

# Llangyfelach Primary School



## Year 6 Learning Projects

# Year 6 Project: Wales at War

## Project Overview:

Step back in time and discover how the Second World War affected Wales and the impact it had on Swansea. Discover the devastating effects and damage caused by the Swansea Blitz. Why were some parts of Wales bombed more than others? How would you and your family feel if you had been evacuated? Can you imagine what it would have been like to live in wartime Wales? Explore these questions and more in this special project about the Second World War and its impact on the towns and valleys of Wales.



## Engaging Visits & Experiences: Imperial War Museum & Swansea Bay 1940s Museum

Literacy, Language & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Can you summarise and present to others the events that led to WW2 and Britain's involvement in a second war within 20 years?</p> <p>Investigate language choices that evoke feeling, emotions and power. How were these used by nations during throughout the War.</p> <p><i>One evacuee once said, "Homesickness! It was always there in the back of your mind, rather like a toothache that will never go away."</i> As a young evacuee, you have just got off the train, alone and far from home. What is going through your mind? Write a letter explaining your feelings to people back home.</p> <p>Every child was required to have a gas mask to protect them, even babies. Can you create clear and accurate instructions on what to do during an air raid?</p>	<p>The Battle of Britain was a crucial and deciding factor for WW2...how can you help the RAF protect Britain against the Luftwaffe?</p> <p>Every little bit counted during the Rationing Programme. How much food would the average family be allowed? How does this compare to your weekly shop?</p> <p>Rationing meant that families had to change the way they prepared food. Can you adapt WWII recipes to ensure that you can make enough food to eat?</p> <p>The cost of items increased considerably after WWII. How do they compare to modern day prices?</p>	<p>How did Welsh and British scientists and engineers develop technologies that aided the war effort?</p> <p>How did war effort help future advances in areas such as technology, sustainability and communication?</p> <p>Can you design and build a machine to send a secret code and help defeat the enemy?</p> <p>Swansea crumbled and was later rebuilt! Using our LPS technology and your senses...explain which version of Swansea you prefer?</p> <p>After researching different types of air raid shelters used during WW2, can you design, build and resource an Air Raid shelter for your family?</p>	<p>The full extent of war is never realised until after it has ended. The atrocities of the Holocaust live long in human memory to this day and will forever. How did the terrible events of this war shape future conflicts?</p> <p>How do we remember the sacrifices made by so many?</p> <p>How did the war shift the roles people played within society?</p> <p>How did society pull together in the face of atrocity?</p> <p>How important were the Homefront and the Wardens to us and those who fulfilled the role?</p> <p>How was the mood of the country after the war ended?</p> <p>Learn about Government's efforts to rebuild our country after war and what their priorities were? Can you decide if these were right?</p>	<p>Music was very important in keeping up morale. What songs can help you compose a song to inspire the troops?</p> <p>Why was Will Evans so unpopular during WWII?</p> <p>How did people capture the emotions, mood, and events during this time? How were these used to motivate the country?</p> <p>Winston Churchill was renowned for his inspirational speeches. What made them so iconic? Can you deliver one of your own?</p> <p>Can you bring the terrifying events of the Swansea Blitz to life using your creativity skills?</p>	<p>The announcement of war was a concern for everyone in Britain, why was this more of a concern for the residents of Swansea?</p> <p>The Blitz was a significant event in Swansea. Which areas were damaged and which were not? Why was the Brangwyn Hall protected?</p> <p>Why was it a 'World' War?</p> <p>Why are maps useful to army and air force operations?</p> <p>Why was Anne Frank's diary so important?</p> <p>Do we remember the war differently to others?</p> <p>How and why does religion bring peace and conflict?</p> <p>Are there any clues today that show Swansea's involvement in WW2?</p>

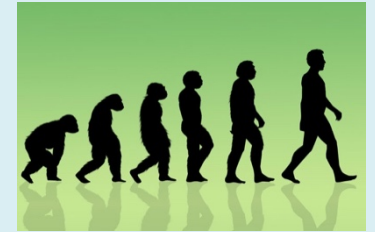
## Year 6 Project: Wales at War (Project Enrichment)

