

TOPIC PACKS · YEAR 5-6 / GRADE 4-6

Project: Launch a Business

Y5-6 cross-curricular, 5 weeks

About this project

A 5-week project where children work in groups of 3-5 to invent, plan, market and pitch a small business. Each group has a starting 'budget' (£100 of imaginary money — or £20 of real money if your school can support a Young Enterprise-style scheme). The outcome is a Dragon's-Den-style pitch to a panel — class teachers, the headteacher, parents, or local businesspeople. Audience members can use 'tokens' to vote with the businesses they'd most invest in. This is the most ambitious of the three Project-Based Learning packs. It works well as a Y5 summer-term project or Y6 transition-term project. Children leave it with genuine entrepreneurship vocabulary and real experience of multi-week collaboration.

Subjects integrated

Subject	How it shows up
Maths	Budgeting, costing, calculating profit margins, percentages, break-even calculations
English (writing)	Persuasive copy, branding, slogan-writing, pitch script
English (speaking)	The pitch itself + Q&A from the panel
DT / Art	Product or service design, logo, packaging, marketing materials
Computing	Optional: digital poster, simple landing page mockup
PSHE	Teamwork, decision-making, money, resilience



Subject	How it shows up
Citizenship	Ethics: who is your customer? what need are you meeting? environmental impact?

Week 1 — Idea generation

DAY 1 (1 hour): Hook lesson • Show short videos of real Dragon's Den pitches (BBC iPlayer has school-friendly clips). Discuss: what made the panel interested? What didn't? • Set the brief: 'Your group will invent and pitch a small business. £100 starting budget. Five weeks. Pitch on the final day.' DAY 2 (1 hour): What problems do people have? • Class brainstorm: what is annoying about everyday life? What do people complain about? What would make life easier? • Each child notes 3 problems they'd like to see solved. Stick on a wall. DAY 3 (1 hour): Form groups • Groups of 3-5 — mixed by teacher to balance personalities and skills. • Each group reviews the wall of problems. Picks 2-3 they could realistically address. DAY 4 (1 hour): Idea sketch • For each candidate idea, group sketches: what is it? who would buy it? what would it cost to make? • Decision: which one are we going with?

Week 2 — Planning the business

DAY 5 (1 hour): The customer • Who exactly is your customer? Age? Location? What problem are they solving by buying from you? • Create a one-page 'customer profile' — like a character sheet for your typical buyer. DAY 6 (1 hour): Costs and pricing • Maths input lesson: cost vs price vs profit. The teacher walks through one worked example. • Each group lists: what does it cost to make ONE unit of our product? What will we charge? What is the profit per unit? • Differentiation: stronger groups handle multi-component costs. All groups must be able to justify their price. DAY 7 (1 hour): Break-even • If we want to make £100 profit in total, how many units do we need to sell? Calculation. • Is that realistic? How many can we actually make? How many can we sell to children/parents at this school? DAY 8 (1 hour): Production plan • How will you make your product (or run your service)? Who does what? What materials do you need? • Group writes a one-page production plan.

Week 3 — Brand and product

DAY 9 (1 hour): Branding lesson • What is a brand? Look at well-known brands: what does each LOGO communicate? What COLOURS? What FEEL? • Match brands to descriptions ('luxurious', 'fun', 'reliable', 'cheap and cheerful'). DAY 10 (1 hour): Brand creation • Group invents: business name, logo (sketched, not finished), tagline, brand colours. • Test on another group — does it communicate what you intended? DAY 11 (1 hour): Make a prototype • Each group makes a prototype of their product (or, for service businesses, a leaflet/brochure showing what they'd deliver). • Some groups will need extra time — schedule one DT-style afternoon. DAY 12 (1 hour): Marketing materials • Each group creates a poster, flyer, or simple



social-media-style square advertising their business. • Children apply persuasive language: rhetorical question, statistics, emotive language, call to action.

Week 4 — Pitching

DAY 13 (1 hour): Anatomy of a pitch • Watch a real Dragon's Den pitch. Identify: hook, business explanation, market, financials, ask, Q&A. • Hand out the 5-section pitch template (page 7). DAY 14 (1 hour): Drafting the pitch • Group writes their pitch script. Maximum 3 minutes (~ 400 words). DAY 15 (1 hour): Refining + role allocation • Edit the script. Decide who says which sections. • At least 2 children must speak. Strong groups: all members speak. DAY 16 (1 hour): Rehearsal + Q&A practice • Each group rehearses with another group as 'panel'. Panel asks tough questions: 'How do you know people will buy this?' 'What if your costs go up?' • Refine answers.

Week 5 — Pitch day and reflection

DAY 17 (1.5 hours): PITCH DAY • 4-5 panel members invited (other teachers, headteacher, local business person, parents). • Each group: 3-min pitch + 3-min Q&A. • Audience has £20 of token money each. They invest in the businesses they think are strongest. • Awards (panel-decided): Best Idea, Best Maths, Best Pitch, Most Original. DAY 18 (1 hour): Reflection • Group reflection: what worked? what would you do differently? Did your group work well? Who contributed what? • Individual reflection: what did you learn that you didn't know 5 weeks ago? DAY 19 (45 mins, optional): Real-world action • Could the strongest group actually run a small school enterprise? Cake stall? Friendship bracelets? Newsletter? Holiday wraps? • If yes — schedule it. If no — close with a 'what would have been needed?' discussion.

5-section pitch template

Group roles



Role	Responsibilities
CEO	Chairs decisions. Makes sure everyone is heard. Opens and closes the pitch.
Finance Director	Owns the maths. Costs, prices, profit, break-even. Defends the numbers in Q&A.
Marketing Director	Owns the brand. Logo, name, materials, persuasive copy.
Production Director	Owns the prototype. Manages how the product is actually made.
Customer Director (5-person groups only)	Owns the customer profile. Defends 'who buys this?' in Q&A.

Differentiation suggestions

Common pitfalls

