



Medium Term Unit Planning

Topic Name: Plastic Pollution	
Learning outcome: Study the dangers of plastic pollution and the effects it has on the environment. Use this information as the stimulus to create a display communicating this using stitched sea creatures. Children are to develop their stitching techniques through practice and refinement to use these to design and create their sea creatures!	
Hook: P4C session looking at photos of plastic pollution in our environment.	Topic Showcase (e.g. display, museum, performance, presentation): Display
Oracy: To use their sea creatures and 'Stand and Deliver' to communicate the importance of recycling, the dangers of plastic pollution. Whilst doing this, the children will explain the stitch techniques that they have used and why they chose to use them.	Key Vocabulary: Materials, textiles, cutting, scissors, sketching, stitching, technique, tools, appropriate, refine, qualities, design, evaluate, precision, plastic, pollution, environment, global warming.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): <ul style="list-style-type: none">• The Story of Rubbish by Katie Daynes• Be Plastic Clever by Amy Meek and Ella Meek• Why Do we need to Recycle? textbook• The Adventures of a plastic Bottle by Alison Inches• See Inside Recycling and Rubbish by Alex Frith• One Plastic Bag by Miranda Paul	



Medium Term Unit Planning

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

Children to become eco warriors, working closely with the school's Eco Committee.

Children to write a message to parents via the school newsletter about global warming and what we can do to help.

School display to be created by the children.

Experiences/Visits/Visitors:

Envirosort – Learning about the process of recycling.

Main subjects covered:

Design and Technology

Art and Design

Science

Design and Technology threshold concepts:

Master practical skills

This concept involves developing the skills needed to make high quality products.

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Art and Design threshold concepts:

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques



Medium Term Unit Planning

This concept involves developing a skill set so that ideas may be communicated.

Science threshold concepts:

Work scientifically

This concept involves learning the methodologies of the discipline of science.

Notes:

This scheme of work will be structured all around the dangers that plastic poses to the environment and will focus on the children using their design skills to create their own sea creatures to communicate this message. Throughout this they will practise and refine a number of technical skills centred around stitching. This will be supplemented by our literacy work focussing on explaining the process of recycling and reading the text 'The Story of a Plastic Bottle'.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To understand what plastic pollution is and the effects it has (P4C).	Develop ideas This concept involves understanding how ideas develop through an artistic process.	Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other	Begin with a warm up and then show the children the 'stimulus', these are pictures of animals caught in the plastic littered in the oceans. Discuss what these pictures make the children think and how they feel. Show children artwork relating to plastic pollution, discuss how artists can



Medium Term Unit Planning

			communicate these messages. Children to use the stimulus pictures to formulate questions, about plastic pollution, to debate as a class. Debate and discuss plastic pollution and the questions the children have posed – use sentence stems on the board to help.
2. To understand what decomposition is and the different rates at which things decompose.	<p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	Give reasons for classifying plants and animals based on specific characteristics.	Show children a time lapse video of food decomposing – what can they identify? What do they think is happening? Create a class definition of decomposition. Show the children 7 everyday objects. In pairs, they are to use their knowledge of decomposition and materials to estimate how long each item will take to decompose (justifying



Medium Term Unit Planning

			answers). Discuss each item.
3. To create a timeline of decomposition highlighting the effects of materials like plastic.	<p>Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	Give reasons for classifying plants and animals based on specific characteristics.	Recap definitions for decomposition from the previous lesson. Children to further research two everyday items/materials to check their decomposition rate. Children create a timeline of decomposition, accurately positioning the items that we have looked at.
4. To compare the rate of decomposition for different materials.	<p>Work scientifically This concept involves learning the methodologies of the discipline of science.</p>	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p>	In groups, children to set up their decomposition experiment using a variety of materials e.g., plastic bag, carrot. Children to record their experiment and monitor it every week for 6 weeks, recording their findings as they go.



