

# Llangyfelach Primary School



## Year 4 Learning Projects

# Year 4 Project: The River Ilston Disaster

## Project Overview:

Breaking News! A natural disaster has hit the Gower! You are part of the team at LPS news, and it is up to you to bring up to date and accurate information to the people of Swansea. You and your camera crew are the first to arrive on the scene and are now needed to report back to the nation and the world. Why has this disaster happened? How will this impact Swansea? Could this have been prevented? What should people do now? We are going live in 5, 4, 3, 2, 1...

To report successfully on such an important issue, we need to learn more about the geographical area and how human and natural disasters can impact different ecosystems. Learn about earthquakes, volcanoes, tornadoes, pollution, plastics in our oceans, oil spills and many other harmful events that effect life and the organisations that Only then will we be able to report to the Wales and the world on this horrendous event at River Ilston!

**Experiences: Field trip to River Ilston and Wales Online**



Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Swansea has been hit by an earthquake which was 1.5 on the Richter scale. This has caused a ripple of damage and incidents across the County. The worst scenes are at the beautiful location of River Ilston. Can you create a news report for the LPS News at Ten and an article for Wales Online?</p> <p>The LPS News reporters make reading a teleprompter look smooth and natural. But is it really that easy?</p> <p>Your research in disasters have provided unprecedented discoveries that you need to investigate further. By 2050 there will be more plastic in the world's oceans than fish. Can you suggest ways to prevent this happening to members of the G7 summit?</p> <p>Can you inform members of G7 summit about the health of the waters around Wales? Can litter in Llangyfelach have an impact on the oceans? How could instruct members of our community to look after our environment?</p>	<p>Residents of Gower are very concerned about the River Ilston, fearing that it is becoming out of control. Can you measure the length, speed and other features of the river, to identify any issues or drastic changes?</p> <p>Your work on natural and human disasters is getting noticed. The G7 officials have requested you collate and investigate wind speeds, temperatures, scale readings, sea levels and water fall during different disastrous events and compare changes to normal activity.</p> <p>Swansea holds one of the highest tidal ranges in the world. Can you find out if these natural disasters will affect this?</p> <p>Investigate the population variance of plants and animals surrounding Three Cliffs Bay overtime. Are they linked to any natural or human disasters?</p> <p>The City &amp; County of Swansea are planning to improve coastal defences across Swansea Bay. Could LPS news investigate the costs of this massive but vital project for the city.</p>	<p>The National Trust are worried about the decline of fish populations across the Gower. Why is this happening? What is at the top of the food chain, and could this be having an impact on the population of sea creatures?</p> <p>What does it take to be a successful weather reporter at LPS News? Use your skills to log weather patterns and make educated forecasts.</p> <p>Reports are coming in about damages to the Lliw Reservoir. LPS News would like you to investigate water levels and how the water gets to the reservoir.</p> <p>Create your own model volcanoes and cyclones to understand the forces that are involved in these cataclysmic events.</p> <p>Can you create infographics for you LPS News team that depicts the causes of a variety of natural disasters for the viewers to easily understand?</p> <p>During you investigation along the River Ilston to Three Cliffs Bay you find many types of animal species. How could you keep an organised log of your discoveries?</p>	<p>LPS News at 10 are planning a special report on what happened to the lost village of Capel Celyn.</p> <p>It is important to be prepared for natural disasters and LPS News is planning on raising awareness and providing advice. How might you help with this?</p> <p>The Aberfan disaster lives long in the memory across Wales and the wider world, what caused this and how could this catastrophe have been prevented?</p> <p>In the near future, the G7 officials are looking to hold a summit in Swansea following the completion of the Blue Eden project. Why will this be important for the G7 and Swansea?</p> <p>The G7 would like to know if sea levels are actually rising. If they are, what impact could that have on the residents of Gower and the rest of Swansea?</p> <p>The G7 would like to create an advert to help combat climate change. How can LPS News help to promote this?</p>	<p>As LPS' roving reporter, you are at the scene in Ilston, can you film your report sections ready for going live?</p> <p>Your lead story on LPS News needs a soundtrack and effects. Can you compose music that would fit accurately and effectively with your lead story?</p> <p>To commemorate the G7 summit they are holding an art competition based on Osian Gwent's work. He is a Welsh artist with a unique style. Could you use his style to create your own original piece of art for the G7 summit?</p> <p>LPS News wants to fly the flag for the G7 and promote their good work. Why are the flags of the G7 countries different? And do they tell us anything? LPS News Infographics department would like to create a combined flag to represent each country...what would this look like?</p> <p>How would you redesign their logo if a new country were to join the G8, 9, or 10?</p>	<p>Your research leads you to investigate where extreme weather and natural disasters occur across the world. Are there links to why some parts of the world experience them more frequently? Could you create fact files to record and save your findings?</p> <p>Research the storm that hit Wales in 1987, reported to be the worst in 300 years! Can you interview any teachers or parents that were alive to witness such events? Why weren't we warned of this event before it struck the shores of the UK? How did this event have such devastating effects for Wales and the world?</p> <p>Explore why the location of the 49th G7 summit, 2023, holds great significance?</p> <p>Investigate people's views of natural disasters around the world? Was the story of Noah's Ark a natural disaster or celestial punishment?</p>

