

# Unit 11 Shopping

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*LCP*

# History

## Resource File Foundation Stage

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# Introduction

## The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

## How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

*Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.*

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

### Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

## Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

**Many of the songs and musical rhymes can be found in the following publications:**

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


## LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

## Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

## Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

## Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

**DA** – Dispositions and attitudes (*Personal, social and emotional development*)

**SD** – Social development (*Personal, social and emotional development*)

**ED** – Emotional development (*Personal, social and emotional development*)

**LCT** – Language for communication and thinking (*Communication, language and literacy*)

**LSL** – Linking sounds and letters (*Communication, language and literacy*)

**R** – Reading (*Communication, language and literacy*)

**W** – Writing (*Communication, language and literacy*)

**NLC** – Numbers as labels and for counting (*Mathematical development*)

**C** – Calculating (*Mathematical development*)

**SSM** – Shape, space and measures (*Mathematical development*)

**KUW** – Knowledge and understanding of the world

**PD** – Physical development

**CD** – Creative development

# Shopping Medium-term plan

## Expectations

<p><b>At the end of the unit, most children will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<p><b>Some children will not have made so much progress and will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<p><b>Some children will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>
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## Key question What are the differences between shops today and those in the past?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcome	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions;</li> <li>sequence a visit to the supermarket;</li> <li>recognise the differences between shops today and shops in the past;</li> <li>use and develop mathematical ideas to solve problems.</li> </ul>	<b>ED</b> 4, 5, 6 <b>KUW</b> 4, 5, 6, 7, 8, 9 <b>CD</b> 4, 5, 6, 7, 8 <b>W</b> 4, 6, 7, <b>LCT</b> 4, 5, 6, 7, 8, 9 <b>NLC</b> 4, 5, 6, 7 <b>PD</b> 4, 5	<b>1a</b> <b>1b</b> <b>2b</b> <b>4a</b> <b>4b</b> <b>5a</b>	<b>Step 1</b> Talks about going shopping. <b>Step 2</b> Shows interest in other peoples stories of going shopping. <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to the differences in shops today and in the past. <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology and can distinguish between going shopping in a supermarket today and going shopping in the past.	Children: <ul style="list-style-type: none"> <li>discuss their own experiences of shops and shopping;</li> <li>visit a supermarket;</li> <li>sequence the events of a supermarket visit;</li> <li>make their own observations about shops and shopping;</li> <li>discuss with an older person what shopping was like in the past;</li> <li>recreate experiences through role-play;</li> <li>sequence months of the year;</li> <li>contribute towards a class book of the visit;</li> <li>use songs, rhyme and movement to explore shopping in the past;</li> <li>use simple ICT activities to consolidate learning.</li> </ul>	Children: <ul style="list-style-type: none"> <li>understand the differences between shops and shopping today and in the past.</li> </ul>	<b>Art and design</b> Exploring and developing ideas, 1a, b <b>English</b> En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 <b>Geography</b> Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a <b>Mathematics</b> Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS: Use everyday words to describe position; Say and use the number names in order in familiar contexts <b>ICT</b> Finding things out, 1a, b; Sharing information, 3	Can the children: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions?</li> <li>ask questions about the development of a baby into a child?</li> <li>take simple photographs with the digital cameras?</li> <li>make a simple record of their supermarket visit?</li> <li>use their knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs, rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>use number to assist in the understanding of time?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# Shopping

## Unit overview

In this unit, children learn about shopping in the past and compare it with shopping today. They also begin to develop some basic mathematical ideas about shopping.

## Foundation Stage profile

**ED** 4, 5, 6 **KUW** 4, 5, 6, 7, 8, 9 **CD** 4, 5, 6, 7, 8 **W** 4, 6, 7 **LCT** 4, 5, 6, 7, 8, 9 **NLC** 4, 5, 6, 7 **PD** 4, 5

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them

*Talks about going shopping.*

### Step 2

Show interest in lives of people familiar to them

*Shows interest in other peoples stories of going shopping.*

### Step 3

Begin to differentiate between past and present

*Shows some evidence of emerging sense of chronology relating to the differences in shops today and in the past.*

### Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

*Shows evidence of emerging sense of chronology and can distinguish between going shopping in a supermarket today and going shopping in the past.*

## Links to KS1 History

### Children should be taught to:

**1a** place events, and objects in chronological order;

**1b** use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

**2b** identify differences between ways of life at different times;

**4a** find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

**4b** ask and answer questions about the past;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).



## KS1 cross-curricular links

**Art and design:** Exploring and developing ideas, 1a, b

**English:** En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

**Geography:** Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

**Maths:** Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS: Use everyday words to describe position; Say and use the number names in order in familiar contexts

**ICT:** Finding things out 1a, b; Sharing information, 3

## Learning objectives

### Children learn to:

- use the vocabulary of time in discussions;
- sequence visit to supermarket;
- recognise the differences between shops today and shops in the past;
- use and develop mathematical ideas to solve problems.

## Learning outcome

### Children:

- understand the differences between shops and shopping today and in the past.