Camouflage and Concealment	Barnes Wallis 'Bouncing Bomb' Investigation	Radar and Detection
<b>Learning Focus &amp; Description:</b> <ul style="list-style-type: none"> <li>Understanding the importance of concealment and camouflage.</li> <li>Investigate how colour, pattern and environment affect visibility.</li> <li>Design and test camouflage solutions.</li> <li>Explain how concealment helped the war effort.</li> <li>Hide 10 small objects around a selected area. Discuss which is easiest/hardest to see and reasons why.</li> <li>Introduce how camouflage was used in WWII - explaining how scientists studied nature to help designs.</li> <li>Children design camouflage for their own objects to hide from their classmates.</li> <li>Replay the original game, seeing how many items could be spotted by the 'sniper'.</li> <li>Extension: Face painting camouflage</li> </ul>	<b>Learning Focus &amp; Description:</b> <ul style="list-style-type: none"> <li>To understand how engineers solve real-world problems</li> <li>To test and improve designs.</li> <li>Evaluate scientific enquiry.</li> <li>Discuss the problems Allied forces were having in order to destroy German Factories.</li> <li>Challenge children to destroy the 'dams' by coming up with innovative solutions to hit their targets.</li> <li>Introduces Barnes Wallis and his 'Dambusters' solution.</li> <li>Children then to reflect and change one variable from their investigations.</li> <li>Reflect on which is better.</li> </ul>	<b>Learning Focus &amp; Description:</b> <ul style="list-style-type: none"> <li>To understand how radar worked in WWII</li> <li>The importance of early warning systems.</li> <li>Use sound and observation to stimulate radar.</li> <li>Work cooperatively in outdoor investigations.</li> <li>Play Blind-Fold game to locate and capture.</li> <li>Introduce Robert Watson-Watt and what his invention of radar</li> <li>Replay game, with added, agreed rules encompassing the radar-style elements (e.g. "Ping," with a response of "Echo,").</li> <li>Reflect on results/ discuss improvements.</li> </ul>
<b>Assessment Opportunities:</b> <ul style="list-style-type: none"> <li><b>S&amp;T</b> Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics.</li> <li><b>S&amp;T</b> Be resourceful and resilient during practical problems.</li> <li><b>S&amp;T</b> Combine experience and knowledge of scientific phenomenon to make sound predictions.</li> <li><b>S&amp;T</b> Identify validity of conclusion and required improvement to methodology.</li> <li><b>H&amp;WB</b> Communicate and lead others during a game.</li> </ul>	<b>Assessment Opportunities:</b> <ul style="list-style-type: none"> <li><b>S&amp;T</b> Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.</li> <li><b>S&amp;T</b> Choose the most effective approach to record and report results, linking to mathematical knowledge.</li> <li><b>H&amp;WB</b> Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li><b>H&amp;WB</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> </ul>	<b>Assessment Opportunities:</b> <ul style="list-style-type: none"> <li><b>H&amp;WB</b> Take part in a range of competitive games to develop team spirit, positive attitude, fairness and motivate and support others.</li> <li><b>H&amp;WB</b> Communicate and lead others during a game.</li> <li><b>S&amp;T</b> Make own decisions about which observations to make, using test results and observations to make predictions or set up further comparative or fair tests.</li> <li><b>S&amp;T</b> Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.</li> </ul>
<b>Resources:</b> <ul style="list-style-type: none"> <li>10, small items</li> <li>Timer</li> <li>Whiteboards/pens</li> <li>Cones</li> <li>Camouflage images</li> <li>Face paints</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>Sponge balls/soft balls</li> <li>Buckets/boxes for dam targets</li> <li>Measuring tape</li> <li>Clipboards</li> <li>Pens/pencils</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>Blindfolds</li> <li>Whistle</li> <li>Cones</li> <li>Clipboards</li> <li>Pens/pencils</li> <li>Timer</li> </ul>
<b>M&amp;N LLC S&amp;T Hum H&amp;WB EA</b>		