## Year 4 Project: The River Ilston Disaster (Project Enrichment)

Outdoor News Reporting Station	River and Rain Investigators	Disaster Readiness Challenge
<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop speaking, listening and presentation skills outdoors.</b></li> <li>• <b>Explain events and ideas using clear language and subject vocabulary.</b></li> <li>• <b>Work collaboratively to plan and deliver a report.</b></li> <li>• Children work in pairs as reporters and camera operators using clipboards or tablets.</li> <li>• Create an outdoor “breaking news” location for example a fallen branch = storm damage and puddle/ditch = flooding.</li> <li>• Children will report live from the scene describing what has happened and why.</li> <li>• Pupils will interview their classmates acting as witnesses, scientists or local residents.</li> <li>• Scripts are clipped to trees as “teleprompters in the trees” to help pupils practise fluent reading outdoors.</li> <li>• Groups will record short news reports explaining the “disaster”.</li> <li>• Pupils will feedback on clarity, expression and information shared.</li> </ul>	<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• <b>Use measuring and data collection in a real environment.</b></li> <li>• <b>Develop understanding of weather, water movement and flooding.</b></li> <li>• <b>Record findings using tables/charts, questioning and looking for patterns.</b></li> <li>• Children explore the outdoor area searching for puddles, streams or drainage areas.</li> <li>• Use measuring tools to record length and width of puddles or water flow areas.</li> <li>• Create simple rain gauges using containers placed outdoors.</li> <li>• Investigate water speed by floating leaves and timing how long they travel between two points.</li> <li>• Record results on clipboards and compare with other groups.</li> <li>• Repeat measurements across several days/weeks to compare changes.</li> <li>• Children discuss what might cause increases in water levels or flooding.</li> </ul>	<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop teamwork, cooperation and communication skills.</b></li> <li>• <b>Understand how people can prepare for natural disasters safely.</b></li> <li>• <b>Build resilience and problem-solving skills in outdoor environments.</b></li> <li>• <b>Reflect on the importance of supporting others and staying calm in challenging situations.</b></li> <li>• Begin with a discussion about how communities prepare for storms, flooding and natural disasters.</li> <li>• Design and build a simple emergency shelter that could withstand a storm/flood.</li> <li>• Children identify a safe meeting point and plan how their group would help others</li> <li>• Groups test their shelters by simulating storm conditions.</li> <li>• Pupils evaluate which shelters worked best and discuss how they could improve them.</li> <li>• End with a reflection circle discussing staying calm, teamwork and helping others in emergencies.</li> </ul>
<p><b>Assessment Opportunities:</b></p> <p><b>LLC:</b> Explain information and ideas using supportive resources.</p> <p><b>LLC:</b> Answer a range of questions, including would, could, should, based on their own opinion.</p> <p><b>Hum:</b> Learn about the effects of extreme weather patterns and systems, the processes involved and the relationship in the world.</p> <p><b>EA:</b> Rehearse and present drama or scripts, suggesting improvements for final performances.</p>	<p><b>Assessment Opportunities:</b></p> <p><b>M&amp;N:</b> Measure capacities to the nearest 50ml or 100ml.</p> <p><b>M&amp;N:</b> Collect discrete data, and group data appropriately.</p> <p><b>S&amp;T:</b> Identify and explain patterns seen in the natural environment.</p> <p><b>S&amp;T:</b> Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.</p> <p><b>LLC:</b> Facilitate talk within a group to reach an agreement.</p>	<p><b>Assessment Opportunities:</b></p> <p><b>S&amp;T:</b> Assemble and combine materials and components using a range of techniques.</p> <p><b>Hum:</b> Learn how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvements.</p> <p><b>H&amp;WB:</b> Take part in discussions within a team, focusing on a common goal, while showing consideration and respect.</p> <p><b>H&amp;WB:</b> To know that they can take on different roles according to the situation.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Clipboards or iPads.</li> <li>• Simple news script prompts.</li> <li>• String or clips for tree teleprompters.</li> <li>• Role Cards (reporter, witness, expert).</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Tape measures or metre sticks</li> <li>• Stopwatches/timers</li> <li>• Containers for rain gauges</li> <li>• Leaves or small floating objects</li> <li>• Clipboards and recording sheets</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Sticks, branches, leaves and natural materials</li> <li>• Tarps or cloth (optional)</li> <li>• Water spray bottles or watering cans</li> <li>• Rope/string for shelter structures</li> <li>• Clipboards for planning designs</li> </ul>
<p><b>M&amp;N LLC S&amp;T Hum H&amp;WB EA</b></p>		

