

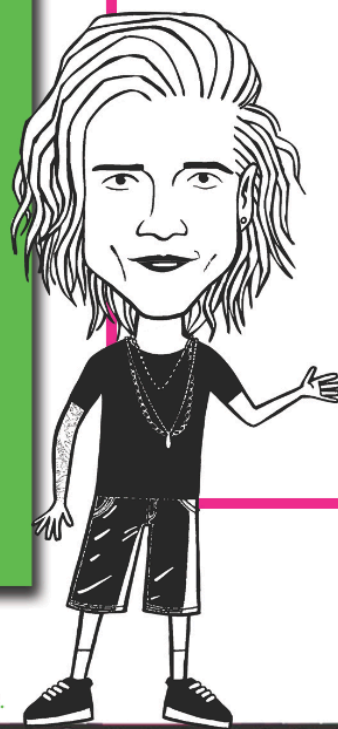


SCHEME OF WORK

PERFECT FOR: Studying non-fiction texts; creative writing including persuasive letters, poetry, biographies and scripts; learning about plastic and the environment; the wonder of the oceans and the fragility of our ecosystems; powerful nature-themed artwork and considering how we can all make small changes using plastic-alternatives.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;
Writing to Entertain and Inform; Poetry;
Explanation and Recount Texts
Drama, Speaking and Listening
Design Technology & Art
Science
Computing
Geography
Music
PSHE and Citizenship





DOUGIE POYNTER is a musician, songwriter, designer and author. He's been obsessed with natural history and dinosaurs from the age of three when he visited the Natural History Museum with his mum. He is passionate about the natural world and a keen conservationist, working with charities such as WWF, Greenpeace and Five Gyres. He is committed to cleaning up the planet and was instrumental in the campaign to ban microplastics in the UK.

Dougie has been the bass player of the band Mcfly since 2003 and, along with bandmate Tom Fletcher, is behind the bestselling picture book series *The Dinosaur That Pooped*. Illustrated by Garry Parsons, the series has sold more than 1 million copies. Dougie was also a member of the super-group McBusted and in 2011 was the winner of the jungle set show *I'm a Celebrity Get Me Out of Here!*



WEEK 1 (PAGES 37-44): HISTORY OF PLASTIC - IT'S NOT ALL BAD

**PLASTIC
SUCKS!**

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Make predictions about a non-fiction text, using clues. - Ask questions to improve understanding of a text. - Identify how language, structure, and presentation contribute to meaning. - Retrieve and record information. Writing to Inform and Explain - Identify features of an information text and evaluate its purpose. - Write a biography, including features to engage the reader. Science - Research the significance of the work of David Attenborough. PSHE and Citizenship - Discuss what makes someone worthy of praise and fame. - Hold a class debate. Maths - Interpret data and construct a bar graph.	1. Look at the front cover of the book. On a post-it, record everything you can see. What sort of book do you think this is? Is it fiction or non-fiction? 2. Look at the Contents Page. On which pages might I find out about the following? <i>The negative effects of plastic, plastic-free parties, beach clean-up tips, why honey bee are awesome creatures.</i> 3. Explore the book up to page 37 – is there anything that has interested or puzzled you? Can you choose one fact to share? 4. Use the information on pages 38 and 39 to create a timeline about the history of plastic. 5. PET was first produced in 1947. True or false? Can you write your own true/false questions? (page 38) 6. The answer is 'plastikos'. What might the question be? (page 40) 7. Why do you think the text at the bottom of page 44 is surrounded by a circle? 8. Look at the layout of these pages. How do the diagrams help you better understand how plastic is used? Why do you think these colours have been used? 9. Summarise all the ways in which plastic has positively changed things for medicine. 10. Why do you think Lyndsey Dodds says that we are all part of the problem AND the solution? How can something be the problem and the solution?	Before beginning, write down everything you think you already know about plastic. Use the following labels to identify relevant features from pages 37-44: <i>introduction, titles, sub-titles, words in bold, pictures and captions, diagrams, written in present tense, charts and graphs.</i> This book is dedicated to David Attenborough, who the author describes as 'the most awesome human who has ever lived'. Work in small groups to research the life of David Attenborough. Write a biography about him, including information about his childhood, family, education and achievements. Can you think of someone else that is worthy of such praise? Hold a class debate and persuade each other why your chosen person should be given the title of 'the most awesome human who has ever lived'. Finish by conducting a class vote and constructing a bar graph to show the results of your debate.