# Year 6 Project: The Origin of Species

## Project Overview:

Alfred Russel Wallace (1823-1913) from Monmouthshire, was a man of many talents - an explorer, collector, naturalist, geographer, anthropologist and political commentator. Most famously, he had the revolutionary idea of evolution by natural selection before Charles Darwin published his works. We will investigate why history remembers only one of these scientists, even though they were supporters of each other and shared the same theories and ideas. Join these amazing scientists on their exciting expeditions across the world! Can you trace their routes across the vast ocean? Stop at magical Islands to see the amazing species that helped them develop the theory of evolution by natural selection. Do you know what's so special about a lava lizard, or why the blue-footed booby has blue feet? Explore how animals have adapted to survive in their environments. Imagine how humans will evolve in millions of years. It's a scary thought. Ready to trace the origin of species? Let's set sail.



**Engaging Visits & Experiences:** Observation at the Wales Ape and Monkey Sanctuary or National Botanic Garden of Wales.

## Suggested Activities Across the Curriculum

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

Literacy, Language & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>Wallace and Darwin's expeditions were filled with exciting discoveries, wonderful scenes and disastrous difficulties. How might you chronicle their amazing travels?</p> <p>Is it right that history remembers Darwin over Wallace for the revolutionary idea of evolution? Can you justify your opinion with supporting evidence.</p> <p>You have just discovered a new species of insect in our locality. Create a manuscript entry in your journal to document this discovery. To inspire your presentation and style, examine Wallace's manuscript archives (Natural History Museum).</p>	<p>Plot both Wallace and Darwin's journeys across the oceans. Can you provide a detailed route and itinerary?</p> <p>Darwin and Wallace were able to identify how species adapted and survived. In which way could you provide information on the patterns and trends of endangered species in the world today?</p> <p>Can you overlay, compare and present data sets that support and justify Wallace and Darwin's theories?</p>	<p>Be the next Wallace or Darwin and explore the biodiversity of contrasting biomes - Tundra, Polar, Rainforest, Ocean and Grasslands. What conclusions can you draw from your exploration that support natural selection and evolution?</p> <p>From your research and exploration, can you identify how human activity has or is impacting these ecosystems both positively and negatively?</p> <p>Modern day scientists have discovered many ways to control species of plants and animals. Explore the potential benefits and negative effects of Artificial Selection compared to Natural Selection.</p>	<p>Should human have the right intervene with the natural world – positively or negatively?</p> <p>How has our environment shaped human history and will it influence our future?</p> <p>What might happen if humans interfere in natural selection and save endangered species?</p> <p>Has human intervention become inevitable in the destiny of all living things?</p>	<p>Using Wallace's manuscript archives, create sketches of various species that you have found during your local exploration.</p> <p>During your local expedition you discover a new species of insect. Can you name and create a 3D image of your recent discovery in order for others to experience what you have found?</p> <p>Wallace and Darwin both faced many challenges during their expeditions. Using film and media, how could you recreate these exciting and dangerous journeys?</p>	<p>Creation or Science: Conflicting or complementary?</p> <p>Explore how Wallace and Darwin's research and theories have challenged the perception of creation, existence and life.</p> <p>Explore the role that technology plays in preserving primary sources of evidence that help inform our future.</p> <p>During your investigation of Wallace and Darwin's expeditions, identify significant events and locations on a map using longitude and latitude coordinates. Is there an efficient way to display this?</p>