## Year 4 Project: Wales, Wars and Weddings

**Project Overview:** We start our historical journey to Llancaiach Fawr where fires crackle, candles flicker, Welsh wool clothing rustles and the sounds and smells of domestic life make your visit a memorable sensory experience of the past. It takes a moment to attune your ear to the unfamiliar speech within the Manor itself, but within seconds you become immersed in the time of the Civil Wars and the cares and concerns of ordinary people living in extraordinary times. Learn all about how the Tudors claimed the British throne, and how Henry VIII and his wives had a massive impact on the history of our country. We will learn about the life and times of the Tudors and the Tudor Monarchs between 1485 –1603, as well as the reign of the Stuarts between 1603 – 1714. Explore the everyday lives of the people who lived during the reigns of the Tudors and Stuarts, all about how the Kings and Queens of this period and their impact on society; how human rights have changed and about the social, political and moral issues that faced Wales during this fascinating period. Through your experiences you will be creating webinars and workshops to help teach people across Swansea what life was like in Wales during the Tudor and Stuarts Era.

**Engaging Visits & Experiences: Llancaiach Fawr**



Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Medieval Wales was divided into independent kingdoms ruled by princes. Can you create a chronology of the rise and fall of the princes and their power?</p> <p>By 1536 Wales was legally incorporated into England, with English being Wales' official language. Owain Glyndwr decided to launch the last and greatest bid for Welsh freedom. Discuss how and why the causes of this revolt are still debated today, focusing on Welsh identity and language.</p> <p>Swansea University have requested your help to create interactive workshops and webinars that will educate Primary School children across Swansea on what life was like in Wales during the Tudors and Stuarts Era...what information will you present, how will you deliver, and will you engage your audience?</p>	<p>Can you create an interactive timeline of the main historical events that shaped Wales and the UK from the Norman Conquest up to the Tudor Era.</p> <p>During his reign, Henry VIII bolstered the Royal Navy to defend his kingdom. Could you calculate a spend plan that would ensure a safe and successful nautical journey for one of his ships?</p> <p>Would you recognise Swansea during the age of the Tudors and the Stuarts? What information would you use?</p> <p>Are you able to plot and circumnavigate the Golden Hind around the globe, tracing the journeys of Sir Francis Drake?</p>	<p>Henry VIII's prized ship, the Mary Rose, sank in 1545. Can you work out why?</p> <p>The Golden Hind was one of the most effective ships of the time. But what made it so special?</p> <p>How did Sir Francis Drake navigate the seas and oceans? Can you learn about the different tools used to steer the Golden Hind around the globe?</p> <p>Why was black powder so important to the Parliamentarians and the Royalists?</p> <p>Could you design a system, strategy or device that would have stopped the spread of the Great Fire of London?</p>	<p>Were the Tudors heavy handed with their discipline? Did the punishment really fit the crime?</p> <p>Did the discovery of the New World have a lasting impact on our diets today?</p> <p>Were all people equal within the reigns of the Tudors and the Stuarts?</p> <p>England and Wales have been united with Scotland since 1707. Is this union under threat?</p> <p>The Tudors and Stuarts navigated the globe and discovered uncharted territories. What were the positive and negative effects of their exploration, trade and invasion of lands across the seas?</p>	<p>The Tudors were renowned for the portraits painted of themselves during their reign. Can recreate your own Tudor style selfie?</p> <p>Music was a large part of Tudor life. How might this have impacted our culture today?</p> <p>Can you compose and perform Tudor and Stuart inspired music?</p> <p>Swansea University want you to develop a workshop specifically on the contributions the Tudors and Stuarts made towards literature, poetry, theatre, music, art and fashion. How will you do this?</p> <p>Can you construct a conscious alley drama skit debating the morality of Cromwell and the Roundheads or Cavaliers and King Charles I?</p>	<p>Tudors and Stuarts were the movers and shakers of our history...which events could you discuss via your webinars? Here are just a few ideas...</p> <p>How did Christopher Columbus change the course of history forever?</p> <p>How might the Civil War have shaped Welsh landmarks today?</p> <p>Why do think that Cromwell's account of the Battle of Naseby differs from the account of King Charles?</p> <p>What were the cause and effect of changes in monarchy's, battles, events, religious views and politics during this era?</p> <p>How do beliefs shape identity?</p>

