



Mill House
Day Nursery

Shop Play – Home Learning Resource April 2020



About this resource

This resource has been produced as a 'home learning resource' for Mill House parents to use during this period of 'lock-down' brought about by the Coronavirus.

This type of role-play within Mill House Day Nursery is provided as 'continuous provision', that is, it is available at all times.

Using this resource

Use this resource for ideas on how to set up a shop area. You may set this up as a semi-permanent feature or simply pack it away after use.

A Real Shop

You may like to consider making this more realistic for your child by actually purchasing items from their shop on a daily basis, e.g., potatoes to make lunch, or a book to read. Keep values of items between 1p and 10p and use real coins (risk assess). Other ideas for making money has been included in this pack.

Include shop items which your child has an interest in, e.g., if your child likes cars and trains, ensure that the shop stocks these!

The learning outcomes of this type of play

There are many learning outcomes from this type of role-play; in fact, this type of play will support development across all 7 areas of learning and development which form the Early Years Foundation Stage.

Activities which promote a child's overall development is referred to as 'holistic development'.

The Early Years Foundation Stage

The framework which we use in England to promote and measure development in the early years is called 'The Early Years Foundation Stage'. As previously mentioned, this framework covers 7 identified

areas of learning and development. The first three areas are '**prime**' **areas** of learning and development. The remaining four are referred to as '**specific**' **areas** of learning and development.

The **prime areas** are supported from birth to the end of the Foundation Stage (the term after a child's 5th birthday) whereas the **specific areas** do not become a focus until a child is aged 36m+ or sooner if ready. That said, we understand that the **specific areas** are underpinned from birth through everyday activities. E.g., whilst babies are not 'taught' to read, babies will be read to, they will handle books, they will visit libraries, they will be exposed to environmental print from birth (even a very young toddler will recognise the 'M' for McDonalds sign!), they will observe people around them reading from books, computers, tablets and other sources, they will likely have access to soft toys from their 'favourite' books, they will likely have a favourite TV show etc, so on and so forth. So, the **specific areas** are not ignored, they are simply underpinned through daily activities.

School readiness

Contrary to popular belief, school readiness is not about reading, writing and arithmetic. School readiness is about being secure in the three **prime areas** of learning and development. A child who is unable to manage his/her own behaviour (PSED), wipe his/her own bottom (PD), or ask for help (C&L) will be less likely to engage with the **specific areas** of learning and development than his/her peers who are secure in the **prime areas**.

Active Learning

Role play activities provide 'active learning' experiences for children. Role play should be hands on with lots of resources to use in a variety of ways (let your child be the shop-keeper). There should be resources available to extend learning; a good example here would be paper and pencils for making lists and labels to promote early letter recognition (reading) and mark making (writing).

See below for guidance on how 'shop play' supports learning and development.

Prime area of learning	PSED Personal, Social and Emotional Development	Extend and collaborate with play ideas, keep play going, initiate play, demonstrate friendly behaviour, initiate conversation, explore equipment and resources, select and use resources, aware of boundaries, negotiate and solve problems.
	C&L Communication and Language	Listen to others, follow directions (please can you sell me two cans of beans?), maintain attention, understands what, where, why, how, responding to instructions, listens and responds to ideas expressed by others, uses a range of words, connecting ideas.
	PD Physical Development	Holds pencils correctly (for age and stage), steady on feet and when squatting, uses one handed tools, copy some letters(30m+), forms recognisable letters (40m+), independent in self-care (30-50m+), independent in dressing (30-50m+), transport and store equipment.
Specific area of learning	LL Language and Literacy	Know that print carries meaning, uses vocabulary, recognises familiar words, gives meaning to the marks they make, enjoys playing with sounds.
	M Mathematics	Recites numbers, compares quantity, uses maths language (more, less etc), uses numbers accurately in play (I have 2!), shows an interest in numerals in the environment, recognises numerals from 1 – 5 (40m+), counts objects, counts to 10 and beginning to count beyond 10 (40m+), solve maths problems, discuss shapes, consider weight, capacity etc.
	UTW Understand the World	In pretend play imitates everyday actions and events from own life, talks about experiences, explores objects, remembers where objects belong, notices detailed features, developing understanding of growth and decay (e.g., when a carrot goes soft it means it's too old to use).
	EAD Expressive Art and Design	Uses toys with buttons and knobs (tills, calculator etc), beginning to describe the texture of things, make believe and pretend, imitates what they have observed adults doing, creates a story line.

