

My Communication	My Cognition	My Creativity
<p><b>Communication and Comprehension</b></p> <p><b>Reading- Pablo goes shopping</b></p> <ul style="list-style-type: none"> <li>• Listening and responding to a story</li> <li>• Engaging with a sensory story and relevant props</li> <li>• Identify and label shops, objects, produce and characters in a story</li> <li>• Shared attention on a story or related activity</li> <li>• Writing/ creating labels, packaging, logos, etc.</li> <li>• Matching produce to shops relating to the Shops and shopping topic</li> <li>• Writing shopping lists</li> <li>• Matching and sequencing story pictures- shops, produce and characters</li> <li>• Anticipating what will happen next in a familiar story</li> <li>• Colourful semantics to describe objects in a scene specifically what and where</li> <li>• Mark making and matching activities relating to the story</li> <li>• Reading/ following written/ symbol lists, recipes, instructions, etc.</li> <li>• Shared reading around the topic</li> </ul> <p>Phonics J, V, W</p>	<p><b>Key text: Pablo goes shopping</b></p> <p><b>Supporting texts: The Shopping Basket, Chimpanzees for Tea</b></p> <ul style="list-style-type: none"> <li>• Shops: Exploring different shops and what they sell (bakery selling baked goods, greengrocer selling fruit and veg etc),</li> <li>• Matching and sorting: sorting goods, matching goods to shop, sorting coins, etc.</li> <li>• Money: Exploring exchanges. Buying- giving something to receive something- giving money for goods or experiences, etc. Selling- receiving something to give something- receiving money for goods</li> <li>• Jobs: Exploring roles in shops- cashier, cleaner, shelf stocker, baker, grocer, etc.</li> <li>• MEP: Participating in a mini-enterprise project. Choose recipe and go shopping for ingredients. Making and selling food items.</li> <li>• Shopping lists – creating shopping lists, finding items presented on a list</li> <li>• Journeys to shop: How can we travel to the shops? Vehicles, walking and planning journeys</li> <li>• Explore Linton. Discover what types of shops there are and what they sell.</li> <li>• Digital Literacy: Photography – different shops, items in shops, packaging etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Art-</b></li> <li>• Shrink wrap</li> <li>• Explore food images and create own art work of items found in shops like Andy Warhol.</li> <li>• Printing with items you might buy or find in a shop eg: fruit, vegetables etc.</li> <li>• Printing with packaging eg: pringles tubes, cartons, boxes, etc.</li> <li>• Make/ decorate paper bags to sell items in</li> <li>• Collage with different (clean) packaging e.g. sweet wrappers or crisp packets</li> <li>• Create own art gallery from students art work</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Experiencing music from around the world</li> <li>• Communicating how the music makes me feel and why</li> <li>• Communicating if I want more of the music or to stop</li> </ul>

My Body	My Community	My Independence
<p><b>Gross Motor / PE</b>  <b>N.B Where applicable, pupils with individual physical plans will be incorporated within these lessons</b></p> <ul style="list-style-type: none"> <li>Shops and shopping themed activities: pushing, pulling, lifting and carrying</li> <li>Strength and stamina building activities: sit ups, running, jumping, tug of war, trampolining, dancing, etc.</li> <li>Sensory circuits: balance beam, wobble board, pushing and pulling items on wheels, throwing items into vessels, etc.</li> <li>Swimming</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Sensory activities: sensory bags, boxes and tuff trays with shopping themes: rice, lentils, dried beans, flour, cornflour, etc.</li> <li>Money- printing, rubbing, drawing around, rolling, spinning, into tills, etc</li> <li>Activities: using tweezers to pick up pom pom 'berries', sorting items into small bags, cutting out price tags, clipping price tags onto items with pegs, lacing price tags, making playdough food/ shop items, opening/ closing purses, posting coins, opening and closing different types of packaging and containers, sealing things (Sellotape), etc.</li> <li>Gardening- using a dibber, planting seeds, digging, filling flowerpots, writing labels, etc.</li> <li>Construction: stacking ingredients, containers of foods, boxes,</li> <li>Mark-making experiences: creating logos for Enterprise project, writing shopping lists, labels, price tags, etc</li> <li>Pre-writing experiences, pencil control and letter formation</li> </ul>	<p><b>PSHE</b></p> <p><b>Positive touch, public and private</b></p> <ul style="list-style-type: none"> <li>Explore feelings through sensory activities, songs, video clips, photos, symbols, role play, etc.</li> <li>Experience the Zones of Regulation through sensory and physical activities, such as Green Zone (happy, calm): Gentle dancing, walking with smiles, soft fabric, green toys. Red Zone (angry, out of control): Stomping or big arm movements, sandpaper, red coloured toys. Blue Zone (sad, tired): Slow walking, slouching, rice or pebbles, blue toys. Yellow Zone (worried, silly): Quick tiptoe running, jittery hands, bubbles, yellow toys.</li> <li>Use books such as Hands are not for hitting to think about times that we may feel cross with our friends, explore calming/ regulation strategies that could help and alternative behaviours</li> <li>Experience a range of activities with our peers, pointing out positive interactions- taking turns, helping, sharing, being kind, etc.</li> <li>Explore kind and unkind actions through shared activities books such as Kindness grows, identifying kind and unkind actions. Role play scenarios, sort pictures, etc.</li> </ul> <p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>Opportunities to work together as a class</li> <li>Design clay animals to sell</li> <li>Key dates- Elmer day</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>Social skills relating to shopping such as waiting, queuing, exchanging money, being courteous, etc.</li> <li>Communication and interaction skills relating to shopping such as asking for help, buying tickets, ordering at a café, etc.</li> <li>Explore Linton. Discover what types of shops there are and what they sell.</li> <li>Explore routes and transport to shops: planning routes, which transport is needed- walking, bus, etc.</li> <li>Community experiences: Visiting different types of shops / shopping centre</li> <li>Community Inclusion: travel within the community</li> </ul>

**Summer 1 2026**

**Topic: Shops and shopping**

**Learning Letter – Pemberton**