## Year 4 Project: Wales, Wars and Weddings (Project Enrichment)

Civil War Battlefield Mapping	Tudor Market Trade Challenge	Tudor Portraits in Nature
<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• Understand how geography and strategy influence battles.</li> <li>• Develop historical enquiry and reasoning skills.</li> <li>• Use maps and spatial awareness to plan movement.</li> <li>• Work collaboratively to solve problems.</li> <li>• Recreate mock Civil War battlefield using large ground map, rope or chalk to represent hills, rivers and towns.</li> <li>• Pupils are divided into two teams representing opposing sides.</li> <li>• Using flags or markers, pupils place troops, cannons and defensive positions on the battlefield.</li> <li>• Discuss and plan movements before carrying out a mock battle strategy activity.</li> <li>• Reflect on what strategies worked and how geography influenced the battle outcome.</li> </ul>	<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• Apply numeracy skills in real-life problem-solving situations.</li> <li>• Understand how trade and economics influenced historical events.</li> <li>• Develop decision-making and teamwork skills.</li> <li>• Practise communication and negotiation.</li> <li>• Set up outdoor “market stalls” representing different Tudor goods such as spices, cloth, food and tools.</li> <li>• Pupils are given a small budget of tokens or counters. Groups must decide which goods to buy, trade or sell to make a profit.</li> <li>• Prices change during the activity to represent supply and demand.</li> <li>• Pupils record transactions and calculate profits or losses.</li> <li>• Discuss how trade influenced wealth and exploration during Tudor times.</li> </ul>	<p><b>Learning Focus &amp; Description:</b></p> <ul style="list-style-type: none"> <li>• Develop creativity using natural materials and outdoor environments.</li> <li>• Understand how portraits were used historically to represent identity and power.</li> <li>• Explore texture, shape and composition in artwork.</li> <li>• Express ideas and interpretations through visual art.</li> <li>• Introduce Tudor portraits and discuss how they show power, wealth and status.</li> <li>• Using natural materials, create large Tudor-style portraits of historical figures.</li> <li>• Pupils consider facial features, clothing, crowns and symbols of power.</li> <li>• Children walk around the outdoor gallery to observe each other’s artwork.</li> <li>• Pupils explain their design choices and how this represents the historical figure.</li> </ul>
<p><b>Assessment Opportunities:</b></p> <p><b>Hum:</b> Use physical and digital maps, atlases and globes to locate and learn about Wales and the Wider World.</p> <p><b>Hum:</b> Learn how systems of the government in Wales compare with other systems in the wider world and over time.</p> <p><b>H&amp;WB:</b> Take part in discussions within a team, focusing on one common goal, while showing consideration and respect for others.</p>	<p><b>Assessment Opportunities:</b></p> <p><b>M&amp;N:</b> Manage money, compare costs from different retailers and determine what can be bought within a given budget.</p> <p><b>M&amp;N:</b> Use money to pay for items up to £10 and calculate the change.</p> <p><b>LLC:</b> Explore different situations through role play.</p> <p><b>Hum:</b> Draw conclusions about how key people and significant events have influenced life today.</p>	<p><b>Assessment Opportunities:</b></p> <p><b>EA</b> Investigate how 3D sculptures are inspired by natural surroundings.</p> <p><b>LLC:</b> Organise talk so that different audiences can follow what is being said.</p> <p><b>H&amp;WB:</b> Contribute to a group discussion and help everyone take part.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Rope or chalk for map outlines</li> <li>• Flags or cones for troop positions</li> <li>• Strategy cards</li> <li>• Clipboards for recording ideas</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Market stall signs</li> <li>• Counters or tokens as money</li> <li>• Goods cards (spices, cloth, food etc.)</li> <li>• Recording sheets</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Natural materials</li> <li>• Outdoor space for creating ground portraits</li> <li>• Example images of Tudor portraits</li> <li>• Clipboards for sketching ideas</li> </ul>


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

# Year 4 Project: LPS Fitness Fanatics

**Project Overview:**  
 We all start life smaller than a full stop but how do we change over time? The Fitness Fanatics are here to help us learn about our bodies, keep us healthy and help us grow. Let's explore the human body, from the longest and smallest bones to the functions of our organs. Can you name the different bones and organs in the body? The fitness Fanatics will help you learn about exercise as you listen to your own heartbeat, measure the amount of air you breathe out in every breath and find out what we can do to keep our bodies healthy. They will also help you learn about the gory and disgusting things in our bodies... find out where food goes? What happens when a boil bursts? Which animals live on your eyelashes? And many more disgusting discoveries. Are you up for the challenge?