You will see the value of this type of play and we hope that you enjoy setting up this resource with your child.

Setting up a shop

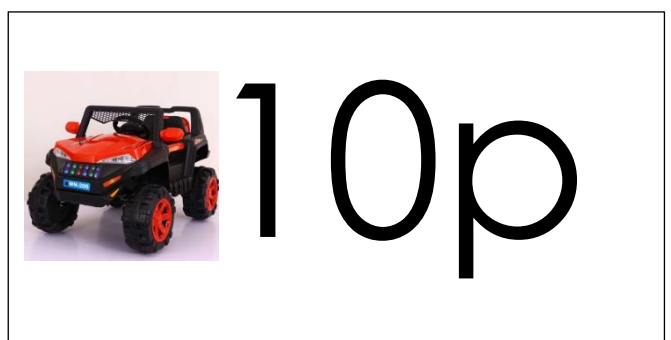
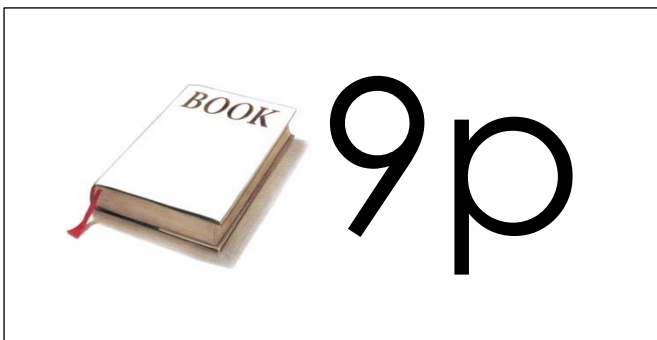
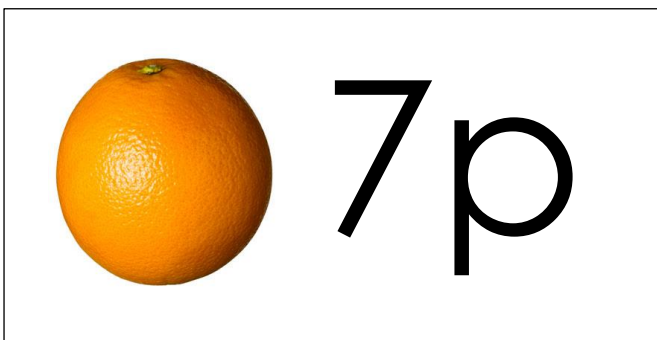
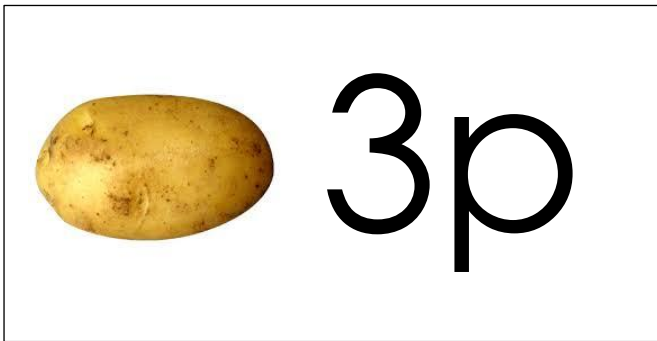
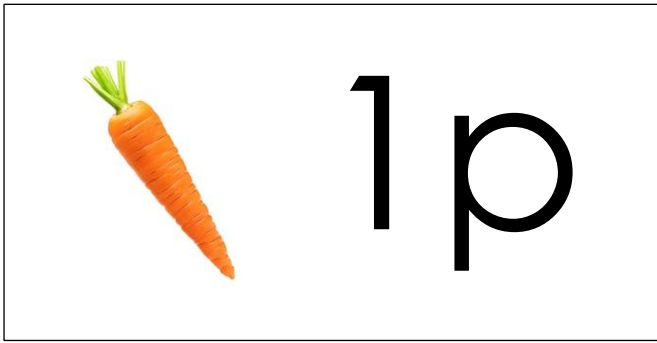
Setting up a role-play shop with your child will be an interesting and rewarding project.

- Have your child collect items from around your home to place in their shop. Anything will work. Food items, toys, books, clothes, toiletries etc all make great additions to a shop.
- Label items and price them up.
- Create a 'till' area. If you have a cash register this can be added, if not, add a calculator or make a pretend till out of a box.
- Name the shop! Suggest a rhyming name, e.g., Magic Market, but go with your child's ideas.
- Add bags, e.g., gift bags, handbags, or make baskets from fruit punnets.
- Have fun!

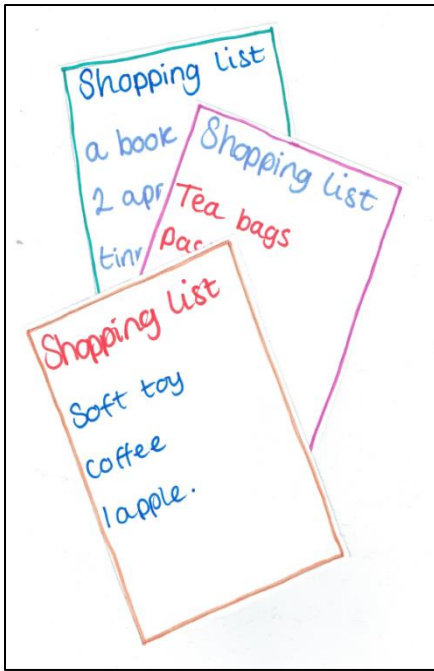


Some useful labels

Keep prices ranging between 1 and 10 to support early maths.



Shopping Lists



Model writing a shopping list and then use your list to purchase items from your child's shop. Include something which you know will be unavailable or 'out of stock' but which your child will be able to source for your next shopping trip. Tick the items off as you purchase them. For 'out of stock' items ask 'when do you think you may have some in stock?' (time) and maybe negotiate a price for the item. Be creative!

Money

This type of play is great for introducing children to the world of money. You could:

- Use real money (risk assess). Small denominations (coppers) are best for young children as they can be easily counted. Use larger denominations for children who are ready.
- Make money out of salt dough. Round disks with dots in them to represent their value make great currency.
- Print paper coins (template included) and cut them out for your child or have your child cut them out if they have the scissor skills to do so.
- Provide circular items for your child to draw around, e.g., the bottom of a cup or a milk bottle lid, and cut these out as coins; add a coin value.
- Use the end of an empty toilet roll centre to print circles using paint and cut these out as coins; add a coin value.
- Collect round items, e.g., buttons, bottle tops, jar lids, etc and use these as coins.

At this stage, it doesn't matter too much if a particular denomination doesn't exist in real life, e.g., a 3p or 4p piece.



Shopping Lotto

No. of players: 2
No. of tiles: 12
No. of mats: 2

Instructions

Cut out the mats and tiles and laminate if possible to improve endurance.

Give each player a mat.

Lay the tiles face down on the playing surface.

Invite players to take it in turns to turn over a tile. If they turn over a tile which belongs in their trolley they keep it. If not, replace it face down on the table. The player must try to remember where the tiles are in order to retrieve on their next turn.

The first player to retrieve all tiles is the winner.

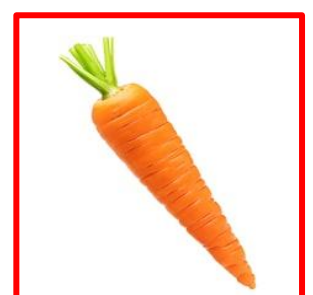
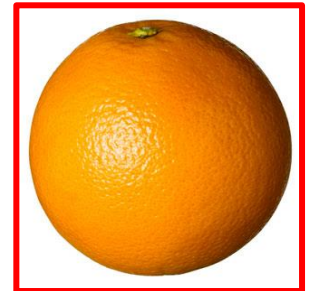
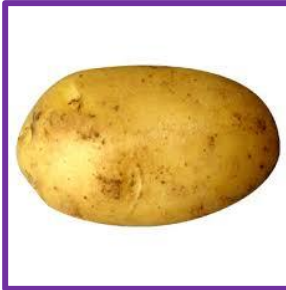
Challenge

Give your child both mats and you hold the tiles. Don't let your child see the tiles.