## Resources

- **Activity sheet AS 11.1** *Fruit record sheet*
- **Activity sheet AS 11.2** *Helping children on a visit*
- additional adult help
- CD player
- crayons
- digital camera
- **Flipbook, page 17**
- flour and water to make items for shop
- **History Foundation Stage Audio CD**, tracks 21 and 22
- older visitor
- **Permission letter** (Appendices)
- play till and paper bags for shop
- pre-decimal pennies (these can be purchased from [www.predecimal.com](http://www.predecimal.com), or from [www.ebay.co.uk](http://www.ebay.co.uk))
- **Risk assessment form** (Appendices)

## Vocabulary

baker; basket; buns; butcher; counter; deliver; fruit; greengrocer; grocer; now; paper bag; shop; shopping; supermarket; till; then; trolley; wrap

## Practical activities

### **Introductory activity**

**Resources:** shopping basket/bag with several items in it

Use the basket as a starting point and discuss shopping with the children. What do they like about shopping? What do they not like? Where do they go shopping? Do they go to different shops for different things, or do they go to the supermarket for everything? Do their parents/carers ever shop on line?

### **Our visit**

**Resources:** **Activity sheet AS 11.1** *Fruit record sheet*, cut up so there is one slip for each group; **Activity sheet AS 11.2** *Helping children on a visit*; additional adult help (must be able to read and write in English); digital camera; paper, so that parents can make notes; **Permission letter** (Appendices); pens; **Risk assessment** form (Appendices); small amount of money

Arrange for the children to visit a local supermarket. They are usually very happy to give a guided tour to show children the journey of their products from delivery to the checkout.

#### **Prior to the visit**

- carry out risk assessments on the location and activities (using the form provided)
- plan a safe walking route, or arrange transport
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help.
- arrange for use of digital cameras.

#### **On the day**

Welcome parental help. Identify the children they will be responsible for and explain the activity and learning objectives. Distribute **Activity sheet AS 11.2** *Helping children on a visit*. Give each adult a small amount of money so that children can select and buy one piece of fruit for each group, and a cut-out slip from **Activity sheet AS 11.1** *Fruit record sheet*. Make sure that children buy a range of different fruits, including exotic or unusual ones, if available. On your return, collect in the slips.

If there is a tourist attraction nearby that has old-fashioned shops, an additional visit would greatly enhance this project.

### **About shopping**

**Resources:** crayons; paper; pencils

When you return from your visit, discuss the sequence of the visit with the children e.g. what they did first, who they met, what they did next, buying the shopping and how the visit ended. Use the notes that parents made, to help you sequence your visit. Give out paper, pencils and crayons. Explain to the children that they are going to tell the story of their visit to the supermarket. Ask children to draw pictures or write about their visit. Once children have completed their drawings, use them as part of a special book – include photographs, receipts and labels as well.

## Fruit bowl

**Resources:** Activity sheet AS 11.1 *Fruit record sheet* (completed); A4 blank flashcards, fruit bought on visit; large indoor or outdoor space

First, remind the children of the fruit that they saw at the supermarket. Use the fruit bought on the visit as a visual stimulus. Encourage the children to give you the names of the fruit that they remember seeing. Choose five different fruits and write their names on to large cards.

Ask the children to sit in a circle. Give each child the name of one of the five fruit from the cards. Do this in sequence, e.g. apple, banana, mango, orange, pineapple, until all the children have the name of a fruit or vegetable. The adult then calls out the name of one of the fruits and all those children have to stand up and run clockwise around the circle and back to their place. The last person back goes to sit 'in the fruit bowl' in the middle of the circle. This continues until the fruit bowl is full. If your group includes a child with limited mobility, allow them to call the fruit names for the game.

Now look at a globe or a map of the world to see if the children know the location of the United Kingdom. Show the children this on the map/globe. Choose one of the children from the fruit bowl and use **Activity sheet AS 11.1** *Fruit record sheet* to identify where their fruit has come from. Show the children this place on the map/globe. Ask the children to think of how the fruit got to the supermarket and how long it would take to get there. Continue this with other 'fruit' in the bowl. Talk about healthy eating, and tell the children that we should eat five portions of fruit or vegetables every day.

## Now and then

**Resources:** felt-tip pen; **Flipbook, page 17**; large piece of paper;

Show the children **Flipbook, page 17**. Ask them to identify the place and anything else that they can see in the first picture, which is of a shop in the past. Ask the children the same question for the second picture. Ask the children to think what is different in the second picture. Talk about all of the differences between the ways we shop, and write them in a table with columns headed 'Then' and 'Now'.

Then	Now
many specialist shops	one shop
own shopping basket	supermarket trolley
shop assistant	self-service
limited range of foods	lots of different items from different places
assistant weighed out and packaged individual orders	most items are pre-packed

## Visitor

**Resources:** older visitor

Arrange for an older person (grandparent or governor, for example) to come in to talk to the children about shopping when they were young. Ask them to talk about the different shops, personal service, how things were weighed out, wrapped, what was available, different types of sweets and so on. If appropriate, they could talk about wartime rationing and why certain foods were not available. Discuss with the children before the visit the questions they would like to ask their visitor, and give the visitor these questions prior to their visit.

