


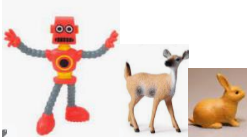


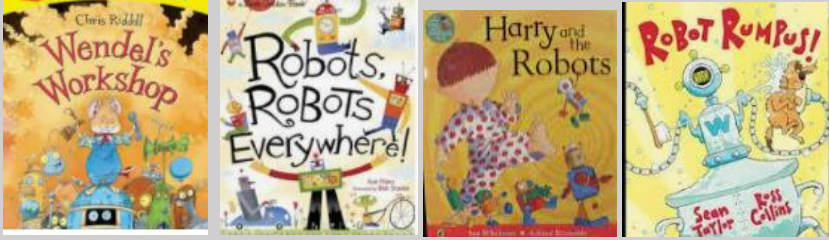


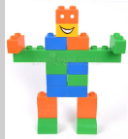




Stephen Hawking Outreach Multisensory story plan

Text/Story: 'Unplugged' by Steve Antony			
Focus 1: Multi-sensory prompts: Robot or beebot simple controllable toy.		Focus 2: Multi-sensory prompts: Tin foil, silver shiny paper, card board boxes, googly eyes, wire, lengths old cable.; old nuts and washers; round items for wheels.	
			
Focus 3: Multi-sensory prompts: Small toy robot) or make a mini one while supporting child to make theirs); plastic or small toy rabbit, deer, duck etc.		Focus 4: Multi-sensory prompts: Shoe box; tray and materials gathered during session.	
			
Child Explore turning beebot/robot on and off. Copy sounds it makes. Explore moving beebot around.	Adult: Support child to explore robot/beebot. Make human approximations of the sounds the robot/beebot makes e.g. beeps; whirrs etc. Read 'Unplugged' up to the blackout page.	Child: Explore the materials using all their senses. Look at the pictures of Blip in the story. Select boxes to make own robot and attach using tape or glue gun.	Adult: Support the child to explore the robot materials. Support the child to select and attach parts to make own robot. Read story up to "all day long".
Child: Explore and play with the robot and small animals. Choose a scene or parts of scene from the book (hill; trees; river; log; waterfall; cave; swing ; seesaw etc.) to include in a shoebox scene.	Adult: Support the child if needed to play with the robot and animals, model how they might move and communicate with each other.	Child: Fill a tray with things from around school inside and outside to include in shoebox scene e.g. grass; twigs; leaves; stones; small world play etc. Use these to glue into the shoebox.	Adult: Support child by providing a visual list for the features the child chose to include e.g. swing. Support them to locate things around school that could be used, and to attach these to shoebox scene. Finish the story.

<p>Key phrase (signs highlighted) Robot; Blink; power; turn on/off.</p>	<p>Key phrase (signs highlighted) Robot; Blink; body; head; wheels; arms; eyes; mouth.</p>	<p>Key phrase (signs highlighted) Robot; Blink; deer; rabbit; duck; friends; play; dance; swing; hide; hill; trees; river; log; waterfall; cave; swing ‘; seesaw</p>	<p>Key phrase (signs highlighted) Robot; Blink; deer; rabbit; duck; hill; trees; river; log; waterfall; cave; swing ‘; seesaw</p>
<p>Focus 5: Multi-sensory prompts: Set up a sensory trail for the story from a computer to some stairs going down; a hill (or grassy mound/slope); trees and a ‘river’ (this could be a tray of water).</p> 		<p>Further literacy activities:</p> <ul style="list-style-type: none"> Go for a walk around school and take photographs of all the devices that are plugged in. Make a collage/poster of these. Use cardboard boxes, tin foil, shiny paper, cardboard tubes etc. to make a robot costume with the child. Take photographs to make a book about their adventures.  <ul style="list-style-type: none"> Explore more picture books with robot characters like these: 	
<p>Child: Explore the trail, following the same route as Blink- computer; downstairs; down the hill;</p>	<p>Adult: Use the book to support the child's understanding of the trail/story sequence.</p>	<p>Maths activities:</p> <ul style="list-style-type: none"> Use 2D shapes to make a robot collage.  <ul style="list-style-type: none"> Sort round/hexagonal washers into sets the same shape/size. 	

<p>past the trees; through the river; past the trees; up the hill; up the stairs and back to the computer.</p>	<p>Create a simplified narrative e.g. "Blink was unplugged!; Blink went down, down, down the stairs "etc.</p>	<ul style="list-style-type: none"> • Give instructions to the child as if they were a robot using directional/positional language e.g. move forwards; go over the hill. • Explore using simple programmable toys with arrow buttons. • Lay a trail of arrows on the floor around school and follow it with the child, describing your direction of movement. • Use simple non-standard measures to compare robot pictures, such as multilink, using bigger/smaller and counting cubes.  <ul style="list-style-type: none"> • Use construction sets to build a robot and talk about the shapes. 
<p>Key phrase (signs highlighted) Computer; downstairs; hill; trees; river.</p>	<p>Fine Motor activities:</p> <ul style="list-style-type: none"> • Go on a switch hunt around school and (with careful adult supervision) explore what happens when child turns on/off light switch; fan; microwave etc. Make videos of what happens for child to make Our Story or other interactive text. • Learn a robot dance like the one here. • Use card, a hole punch and split pins to make robots with moving parts.   <ul style="list-style-type: none"> • Concertina fold paper to make robot model arms and legs. 