

Entry point:

Children to attend Tooting Market in particular the pet shop. Children to experience buying.

Mathematics

Article 28

- Count reliably up to 20 everyday objects.
- Recognise numerals 1-20.
- Use developing mathematical ideas and methods to solve money problems - Adding and Take away
- Talk about money and the concept of exchanging it for goods.
- Order money according to size and value.
- Sort bags of shopping
- To use positional terms - under, over, next to, behind, before, after, etc.
- Investigate shapes of different containers and talk about 3D shapes.
- Recognise and recreate simple patterns - Make bracelets with beads bought from shopping.
- Introduce and use language of time e.g. yesterday, today, tomorrow, morning, evening, day and night.

Personal, Social and Emotional Development

Articles: 2,9,12,13,15,18

- Engage in pretend/imaginative role play. Eg. Taking on various roles in the castle
- Make a shop in the classroom and play with their peers, negotiating and cooperating.
- Learn about taking responsibility for their own actions
- Playing alone, alongside others and with others
- To have a positive approach to new experiences.
- Role-play, sharing, turn-taking as shop assistant.
- To make connections between one experience and another

Shopping Nursery SummerTerm 1 2019



Tell the children that they will be experiencing real life situations when shopping as well as buying and selling things for themselves:

- Use their imagination to recreate roles of different characters, using props and costumes for support - customers, sales assistants
- Listens to stories that relates to the topic
- Role play in the pet and music shop
- Attend shops in the local area - how are they similar/different?
- Children to bake cakes/biscuits and sell to their parents
- Children to attend the school shop where they will purchase things that they are interested in. Children to use money to buy.

Physical Development

Articles: 24, 31

- To observe others moving and imitate these ways e.g. flying like a butterfly, crawling like a caterpillar.
- To be aware of the space in relation to self and others when moving.
- To develop control over speed, distance, direction and height-hopping.
- To show perseverance in repeating some actions.
- To move in response to a rhythm.
- To understand the effect of exercise on the body.
- To know how to keep safe during exercise.
- To be able to use a wide range of materials, tools and equipment.

Understanding the World

Article 24

- Show interest in the lives of people familiar to them
- Comment and ask questions about where they live and the natural world.
- Enjoy imaginative and role-play with peers.
- Visit shops and markets
- Shopping for ingredients for cooking, bead making, clothes etc.
- Explore where different food items come from (around the world).
- Making decisions, choosing their own materials and setting their own problems.
- Use information books, internet shopping, power point on Shopping basket

Communication, Language and Literacy

Article 28

- Write shopping lists, leaflets, posters and labels
- Read ingredients lists for cooking activity e.g. playdough, cake and biscuit
- Hear and say letter sounds in words and sentences through phonics phases 2-4.
- Use knowledge of familiar stories to read, matching 1:1 in guided reading.
- Play language game related to market and shopping - "I went shopping and bought....."
- To relate events in sequence - beginning, middle and end- Using story about Shopping.
- Express ideas and recount significant events in sequence
- To handle books carefully.
- Distinguish between marks they make
- To write own name and other things such as labels.

Expressive Arts and Design

Article 29

- Make a shop in the role play area
- Taking part in symbolic, pretend or dramatic play
- Make things to sell - Paint objects/3D objects
- To make story props connected to shopping - Shopping Basket
- To be able to act in role such as a sales assistant in a shop.
- Telephone food stockists to order goods
- To be able to express their response to music physically with increasing co-ordination, control and imagination.

Exit point:

Animals from the pet shop to attend school.