## Year 6 Project: Origin of Species (Project Enrichment)

Local Food Chains/Webs		Organism Adaptations		Natural Selection Simulation	
<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Identify and classify species and a local food chain/web.</b></li> <li>• <b>Use of technology to identify unknown organisms.</b></li> <li>• Recap on food chains, webs, trophic levels and energy transfer.</li> <li>• Children to plan and film their documentaries, highlighting the food chain in the local area, demonstrating the flow of energy in the ecosystem.</li> <li>• Show children a short, Attenborough-style documentary and pick out features they will need to recreate their own documentaries.</li> <li>• Children to appraise each other's videos.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Identify features of plants/organisms</b></li> <li>• <b>Recognise features of how they have adapted to have survived.</b></li> <li>• Introduce an example image of an organism – discuss how that organism is adapted to live in its habitat.</li> <li>• Challenge children to find organisms and explain how they are suited/adapted to their environment.</li> <li>• Children to edit videos to include adaptations of local organisms, using technical language.</li> <li>• Children to appraise each other's videos.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Understand how natural selection works and explain how adaptations affect survival.</b></li> <li>• <b>Observe how populations change over time and how biomes can be unique.</b></li> <li>• <b>Collect and interpret simple data from an investigation.</b></li> <li>• Play Predator Game within a designated area: The prey are coloured in specific colours (e.g. green, yellow, brown). Pupils have 30 seconds to hunt as many animals as possible. After the hunt, count how many of each organism has survived. A repopulation event occurs and children repeat activity, collating data and discuss findings.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Classify a variety of organisms using complex keys and technical vocabulary.</li> <li>• <b>S&amp;T</b> Learn about trophic levels: source, producer, primary, secondary, tertiary, quaternary consumer, prey, predator, apex.</li> <li>• <b>LLC</b> Listen carefully to presentations and show understanding of the speaker's conclusions or opinions.</li> <li>• <b>LLC</b> Express issues and ideas clearly, using technical vocabulary and examples.</li> <li>• <b>LLC</b> Use talk to plan writing.</li> <li>• <b>EA</b> Create and sustain aspects of voice to enhance characterisation – pitch, pace, volume, tone, clarity, accent, articulation and intonation.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Investigate how adaptation and variation within species is linked to evolution.</li> <li>• <b>S&amp;T</b> Discuss what evidence is available to support the theory of evolution.</li> <li>• <b>S&amp;T</b> Work with others to create an online collaborative project.</li> <li>• <b>LLC</b> Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested.</li> <li>• <b>LLC</b> Adapt writing style for purpose.</li> <li>• <b>EA</b> Negotiate and make decisions when devising, rehearsing and refining dramas and scripts.</li> <li>• <b>EA</b> Evaluate each aspect of their work and that of others.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>S&amp;T</b> Compare and construct complex food webs, related to biomes and ecosystems studied.</li> <li>• <b>S&amp;T</b> Discuss what evidence is available to support the theory of evolution.</li> <li>• <b>S&amp;T H&amp;WB</b> Investigate how human actions impact ecosystems both positively and negatively.</li> <li>• <b>M&amp;N</b> Identify, collect and record relevant data to support enquiry and select appropriate presentation.</li> <li>• <b>M&amp;N</b> Construct bar charts and grouped data charts.</li> <li>• <b>H&amp;WB</b> Know that personal choices can affect others locally and globally.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Example videos</li> <li>• Clipboards</li> <li>• Pens/pencil</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Example adaptation images</li> <li>• Clipboards</li> <li>• Pens/pencil</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Different coloured 'animals'</li> <li>• Whiteboards</li> <li>• Whiteboard pens</li> </ul>

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# Year 6 Project: Creative Cymru

## Project Overview:

Wales has a proud history and tradition for being a world leader in industry dating back hundreds of years, it was the world's first 'Industrial Nation'. The industry and technology from Wales were known all over the world - but how did it all start and how has it changed? How is Wales planning for the future? Discover the big names in the world of technology, the people who have helped shape today's world. Let's go back to the future and discover how great inventions and technology from the past have influenced the inventions and technology of today and what will be Wales' place in the future! Perhaps you might be the next great inventor?



