



Unit of Work Title: Shop 'til you Drop (Aldi, Woolworths and Coles)	Duration of Unit: 40 Weeks	Class/Stage: Early Stage One Stage One
<p>This unit of work gives student the opportunity to participate in community access activities, exploring the purpose and scope of local retail stores, and maintaining links with other KLA's including 'Suits and Boots' (people in our neighbourhood). Students practice moving about safely in the community and developing their understanding of appropriate social conventions such as walking to the left, waiting for reasonable periods of time, maintaining pace with another etc. Students learn skills to enhance their participation and engagement in the shopping process. They will buy items that they need for another learning session and will become familiar with the routine of purchasing an item. They will learn basic money exchange skills and math calculations.</p>		
<p>Content Descriptions – This includes a variety of learn to and learn about priorities for students</p>		
<ul style="list-style-type: none"> - identifies activities that occur in specific places - names and talks about places and features in their home, school and <u>immediate environment</u> - uses a variety of senses to gather information about their environment (locates isles) - demonstrates an awareness that the world extends beyond their immediate environment - identifies their own needs and the needs of others - demonstrates ways in which they can take responsibility for meeting their own needs - explains how to use money and participates in activities involving the use of money - demonstrates an understanding of their own safety needs at home and at school - accept roles in classroom organisation <ul style="list-style-type: none"> • participate in activities where there will be opportunities to behave responsibly • take on roles and consider the rights of others • products that students use and where they come from • the use of money • roles, rights and responsibilities in the classroom and at home • classroom rules and routines 		
Outcomes:	Learning Goals – Students will be able to:	
English		
ENe-1A	Examples: <ul style="list-style-type: none"> • Follow's routine/non-routine verbal instructions (one part/two part, item in view/item out of view) across all contexts  	
Mathematics		
MAe-4NA	<ul style="list-style-type: none"> • Matches numerals 1-10 (to locate given aisle)  • Counts up to 5 objects/actions using 1:1 correspondence • Records total number of items in a group 	
History and Geography		
GEe-1	<ul style="list-style-type: none"> • Remains emotionally regulated while on community access • Uses built environments for specific purposes - selects food in supermarket 	

Learning Across the Curriculum Codes:

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🖐️
- Asia and Australia's engagement with Asia 🌐
- Sustainability 🌱

The general capabilities are:

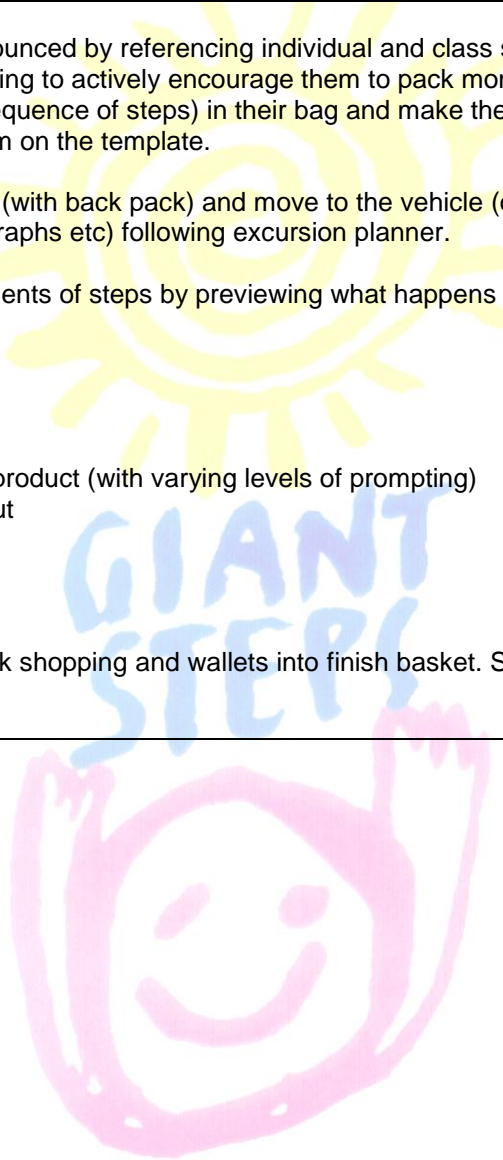
- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 🖨️
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

Assessment Overview: Evidence of Student learning gathered through: (pre and post)

Pre-assessment	During	Post Assessment
<p>Term 1, Weeks 1-5</p> <ul style="list-style-type: none"> • Learning Goal Development from previous reports • Anecdotal Observations • Report template – outcomes, learning goals and starting levels of performance 	<ul style="list-style-type: none"> • Photos • Videos • Anecdotal Observations • Checklists • Work samples <p>Links to Assessment Schedules:</p>	<ul style="list-style-type: none"> • Photos • Videos • Anecdotal Observations • Checklists • Work samples <p>Links to Assessment Schedules:</p>

Week & Focus	Teaching and Learning Sequence	Resources
Term 1	<p><u>Pre-assessment</u></p> <ul style="list-style-type: none"> • Looking at last year's report goals for each student and assessing against the 'developing' goals • Anecdotal observations • Develop learning goals for 2016 	<ul style="list-style-type: none"> • 2015 reports • Learning goal development template • Over in the 2015 Meadow lesson

Week & Focus	Teaching and Learning Sequence	Resources
<p>Example: Term 1 Weeks 4-11</p>	<p>Students sit at desks and lesson is announced by referencing individual and class schedules. Adult leads students through the forewarning, stopping to actively encourage them to pack money in their wallet, put their wallet and visual outing booklet (sequence of steps) in their bag and make their shopping list by placing the visual of their nominated item on the template.</p> <p>Students transition to the waiting bench (with back pack) and move to the vehicle (or if walking reference, the walking route through video, photographs etc) following excursion planner.</p> <p>Upon arrival at the shops, forewarn students of steps by previewing what happens next in their visual schedule booklets.</p> <p>Students: Enter shopping When available, get a basket Follow shopping list to locate aisle and product (with varying levels of prompting) Line up at check-out/ self-serve checkout Exchange money for goods Pack items in bag Return to bus and drive to Giant Steps</p> <p>Upon return to Giant Steps, student pack shopping and wallets into finish basket. Students transition to cooking session.</p>	<p>Shopping lesson Shopping forewarning Float Student outing bags Student wallets Risk and venue assessments</p>



Date	Evaluation of lesson (pace, instructional strategies, resources etc)	Adjustments/Variations Required