## Shopping now and then

**Resources:** crayons; paper; pencils

Discuss with the children again the differences between going shopping long ago and going shopping today, referring to your Then and Now table. Give out paper and ask children to draw a line down the middle and draw or write about shopping in the past on the left-hand side, and shopping in the present, on the right-hand side.

## Action songs

**Resources:** CD player; **History Foundation Stage Audio CD**, tracks 21 and 22; pre-decimal pennies; buns and muffins made from play dough

Talk to the children about the words of the songs, relating them to shopping now and then. Show the children the old penny coins, and explain that these were money from when their grandparents were young. Play the songs – tracks 21 and 22 of the **History Foundation Stage Audio CD**.

### Five Currant Buns

Five currant buns in a baker's shop,  
Round and fat with sugar on the top.  
Along came (*child's name*) with a penny one day,  
(*Child gives the practitioner a penny and is given a play dough currant bun.*)  
Bought a currant bun and took it away.

### Do You Know the Muffin Man?

(*Arrange the children in a circle, with one confident singer in the centre. The children in the outside circle dance around clockwise as they sing this verse.*)

Do you know the muffin man, the muffin man, the muffin man?  
Do you know the muffin man,  
Who lives in Drury Lane?

(*Confident singer sings this verse alone, then invites another child to join them in the middle of the circle.*)

Yes, I know the muffin man, the muffin man, the muffin man.  
Yes, I know the muffin man,  
Who lives in Drury Lane.

(*Children in the outside circle sing*)

Do you know the muffin man, the muffin man, the muffin man?  
Do you know the muffin man,  
Who lives in Drury Lane?

(*Two children in the middle of the circle sing this verse, and they invite another child to join them.*)

Yes, we know the muffin man, the muffin man, the muffin man.  
Yes, we know the muffin man,  
Who lives in Drury Lane.

## Plenary

Talk to the children about shopping, asking them about their own experiences, and talking about the class visit. Ask them to tell their partner two differences between their own experience and the class visit. Share the findings. Ask them about shopping in the past, reminding them of your discussions, and what the visitor said. Ask: *Do you think shopping is easier today? Why? Can you think of any ways in which shopping in the past was better than shopping today?*

## Role-play opportunities

Make your role-play area into a shop from long ago. Separate the children into small groups, first with an adult to support, and then without, as a child-initiated activity. Use resources such as food that the children have made from play dough, paper bags, scales, notepad and pencil, price tickets and a till. Make a word bank of items on sale and their prices. Carry out role-play activities. For example, the children could write out their shopping list, using the word bank to help them. Some children may be able to work out what items they can afford to buy from a given amount of money, using the price list. Other children can weigh goods, wrap and sell them.

## Working outside

The fruit-bowl game can be played outside.

Children can role-play 'supermarkets', using wheeled vehicles to deliver produce, and stacking boxes.

Create an obstacle course, through which children must run with a tray of play-dough buns.

## Additional resources

### Books

*Going Shopping* by Sarah Garland (Puffin Books)

*Shirley's Shops* by Alan Ahlberg (Walker Books)

*The Shopping Basket* by John Burningham (Red Fox)

### Works of art

*Shopping Bag* by Andy Warhol – visit [www.art.com/asp/sp-asp/\\_/pd--10116311/sp--A/Shopping\\_Bag\\_1989.htm](http://www.art.com/asp/sp-asp/_/pd--10116311/sp--A/Shopping_Bag_1989.htm)

*Waiting for the shops to open* by TS Lowry – visit [www.artofeurope.com/lowry/low16.htm](http://www.artofeurope.com/lowry/low16.htm)

### Music

*Sonata in C*, 1st movement, by Wolfgang Amadeus Mozart

### ICT links

[www.j-sainsbury.co.uk/museum/youngvm.htm](http://www.j-sainsbury.co.uk/museum/youngvm.htm) gives an insight into how one well-known shop has changed over the past century.

Carry out the Unit 11 sorting activity from the CD-ROM.

## Assessment opportunities

### Can the children:

- use the vocabulary of time in discussions?
- ask questions about the development of a baby into a child?
- take simple photographs with the digital cameras?
- make a simple record of their supermarket visit?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

## Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

# Fruit record sheet



name:



**Group**

**Our fruit is called**

**The country it came from is**

**Group**

**Our fruit is called**

**The country it came from is**



**Group**

**Our fruit is called**

**The country it came from is**

**Group**

**Our fruit is called**

**The country it came from is**



# Helping children on a visit



name:

Thank you for helping us on our trip today.

On our visit, we want the children to look carefully at the environment of the supermarket. When you are with the children, encourage them to tell you about what they can see. Please write a short description of each part of the visit, for example, **walking to the supermarket, meeting the manager, seeing the bakery, getting a basket/trolley, walking up and down the aisles, finding the item, going to the checkout** and so on. Explain to the children what you are writing down.

You will need to support the children in taking digital photographs of the visit. While at the supermarket, please take the children to the fresh-produce counters and talk to the children about where the fruit on sale comes from. Please use the money given to you to buy a piece of fruit, and record the name and country of origin of the fruit you buy.

The children in your group are: