

Topic Name: Plastic Pollution	
Learning outcome: Study the dangers of plastic pollution and the effects in stimulus to create a display communicating this using sti stitching techniques through practise and refinement to Hook: P4C session looking at photos of plastic pollution in our	itched sea creatures. Children are to develop their
environment.	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.	<b>Key Vocabulary:</b> Materials, textiles, cutting, scissors, sketching, stitching, technique, tools, appropriate, refine, qualities, design, evaluate, precision, plastic, pollution, environment, global warming.
<ul> <li>Key Texts (whole class reading/end of the day book/Ta</li> <li>The Story of Rubbish by Katie Daynes</li> <li>Be Plastic Clever by Amy Meek and Ella Meek</li> <li>Why Do we need to Recycle? textbook</li> <li>The Adventures of a plastic Bottle by Alison Inches</li> <li>See Inside Recycling and Rubbish by Alex Frith</li> <li>One Plastic Bag by Miranda Paul</li> </ul>	Ik for Writing Texts etc.):



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.

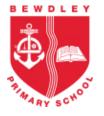
#### Art and Design threshold concepts: Develop ideas

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

#### Master techniques



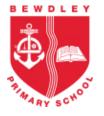
This concept involves developing a skill set so that ideas may be communicated.					
Science threshold co	Science threshold concepts:				
Work scientifically					
This concept involves	learning the methodologies of th	ne discipline of science.			
Notes:					
This scheme of work v	vill be structured all around the d	angers that plastic poses to t	he environment and will		
focus on the children	using their design skills to create	their own sea creatures to co	ommunicate this message.		
Throughout this they w	will practise and refine a number	of technical skills centred arc	ound stitching. This will be		
,	r literacy work focussing on expla	ining the process of recycling	g and reading the text 'The		
Story of a Plastic Bottl	e'.				
Lesson title and	Threshold concepts (success	Milestones	Lesson		
learning Intention	criteria)	(success criteria)	structure/differentiation		
1. To understand	Develop ideas	Give details (including	Begin with a warm up and		
what plastic	This concept involves	own sketches) about the	then show the children the		
pollution is and	understanding how ideas	style of some notable	'stimulus', these are		
the effects it has	develop through an artistic	artists, artisans and	pictures of animals caught		
(P4C).	process.	designers	in the plastic littered in the		
	oceans. Discuss what these				
		Show how the work of	pictures make the children		
		those studied was	think and how they feel.		
		influential in both society	Show children artwork		
		and to other	relating to plastic pollution,		
			discuss how artists can		



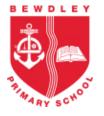
2. To understand what decomposition is and the different rates at which things decompose.	Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	Give reasons for classifying plants and animals based on specific characteristics.	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. 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
---	---	---	--



			answers). Discuss each item.
3. To create a timeline of decomposition highlighting the effects of materials like plastic.	Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	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.	Work scientifically This concept involves learning the methodologies of the discipline of science.	Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.	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.



		Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other	
		presentations.	
5. To sketch a chosen sea creature, focussing on how to create realistic monochrome textures and patterns.	<ul> <li>Develop ideas</li> <li>This concept involves</li> <li>understanding how ideas</li> <li>develop through an artistic</li> <li>process.</li> <li>Master Techniques</li> <li>This concept involves</li> <li>developing a skill set so that</li> <li>ideas may be communicated.</li> </ul>	Collect information, sketched and resources and present ideas imaginatively in a sketch book. To show precision in techniques.	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



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



	This concept involves developing a skill set so that ideas may be communicated.	Show precision in techniques.	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.
8. To learn about and practise a French knot, stem stitch and blanket stitch.	Master Practical Skills This concept involves developing the skills needed to make high quality products. Master Techniques This concept involves developing a skill set so that ideas may be communicated.	Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Show precision in techniques.	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



			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.	Master Techniques This concept involves developing a skill set so that ideas may be communicated. Develop ideas This concept involves understanding how ideas develop through an artistic process.	Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Collect information, sketched and resources and present ideas imaginatively in a sketch book.	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.	Master Practical Skills This concept involves developing the skills needed to make high quality products.	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.	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



		Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require shaper scissors than would be used to cut paper).	use their templates to create the shape of their felt sea creatures.
11. To sew the design on their sea creatures.	Master Practical Skills This concept involves developing the skills needed to make high quality products. Master Techniques This concept involves developing a skill set so that ideas may be communicated.	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). Combine previously learned techniques to create pieces. Show precision in techniques.	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.



12. To sew their sea creature felts together and fill with stuffing.	Master Practical Skills This concept involves developing the skills needed to make high quality products.	Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Create objects (such as a cushion) that employ a seam allowance.	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.
<ol> <li>To evaluate their sea creatures and stitching.</li> </ol>	<b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.	Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	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?
14. To create a display of their work showing their design skills and knowledge of plastic pollution.	Master Practical Skills This concept involves developing the skills needed to make high quality products. Master Techniques	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).	Children to attach their sea creatures to a display communicating the dangers of plastic pollution and the importance of recycling.



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