Select a tile and describe what you see on the tile. E.g., 'I can see a red bow...'

I Spy

Lay all the tiles face up on the table. Take it in turns to 'spy' a tile, e.g., 'I spy with my little eye something which is orange/something beginning with 'c'/something you catch sneezes in...'



Shopping Lotto Mats

v



Mr Tumble at the Shops

This is a great YouTube compilation of Mr Tumble at the shops. Take a look. It's very humorous and the signing (Makaton) is repetitive and easy to follow and learn.



Click on Mr Tumble or on this link to open the video which is approximately 14 minutes long:

<https://www.youtube.com/watch?v=zK7cbKeAwDY>

Questions to promote discussion

What did Miss Polly want to buy in Mr Tumble's shop?

What does Miss Polly's nephew like to do?

Who is Miss Polly's nephew?

What funny things happened to Mr Tumble?

Can you retell your favourite story?

Can you remember how to sign 'hello', 'please', 'thank you', and 'yes'.

I spy with my little eye

Instructions

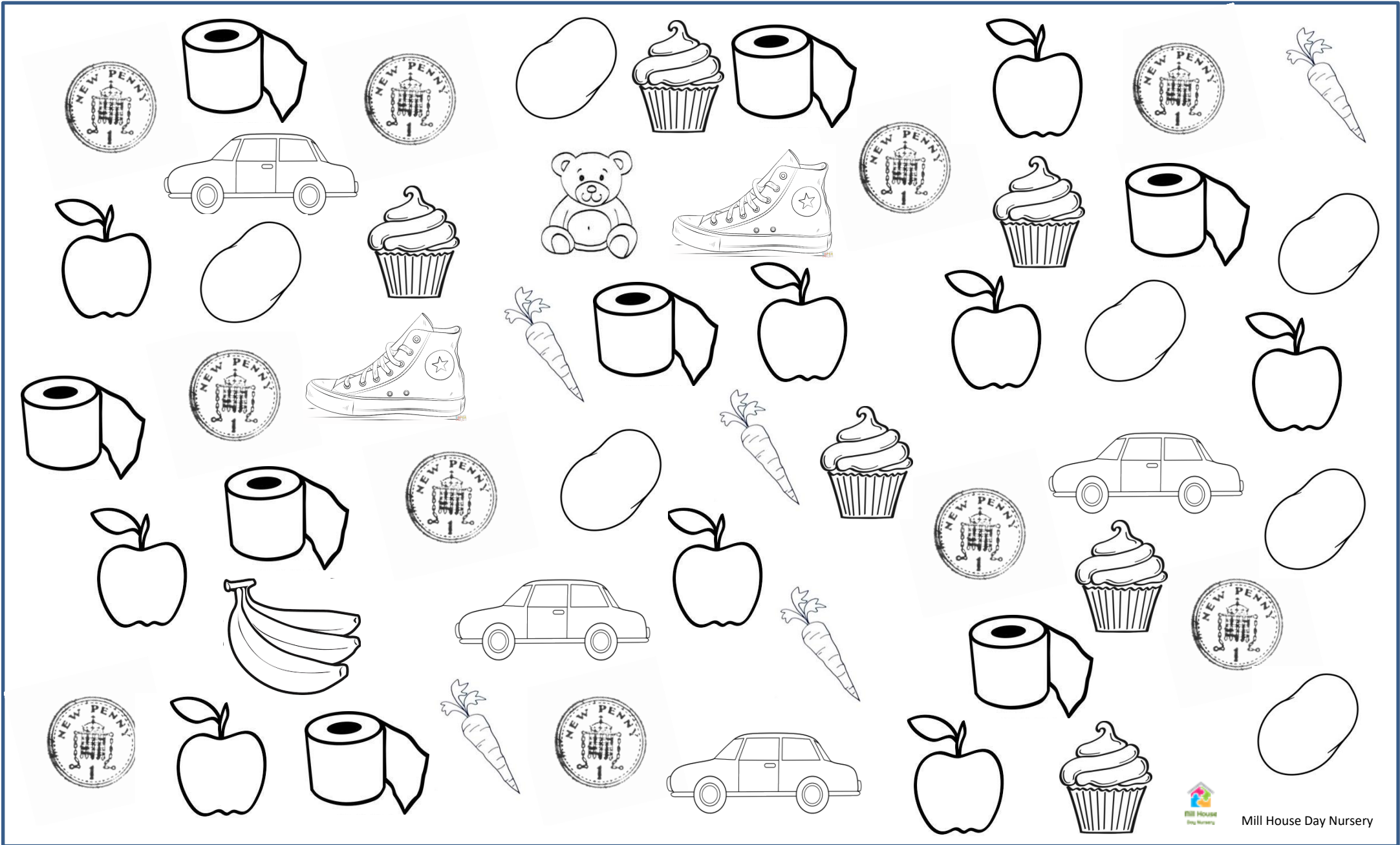
Invite your child to find items on the 'I spy' sheet and to identify how many of each item can be found. Compare their answers with the answers on the answer sheet provided.

