

Coverage of Skills - Supermarket

Thinking across the Curriculum	Engage	Develop	Innovate	Express
Asking questions	X	X	X	
Activating prior skills, knowledge and understanding	X	X	X	X
Gathering information	X	X	X	
Determining the process/method and strategy		X	X	
Determining success criteria		X	X	
Generating and developing ideas	X	X	X	
Valuing errors and unexpected outcomes			X	X
Entrepreneurial thinking			X	X
Thinking about cause and effect and making inferences		X	X	
Thinking logically and seeking patterns	X	X	X	
Considering evidence, information and ideas			X	X
Forming opinions and making decisions		X	X	
Monitoring progress	X	X	X	X
Reviewing outcomes and success criteria			X	X
Reviewing the process/method			X	X
Evaluate own learning and thinking			X	X
Linking and lateral thinking	X	X	X	X
Communication across the Curriculum				
Developing information and ideas	X	X	X	
Presenting information and ideas			X	X
Locating, selecting and using information using reading strategies	X	X	X	
Responding to what has been read		X	X	
Organising ideas and information	X	X	X	X
Writing accurately		X	X	X
Communicating ideas and emotions	X	X		
Communicating information	X	X	X	X
ICT across the Curriculum				
Finding and developing information and ideas	X	X	X	
Creating and presenting information and ideas			X	X
Number across the Curriculum				
Using numbers			X	X
Measuring	X	X	X	
Gathering information				
Using the number system			X	X
Using a variety of methods				
Talking about and explaining work			X	X
Comparing data			X	
Recording and interpreting data and presenting findings				X

Amber Court, Church Street,
Elsecar, Barnsley, South Yorkshire, S74 8HT
Tel: (01226) 361164

Email: info@cornerstoneseducation.co.uk
www. cornerstoneseducation.co.uk

Supermarket

Imaginative Learning Project for Foundation Phase Children



SUBJECT COVERAGE: Supermarket

ILP Focus Subject	KUW: Myself & Non-Living Things
ILP Writing Genre	Non-Fiction Labels, Lists, Captions & Instructions
Creative Development: Art, Craft & Design	Print Making & Packaging
D&T	Food Sources
KUW: Time & People	Community Change
ICT	Design
Mathematical Development	Number, Measures & Money
Physical Development	Gymnastics
PSD, WB & CD	Money & Hazards
KUW: Myself & Non-Living Things	Materials & Their Properties

ILP Overview

This project has a science focus and teaches children about a range of materials and their properties used for packaging in shops and supermarkets and about the issues surrounding waste and re-cycling. At the heart of this project the children will write and follow a range of instructions and develop additional skills in creating labels, lists and captions.

In the Innovate Stage children apply their skills and understanding by setting up and managing their own bakery section of a supermarket.

In this project the children will learn:

- How various materials react to being heated, cooled, mixed, twisted, crushed and changed using a range of processes;
- What products are sold at supermarkets and how they are packaged;
- How to find information by interviewing, using ICT and first hand experience;
- How to follow and write a recipe;
- How to use metric measurements of weight;
- To identify the features of a fair test;
- How to be aware of safety and hygiene when preparing food;
- To record their work in writing and through the use of digital media;
- To solve simple problems using money and recognise different coins;
- How to design and make packaging and labelling using various techniques and vocabulary.

1. ENGAGE

Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn.

