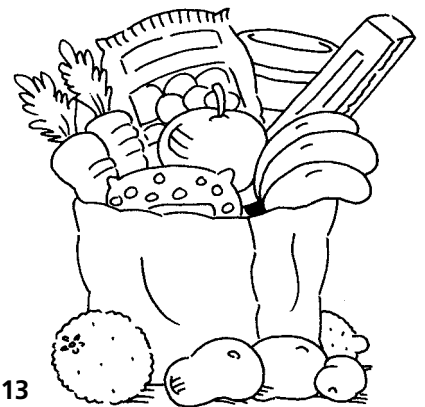


# Planning for Learning through Shopping

by Rachel Sparks Linfield. Illustrated by Cathy Hughes

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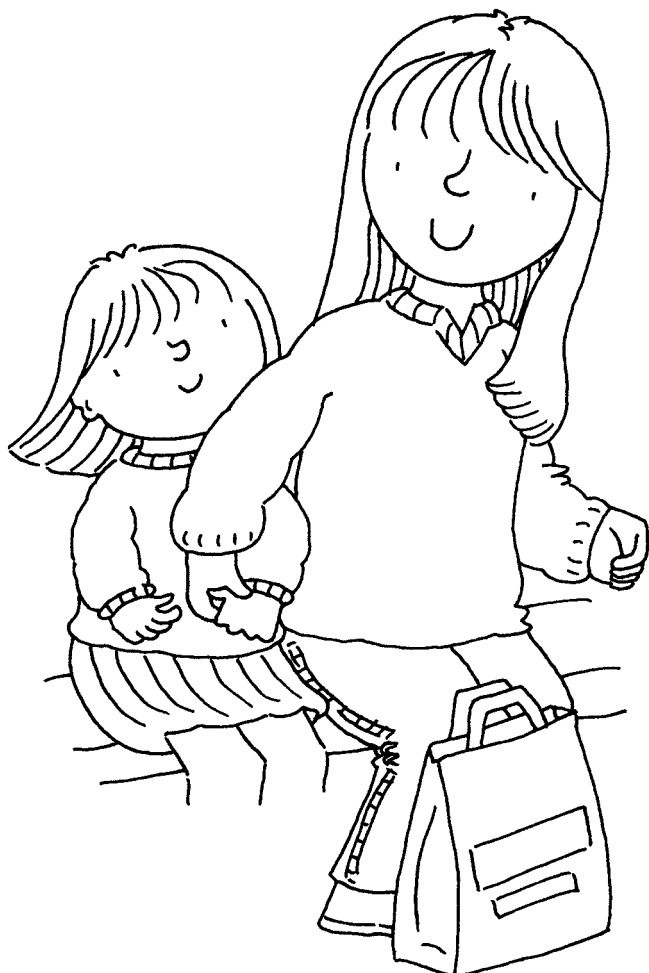
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# Making plans



## Child-friendly planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for

child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.

## The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity. In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording.

## Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any

# Using the ‘Early Learning Goals’

The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework’s content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2012), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are ‘particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive’ (page 4, DfE 2012). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages 4 to 6, have been used throughout this book to show how activities relating to ‘Shopping’ could link to these expectations. For example, for Personal, Social and Emotional Development one aim relates to the development of children’s ‘self-confidence and self-awareness’. Activities suggested which provide the opportunity for children to do this have the reference PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.

In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, when using large apparatus to role-play buying wall paper and paint, and decorating, the children will use handling skills and develop control and co-ordination which is part of PD1. In addition, they will use their imaginations, aiding the development of Expressive Arts and Design. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