## Engaging Visits & Experiences: Renishaw (STEM Workshops)

Literacy, Language & Communication	Numeracy	Science & Technology	Health & Wellbeing	Expressive Arts	Humanities
<p>How has Wales influenced the world of technology and engineering since the 1800's? Where they positive or negative?</p> <p>The i-Team has set you a challenge to communicate and explain this to the LPS community. Can you create a podcast or blog for the website that explains how these people have changed Wales and the wider world?</p> <p>Use your creativity and invent a device/technology that will be the centre of your futuristic sci-fi short story.</p> <p>Can you create your very own scene script to add another layer to the film/story you are studying?</p>	<p>Your podcast/blog will require different types of data? How will you collect and present it?</p> <p>Your new creation will need a design specification, with accurate measurements and costings. It will also require appropriate packaging – how will you create this?</p> <p>Investigate the language of coding...binary, Java, html and python. What do they all have in common and how has maths shaped the digital and physical world through these languages?</p> <p>Get your innovative enterprising minds together to plan, design, make and market your own awesome gadget...that everyone will want or need!</p>	<p>Why was Swansea Bay so important to our industrial heritage? How can it play an important role in our future?</p> <p>A Welsh inventor had an influential role in the development of the Internet, but how does it work?</p> <p>Can you follow in the footsteps of famous Welsh inventors and write the code for your own Micro:bit, Boxalls or Scratch creation?</p> <p>Can you generate your own sci-fi worlds to accompany your fictional writing using CreatiCode, Minecraft or Co-spaces?</p>	<p>Swansea and Wales were world leaders during the last industrial revolution. Do we need to change and how can we do this to influence the next industrial revolution?</p> <p>Assistive technologies &amp; artificial intelligence have improved our lives in many ways. What effect might this have on the people of Wales?</p> <p>How might your invention help future generations?</p> <p>Listen to a variety of famous bloggers, vloggers and podcasters to discover the influence they have on society.</p>	<p>Can you create a Sci-fi soundtrack to accompany your futuristic story?</p> <p>Philip Cheater's work explores the semiotics of everyday life and how they can be altered to skew our perception of the world we live in. Can you create your vision for Swansea in the future, in his unique style?</p> <p>Can you investigate and analyse the Sci-fi genre? Consider the use of character, setting, music, and plot...what are the main techniques and strategies adopted to convey the story messages?</p> <p>Can you perform your skit using your own script?</p>	<p>The list of great Welsh inventors is very long, who are they and how have they impacted the world?</p> <p>Why did Swansea and Wales attract the technologies and industries of their past? How will this influence the technologies and industries of the future?</p> <p>What lessons can future technologies and industries in Wales learn from the past? Why is important to consider the past when looking to the future?</p> <p>What does it mean to be human? Is being happy the greatest purpose in life?</p>

