

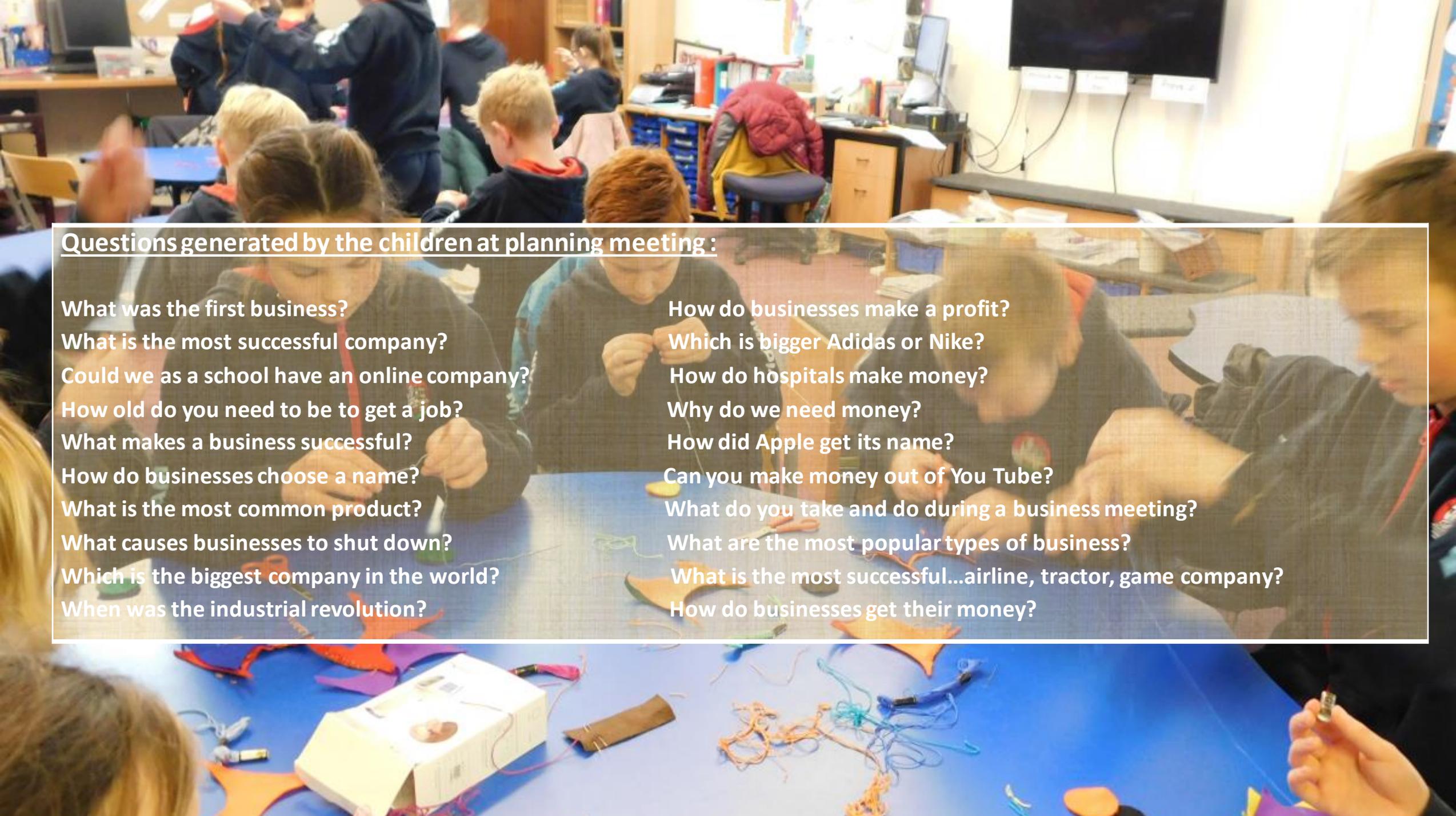


“Madley Enterprise”

Year 6

Autumn Term 2020





Questions generated by the children at planning meeting :

What was the first business?

What is the most successful company?

Could we as a school have an online company?

How old do you need to be to get a job?

What makes a business successful?

How do businesses choose a name?

What is the most common product?

What causes businesses to shut down?

Which is the biggest company in the world?

When was the industrial revolution?

How do businesses make a profit?

Which is bigger Adidas or Nike?

How do hospitals make money?

Why do we need money?

How did Apple get its name?

Can you make money out of You Tube?

What do you take and do during a business meeting?