Medium Term Unit Planning

		<p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p>	
<p>5. To sketch a chosen sea creature, focussing on how to create realistic monochrome textures and patterns.</p>	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Collect information, sketched and resources and present ideas imaginatively in a sketch book.</p> <p>To show precision in techniques.</p>	<p>Look at the different sketching techniques as a class e.g., cross hatching. Consider how these can be deliberately chosen to create realistic effects. Look at the different types of pencils and how this can affect the drawings produced. Children to select a picture of a sea creature to stick into their sketch books. They will</p>



Medium Term Unit Planning

			recreate this sea creature underneath in pencil and then pick 1 aspect to focus on drawing e.g., the eye/the scales.
6. To use colour to recreate our chosen sea creature, comparing the effectiveness of pastels vs watercolour paints.	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Collect information, sketched and resources and present ideas imaginatively in a sketch book.</p> <p>To show precision in techniques.</p>	Children to practise using and compare the effects of watercolour and pastels – look at the different ways that these can be used. Children to recreate their chosen sea creature from the previous lesson in colour. Evaluate the effectiveness of both materials.
7. To learn about and practise a running stitch, back stitch and cross stitch.	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p> <p>Master Techniques</p>	Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).	Introduce the children to 3 different types of stitching – running stitch, cross stitch and back stitch. Use a video and model these to help show the technique used.



Medium Term Unit Planning

	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Show precision in techniques.</p>	<p>Discuss with the children why certain stitches might be more appropriate at certain times, dependant on what you are creating. Children to have their own square of felt to repeatedly practise the 3 stitching techniques. This is to be glued into their books to be annotated and evaluated.</p>
<p>8. To learn about and practise a French knot, stem stitch and blanket stitch.</p>	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p> <p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Show precision in techniques.</p>	<p>Introduce the children to the final 3 stitch types. Again, watch a video and model these to help the children understand and see the technique used. Discuss when these stitch techniques would be most appropriate to use. Children to have their own square of felt to repeatedly practise the 3 stitching techniques. This is to be</p>



Medium Term Unit Planning

			glued into their books to be annotated and evaluated.
9. To design their own felt sea creatures – making informed and justified decisions about which stitch types to use.	<p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p> <p>Collect information, sketched and resources and present ideas imaginatively in a sketch book.</p>	Discuss the felt animal project with the children and recap the different stitching techniques. In their sketch books, the children are to decide what sea creature they want to create. They must draw the outline of the sea creature and decide which stitch techniques to use to join the materials together and create realistic decoration.
10. To cut and create a template for their felt sea creatures and use this to cut their felt, showing accuracy and precision.	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p>	<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a precise scissor cut after roughly cutting out a shape.</p>	Children are to use their design to create a basic template outline to cut their felt. Children to decide which materials are best used to create the shape of their sea creature with their felt. Children to then



Medium Term Unit Planning

		<p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p>	<p>use their templates to create the shape of their felt sea creatures.</p>
<p>11. To sew the design on their sea creatures.</p>	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p> <p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p>Combine previously learned techniques to create pieces.</p> <p>Show precision in techniques.</p>	<p>Children to use the stitch techniques that they have learned about and chosen in their design to create the decoration (features) of their sea creatures.</p>



Medium Term Unit Planning

<p>12. To sew their sea creature felts together and fill with stuffing.</p>	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p>	<p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Create objects (such as a cushion) that employ a seam allowance.</p>	<p>Children to use the stitch techniques that they have learned about, and chosen in their design, to sew their two cut materials together. Children to leave a gap to fill their sea creature with the appropriate amount of stuffing.</p>
<p>13. To evaluate their sea creatures and stitching.</p>	<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<p>Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>Children to evaluate the techniques that they have used to create their sea creatures – what worked well? What would they change? How would they change it?</p>
<p>14. To create a display of their work showing their design skills and knowledge of plastic pollution.</p>	<p>Master Practical Skills This concept involves developing the skills needed to make high quality products.</p> <p>Master Techniques</p>	<p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as sort decoration for comfort on a cushion).</p>	<p>Children to attach their sea creatures to a display communicating the dangers of plastic pollution and the importance of recycling.</p>



Medium Term Unit Planning

	This concept involves developing a skill set so that ideas may be communicated.	Combine previously learned techniques to create pieces.	They will weave plastic into a metal grid to create the sea!
--	---	---	--