


Session title	Plastic Planet	
Key Question	Which everyday objects are made from plastic and why is this a problem?	
Session description	Explore different everyday objects made from plastic. What problems does plastic pollution cause and what can we do to help?	
Key Stage suitability	Foundation Phase	
Duration	1 hour	

Curriculum links	<p>Curriculum for Wales</p> <p>Science and Technology</p> <p>Being curious and searching for answers is essential to understanding and predicting phenomena</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I can explore the environment, make observations and communicate my ideas. ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. ○ I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others. <p>The world around us is full of living things which depend on each other for survival</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I can identify, follow and begin to create sequences and patterns in everyday activities ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. <p>Humanities</p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I am beginning to recognise the effects that I have on the natural world. ○ I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can describe how people and the natural world may impact on each other. <p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action</p> <ul style="list-style-type: none"> ▪ Progression step 2 <ul style="list-style-type: none"> ○ I am beginning to appreciate and care for living things and my own environment. ○ I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future ○ I can recognise that my actions and those of others impact upon communities and the environment. 	
	Learning outcomes	<p>All learners</p> <ul style="list-style-type: none"> ▪ Recognise that there are many everyday items made from plastic some of which may not be immediately obvious

	<ul style="list-style-type: none"> ▪ Understand the problems that plastic pollution causes for wetland wildlife and habitats ▪ Recognise that plastics take a long time to break down ▪ Know some simple things that they can do to help improve the situation 	
Key vocabulary	Pollution Bioaccumulation	Microplastics Decomposition

Session Outline	Time
Introduction	5 mins
Learners are introduced to the session title and what we will be focussing on in today's session	
Section 1: What is the issue?	15 mins
Learners investigate different items that create plastic pollution and where these come from	
Section 2: What problems does this cause?	10 mins
Learners look at the impact this has on wildlife including how microplastics can be passed through a food chain	
Section 3: How long does the problem last?	15 mins
Learners investigate how long different materials take to decompose and how plastics can remain in the environment for a long time	
Section 4: What can we do to improve the situation?	10 mins
Learners explore some of the alternatives to plastic and some of the small steps they can take to reduce plastic pollution	
Plenary	5 mins
Learners review what they have learnt and have a chance to ask any questions they may have	