Year 6

Plastic Planet

Vocabulary

* citizen
* climate
* crisis
* debris
* fossil fuels

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| Monday  22/06  Session 6 | I can use relative clauses to add detail  Read Greta’s Story pg. 15 – 25 (see resource pack).  Once you have read this, complete ‘Think, say, feel’ activity for Greta, her mother and father (see resource pack).  Create some sentences about the situation using relative clauses to add additional detail.  For example:  Greta felt that the adults should have been more concerned about the state of the planet.  Her mother, who was a famous opera singer, was persuaded to give up her international career. |
| Tuesday  23/06  Session 7 | I can write a letter in role as Greta  Thinking about the previous session, consider how Greta might have persuaded her parents to change their lifestyle.  In your home learning book, complete the following:   * List 3 questions that she might have asked them. * List 3 facts she might have presented to them. * List 3 pieces of emotive language that she might have used with them.   Write a letter from Greta to her parents persuading them to change their lifestyle. Include relative clauses to add further detail within your letter.  You might want to collect some further facts from the following website:  <https://www.bbc.co.uk/news/science-environment-49349566> |
| Wednesday  24/06  Session 8 | I can use emotive language  Watch the following video clip from BBC’s Blue Planet 2:  <https://www.youtube.com/watch?v=xLx4fVsYdTI>  Record your thoughts, feelings and opinions in response to the video. Record this on the sheet provided in your pack. Please avoid using vocabulary such as ‘sad or happy’.  Now look at the images of plastic pollution provided in your resource pack. Consider how the images make you feel. Stick the images into your home learning book and come up with a hashtag to go alongside each of them.  Once you have done this, consider a range of persuasive devices that could be used alongside the images to make people think about what they are doing with their plastic. Record one for each image.  For example:  This devastating scene might be hundreds of miles away, but surely it is still our responsibility to pick up our litter. |
| Thursday  25/06  Session 9 | I can summarise main ideas  Today we will start to look at the book ‘Plastic Planet’.  *Plastic Fact Named Stat of the Year - December 20, 2018*  *This week, Great Britain's Royal Statistical Society announced its statistic of the year. It's 90.5%, the estimated amount of plastic waste ever made that has never been recycled. Estimated at 6,300 million metric tonnes, scientists calculated that around 12 percent of all plastic waste has been incinerated, while roughly 79 percent has found its way into landfills or become litter.*  How does this fact make you feel? How does this fit with the title of the book?  Look around your home and make a list of all of the things that are made of plastic.  Once you have done this, read ‘The Plastic Problem’ which has been provided in your resource pack. Summarise five key facts that you have learnt and record these in your home learning book. |
| Friday  26/06  Session 10 | I can create an explanation text  Watch the video ‘What really happens to the plastic you throw away’:  <https://www.youtube.com/watch?v=_6xlNyWPpB8>  Once you have done this, record three new facts that you have learnt from the video. Using all of the information you have gathered over the last two sessions, write a short explanation text in response to the following question:  What is the problem with plastic?  Add detail to your writing by using relative clauses. Create cohesion in your writing by using adverbials and conjunctions. You may wish to use subheadings in your work to structure your ideas.  I have provided a modelled piece of writing for this task in the resource pack. |