the market?</p> <p>During your trip to Swansea market, you interviewed a market retailer...could you describe a day in their life?</p> <p>Welsh poetry is strong within Swansea, could you use your knowledge of Swansea Market to create poetry to sell within the LPS Market, as homage to our famous trade centre?</p> | <p>Managing Swansea Market takes a lot of planning and organisation...selecting perfect locations for particular stalls and calculating floor space for footfall is essential. How could we maximise the number of stalls and footfall for Swansea Market by redesigning their aerial plan?</p> <p>Investigate and compare prices and costs of dealing with local and international suppliers. Which is more cost effective for Swansea Market and the local community?</p> | <p>Rebuilding Swansea Market seems to have been an ongoing project over the years...why have they had to do this? Why have different materials and different designs have been used over the years...if you were to build a structure for the Swansea Market what would your design look like and use?</p> <p>Could you create a physical, animated or pictorial timeline to show the changes to Swansea Market over the years?</p> | <p>Food is your Mood...can you research foods that have a positive and negative impact on your wellbeing and use this information to create a Wellbeing Stall for Swansea Market and the LPS Market?</p> <p>Swansea Market wants to ensure that they promote healthy and ethical foods ...what food stalls should we have and why?</p> <p>Investigate the role women played within the great cockle industry of Swansea.</p> | <p>Can you create, film and edit an entertaining advert skit that will promote Swansea Market and draw in even more custom?</p> <p>During your visit to Swansea town, you take a walk along the beach front and collect cockleshells...what can you design and make using your find?</p> <p>Swansea Market is renowned for their fine jewellery stalls, especially the Celtic designs. Could you make Celtic Jewellery for our LPS Market?</p> | <p>Trade to Swansea Market has come from all over the world as well as being steeped in local heritage and trade. Can you research and present the various countries Swansea Market have done business with over the years?</p> <p>What role does food play in the religious celebrations within communities of Llangyfelach, Swansea and the wider World?</p> <p>What are the moral, sustainable and economic considerations for Swansea Market dealing with local business compared to international suppliers?</p> |

Year 3 Project: LPS Market (Project Enrichment)

| Outdoor Graphs | | Poetry | | Role Play Advert | |
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| Learning Focus and Description | <ul style="list-style-type: none"> To develop data handling skills in a large, outdoor environment, to organise data using bar charts, to communicate and explain what the data shows, to agree on the best way to present results Children to use pre-collected Swansea Market data – items sold on a stall, visitor numbers in a week etc Children collect natural items – leaves, stones, pine cones, sticks, acorns etc Create graphs using rope as axis on flat ground Interpret each other's graphs | Learning Focus and Description: | <ul style="list-style-type: none"> To use the forest as inspiration for poetry, to use all five senses to gather ideas for poems, to experiment with poetic features, to share ideas and lines of poetry with others Discuss 5 senses Share strong and emotive vocabulary Children create poems focusing on creativity and expression Share and reflect Poetry to be published and sold in LPS Market | Learning Focus and Description: | <ul style="list-style-type: none"> To adapt acting to suit an outdoor space, to use movement, voice, and expression to show a character, to work with others to create a role-play scene, to speak clearly and expressively, to build confidence by performing outdoors, to use ICT effectively to record Children to use script which has already been written in class. Use different areas of outdoor locality to film. Rehearse scenes before acting for the movie Use props brought from school or natural resources found in outdoor area |
| Assessment Opportunities: | <p>M&N: Construct bar charts and bar line graphs and pictograms.</p> <p>M&N: Extract and interpret information presented in simple tables, lists, bar charts and pictograms.</p> <p>LLC: Contribute to group discussion, sharing ideas and information.</p> | Assessment Opportunities: | <p>LLC: Note down ideas and vocabulary to use in writing.</p> <p>LLC: Write for different purposes and readers, choosing words for a variety and interest.</p> | Assessment Opportunities: | <p>LLC: Speak clearly, varying expression to communicate and help listeners.</p> <p>EA: Create and present scripted or improvised drama.</p> <p>S&T: Create and edit multimedia components, organising a range of text, image, sound, animation and video for selected purposes.</p> |
| Resources: | <ul style="list-style-type: none"> Natural resources - leaves, stones, pine cones, sticks, acorns or resources from school Ropes Laminated data sheets | Resources: | <ul style="list-style-type: none"> Pens Paper | Resources: | <ul style="list-style-type: none"> Scripts iPads Props |

M&N LLC S&T Hum H&WB EA

Year 3 Project: LPS 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.

Roll up! Roll up! It's time for LPS Market. Can you create your own market that would rival our very own Swansea Market? Visit Swansea Market to learn more about what makes a successful market trader. Use this expertise to think about how you will create your own profitable business for LPS. What range of stalls would suit your community? How will you draw in the crowds? It's time to work together as there's a lot to do!

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.
- Listen and consider the views and rights of others to help form my own opinion.
 - Develop a deeper knowledge of our cultural heritage and diverse society.
 - Select and apply the appropriate skills and presentation methods to suit my learning context.
 - Select and analyse appropriate information and/or strategies to improve learning.
 - Plan with high expectations and challenging success criteria, working toward personal and collective targets.
 - Link and connect experiences, knowledge and skills to generate creative solutions.
 - Identify and apply suitable skills within my learning and experiences across the curriculum.
 - Explore complex problems by building knowledge and understanding through research.
 - Change my negative thinking into positive thoughts and actions to overcome challenges.
 - Look for positivity in difficult situations and share these with others.
 - Speak engagingly using facts and examples to support my points and listen by using open questions to deepen understanding, recording important information.
 - Work effectively with others, valuing their views and different contributions they make.
 - Strengthen teams by building relationships with others.
 - Lead group discussions and disagreements to reach shared decisions.
 - Generate a successful business plan, considering the effective use of time and resources to maximise profit.
 - Develop personal confidence and self-esteem to function more effectively as an individual and with others.