This activity can be used in many ways and will help your child to develop:

- 1 Personal, social and emotional development
 - Following instructions (older children)
 - Healthy and unhealthy food; why do we need food?
- 2 Communication and language
 - Paying attention
 - Talking about their observations
 - Sharing thoughts and ideas
- 3 Developing physical skills
 - Once the counting activity has been completed children can colour and cut out the images
- 4 Literacy skills
 - Writing their own names
 - Copying words
- 5 Mathematical concepts
 - More / less / most / few / many
 - Recording data
- 6 Understanding the World
 - The purpose of shops
 - Money
 - Things that grow
- 7 Expressive Art and Design
 - Creative activities which may follow on from this activity such as: creating greeting cards, junk modelling - making a shop out of boxes.

The Shop

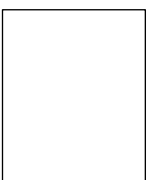
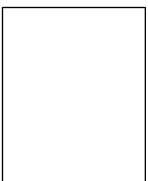
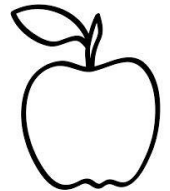
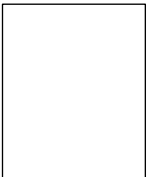
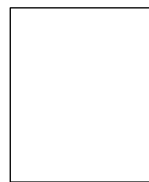
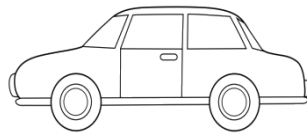
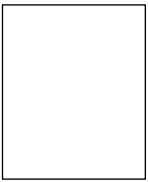
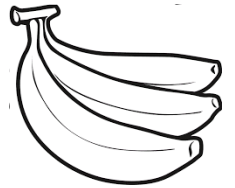
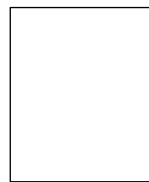
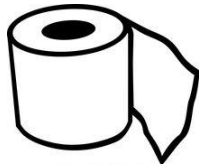
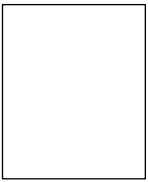
I spy with my little eye



I spy with my little eye – my answers

Help your child to record their answers. Older children may be able to copy from the number line below.