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WEEK 2 (PAGES 45-64): WHAT'S THE PROBLEM?

**PLASTIC
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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language, structure, and presentation contribute to meaning. - Discuss words and phrases that capture the reader's interest and imagination. Maths - Read and interpret information in tables and graphs. Writing to Inform - Write a persuasive leaflet about plastic, thinking about the use of language and the layout and features for this type of writing. Design Technology & Art - Explore the work of Sue Lipscombe and use this to create a piece of art, which highlights the negative impact of plastic, using a range of natural and man-made materials.	1. Look at the title on page 45. What do you predict the information on these pages will be about? 2. Can you point to the introduction on page 45? What is its purpose? What information do you learn from it? 3. Which words and phrases on page 46 tell us that plastic is now ubiquitous? 4. What do you think the purpose of the 'Expert Box' on page 46 is? Is this a successful feature of the book? 5. Which word on page 48 is similar in meaning to 'throwaway' or 'one-use'? 6. What is the David Attenborough Effect? Find and copy evidence from page 56 that shows the author thinks highly of David Attenborough. 7. What might Dr Lucy Woodall have been thinking and feeling when she discovered plastic in deep-sea sediment? (page 59) 8. Summarise in one sentence Will Travers' top tips for making a difference. Can you think of your own now? (page 61) 9. The positive uses of plastic outweigh the negative impact of plastic on our earth. Do you agree with this statement? Why? Why not? 10. Which words and phrases does the author use to engage, surprise and interest the reader? Are they successful?	Use the table on page 47 to estimate the amount of plastic produced in the following years: 1960, 1985, 1999, 2007, 2013. Create a persuasive leaflet, discussing the negative impact of plastic and encouraging children to stop using it. Remember to include powerful adjectives, diagrams and pictures, alliteration, facts and a quiz. Think carefully about the layout of your leaflet, ensuring it is engaging, colourful and bright. Spend some time exploring 'Bristol Whales' by Sue Lipscombe, which uses willow branches and over 100,000 single-use plastic bottles to create a striking piece of art. Re-use a range of natural and man-made, plastic items to create your own piece of class artwork to show how plastic is negatively impacting the earth and oceans.



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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use dictionaries to check the meaning of words. - Summarise the main ideas in the text by choosing the most relevant information Writing to Persuade and Inform - Write a persuasive letter about the negative impact of single-use plastic, thinking carefully about the structure, layout and language required to produce a powerful argument. Drama, Speaking and Listening - Perform a poem, thinking about how to use volume, pace and expression to engage the audience. PSHE & Citizenship - Explore the theme of nature and the earth and what makes it so special important. - Create a class display to share your favourite thing about Earth.	1. Write a definition for the following words in this section: <i>wellbeing, microplastics, purchase, invest.</i> 2. Which of the bathroom swaps on pages 72 and 73 do you think will be the easiest to carry out? Which could be the most difficult? Why? 3. Complete this sentence: It's better to buy your fruit and veg loose because...(page 78) 4. Can you summarise the information on pages 80 and 81 in one sentence? Can you think of a new sub-title for these pages? 5. Why should you use string or ribbon to wrap your parcels? (page 83) 6. Complete this sentence: A jellyfish and a plastic bag look similar, so... (page 94) 7. Which do you think is the most important tip on page 97? Why? 8. What is your favourite thing about Earth? Why? 9. What is the purpose of the arrows and labels on these pages? How do they direct and support your reading of the information? 10. What is the most importance piece of information on these pages? Summarise the contents of these pages in three sentences. Can you summarise them in two sentences, and then one?	Use table 1 at the end of this scheme of work to record how much plastic is in your bathroom, kitchen and bedroom. Write a persuasive letter to a supermarket, encouraging them to reduce single-use plastic. Think about the structure of your letter, how to convey your message, and make sure you use facts and figures and offer alternatives points of view and powerful language. Read and perform 'The Seagulls' by Michael Rosen. Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Afterwards, discuss the meaning of the poem and how it could relate to the use of plastic. Create a class display entitled 'Our Favourite Things About Earth', using photographs, artwork, poems and writing to share something special that is important to each of you.



