

KS5 functional English and maths

In this unit learners will develop their understanding of how to purchase goods within the community by participating in weekly visits to the local shop. Learners will embed skills developed in the classroom into real life scenarios. Learners will either use visual/written shopping lists to find items or select items based on their own personal preference. Learners will develop and make use of their communication, functional English/maths and independence skills to successfully complete a transaction. Learners will use their **communication skills** to request for help or support and to gain clarification of what might have been asked of them. Learners will use their **reading skills** to read aisle signs, visual/written shopping lists, packaging and receipts. Learners will use their **math skills** to count quantities of items, read aisle numbers, identify what coin/notes to use to complete a transaction and to identify if correct amount of change has been given. Learners will develop their **independence skills** to follow road safety and stranger danger routines.

Keywords

Shopping, shop, shopping list, aisle, trolley, basket, receipt, cashier, checkout, conveyor belt, self-checkout, coins, notes, road, pavement, traffic lights, stop, look, listen.

Cross curricular links:

Functional English (communication, reading)

Functional Maths (money, number)

RRS Articles: This unit of work is linked to **Article 23** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key learning:	Shopping skills				
<u>Subject specific knowledge</u>	Knows what a shop is Knows the names of at least 5 items found in a shop by looking at an item or image. Knows 3 positive behaviours to demonstrate when out in the community.	Knows and remembers 2 of the items they need to go shopping for. Can identify at least 10 different items found in a shop. Understands and remembers a sequence of 5 steps to complete a transaction. Knows numerals 1-10.	Knows that heavy items need to go at the bottom of the bag and can give 1 reason why. Can read information from aisle signs Knows all the items they need to safely leave the hub to go shopping.	Knows who can help them in the supermarket and can communicate for help appropriately. Knows how to make use of resources to source items. Knows how to read and compare the numerical value of 2 values/objects.	Knows how to categorise items/products based on a given criteria. Knows the difference in essential and non-essential items. Can name items that are similar in terms of type of product.
<u>Subject specific skills</u>	Is able to recognise the supermarket/shop they are at	Is able to transfer shopping items from the conveyor belt to the shopping bags with verbal support.	Is able to pack all shopping items independently in the correct bags	Is able to find a store assistant and ask for help when required	Is able to organise all items on a shopping list efficiently

	<p>when looking towards it e.g. they know they are at Tesco</p> <p>Is able to match the items being bought with images and/or symbols on a shopping list</p> <p>Is able to move around a shop negotiating obstacles e.g. people, displays</p> <p>Is able to wait patiently in a queue for at least one minute</p>	<p>Is able to use a visual shopping list to find at least 3 items</p> <p>Is able to collect own coat and ensure they have their own shopping list before they set off to the supermarket</p> <p>Is able to independently identify aisle numbers and use these to support in finding items</p>	<p>Is able to use aisle signs to support in finding specific items.</p> <p>Is able to independently find at least 5 items on their own shopping list.</p> <p>Is able to collect and ensure they have their coat, shopping list, shopping bags and money before they set off to the supermarket.</p>	<p>Is able to use a shopping list to independently collect all required items</p> <p>Is able to compare at least two items and choose which one is the best value</p>	<p>Is able to choose alternative items from a given choice if the original item being bought isn't available</p> <p>Is able to recognise when they don't have enough money for all their items and makes a choice of what to leave behind</p>
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	<u>WTE1</u>	<u>Entry Level 1</u>	<u>Entry Level 2</u>	<u>Entry Level 3</u>	<u>Level 1</u>
Key Learning-	Money skills				
<u>Subject specific knowledge</u>	<p>Understands what money is used for</p> <p>Knows how to sort an item based on a specific characteristic.</p> <p>Knows numerals 1-5.</p> <p>Understands that they need to use money to pay for an item</p>	<p>Knows and identifies the value of all the coins and notes.</p> <p>Knows the sequence the coins and notes in terms of value.</p> <p>Understands the difference in more and less in terms of whole values up to 10.</p>	<p>Understands the value of all coins and can give examples of items that cost that value by comparing 2 items</p> <p>Knows how convert from pence to pounds and vice versa</p> <p>Knows different ways to create £1.</p>	<p>Knows how to read and understands the value of decimal notation in terms of price.</p> <p>Knows how to estimate the price of everyday items</p> <p>Knows how to total money to £10</p>	<p>Knows how to represent amounts of money to £50 in a range of different ways using all coins and notes.</p> <p>Knows how to round decimal notations to whole numbers.</p>
<u>Subject specific skills</u>	<p>Is able to identify money from other items.</p> <p>Is able to sort or select coins based on colour.</p> <p>Is able to identify at least one coin from three of different values.</p> <p>Is able to follow verbal prompts to hand money to the cashier and wait for change</p>	<p>Is able to identify the most suitable coins/notes to use for a transaction from a choice of two</p> <p>Is able to exchange money to complete a transaction to a whole amount.</p> <p>Is able to identify the 3 items that s/he can afford with a given amount of</p> <p>Is able to total 1p/ £1 coins up to 10p/£10.00</p>	<p>Is able to total the needed amount to complete a transaction.</p> <p>Is able to use the correct money to give to the cashier/put into the self-checkout machine</p> <p>Is able to find items in the shop that equals/is similar to a specific value.</p> <p>Is able to use different ways to create £1.</p>	<p>Is able to pay for items at the checkout, check the change and verbalise how much they have left</p> <p>Is able to exchange notes for an equivalent value in smaller notes, £2 coins, £1 coins or silver coins</p>	<p>Is able to estimate the change they will receive when paying for all their items</p> <p>Is able to use the self-checkout at a supermarket and read the rolling total when requested</p> <p>Is able to calculate the total amount of a written shopping list of 10 items</p>

