

# Green Space

## Key information

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### ↻ Broad information

Year 6 focus day on green space.  
focus on recycling bottles and how they can support preventing climate change.  
Lessons covered:  
Maths- Looking at statistics, collecting data about materials found in school  
Science- How climate change is effecting the environment  
Design Technology- Creating a miniature greenhouse  
English- Create a persuasive poster

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### ↻ Learning objective for the green space day:

Investigating the cause and effects of climate change and how to minimise personal effects.

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### ↻ Promoting social justice

Lessons and activities are adapted to support the needs of individuals.  
Adaptations will include:

- Word banks
- sentence starters
- children can use laptops as well as having paper copies of information
- TA support groups
- Group discussions- to build confidence before refering back to the class.
- adult support
- modelling
- What a good one looks like.

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### ↻ promoting intellectual curiosity

- Children can explore ways that they can make a difference to climate change.
- Children can explore articles and statistics on the internet

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## Context

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### ⇒ English prior knowledge

- Understanding of what a persuasive text is and what the key features are
- Adjective to describe
- understanding of how to lay out a poster or a leaflet depending of what they choose to do.
- Expanded noun phrases
- commands and statements
- rhetorical questions
- note-taking

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### ⇒ Science

Key stage 1- Children have have built knowledge on the term 'recycling' and what this involves.  
Year 6 autumn term- built knowledge on climate change, the causes and the effects this has to the environment.

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### ⇒ Prior Learning

Maths (Statistics) - Children start doing statistics in Year 2, they learn how to collect and record data.

Science (Climate change and the environment) - Year 4 recognise that environments can change and that this can sometimes pose dangers to living things.  
Pupils should explore examples of human impact (both positive and negative) on environments.

DT - Children will be given information on the impact that plastic has on our climate and environment - they will then be made to think about some things they could make that will help this (plastic bottle greenhouse)

English (persuasive poster) - Children in Year 3 cover persuasive writing.

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## Learning - skills, knowledge and values

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### ⇒ Knowledge

- Interpret statistics relating to climate change - what do they mean for us?
- Causes of climate change and strategies to minimise it

- Facts about plastic usage and how it affects the environment

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⇒ **Skills**

- Research skills
- Interpreting graphs and data about climate change
- Persuasive writing
- Working collaboratively

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⇒ **Values**

- Develop an awareness of the effect of plastic on our environment
- Pupils reflect and consider their own plastic usage and ways that they could reduce this.
- Contribute to a D&T project which encourages the recycling of plastic bottles - pupils may feel inspired to make a difference outside of school.

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## Activities and Resources

⇒ **Key resources**

- Laptops
- print out documents on statistics about recycling
- WAGGOLL of a persuasive text
- pencils
- pens
- crayons/ feltips

Resources for the greenhouse

- Scissors
- plastic bottles (Get children to bring these in)
- Soil
- Seeds (May need to request parent donations)
- aprons
- laptops/ i pads
- paper/ card
- Plastic bottles


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↩ 5. DT extension: Plastic bottle plant pot - if children finish, they can make plant pots to go into their greenhouse

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### Plastic Bottle Plant Pot Craft



**You Will Need:**

- Empty plastic bottle
- Acrylic paint
- Paintbrushes
- Scissors
- Marker pens
- Masking tape
- Soil
- Seeds

1. First, make sure that your plastic bottle is clean and dry and remove any labels that it may have.
2. Next, ask your adult to use the scissors to cut off the top of the bottle leaving the bottom part as your pot.
3. After that, ask your adult to place masking tape in strips around the top edge of the bottle so that it stops the edge from being sharp.
4. Then, choose whichever paint you would like to decorate and using the paintbrush, paint the entire plastic bottle pot.
5. Once dry, use the marker pens to add any further decorations you like. You might draw patterns or a face onto the pot.
6. Now your pot is ready for planting! Fill the pot up with compost or soil until it is 2 cm from the edge of the pot. Then using your finger or thumb, push a hole 2-3cm deep into the middle of the soil. Place your seeds into the hole and then cover over the top with more soil.
7. Finally, add a little water to the soil and place it in a well-lit area.