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WEEK 4 (PAGES 115-138): THE CULPRIT LINE-UP

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify how language, structure, and presentation contribute to meaning. - Summarise information by creating new sub-titles for a non-fiction text. Geography - Use maps to identify countries and capital cities. Maths - Convert units of measure and create a bar graph to show rates of decomposition. Writing to Inform and Entertain - Write a script for an informative vlog about plastic, using a range of organisation devices. Drama, Speaking and Listening - Perform a vlog for a YouTube channel, thinking carefully about how to use volume, pace and expression to engage the audience.	1. Can you think of three synonyms for the word 'culprit'? What might this section of the book be about? 2. Which is the most harmful type of plastic? Why? (pages 116-118) 3. When do you think the author shows most clearly how easy the process of recycling is? (page 119) 4. Complete this sentence: the Green Dot system is successful because... (page 120) 5. Can you explain David Katz's metaphor on pages 122 and 123? How does it help you understand the importance of cleaning our oceans? 6. How does the start, middle and end of the information on pages 122 and 123 help you understand what the Plastic Bank is? 7. What do you think we are meant to notice first on pages 128 and 129? Why? Where was your eye first drawn to on these pages? 8. Why do you think lots of children's authors have joined the Authors4Oceans campaign? (page 124) 9. Look at the sub-titles on pages 135-137. How do they help you understand the text? Can you think of new sub-titles for each section of the text? 10. Why do you think the author has included advice from Ariel Booker at the end of this chapter? Can you explain what it means?	Use the information on pages 120 and 121 to create a map showing how different countries tackle the problem of plastic and what they do to recycle their waste. Can you find each of the countries mentioned, their capital cities and then create your own map with labelled text boxes to summarise your findings? Look at pages 128 and 129, which shows the rates of decomposition for rubbish found on beaches. A carton takes 3 months to decompose. How many hours is this? A foam buoy takes 50 years to decompose. How many months would this be? Can you think of your own word problems involving converting measures? Use the information on these pages to create a graph to show the various rates of decomposition for plastic items. Read the interview with Blue Ollis (pages 130-131). Imagine you are writing the script for a new vlog for her channel, about an aspect of plastic that has interested you. Next, consider your audience and perform your engaging vlog with enthusiasm. Perhaps you can record your show and evaluate it?