What are the most popular types of business?

What is the most successful...airline, tractor, game company?

How do businesses get their money?

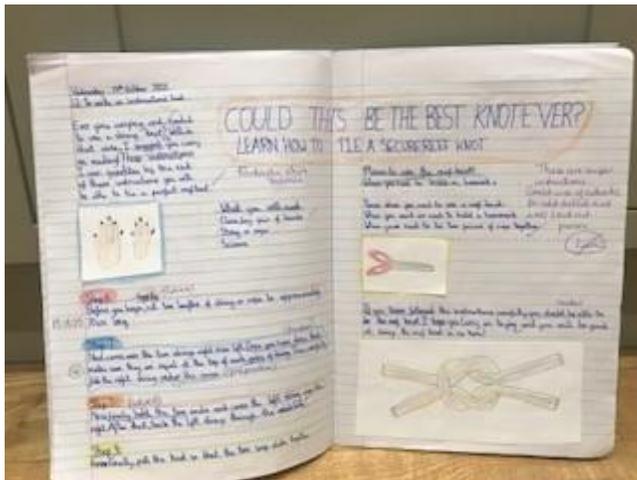
# As writers we learnt :

- how to write a formal persuasive letter
- how to write informative biography to engage a reader
- how to write a formal newspaper report on the success of a business
- how to write a persuasive leaflet promoting a small business
- how to write clear instructions
- how to write a descriptive suspense story using our own experiences
- how to plan, write and present a non-chronological report on Sustainability

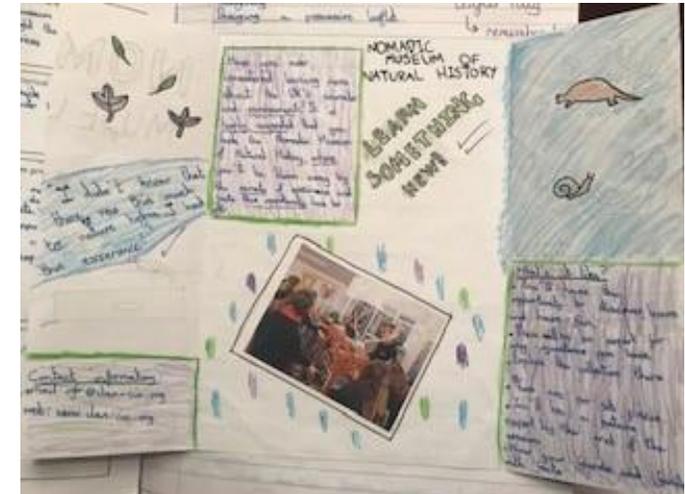
To enhance their descriptive suspense writing, the class spent sometime at our Forest School site, experiencing being in the forest as the daylight faded and the temperature dropped. The children all wrote notes, phrases and ideas around the campfire to use in their work the next day.



Having made a selection of knots during their Forest School session, the children then wrote instructions on how to tie a Reef Knot.

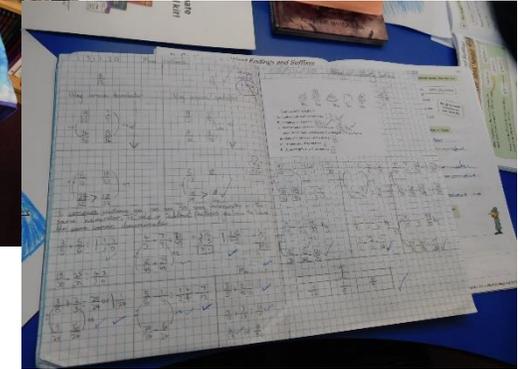
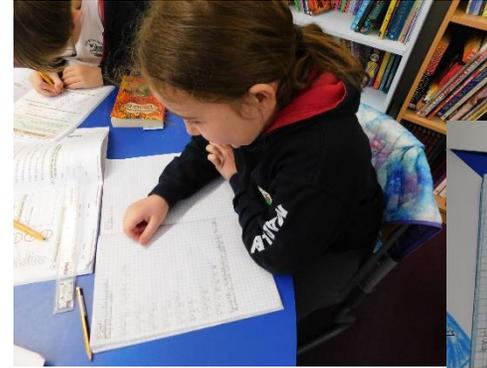


Our persuasive leaflets promoted the Nomadic Natural History Museum, which inspired us all during its visit to the school before half-term.



