



STEPHEN HAWKING SCHOOL

Preparing a shopping kit to support mathematical development for Children with Severe Learning Difficulties

Introduction

A shopping activity that can be used and adjusted over time supports mathematical development for children with SLD because it:

- Is based on real-life experiences that most children will have encountered- is meaningful
- Provides opportunities for playful activities- is motivating and developmentally appropriate
- Relies upon shared learning, either with an adult or peer(s) and can foster a range of skills including communication, fine motor and social skills
- Provides opportunities to develop a range of mathematical skills, vocabulary and understanding of concepts

Starting points

As with all children, to promote achievement and to ensure progress, it is important to build on their own previous experiences, knowledge and understanding. Children with SLD are likely to be motivated by or interested in people, places, objects and experiences that are most familiar to them. Therefore, selecting the type of shop and items to buy that reflect children's own interests and experiences is important in promoting engagement and therefore learning.

Start by making a generic shopping kit that can be used in a variety of contexts. You could include:

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|  <p>Till</p> |  <p>Coins (real ones are best)</p> |  <p>Shopping basket</p> |  <p>Purse</p> |  <p>Bags</p> |  <p>Price labels</p> |
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Trips to a local shop to observe, take photographs for making books and take part in shopping activities including list making, selecting items, paying for them and bagging them will also provide a good starting point. It is important to make these activities meaningful e.g. buying the ingredients for the cakes the child will make in a cooking session that week.

Different kinds of shops can be created by adding to the basic shopping kit above. Examples include:

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|  <p>Fruit shop</p> |  <p>Supermarket: Empty boxes</p> |  <p>Shoe shop: Shoes & boxes</p> |  <p>Toy shop</p> |  <p>Bakery: Salt dough/toy bread & cakes</p> |  <p>Bookshop</p> |
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Developing and varying shopping activities

Once the child has had opportunities to explore the shopping resources and learn how to use items such as the purse and till, there are a huge range of mathematical learning activities that using a shopping kit can support.

Examples include:





- Open-ended shopping play; being the shopper or shop keeper and using the language and actions appropriate to each. Key vocabulary could be "How much does it cost?"; "How many?"; "I need...." Etc.
- Shape and space: the child can determine the layout of the shop before beginning, solving problems such as where to put the till/chair/counter?
- Sorting and matching: e.g. in a fruit shop- can the child put all the apples/oranges/bananas together in their own area/box/basket when setting up the shop
- Matching: the child is given or helps to create a visual shopping list and ticks off items as they put them in their basket
- Counting: The 1p shop- all labels say 1p (and/or show a 1p coin if this is appropriate). The child chooses items, counts them and pays for them by counting out the 1p coins to make the total. The adult can determine which are the target numbers to count to by limiting the items on the list.
- Focus on counting to a given number by including items in the shop that come in that number e.g. a shoe shop is ideal for counting to 2 when putting shoes on feet, putting into shoe box.
- Reading numbers: using a visual list with numbers of items e.g. 2 apples; 3 bananas
- Shape: Choosing items in the shop that are a certain shape e.g. a cube and exploring these afterwards- noticing similarities
- Shape and size: include items in the shop that must be boxed e.g. shoes, tools, ornaments. The child can then be the shopkeeper and select the appropriate sized/shaped box.
- Mark making/writing numbers: the child can write price labels or stick on pre-printed ones including numbers they recognise and attach to items before the shopping activity

Extending shopping activities

Once the child has become familiar and confident with taking part in the types of activities above, the shopping kit can be developed to support the learning of mathematical concepts such as full/empty; heavy/light; alongside consolidation of the concepts already learned such as counting. Again, it is important that the child has had a real-life experience of these.

Where there is space in the classroom, an area can be left set up, but it is just as possible to make kits in the same way as the shopping kit (or by adding to this) to make the activity more portable.

Examples could include:

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| <p style="text-align: center;">Café</p>  <p>Filling and emptying containers, cups, saucers</p> | <p style="text-align: center;">Post Office</p>  <p>Packing a parcel weighing packages position of stamps</p> | <p style="text-align: center;">Florist</p>  <p>Matching colours and shapes Comparing tall/short</p> | <p style="text-align: center;">Clothes Shop</p>  <p>Using a tape measure Talking about big/small</p> |
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Further information

<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/More to Maths the counting booklet.pdf>