





Stephen Hawking Outreach Multisensory literacy plan

Text/Story: Class texts = Charlie and the Chocolate Factory; Mr. Bunny's Chocolate Factory Class writing outcomes = Persuasive letter; Instructions; acrostic poems									
Focus 1: Multi-sensory prompts: Different kinds of chocolate: block; spread; buttons; white chocolate etc. removed from wrappers Blindfold 		Focus 2: Multisensory prompts: Ingredients for chocolate play dough https://theimaginationtree.com/easy-chocolate-play-dough-recipe/ 		Focus 3: Multi-sensory prompts: Shiny paper; foil; tape; mini cake cases; small boxes; empty chocolate boxes; chocolate play dough; tissue paper; small fun size packets chocolates Pictures chocolates for sale  Pre-made sign 'Child's Chocolate Shop'		Focus 4: Multi-sensory prompts: Small boxes; pretend chocolates made in earlier session; fun size packets chocolates; price labels; till; 1p coins; purses; small paper bags; apron Pictures chocolate shops  Pre-made sign 'Child's Chocolate Shop'		Focus 5: Multi-sensory prompts: Child's chocolate shop resources	
Child Take turns with a peer wearing blindfold to smell, lick and eat small quantities of different chocolates Share describing words	Adult: Asks questions- how does it smell/ taste/ feel in your mouth? Scribe responses and video	Child: Explore ingredients, mixing one by one as adult introduces more following order above Knead dough Roll, pinch, cut out etc.	Adult: Introduce ingredients one by one and photograph child mixing to use for making instructions later in unit Encourage child to explore and describe how dough looks/smells/feels	Child: Look at pictures chocolates with a peer Use materials to make own 'chocolates' to sell in a shop e.g. by wrapping up balls tissue paper in foil; using chocolate play dough	Adult: Recap describing words gathered in previous session to extend child's comments on pictures Model how to 'make' chocolates	Child: Set up chocolate shop on a table with peer Write price labels up to 10p Write labels for chocolates using describing words	Adult: Provide number cards for copying Provide word labels to stick on labels for chocolate shop display using describing words gathered in earlier sessions	Child: With at least one peer, role play in chocolate shop taking turns to be shop keeper and customer Use 1ps to pay for	Adult: Support and extend role play through modelling and questioning Photograph activity

						gathered in earlier session		items bought	
Key phrase (signs highlighted) Chocolate Look; smell; taste; feel Yummy; creamy; delicious; tasty; sweet; brown; shiny; chocolatey	Key phrase (signs highlighted) Chocolate Play dough Salt; flour; oil; cocoa powder; hot water Look; smell;; feel	Key phrase (signs highlighted) Chocolate Shop; sell Wrapper box Yummy; creamy; delicious; tasty; sweet; brown; shiny; chocolatey	Key phrase (signs highlighted) Chocolate Shop; sell Sign Label Price How much? Pence Yummy; creamy; delicious; tasty; sweet; brown; shiny; chocolatey	Key phrase (signs highlighted) Chocolate Shop; sell Price How much? pence Yummy; creamy; delicious; tasty; sweet; brown; shiny; chocolatey					

Outcomes noticed (including engagement levels)	Next steps/activities Fine motor: <ul style="list-style-type: none"> • Melting, stirring and poring chocolate into small moulds • Making hot chocolate with powder, hot milk, squirty cream and sprinkles • Make chocolate ooblek • Mark making with melted chocolate onto grease proof paper- can be eaten afterwards • Making boxes for chocolates in the role play shop Writing: <ul style="list-style-type: none"> • Adult scribe posters using persuasive language for Child’s Chocolate Shop- use words gathered when exploring chocolates in first session • Price labels for chocolate shop • Use Our Story to make text about Child’s Chocolate Shop recording her voice for captions
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	<ul style="list-style-type: none">• Use photos and word cards to make simple book about chocolate shop e.g. “My chocolates are• Instructions for how to make chocolate playdough using photos taken earlier in unit- adult to scribe and/or Child to record on ‘Our Story’• Use describing words to create simple chocolate repeating poem e.g. ‘Chocolate is...’ <p>Reading:</p> <ul style="list-style-type: none">• Choose which words to use for describing labels in chocolate shop• Simple book reading as above• Simple instructions with pictures for making hot chocolate/chocolate cornflake cakes/ cocoa playdough
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