**Key Stage One**

**Litter pick and sort**

**NC references**

**Maths**

* Interpret simple tables & pictograms
* Ask & answer comparison questions
* Ask & answer questions about totalling

**Science**

Working scientifically

* identifying and classifying
* gathering and recording data to help in answering questions

Materials

* Identify & name common materials
* Compare & classify materials

**Learning objectives**

To count and sort objects

To interpret visual data

To consider the impact of plastic litter and how waste might be reduced

**Teaching ideas**

**Predict**

The children are going to collect litter or sort litter from a school bin. Before the activity, ask children to predict what materials they might find. If they say ‘wrappers’ or ‘bottles’, prompt them to describe what material the wrappers/ bottles will be made of.

Children could record their own predictions, you could scribe class predictions on flipchart paper or, using a simple table layout, children could write their initials next to the type of material that they think they will collect/ find most of.

Compare the results of the litter sort with the children’s predictions.

**Investigate**

Complete a litter collection, either by a local litter pick\* or by sorting waste from classroom/ playground bins.

Ask children to name the different materials that they find and sort the waste into groups of the same materials.

Sort the litter according to the material they are made of.

Children could compare the materials in classroom bins with those in the playground bins. Are they different? Why?

*\*NB: Ensure that a risk assessment is carried out if children are collecting litter off-site and that necessary precautions of gloves and litter pickers are used if necessary. Ensure that children wash hands after handling litter.*

**Record**

There are a range of ways that this could be recorded.

On paper:

Tally the number of different materials collected. Use a template or encourage independence by asking the children to create their own recording method.

Use the tally to complete a pictogram or bar chart of their results.

Outdoors:

Create groups/ piles of the materials found. Which has the most/ least?

Chalk out a large tally table on the playground and line up the litter on the table, totaling it at the end. Photograph the table for children to interpret.

Create a large bar chart, using lines of litter on the playground, writing the total of each column at the top. Photograph the graph for children to interpret.

**Resources**

Litter

Tally/ bar chart/ pictogram template

**Next steps**

Ask questions about the litter:

Which is the most/ least common material?

Which materials could we recycle?

Does everything that we find need to be thrown away? Could it be reused?

Go out after breaktimes and collect litter from the playground. Is everything thrown away?

Present the findings to the School Council/ Headteacher with ideas for reducing waste.

How could we reduce the amount that is thrown away? (bringing reusable pots etc.)

Are the bins in the playground/ classroom suitable? How could we encourage people to recycle their waste?

Find out what happens to the waste when it is collected through videos/ presentations.

Compare litter thrown away by each class. Who throws away the most/ least? Encourage other classes to reduce the waste (especially plastic) that they throw away.