# As mathematicians we learnt :

- about the importance of making a profit as a business
- how to read, write, compare and order numbers up to ten million
- new methods to solve long multiplication and long division
- how to calculate using fractions
- different ways to represent problems including bar models
- how to use co-ordinates for all four quadrants



Thurs 5 Nov **BARVEMBER** 2023

**3** £250 is shared between 3 children.  
Danni receives £20 more than Esma.  
Danni receives twice as much as Fiona.  
How much does Danni receive?

**4** Theo has some bonfire lollies.  
• He sells 120 in the morning.  
• In the afternoon he sells a quarter of what he has remaining.  
• He now has half of the lollies he had at the start left.  
How many lollies does he have left?

## WAYS TO REPRESENT FRACTIONS

**PARTS OF A SET**  

 What fraction of the set is shaded?  $\frac{5}{8}$

**PARTS OF A WHOLE**  

 What fraction of the whole is shaded?  $\frac{5}{8}$

**STRIP DIAGRAM**  

 What fraction of the strip diagram is shaded?  $\frac{5}{8}$

**NUMBER LINE**  

 What point on the number line represents the fraction  $\frac{5}{8}$ ?  $\frac{5}{8}$

*A visit to Madley Plants at the very start of the term gave the children an excellent insight into the realities of how to grow and expand a business including the need to recover costs by slowing reducing prices.*

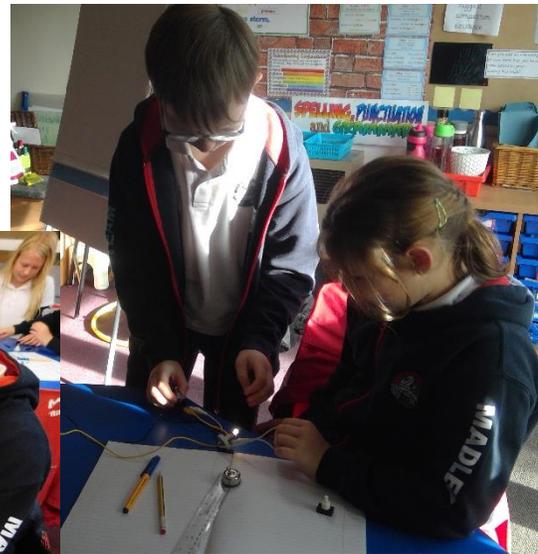
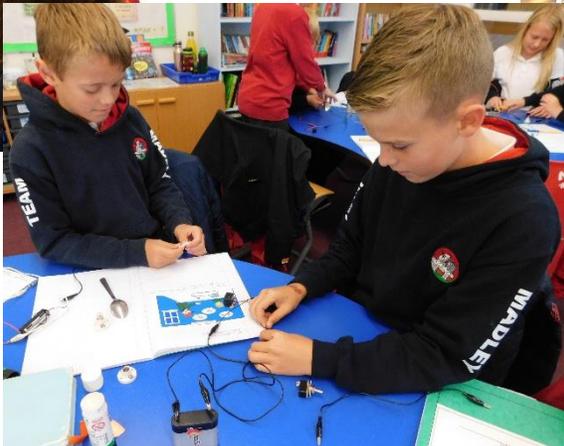


*We also played lots of games in class to reinforce our learning: Funkey Maths, Around the World and the class favourite – Twenty-One.*



# As scientists we learnt :

- about the early discovery and investigations into harnessing of electricity
- about advances in the use of electricity during the 1800's
- how to construct simple, series and parallel circuits and represent them using circuit diagrams
- the effects of changing components within an electrical circuit including planning a fair test investigation
- that some changes to materials are reversible whilst some are irreversible
- how to make detailed observations during investigations



# As musicians and performers we learnt :

- how to work together to write a composition using body percussion
- how to use a “hook” within a piece of music



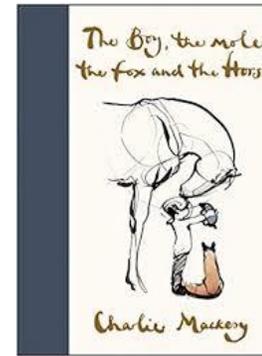
*Mrs Blaker supported the class to use their own representations of notation within their work and also found some wonderful, fun challenges for the class to do involving complicated body percussion.*