## The Prime Areas of Learning Communication and Language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

**Understanding:** children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (CL2)

**Speaking:** children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL3)

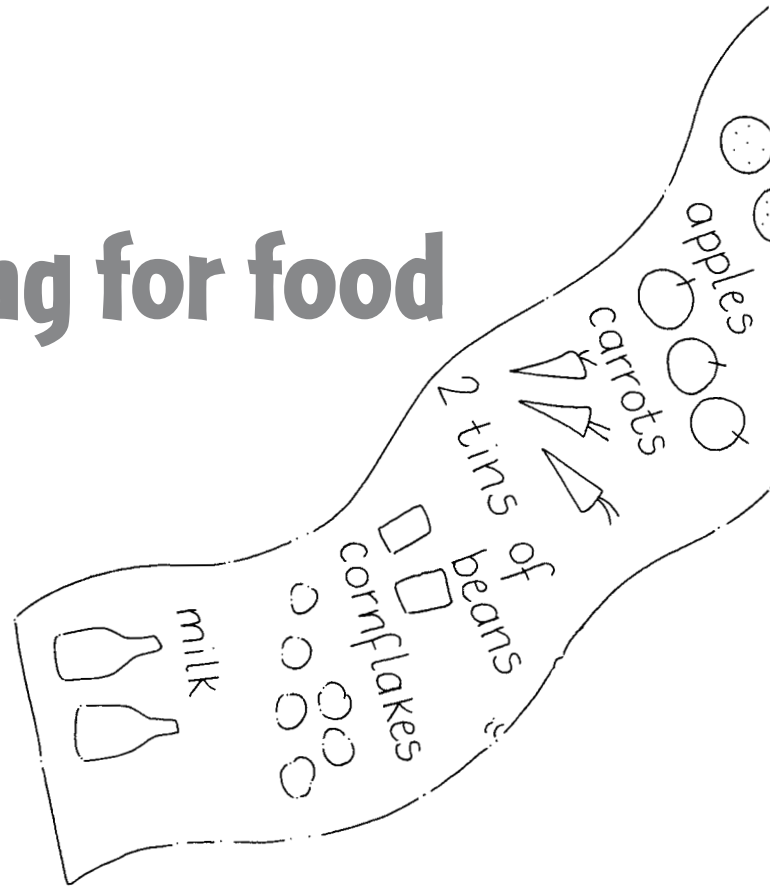


## Example chart to aid planning in the EYFS

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>FOCUSED ACTIVITIES</b>					
Focus Activity 1:					
Focus Activity 2:					
Stories and rhymes					
<b>CONTINUOUS PROVISION (Indoor)</b>					
Collage					
Construction (large)					
Construction (small)					
ICT					
Imaginative play					
Listening					
Malleable materials					
Mark making					
Painting					
Role play					
Sand (damp)					
Sand (dry)					
Water					
<b>CONTINUOUS PROVISION (Outdoor)</b>					
Construction					
Creative play					
Exploratory play					
Gross motor					
<b>ENHANCED PROVISION (Indoor)</b>					
<b>ENHANCED PROVISION (Outdoor)</b>					



# Theme 2: Shopping for food



## Communication and Language

- As a group, make a list of all the places from which people can buy food. Talk about the kinds of foods that children like to eat. (CL3)
- Work with small groups to make food such as fruit salad, pizza or sandwiches. Encourage children to follow instructions and to discuss from where the ingredients were bought. Remember to check for food allergies. (CL2)

## Physical Development

- Outside, role-play delivering food. Use hoops as giant pizzas, skittles for milk, balls as fruit and beanbags as bread. (PD1)
- Use malleable materials to make models of foods sold in a supermarket. (PD1)

## Personal, Social and Emotional Development

- Remind the children of routines for listening and taking turns. Play 'I went to market and bought ...' Encourage the children to take it in turn to add a new food to the list. Use actions as prompts to help children to remember previous foods. (PSE2, 3)

## Literacy

- Use simple recipe books to make lists of ingredients that need to be bought to make buns or biscuits. (L1, 2)
- Read *The Very Hungry Caterpillar* by Eric Carle. Tell the children that they are taking the caterpillar to a café. Make menus of foods that he might like to buy. (L1, 2)

## Mathematics

- Ask carers to donate fruit for a food stall. Let each child 'spend' up to 10 pence. Encourage children to use positional language as they explain the place of the food they wish to buy (see activity opposite). (M1, 2)
- Use a variety of clean yogurt pots, tubs and food containers in the sand and water trays to role-play food shopping and visiting a café. Encourage the children to buy, to sell, to count and to compare amounts. (M1, 2)

## Understanding the World

- Investigate foods from around the world. Invite adults from a variety of cultural backgrounds to talk about where they buy the ingredients to make their national dishes (e.g. curry, paella, haggis). (UW1, 2)
- Having first checked with carers for details of food allergies, invite children to try a range of unusual fruits from a shopping basket. What do they taste like? Where were the fruits grown? Where can they be bought? (UW2)

## Expressive Arts and Design

- Mix a range of ready-mixed paints with PVA glue. Use thin brushes to paint favourite foods on paper plates. When dry, use some of the plates in a role-play café. (EAD2)
- Create packets for cereals (see activity opposite). (EAD2)
- In small groups enjoy arranging clean, empty food packets to make displays for a supermarket or grocery shop. When complete, take digital photos of the displays. (EAD2)

## Activity: Food for sale

**Learning opportunity:** Recognising numbers and using positional language.

**Early learning goal:** Mathematics. Numbers. Shape, space and measures.

**Resources:** Selection of safe fruits; clean, plastic plates and beakers; price list (e.g. grape 1p, apple 2p); money (50p in 1p coins).

**Key vocabulary:** Names of fruits and numbers; 1 pence coin, cost, how much?

**Organisation:** 2-3 children.

**What to do:** Prepare for the activity by checking with carers that the children may eat the fruit. Set out a selection, and cut in pieces, on a plate for each group of children.

Show the children the price list, and depending on the amount of fruit available give each child up to 10 pence.

Invite a child to make a choice of a piece of fruit using the price list. Ask how much money will be needed to buy it. Then ask the child to say which piece they would like. Encourage them to use positional language such as 'I would like the piece of apple in the front row. It is next to the grapes.' Once the fruit has been bought and eaten, continue selling and buying until all the pieces have been sold.

## Activity: Making packets for cereals

**Learning opportunity:** Sticking and painting.

**Early learning goal:** Expressive Arts and Design. Being imaginative.

**Resources:** Masking tape, cereal packets, paint and brushes, scissors.

**Key vocabulary:** Names of colours and cereals.

**Organisation:** Small group.

**What to do:** Talk about the foods that people like to buy to eat for breakfast. Look at the empty cereal packets and discuss children's preferences. Explain that sometimes people see new brands in a shop and decide to buy foods because they look exciting/tasty/different.

Demonstrate how to undo a cereal box and remake it inside out using masking tape to secure the edges. Ask the children to paint the boxes as if they were new cereals for children. When dry, ask the children to give their new cereals a name and help them to use ICT to make name labels for the packets.

## Display

Cover a display board with green paper for grass. In the middle, put up a paper tablecloth. Arrange some of the paper plates of painted foods on and around the cloth (saving some plates for role-play). Use large boxes, painted or covered with cloth or paper, to display the cereal packets as if in a shop window display.