**Engaging Visits & Experiences: Technquest (The Human Body Show) & Horrible Sciences (Book & Video Collection)**



Lit, Lang & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>The Fitness Fanatics have been tasked with presenting healthy and helpful information to the whole school during assemblies across the year. Can you help them explain the importance of a healthy lifestyle on the body and mind?</p> <p>The Fitness Fanatics would like to lead a discussion on the benefits of healthy school Lunchboxes...not everyone has the same opinion. Will their assembly change your mind?</p> <p>Can you create a script that will help your TV and social media advert that will promote your new nutritious health bar?</p>	<p>Could you help the Fitness Fanatics collate information about people's opinions on what makes the best Lunchbox? Could you generate a questionnaire for pupils and parents that would help them?</p> <p>The Fitness Fanatics realise that maintaining a healthy diet can be costly. Could you help create a healthy meal for a family? Think about portion sizes, food groups and low costs.</p> <p>Can you organise a scoring system and chart for the Pontarddulais Cluster League?</p> <p>Can you create a nutritious health bar that will have the correct weights and amount of ingredients that will have the optimum nutrients and calories for a healthy snack?</p>	<p>There are a lot of myths about healthy lifestyles, can you help the Fitness Fanatics debunk through Science!</p> <ul style="list-style-type: none"> <li>• Is toothpaste helpful?</li> <li>• Is fat in foods unhealthy?</li> <li>• Are all fruits good for you?</li> <li>• Are all organs useful?</li> </ul> <p>The Fitness Fanatics want you to create an artificial parp 🦋. How will you achieve this and what will you need?</p> <p>Our bodies are superpowers that protect you from viruses and disease...however sometimes we need to help them. How could support our bodies against the fight?</p> <p>How do Sports Performance Scientists help athletes compete against the best in the world, including the use of technology?</p>	<p>Is it right that there is a big price difference between natural foods and processed foods?</p> <p>Can you investigate how a healthy lifestyle supports a healthy mind? Who and what could help you with this?</p> <p>The Fitness Fanatics want to make sure that all learners are using the LPS PLJ correctly to support their Mental &amp; Health Wellbeing...how could your class demonstrate how it has helped each of you?</p> <p>Can you help our Fitness Fanatics develop fun and healthy playtime games and orienteering activities for all children at LPS?</p>	<p>Can you create a Personal Portrait? How will you show what makes your life full?</p> <div style="text-align: center;">  </div> <p>How could you use your body to make percussion music? Create a score for others to follow your beat.</p> <p>Plan, design and perform an advert that will attract custom for your nutritious health bar. Create interesting effects and edit your video for social media audiences.</p>	<p>Should everyone have the equal right to receive good health care?</p> <p>Can you research key figures in history from Wales and the Wider World who impacted on major advances in health care?</p> <p>Can you plot these events on a world map?</p> <p>The Fitness Fanatics are fanatical about protecting the NHS for us all...help them research the history of the NHS and why it was created.</p> <p>Do all countries have similar schemes like the NHS in their countries?</p> <p>Leading a healthy lifestyle is a big commitment to uphold, what other commitments to people around the world make?</p>