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	<u>WTE1</u>	<u>Entry Level 1</u>	<u>Entry Level 2</u>	<u>Entry Level 3</u>	<u>Level 1</u>
Key Learning	Independent travel.				
<u>Subject specific knowledge</u>	<p>Knows that the roads can be dangerous</p> <p>Knows where they are travelling to.</p> <p>Can recognise and match the different methods of crossing the road e.g. zebra, pelican crossings</p>	<p>Pupils will know at least 2 dangers they may come across e.g. vehicles, strangers.</p> <p>Pupils will know the sequence of how to cross the road safely - by following the green cross code.</p> <p>Knows why zebra/pedestrian crossings are safe places to cross the road</p> <p>Knows how to behave when out in the community and why it important</p>	<p>Knows how to travel unescorted as a pedestrian to familiar locations</p> <p>Understands why they/staff carry a mobile phone</p> <p>Understands they must set off at a certain time to reach a destination</p>	<p>Understands what to do if their mode of travel cannot be completed e.g. can get a different bus</p> <p>Knows how to independently cross all types of roads safely following all safety steps for each e.g. uses crossings, checks for traffic on smaller roads etc</p>	<p>Is aware of all health and safety concerns when travelling independently to familiar and unfamiliar destinations</p> <p>Understands they must be prepared for different scenarios when travelling independently e.g. changes in weather, loss of bus pass, no phone signal etc.</p> <p>Knows how to independently make use of landmarks to find their destination.</p>
<u>Subject specific skills</u>	<p>Is able to recognise when they have reached their destination e.g. to the shop/ to the hub.</p> <p>Is able to cross the road at a pelican crossing with support.</p> <p>Is able to recognise when they see the green man.</p> <p>Is able to follow staff safety instructions when travelling</p>	<p>Is able to independently operate a pelican crossing and can follow the steps to cross safely</p> <p>Is able to follow verbal prompts to complete road crossing successfully.</p> <p>Is able to acknowledge when they think it is safe to cross the road.</p>	<p>Can travel unescorted as a pedestrian to familiar locations</p> <p>Is able to recall the route from the hub to the shop and vice versa.</p> <p>Is able to recall safe places to cross the road and do so independently.</p> <p>Is able to ensure they have all their belongings in preparation to go shopping.</p> <p>Is able to identify how long the journey to the shop will take and calculate when to set off from the hub/when to leave the shop to return.</p>	<p>Is able to select suitable alternative forms of transport if the situation arises.</p> <p>Is able to independently complete a journey and model different safety strategies for different forms of crossing.</p>	<p>Is able to acknowledge any dangers and react appropriately. E.g. if approached by a stranger pupil will walk away.</p> <p>Is able to create a solution to any problems that may arise.</p>

Suggested activities

WTE1/E1 – role play completing a transaction in a shop.

- role play crossing the road
- give learners activities where they need to follow verbal/ visual guidance
- Complete short journeys in the hub, can learners follow a set of instructions or follow a change in instructions.
- social story to prepare learners for journeys

E2-L1 – circle time discussions regarding keeping safe in the community.

- Discussions regarding expectations, create class code of conduct.
- researching products online.
- estimating costs prior to trips.

Supporting resources:

- visual checklists to ensure students have all items prior to leaving the hub.
- visual/written shopping lists.
- Visual maps of shop layout.
- Communication prompts.

Evidencing Work

All evidence for pupils will be recorded as a learning journey on Onwards and Upwards.