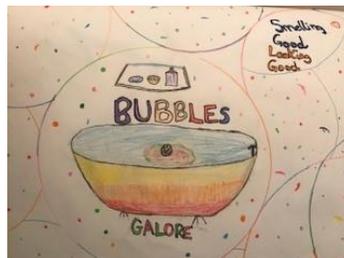
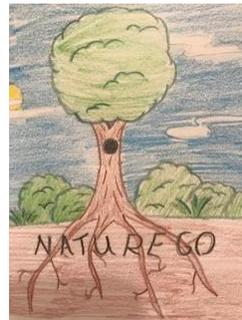
*As a class we also performed the poem “T’was the Night Before Christmas” by Clement Clarke Moore.*

# As artists and designers we learnt :

- how to create a colourful, unique logo to represent our businesses
- how Charlie Mackesy developed his drawing style and used this to inspire our own work
- how to use different natural materials and needlework skills to create dreamcatchers



*Our logos took into consideration the marketing and branding tips that we had been given during our virtual session with Mark White, the Branding Director for Pizza Hut UK.*



*We used a range of different practical skills during the term: willow bending, sewing, knot-making and carving.*

# During PE we learnt :

- to work together to create a harmonious, flowing dance
- to work together in teams to build resilience
- to play “small games” to develop our ball skills based on the strategies used in netball, basketball and dodgeball

*At the beginning of the term, the class took part in a range of physical tasks and activities focussing on team building and resilience during a day spent at Longtown Outdoor Activity Centre.*



*Each enterprise group developed a dance to represent the drama of “Dragon’s Den”.*



*The class worked with Mr Hutton on developing their basketball and dodgeball skills.*



# During Forest School sessions we learnt :

- to work together to hunt, identify and categorise the different mini-beasts within the school site
- to map and describe and map the diversity of different trees and types of mini-beasts areas within the school site using natural materials and traditional mapping skills
- to design and create bug-hotels given specific criteria to meet
- to tie a range of different knots including the Reef Knot, the Clove Hitch and Figure 8
- to manipulate and shape willow to create frames and structures

*The class worked with Miss Hirst to use keys to enable them to classify mini-beasts.*



*Every child had the opportunity to create their own Dreamcatcher from the willow that they shaped and to attach something of their choice to make it personal to them.*



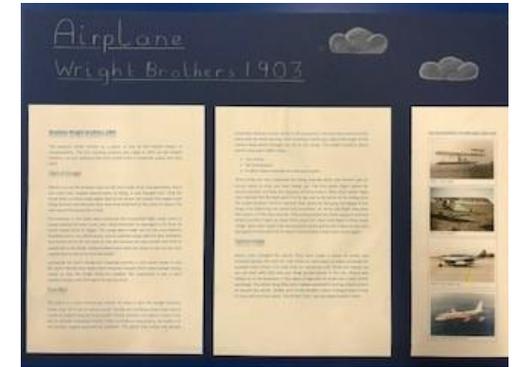


*We also visited the main Forest School site several times during the term, where we undertook a range of different challenges and also had the chance to see what the other year groups had been doing during their sessions.*



# As historians we learnt :

- about the history of electricity and its impact on technology today
- about an inventor of our choice between 1750 and 1925 and what they accomplished

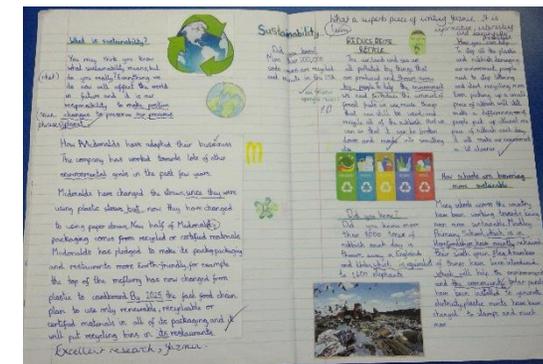


The children's homework projects on different inventors were judged by the class for presentation, content and effort. The three top awards were given to Tilly, Sammy and Alex.

Having discussed and explored sustainability within the class, the children then completed their own research on a company of their choice to explain what they were doing to become more sustainable. The children then used this information within their non-chronological report.

# In geography we learnt:

- about the importance of sustainability and how this is being implemented across the world
- about role of the Economic Union and the countries currently included



# As global citizens we learnt :

- the importance of having strong business ethics
- about the role of business within the economy
- about our responsibility to become more sustainable
- about the ways different religions celebrate harvest
- to think about how we treat others and the importance of kindness and friendship



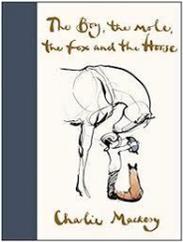
*Listening to and respecting each other ideas during an Enterprise meeting and “Marvellous Me”.*



*During their visit to Allensmore Nurseries, the children saw how the company is making sure that it is sustainable for the future by creating its own water reservoir.*



As well as using “The Boy, the mole, the fox and the Horse by Charlie Mackesy within our art lessons, we also used the book as inspiration for our discussions during PSHE sessions.