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WEEK 5 (PAGES 139-164): SMELLS LIKE ENTREPRENEURIAL SPIRIT

**PLASTIC
SUCKS!**

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve information from a non-fiction texts by answering true/false questions. - Ask questions to improve understanding of a text. Maths - Categorise and sort a range of materials using a Carroll Diagram to think about the properties of the chosen materials. Drama, Speaking and Listening - Role-play a conversation between the founders of CanO Water and a newsagent owner, thinking about your use of persuasive language. Geography - Extend geographical thinking by researching a country's culture and history.	1. How is the word 'entrepreneur' similar to the word 'inventor'? How is it different? 2. How does the diagram on page 141 help you better understand the 'floater' system? 3. Boyan Slat is the CEO of Authors4Oceans. True or false? (142) 4. Why is CanO Water a good name for the company? Can you think of another appropriate, amusing name for the company? (page 143) 5. Order these events from Edwin Broni-Mensah's life: <i>meeting Marie Heyes in Namibia, working with Pump Aid, working out at the gym and drinking 5 litres of water a day</i> 6. How can access to clean water help tackle social injustice? (page 150) 7. Which of these qualities do you think is the most important for an entrepreneur to have? <i>Money, a vision, ambition or passion?</i> 8. Which of the entrepreneurs do you think has had the most impact and created the most successful product or idea? Why? 9. Describe how each of the people mentioned in this chapter fulfills the description of an entrepreneur? 10. Has the author explained any unfamiliar topics, words or concepts successfully in this section? Which topics and ideas are still difficult to understand? Why?	Look at a range of materials and categorise them using the Carroll Diagram (graph 2) at the end of this scheme of work. What do you notice? In pairs, role-play and freeze-frame the moment when the founders of CanO Water phone the owners of newsagents. One of you should play Perry or Josh and one of you should play the newsagent owner. What might you say? How could you persuade the newsagent owner to use your canned water? How might the newsagent owner react? Edwin Broni-Mensah has worked in Namibia, Ghana and Malawi. Use a map to locate the Africa and calculate how long it would take to travel there. In pairs/a small group, conduct research into traditional African food, music, customs and culture, and present your findings to the class in the form of a large, engaging A3 poster.



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WEEK 6 (PAGES 165-181): THE FUTURE OF PLASTIC-ALTERNATIVES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify the difference between fact and opinion. - Make inferences based on details stated and implied. - Offer and justify an opinion, explain reasoning and discuss ideas using evidence from the text. Design Technology & Art - Design and create your own plastic-alternative. - Create a classroom display from plastic bottles. Writing to Entertain and Inform - Write an explanation text to describe a new plastic alternative. Poetry - Retrieve information from the text and write a poem based on 'Nostalgia' by Don Paterson.	1. How is the plastic problem similar to the bee community? (167) 2. Decide whether these statements are fact or opinion: <i>bees are amazing creatures, it takes 556 bees to gather 1 pound of honey, there are 7.7 billion people on the planet, humans are selfish and cause a lot of harm.</i> 3. What does 'the issue has snowballed' mean? (page 173) 4. Which words and phrases tell us that the author feels passionate about dinosaurs? 5. What is 'interspecies dependency'? (page 175) 6. Why is 'can' written in italics? How should this be read? (page 175) 7. Is there anything special about the way the author writes? Do you notice any patterns? Would you describe his language as formal or informal? 8. Which statement is the best summary for pages 166 to 169? <i>Everyone can make an impact; Bees produce 350 pounds of honey in five years; Plastic is dangerous and harmful.</i> 9. Why do you think the last interview in this book is with the author? What effect does this have? 10. How does the author feel about plastic? How does he want us to feel about plastic? Has this book changed your mind about plastic and its role in our lives?	Design and create your own invention to reduce the use of plastic. You may wish to explore 'Until I Met Dudley' by Roger McGough and Chris Riddell and write an explanation text for your new plastic-free invention. Use a template or outline of a plastic water bottle and, as a class, write a list of promises on your water bottle, describing what small changes you will make to tackle the plastic problem. Hang them around your classroom. Think about all the damage plastic is doing to our earth and oceans. What might happen if we don't act now and reduce our consumption of plastic? Read the poem 'Nostalgia' by Don Paterson. Use this structure to create a poem about the impact of plastic: <i>I miss when I could swim in the sea and flick the sand from under me. I miss when I sailed on waves so high Now I'm choked by plastic nets...</i>



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TABLE 1

	BATHROOM	KITCHEN	BEDROOM
POLYSTYRENE			
POLYETHYLENE			
POLYPROPYLENE			

TABLE 2

	MAN-MADE	NATURAL
RECYCLABLE		
NON-RECYCLABLE		