↩ 1. Starter - Earth Day discussion: cards to start off the day and assess pupils prior knowledge. Do again at end of the day to see if they have developed knowledge and understanding.

20 minutes

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**Earth Day Discussion Cards**  
Educating people on climate change and the environment could create jobs and an interest in eco-friendly products.  
**What are eco-friendly products?**

**Earth Day Discussion Cards**  
Educating people on climate change and the environment allows voters to join in meaningfully with their governments on topics about climate change.  
**Do you think it is important that people understand the main ideas of climate change? Why?**

**Earth Day Discussion Cards**  
Climate education has changed since it began in the 1960s and now includes topics on the impact of humans on the climate.  
**Why do you think climate education has changed?**

**Earth Day Discussion Cards**  
Climate change threatens low-income countries (LICs) the most.  
**Do you have an opinion on this?**

**Earth Day Discussion Cards**  
Plastic pollution from rivers travels to ocean garbage patches, where it gets caught in ocean currents.  
**What impact do you think plastic may have on the ocean?**

**Earth Day Discussion Cards**  
Plastic bags are difficult and expensive to recycle. Most plastic bags end up on landfill sites and take around 300 years to break down.  
**What can people use instead of plastic bags when shopping?**

Padlet Drive ↔

Earth Day Starter Discussion Cards

- 2. Story: The mess that we made, thought provoking - start with a class discussion and reflection.

10 minute read  
20 minute discussion

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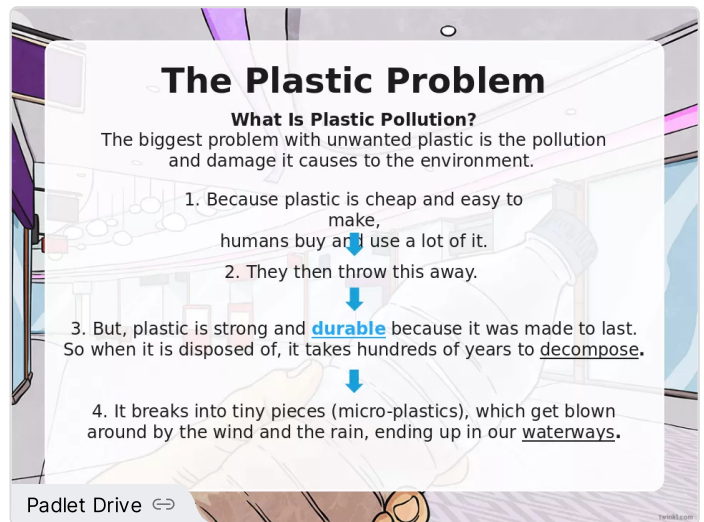


The Mess That We Made (Read Aloud)

- 3. The Plastic Problem Powerpoint - children get to know key facts about the problem, children can take notes if they wish, this may be useful for their writing.

15 minutes

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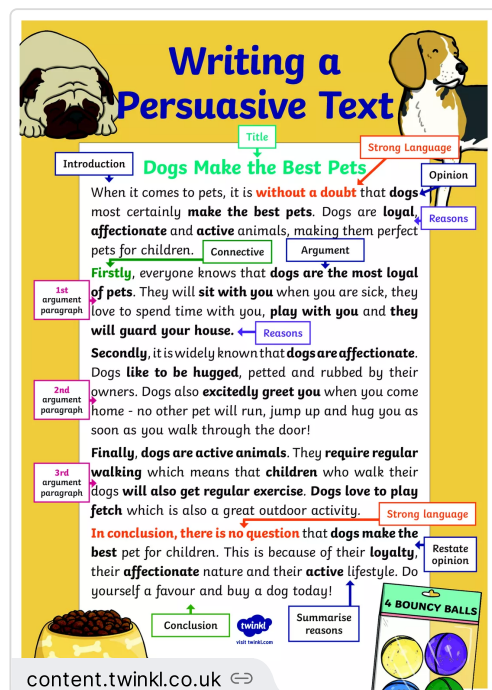


Plastic\_problem.pptx

- 4. Create persuasive writing in poster form - to tell people why we should start thinking about our plastic uses and ways we can tackle this. This information must be displayed in a poster format.

10 minute explanation  
1 hour for children to complete  
20 minutes to read some out to each other

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au-l-53230-writing-a-persuasive-text-display-poster.pdf

- ↩ 5. DT activity: Make your own greenhouse - this is to be made as a solution to help tackle the issue that plastic is posing to our environment. Children must produce an indepth plan, detailing how this links to our environmental issue and what this does to help it.

10 minute to watch the video

45 minutes to make the plan

1 hour 30 minutes to make the greenhouse

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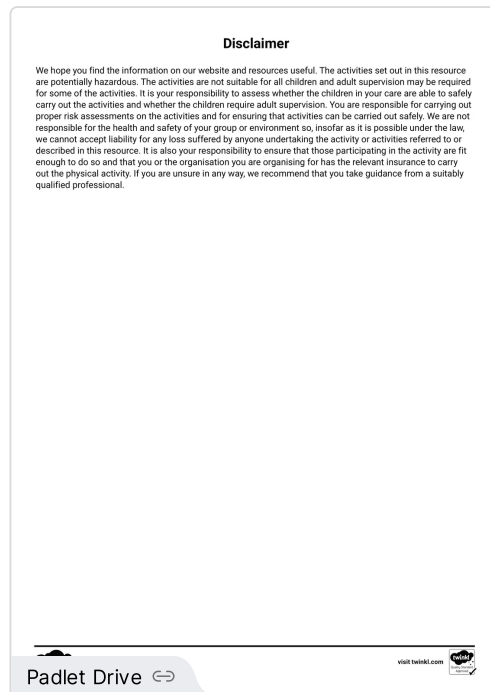


Make A Miniature Greenhouse From A Recycled Plastic Bottle

- ↩ 6. Plenary - pledge to Earth Day - children must make their pledge after being informed about the impact we as humans have on earth. Leave time for discussion and reflection to wrap the day up. Can use these as a display.

30 minutes

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↶ Poster example

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↶ Poster example

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### Teacher Guidance

**Disclaimer**  
 We hope you find the information on our website and resources useful. The activities set out in this resource are potentially hazardous. The activities are not suitable for all children and adult supervision may be required for some of the activities. It is your responsibility to assess whether the children in your care are able to safely carry out the activities and whether the children require adult supervision. You are responsible for carrying out proper risk assessments on the activities and for ensuring that activities can be carried out safely. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking the activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.

**Guidance**  
 Encourage children to collect the leftovers from their own packed lunch (including any food).  
 Children can then work in small groups to sort their leftovers and packaging according to what material they are made of: plastic, paper, food or metal. Remind children to only handle the items from their own lunches when sorting them into groups and remind them to wash their hands afterwards.  
 (As an alternative, children could sort appropriate items that the teacher has provided).

Padlet Drive ↩ visit twinkl.com

earth-day-maths-data-handling-activity-t-m-1640774684\_ver\_1

## Pedagogy

- ↩ • Whole class discussions
- Modelled persuasive writing - using a WAGOLL
- Independent research
- Collaborative work to produce a plastic bottle greenhouse
- Use of video resources as multisensory stimuli

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### ↩ Promote metacognition

- Explicit teaching- reinforce prior knowledge which links to new information provided.
- questioning- stimulate higher-order thinking
- modelling of thinking- resolve issues, Think out loud as you are writing and modelling.

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### ↩ Key Questions

- What do you do at home to recycle?
- What items can you recycle ?
- Can you recycle everything?
- What positive effects do you think recycling could have on climate change?
- What effects has climate change had on our planet?
- Where does most of our rubbish end up?
- How does it make you feel that rubbish is having a negative impact on our world?

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## Learning outcomes

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↩ **Learning outcomes**

What are the learning outcomes?  
What are pupils going to create,  
make, write, design and produce to  
demonstrate their learning?  
How is this going to be captured, shared or presented?

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↩ A year 6 class are going to spend Earth day  
researching and the pros and cons of plastic bottles.  
How does plastic effect the earth?  
What difference can we make  
by recycling our plastic bottles?  
what do greenhouses do?  
Can we make a class greenhouse  
with out one plastic bottles.  
By the end of the day the children will understand  
what they need to do to benefit the planet, they  
will use the resource and pledge/promise what  
they are going to do in-order to make a change.

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