## Year 4 Project: LPS Fitness Fanatics (Project Enrichment)

Heart and Lungs Investigation		Woodland Mental Health Zones		Woodland Health Discussion	
<b>Description:</b>	<ul style="list-style-type: none"> <li>• Understand how exercise affects the human body.</li> <li>• Develop skills in scientific investigation and data collection.</li> <li>• Learn about the importance of physical activity for health.</li> <li>• Practise observing, recording and explaining results.</li> <li>• Pupils begin by learning about the heart and lungs and their role during exercise.</li> <li>• Children measure their resting heart rate using timers and counting beats.</li> <li>• Pupils' complete short woodland activities such as walking uphill, jogging between trees or completing a short fitness circuit.</li> <li>• After each activity, pupils measure their heart rate again.</li> <li>• Pupils record their findings and discuss how exercise affects the body.</li> <li>• Groups compare results and consider why heart rate changes during physical activity.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>• Understand how different activities support mental wellbeing.</li> <li>• Develop awareness of how the body and mind respond to movement, calmness and social interaction.</li> <li>• Practise communication and reflection skills.</li> <li>• Encourage pupils to identify strategies that support their own wellbeing.</li> <li>• Divide area into three wellbeing zones                             <ul style="list-style-type: none"> <li>○ <b>Calm Zone:</b> practise breathing exercises, quiet reflection or mindful listening to nature.</li> <li>○ <b>Active Zone:</b> light physical activities such as stretching, balancing on logs or gentle movement games.</li> <li>○ <b>Social Zone:</b> cooperative talking games or simple group challenges.</li> </ul> </li> <li>• Rotate between the zones. Discuss how they feel physically and emotionally.</li> <li>• Record and share reflections, discussing zones that helped them feel relaxed, energised or connected with others.</li> </ul>	<b>Description:</b>	<ul style="list-style-type: none"> <li>• Develop speaking and listening skills through discussion and presentation.</li> <li>• Understand key factors that contribute to physical and mental wellbeing.</li> <li>• Build confidence when communicating ideas to others.</li> <li>• Encourage respectful listening and questioning.</li> <li>• Pupils work in small groups and are each assigned a health topic such as exercise, healthy diet, sleep or mental wellbeing.</li> <li>• Groups move to different woodland discussion stations (e.g., tree, log circle, clearing).</li> <li>• Pupils prepare a short-spoken presentation using cue cards to explain why their topic is important for staying healthy.</li> <li>• Groups present their ideas to the class at their woodland station.</li> <li>• Peers rotate between stations, listening and asking questions about the topic.</li> <li>• The activity ends with a class reflection about what makes a healthy lifestyle.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>S&amp;T:</b> Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.</li> <li>• <b>S&amp;T:</b> Make predictions and give a reason using scientific knowledge and vocabulary.</li> <li>• <b>H&amp;WB:</b> Know why their heart and lungs are such important organs.</li> <li>• <b>H&amp;WB:</b> Explain some safety principles when preparing for and during exercise.</li> <li>• <b>LLC:</b> Listen to others, and their questions, and respond to content and viewpoints.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>H&amp;WB:</b> Can identify the feelings they have about their friends and different friendship groups.</li> <li>• <b>H&amp;WB:</b> Know how to regulate emotions.