## Year 6 Project: Creative Cymru (Project Enrichment)

Orienteering		Designing Own Orienteering Activity		Replicating Phillip Cheater Artwork	
<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Orienteering activity – generate solutions from topic-based comprehension questions.</b></li> <li>• <b>Develop and apply teamwork and problem-solving skills.</b></li> <li>• Hide topic-based information cards around the outdoor area and indicate on map.</li> <li>• Children use their map skills to locate hidden cards.</li> <li>• Children answer questions based on the information on the cards.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Draw detailed maps using own data, symbols and keys</b></li> <li>• <b>Create topic-based comprehension questions for peers during build up sessions.</b></li> <li>• <b>Develop and apply teamwork and problem-solving skills.</b></li> <li>• Children to analyse original maps and discuss what makes it effective.</li> <li>• Children to design their own detailed maps of the outdoor area.</li> <li>• Children use their map skills to locate hidden question cards from other groups.</li> <li>• Children answer questions based on the information on the cards.</li> </ul>	<b>Learning Focus &amp; Description:</b>	<ul style="list-style-type: none"> <li>• <b>Observe shape, pattern, texture and symmetry in nature</b></li> <li>• <b>Sculpture plan and design</b></li> <li>• <b>Apply teamwork and problem-solving</b></li> <li>• <b>Analyse and critique Phillip Cheater artwork and explore techniques.</b></li> <li>• Children to explore how artists use natural materials to create sculpture.</li> <li>• Children to discuss naturalistic designs and develop success criteria.</li> <li>• Children to design and create their own land art sculpture using natural materials.</li> <li>• Children photograph, evaluate and appraise their artwork.</li> </ul>
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>LLC</b> Use a range of strategies to make meaning from a variety of text types.</li> <li>• <b>LLC</b> Show understanding of main ideas and significant details in different texts on the same topic.</li> <li>• <b>H&amp;WB</b> Orientate maps efficiently to navigate around a course with multiple points.</li> <li>• <b>H&amp;WB</b> Know that good communication skills are key to solving problems and working effectively as a team.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>LLC</b> Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</li> <li>• <b>LLC</b> Adapt writing style to suit reader.</li> <li>• <b>H&amp;WB</b> Organise and plan an event which requires adventure and map reading skills.</li> <li>• <b>H&amp;WB</b> Inclusively communicate with others, share job roles and lead when necessary.</li> <li>• <b>H&amp;WB</b> Recognise and discuss the dangers of orienteering tasks and how to keep others and themselves safe.</li> </ul>	<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>EA</b> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</li> <li>• <b>EA</b> Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</li> <li>• <b>LLC</b> Contribute purposefully to group discussion to achieve agreed outcomes.</li> <li>• <b>LLC</b> Follow up points in group discussions, showing agreement or disagreement giving reasons.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Map of outdoor area</li> <li>• Topic information cards</li> <li>• Clipboards</li> <li>• Question/Answer sheets</li> <li>• Pens/Pencils</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Map of outdoor area</li> <li>• Blank map of outdoor area</li> <li>• Blank topic information cards</li> <li>• Clipboards</li> <li>• Question/Answer sheets</li> <li>• Pens/Pencils</li> </ul>	<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Images of example sculptures</li> <li>• Clipboards</li> <li>• Pens/Pencils</li> <li>• iPads</li> </ul>

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## Year 6 Project: LPS Art Gallery

### 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.

Bright colours, bold brushstrokes and a rebellious spirit! Let's find out about the bizarre and eccentric minds of the impressionist painters. These are the people who changed the world of art – they painted what they saw, they painted quickly, they mixed colours, they used textures, they used mathematics and divided opinion as they gave an **impression** of what they saw! It's time to step into the shoes of an artist! How might we showcase our versions of the work of great artists from Swansea and around the world?

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 & Skill Development

(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, analyse, evaluate and use evidence to form personal views and opinions on a range of issues.
- Take part in democratic activities within school, which help me understanding the purpose and the role of local and national government.
- Use reliable, relevant and valid sources of information, experts and experiences to inform my self-directed learning pathways.
- Evaluate and justify decision making, while developing arguments to propose solutions.
- Create and review plans that include challenging targets, informed by external views, and constructive criticism.
- Evaluate, communicate and justify selected strategies appropriately to suit audience and purpose.
- Glean new skills to become successful in new or challenging contexts that will transform experiences and outcomes.
- Implement strategic plans to solve complex problems and evaluate their success.
- Approach learning with a positive mindset, motivating myself and others to persevere even when it is very challenging.
- Identify risks and gains in new or challenging situations and make plans to manage them.
- Listen critically and objectively to evaluate perspectives and influence and enthuse others to communicate ideas, goals and visions.
- Debate on current affairs, justifying with a considered argument in the pursuit of transparency and mutual agreement.
- Support the team by bringing in external expertise, advice and relationships.
- Reflect on personal leadership styles, adapting the approach according to the situation.
- Investigate and evaluate business models and trends, focusing on features such as finance, economy, employment, ethics and sustainability within Wales and the wider World, overtime.
- Show consideration of social, cultural and ethical viewpoints to become emotional intelligent learners, employees and leaders of the future.