“What do you want to be when you grow up?”



“Kind” said the boy

# As “Entrepreneurs” we learnt :

- the importance of working together as team to succeed in business
- the hard work and dedication that is required to succeed as a business
- the different roles and challenges there are within business

We are very lucky to have so many local different companies and individuals help and support us during this theme, many of whom have gone out of their way, time and time again to ensure the children have a wide range of opportunities to experience business life.

This year was no exception and although the children were unable to go on as many visits as in previous years, by adapting and using technology they were still able to learn from professionals about the role of business.

*Whilst visiting Allensmore Nurseries in Madley, the children had the opportunity to see how Mark Taylor and his father have grown the company from a small producer to an international business.*



*Our first visit was to Madley Plants, where Michele Blackmore explained how the business has grown in the past five years.*

*George Snell kindly visited the class to explain how constant product development and targeted advertising has helped in the success of his locally based business “Certainly Wood”.*



# More Enterprise visits

*Learning about the ways in which international businesses can help their community during a visit to Haygrove Community Garden in Ross-on-Wye.*



*During our first virtual enterprise session, Hannah Johnson (who co-owns the pre-loved clothing company, Mojo & Co) explained how the desire to be more eco-friendly drives everything that they do.*



*A group of children visited Longtown Activity Centre to find out about how the business has developed and adapted over the years and what future changes are in the pipeline.*



## In addition, we have also had the opportunity to:

- visit the Nomadic Museum of Natural History
- take part in arrange of fundraising events for different charities
- plan, film, direct and edit three different films for the school website
- begin the ground work for our legacy project at Comet's Meadow
- celebrate Christmas together in school and at the Forest School site



*The Digital Leaders then cascaded their learning through small groups sessions, enabling year 6 to film the school Nativity and also a collection of performances of Jingle Bells.*



*Raising money for the NSPCC at Forest School and for St Michael's Hospice by completing the Reindeer Run around the bark path.*

*Initially, four of the Digital Leaders were tasked with creating a Virtual Tour of the school for perspective parents. Mark Sanderson taught the group how to use the filming and sound equipment and how to edit clips using I-movie and they also received tips from Jules Hudson on how to present in front of the camera.*



# Wednesday 9<sup>th</sup> December was a particularly busy day...



*Digging a trench at Comet's Meadow in the morning, racing back to school for Christmas lunch and then straight off to Forest School for Christmas challenges and activities...*



What a fantastic way to end such a busy and rewarding term!  
Well done, Year 6!

### What worked well?

- The range of different writing that we have done especially the NCR on sustainability, creating our own leaflet for the Nomadic Natural History Museum and writing in the dark at Forest School.
- The regular forest school sessions with Miss Hirst and visiting the Main Site.
- Taking part in the visits to businesses and using the technology to have virtual sessions too.
- Using Tuesday mornings to split into smaller PE groups and being able to have focused maths groups.
- Using the electrical equipment in science to help our understanding
- Playing listening games and challenges within class to break up learning

### What surprised you most about the theme?

- How much hard work goes into running a business
- How important profit is for a business to succeed

## Madley Enterprise 2020

### Autumn Theme Evaluation by Year 6

#### What has been the strongest, most memorable aspect of your learning?

- Learning how to calculate profit
- Learning so many new methods within maths, especially long multiplication and long division
- Developing our ball handling skills through dodge ball, netball and basketball

#### What visits or visitors have helped you?

- The virtual branding and marketing session with Mark White from Pizza Hut
- The visits to Madley Plants and Allensmore Nurseries to see how they have grown
- Talking to Tim from the Nomadic Museum about promoting his business

#### Even better if...

- We had been able to visit more businesses as were originally planned
- We had been able to make our products and have the opportunity to sell them

### What has helped you learn?

- Being given clear instructions when being taught a new concept and repeating it again and again
- Having smaller sessions on Tuesday and Wednesday mornings
- Being able to choose own research topics and how we present information
- Using Seesaw and Education to support our learning



### What has challenged you?

- Long division, fractions and using Bar models in maths
- Working as a team to develop our Enterprise logo and product ideas and having to listen and respect what our team leader said
- Completing extended writing and maintaining cursive handwriting throughout the piece
- Having weekly homework and ensuring that it is handed in on time