**Key Stage Two**

**Plastic or not?**

**NC references**

**Science**

Working scientifically

* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Materials

* Classify materials according to a variety of properties

**Learning objectives**

Understand that plastic can be hidden in many products

Classify materials, using suitable recording

Ask questions and justify answers

**Teaching ideas**

**Discuss**

Start with a discussion about plastic. Questions may include?

Name objects that are made of plastic

Is it easy to identify plastic?

How do you know that something is made of plastic?

Is it always easy to recycle or reuse plastic items?

What happens to plastic when we throw it away?

What is plastic pollution?

What are the effects of plastic pollution?

**Classify**

Ask the children to sort the cards (or, even better, use real examples of the objects!) according to whether they are made of/ contain plastic. Allow children to decide on their own ways to record their classification.

If children sot real items or pictures, take photographs so they can compare their ideas with the ‘answers’.

**Consider**

Use the classification as a starting point for research. Can the children find out if the products contain plastic? They might look at product packaging or research using ICT.

OR

Show the children the ‘answers’ to the quiz and allow them to compare the answers with their classification. Which products surprise them?

**Answers**

Items containing plastic are highlighted

|  |  |
| --- | --- |
| crisp packet | drink carton |
| drink can | tea bag |
| denim jeans | glitter |
| body scrub | wet wipe |
| toilet paper | newspaper |
| disposable nappy | cotton bud |
| water bottle | carrier bag |
| biscuit wrapper | foil |
| drinking straw | clingfilm |
| foil balloon | drinking straw |
| chewing gum | drinking mug |
| fleece jumper/ blanket | disposable coffee cup |

**Record**

Whether you show the answers to the children or they find them out through research, children could produce a written summary of the results, identifying products that surprised them.

**Research**

For products that do contain plastic, children could develop their learning by researching what the possible environmental impact of the product is and what alternatives could be used to reduce the use of plastic and/ or plastic pollution.

Recording of research could be completed in a simple table like this:

|  |  |  |
| --- | --- | --- |
| Product | What is the possible environmental impact of this product? | What alternatives could be used to reduce the use of plastic? |
|  |  |  |
|  |  |  |

**Resources**

Plastic or not? Cards or pictures/ real examples of the products.

**Next steps**

Link to Kids Against Plastic Reading Comprehension and litter pick/ sort activity where children find out what materials are being thrown away in school. Can the children campaign to reduce the use of plastic in school?

What further questions do children have?

Can they find out about any other products that have ‘hidden’ plastic in them.

Use as stimulus for children to join the ‘Kids Against Plastic’ campaign, collecting plastic litter from the school/ local environment.