- Visit a local supermarket. Look at the different materials that are used for packaging. Make lists of different types of materials used.
- Ask questions of supermarket staff and remember points that interest them. Ask about how different materials are used and why.
- Take digital photographs of different types of materials such as tin, plastics, wood, glass and paper.
- Collect, sort and play with a range of different materials. Make lists and notes about their different types of properties.
- Collect and read a range of different labels and captions on a range of foods, signs and packaging. Make displays about packaging and talk about the words and phrases, captions and instructions found on food and packaging.
- Look at the prices of food. Begin to sort and order for value and price. Set up a class role-play area of a supermarket. Encourage children to play in role using money.
- Invite a supermarket or shop worker to talk to the children about the hygiene rules in supermarkets. Make posters about washing hands and learn how to do this properly.
- Ask school cook about hygiene rules in the kitchen when preparing food.
- Ask parents and grandparents where and how they used to shop. Report back as to what they found out. Explore how shopping has changed from the small local shops to mega-markets.
- Visit markets and smaller local shops and compare to a local supermarket.
- Watch film footage and collect images of waste and packaging being disposed of and recycled. Talk about how they get rid of waste at home and talk about what can be recycled. Invite an expert on recycling to talk to the children about waste, rubbish, recycling and environmental issues caused by packaging.

3. INNOVATE

Children are given the opportunity to innovate by applying their knowledge, skills and understanding through a challenging provocation, using their own and negotiated ideas.

Example Provocation

The baker at the local supermarket has been taken ill. Your class have been asked to help the supermarket by making a range of items to sell. You must find out how to make these items, decide how much they will cost to make, how much you will sell them for and then sell them.

To be successful in this task, you must:

- Find out what items a supermarket bakery would sell and decide which items you would like to make;
- Use ICT and other sources to find out how to make your chosen items - find out exactly how much of each ingredient you will need to make the required amount and what this will cost;
- With the help of adults, and making sure you stay safe, make your chosen items;
- Write clear instructions for others about how to do this and describe what happens during the process;
- Choose how you want to package and label your products;
- Decide how much your items should cost so that you make a profit when they are sold.

2. DEVELOP

Children develop knowledge, understanding and subject skills required to progress their learning through quality differentiation and focused learning tasks and experiences.

- Sort and classify different types of materials according to their properties. Carry out fair tests to explore which materials are magnetic or non-magnetic. Record using charts, pictures and notes.
- Explore properties of materials by twisting, bending, stretching and squashing. Take digital photographs of materials in different states and describe using simple sentences.
- Solve simple problems involving money. Recognise coins and amounts.
- Make drawings of different items from supermarket - such as tins with labels, fruits and bottles. Focus on shape and patterns. Look at print work by Andy Warhol.
- Learn simple skills and techniques of mono print making using fruits and vegetables. Scan, photograph and reproduce using a simple art package.
- Make labels, lists and captions for their artwork in the style of a supermarket.
- Write shopping lists in the role-play area.
- Follow instructions for cooking items from the supermarket - make cakes, pasta and jelly. Write instructions for others on how to make these foods.
- Read a range of food labels and captions paying attention to nutritional values and healthy eating claims. Make alternative labels for familiar items.
- Explore food sources, production and transportation - 'from seed to plate'.
- Look at hazardous items found in a supermarket. Make posters to warn about their dangers. Use ICT to create this and print.
- Use gymnastics to explore movement using apparatus. Explore twisting, turning, magnetism, pattern, growing, shrinking and other changes of state.
- Name and explain different parts of a supermarket such as the butchers, bakers, fishmongers and checkout.
- Describe and write about different roles and what is sold. Role-play the different roles of people in the supermarket.

4. EXPRESS

Children express and evaluate their knowledge, understanding and skills, as outcomes of the learning in different memorable forms including using a variety of media and technology.

- Send an email to a local supermarket showing photographs of the goods they have made. Receive a reply and read.
- Pair up with an older class and teach others how to make various items. Make and sell items to other classes and find out how much money they have made.
- Make a presentation using ICT to express their learning about materials and their properties.
- Solve number problems including money and explain how they worked them out.
- Display and talk about their print making work. Create captions and labels for classroom displays.
- Express their opinions about the food that they made by writing a food review. Put these together to make a supermarket food magazine. Include the photographs the children took of the baking process.
- Produce a sequence using apparatus on changing shape of materials. Present to the class.
- Bring in a tin or packet of food from home. Parcel up and send to local senior citizens or a homeless shelter. Write a simple letter to the recipient.
- Establish a class re-cycling scheme to cut down the amount of throw away rubbish that is created.