





# Key Information

## Trainee Names

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## Contextual Information

- A school in a moderately urban area; typical urban development with inclusion of green spaces nearby to school.
- A class of 30 mixed-ability children, with some EAL and SEND learners which would be accommodated for in both focus input and continuous provision activities.
- Assumes that children have limited prior knowledge:
  - Previous specific knowledge on recycling would come from personal experiences, i.e putting out bins at home with parents, putting things in recycling bags/boxes
  - Children would know what materials are, but likely wouldn't know features that distinguish material groups from each other.
- All children are from similar local areas.



# Skills, Learning and Resources

## Skills, Knowledge and Values

### Skills:

- Identifying materials and describing basic characteristics, being able to group materials based on these.
- Developing responsibility for self and wider community.
- Gross motor skills: putting materials in relevant bins.
- Curiosity: Developing curiosity about the natural world and relevant topics to continue learning.
- Language and communication: key language (i.e compost, recycling, waste...) and information sharing related to learning.

### Knowledge:

- Cause and effect - what happens to materials after they're recycled?
- Where, and how, waste is generated within the school and in the wider environment.
- The ways we can help to recycle materials.
- How we can mitigate food waste, and what we can do with our leftover food.

### Values:

- Citizenship - taking care of your local community, and the wider community on Earth.
- Working Collaboratively - children will understand that it is important to work together with a larger community to tackle waste issues.
- Independence - children will be able to take initiative for their part in taking care of the environment.
- British Values:
  - Respect: children will be more aware and respectful of their surroundings, and will know how to take care of their environment
  - Individual liberty: Children will learn responsibility, and will be taught ways that their personal choices and actions can affect things going on around them. They will learn how to make positive choices, and the impact this can have on helping the environment.







## Video Resources

Examples of videos to watch during circle time/group time:

<https://www.youtube.com/watch?v=fM5E9Hq87o4>

<https://www.youtube.com/watch?v=AOvcW8l3RzE>



## Physical Resources

- In school visits from local councillors, bin men, supermarket staff to discuss why recycling is important, and how they do their part to help the community.
- If there is a local school with a larger focus on sustainability and climate action - intraschool workshops with older students and younger students collaborating on a project or activity.
- Class Trip:
  - Visit to nearby park, country park other green space for litter picking.
  - Recycling centres.
  - Outdoor education centres.





# Focus Input

## Focus Activity: Identifying Properties of Recyclable Materials

Description: Introductory session to look at what recycling is, and for children to identify properties of different groups of recyclable materials.

Learning Objectives: To be able to identify characteristics of materials.

To be able to group different types of recyclable materials.

Procedure:

1. **Input:** Introduce the topic of materials by showing a range of different materials such as glass, paper, cardboard, metal etc. have children try to name what the material is. Alternatively use a matching game to see which ones they can name and which ones they struggle with.

Discuss what the children know about how the materials look, provide them with physical examples to examine to help - i.e are they shiny? What colour are they? Are they smooth, bumpy, rough?

2. **Focus Activity:** In small groups of up to six children, provide them with foldable rings and a range of materials, have children try to group the materials, and explain how they have grouped the materials, can they name what they are?

For low attainment, SEND or EAL learners do it in a smaller number and lead it, try to elicit the relevant key language out of them and have them focus on justification even if materials are not grouped by type.

**Extension:** Have learners try to write simple sentences to describe their materials using key words i.e 'Glass is smooth'.

3. **Output:** Record activity with pictures and quotes from students/written sentences if possible, use them for a display.



## Focus Topic: Where Does Our Waste Come From, Where Does It Go?

Introduction: Extending on the previous lesson - now we know all of our materials, lets think about where we use them, and what happens to them when we're done.

LO: To identify what kinds of materials are used in our classroom.

To consider what happens to our materials when we're done with them.

To put together a simple story board on what happens to our recycling.

Procedure:

1. **Recap:** recap the previous lesson - what were the materials discussed?
2. **Input:** Introduce the big question: *what happens to things after we've finished using them? Where do our things go after we put them into the bin?*

Have children draw on whiteboards what they think happens to items after they go into the bin - as a group have a showcase of a few, and have children discuss with their partners, then with the class about what they've drawn.

Introduce the concept of recycling - supplemented by a video to aid understanding in EAL/SEND students. Discuss any questions that might come up after watching the video.

Discuss with partners then with the group - why do we think recycling is important? What would happen if we didn't recycle?

Have a story board and statements - children can discuss and put the statements into the right order to create a sequence of recycling.

3. **Output:** In focus groups of up to six students, or fewer where individualised input is needed for EAL or SEND students, have them draw images to match with the statements to create simple storyboards for the process of recycling. Students can colour these in or otherwise decorate them. Higher attainment students could try and write simple sentences about their drawings, EAL/SEND children can have





## Whole Class Output: Recycling Modelling

Learning Objective: To make an environmental hero from recycling.

Procedure:

Before lesson - ask staff around the school to put aside any recycling that might be useful for junk modelling.

1. **Input:** Children are going to be using their knowledge for practical group work - have them think about all the different types of materials they could collect from within the school.
2. **Planning:** We're going to go on a materials walk - where do the students think we could go to pick up the most recycling for our modelling?  
*Use a map of the school and mark out a path that the walk will take, asking what kinds of materials could we expect to pick up here?*
3. **Material Walk:** Give the children baskets to carry in pairs, and follow the route of the walk, asking staff to give the children any recycling that they have which we can use - this can be large or small recycling, so boxes, tubs, but also things like empty whiteboard pens so students can see a range of recyclable waste.
4. **Modelling** - individually, in pairs or small groups, task the children with making an "environmental hero" from the materials collected and anything else that is available in the classroom.

Questions for them to consider:

- What makes your hero a hero?
- How do they help the environment?
- What materials have you used for your hero?

5. **Showcase:** Have children show off their creations to their peers in a showcase, have them discuss the questions above, and anything else they found interesting. Give the opportunities for peers to ask questions.

6. **Label:** Have them try to write simple labels about their hero relating to the questions, using a bank of key words or using phonics to help them.

Display outputs as part of a display of learning relating to the topic.



## Additional Input: Food Waste

Introduction: Extending learning to other types of recyclable waste, we consider what happens to our food?

LO: To learn about what food waste is, its effects and what we can do to reduce food waste.

Procedure:

- Input:** We've considered how we recycle different materials, but what happens to food?  
*Discuss with class whether they think food is recyclable - which bin would it go in? If not, what would happen to it?*  
Discuss the concept of food waste, relate this to things seen in school i.e throwing away fruit from breaktime, or throwing away things in lunches and where the food goes after it goes into the bin. Show ways that food waste can be reduced and handled (i.e through composting).
- Focus Group Activity:** Have children draw and decorate pictures of different foods and discuss whether or not they can be recycled through composting or other means. Have them try to draw an imaginative solution for recycling food that cannot be composted.
- Output:** Put together a display showing what food can be recycled, showing the process of them being composted. Display pictures with non-compostable foods of proposed solutions to dealing with waste, with quotes to support explanation.





## Whole Class Collaboration: Compost Heap

- Using our knowledge of composting and food waste, have children decide on a location in the outdoor space for a compost heap (With permission from relevant parties).
- Have them create simple posters to put up around the school to have other children collect and donate their food waste to the class compost heap - have a class discussion about what they would like to use the compost for i.e a garden school or some other project like donating it to a local allotment, and arrange for this to happen, with children being informed about how much food waste is being saved, and the positive impact of their actions.





# Continuous Provision Activities

## Recycle Station Creation

Equip the station with bins for paper, plastics, metals and organic waste. Label each bin with pictures and words to help children understand what goes where. Provide a range of recyclable materials for children to distribute into the correct bins.

To make this activity inclusive for all children - incorporate sensory experiences whereby children can sort recyclable materials by texture (i.e. smooth, rough) or by sound .

Using visual aids such as pictures for different types of materials can also make this activity more inclusive.







## Recycling word search

Word search to promote pencil control and fine motor skills. Also supporting memory and recognition of words and key terms. Developing language and vocabulary.



### Recycling Word Search

This lovely recycling word search will be an ideal way to refresh your children's know...  
[twinkl.com](https://www.twinkl.com)

## "Junk Modelling"

Provide a range of recyclable materials and encourage children to collect and materials they find in school/at home (can be following on from recycle walk activity). Provide a range of tools for the children including: scissors, tape, glue, paint, glitter, sequins, that children can use to create a piece of art of their choice.



## Recycling Posters/Signs

Provide children with a variety of materials to create their own poster about the importance of recycling. These can be displayed around the classroom/school to remind children about the importance of recycling.





# Pedagogy

## Site response pedagogy

Relating learning to the immediate context and everyday experiences of the children.

- Whole class/ small group discussions about prior knowledge and personal experiences
- Cross-curricula links through 7 areas of learning and continuous provision
- Metacognition: children being able to identify and understand these knowledge, skills and values, with what they have learned and how they can utilise this outside of the classroom
- Fabulous finish: Trips to local/national parks, recycling centres etc. Immerse themselves into the experience



## **Collaborative Learning**

Children are encouraged to work in pairs/as a whole class to facilitate learning from each other. This builds their social skills and team work skills.



## Play-Based Learning

By using role play scenarios, games and stories the learning becomes more enjoyable and relatable for children.

## Visual Learning

By using bright, colour-coded bins and symbols for children to easily identify where items should go.



# Learning Outcomes



## Reception

- Junk model of recycling hero
- Display around school
- Transcripts from the children about their model and what it represents



## Support children to...

- Provide children with a range of materials for children to construct with.  
Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Create opportunities to discuss how we care for the natural world around us.
- Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.
- Model the vocabulary needed to name specific features of the world, both natural and made by people.
- Listen to how children communicate their understanding of their own environment