</li> <li>• <b>LLC:</b> Contribute to group discussion and help everyone take part.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>LLC:</b> Listen carefully to presentations and show understanding of key points.</li> <li>• <b>LLC:</b> Explain information and ideas using supportive resources.</li> <li>• <b>H&amp;WB:</b> Know the facts about different habits and their effects on health.</li> <li>• <b>H&amp;WB:</b> Be able to work as part of a group, listening and contributing effectively.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Stopwatches or timers</li> <li>• Recording sheets and clipboards</li> <li>• Cones or markers for activity routes</li> <li>• Pencils</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Zone signs or markers</li> <li>• Clipboards and reflection sheets</li> <li>• Cones or ropes to mark spaces</li> <li>• Simple prompt cards for breathing or discussion</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Clipboards and pencils</li> <li>• Topic prompt cards</li> <li>• Woodland discussion stations</li> </ul>

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

## Year 4 Project: LPS Healthy Snack Bars

### Enterprise Project Overview:

During your final project you will have the opportunity to develop the essential skills and attitudes that are associated with becoming a great entrepreneur! Could you become be the next Elon Musk or Beyoncé Knowles? We define the essential skills as: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

The Fitness Fanatics would like to create a healthy snack bar for the LPS Tuckshop and the Summer Fete. Can you create a nutritious bar that is packed with super foods, vital vitamins and minerals that will provide you with the required energy levels to lead a healthy and active day, while low on the calories? Get your culinary and innovative minds fired up to plan, design and make the finest snack bar that would rival the best and most popular on the market. Get your teams organised, market your bars and turn your snacks into profit.



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.

- Demonstrate positive impact on the school community, while modelling the LPS Code for others.
- Identify and understand a variety of local, national and international issues and provide good ideas for solutions.
- Make connections and links from previous learning and personal experiences and apply to more challenging or unfamiliar contexts.
- Generate higher order questions to evaluate information and sources.
- Create plans that meet high standards that are informed by personal skill sets and that of others.
- Review and evaluate, while generating new and creative ideas, considering different perspectives.
- Select and apply suitable skills that I can transfer across the curriculum, considering their suitability for the task.
- Create solutions for complex problems by generating and considering the pros and cons of a range of options.
- Face challenges independently, with perseverance and a positive mindset.
- Stay positive in difficult situations and adapt plans to overcome challenge.
- Listen critically and compare different perspectives and respond engagingly by using tone, expression and gesture to engage listeners.
- Take part in discussions within a team, focusing on a common goal, while showing consideration and respect for others.
- Influence team success by reflecting on progress and suggesting improvements.
- Recognise my own strengths and weaknesses as a leader and that of my team.
- Research and investigate business models to generate shared ideas that consider advertising, market research, sales, profit and loss.
- Develop the ability to lead debates, discussion and manage conflict successfully to improve personal and working relationships.