1 2 3 4 5 6 7 8 9 10



I spy with my little eye - answer sheet

1

teddy



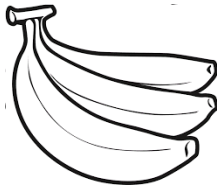
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trainers



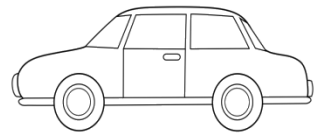
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bananas



4

cars



5

carrots



6

cakes



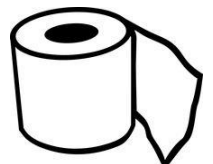
7

potato



8

toilet rolls



9

apples



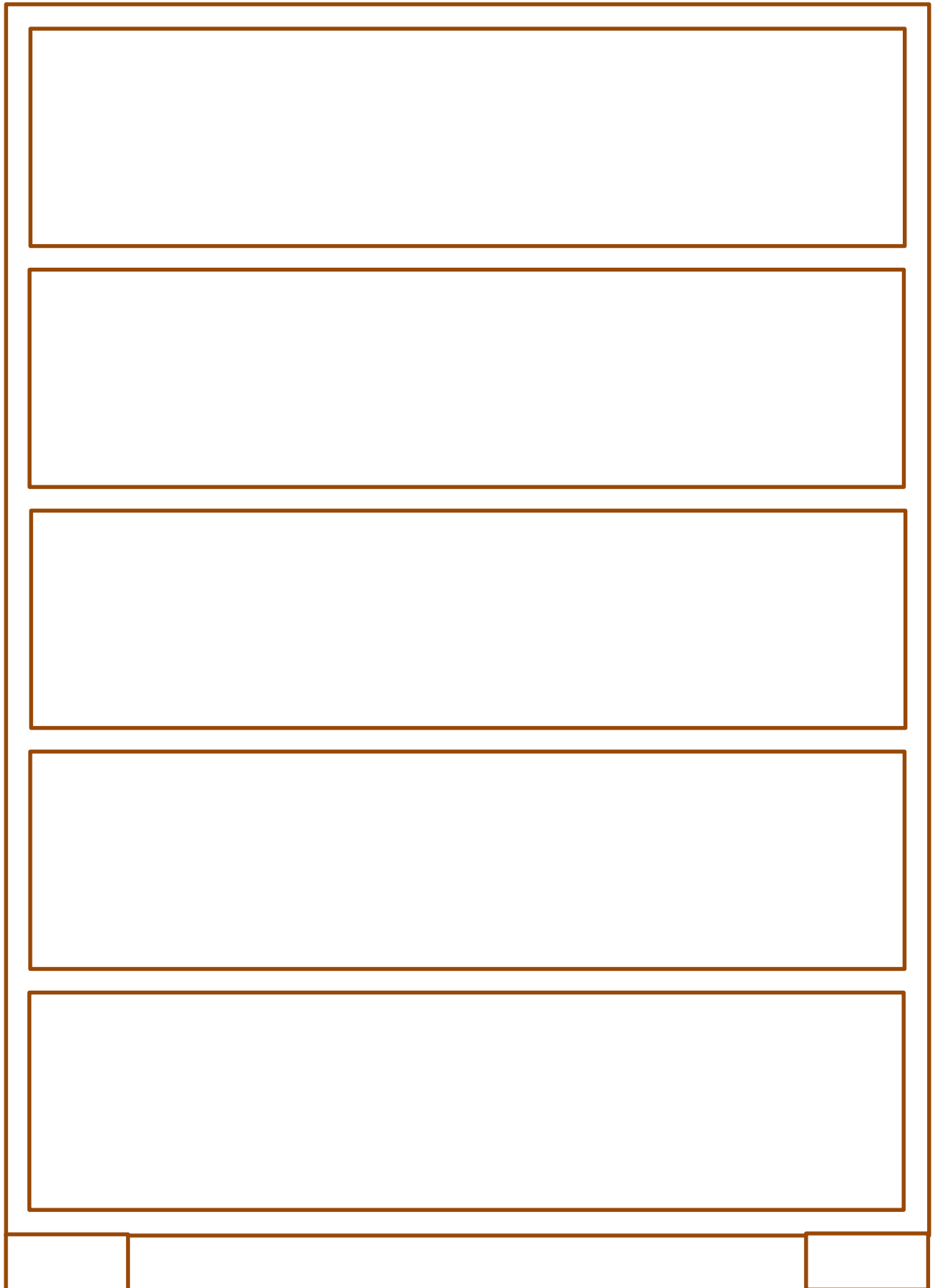
10

coins



I spy with my little eye

Colour the pictures in and cut them out. Can you arrange them on the shelves below?



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