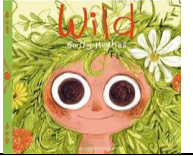











**Stephen Hawking Outreach Multisensory story plan**

<b>Text/Story:</b> 'Wild' by Emily Hughes								
<b>Focus 1:</b> <b>Multi-sensory prompts:</b> Tray of leaves, flowers, twigs, small stones, buds, blossoms, catkins, moss etc. (These could be collected with the child ahead of time on a short trip to the park)		<b>Focus 2:</b> <b>Multi-sensory prompts:</b> Tray as yesterday with small baby doll and toy fox, bird, bear hidden under natural materials or laminated pictures/stick puppets from the book.		<b>Focus 3:</b> <b>Multi-sensory prompts:</b> Listen to the sound of a crow on a website like <a href="#">this one</a> .		<b>Focus 4:</b> <b>Multi-sensory prompts:</b> Tray of water with tin foil, stones, blue and green glass beads, plastic toy fish or laminated pictures.		
								
<b>Child</b> Explore the leaves etc. by looking, touching, smelling.	<b>Adult:</b> Observe the child. Label the natural materials as the child explores them. Follow the child's lead in using their senses and model if necessary e.g. letting leaves fall into the tray	<b>Child:</b> Explore and find the characters and name them using sign, words or a communication board if able.	<b>Adult:</b> Observe the child. Ask "Who is it?" and model names if unknown. Share the cover and first page of the book up to 'The whole forest took her as their own'.	<b>Child:</b> Listen to the crow sound. Try and imitate the sound.	<b>Adult:</b> Imitate the crow sound. Read the page 'Bird taught her how to speak'	<b>Child:</b> Explore putting the resources into the 'river' Explore moving the water to see what happens. Try and 'catch' the fish using fingers.	<b>Adult:</b> Observe the child. Model how to use tin foil to create a container for the river. Label river, fish, rocks. Share the page 'Bear taught her how to eat'	

	from a height and listening to the sound they make.						
Key phrase (signs highlighted) Flower, blossom, twig, leaf, stone, moss.		Key phrase (signs highlighted) Baby, bear, crow (bird), fox		Key phrase (signs highlighted) Bird, speak (talk)		Key phrase (signs highlighted) River, fish, rocks	
<b>Focus 5:</b> <b>Multi-sensory prompts:</b> Pieces fur fabric in different browns, photographs of fox teeth and claws, soft toy/puppet fox, mirror.		<b>Focus 6:</b> <b>Multi-sensory prompts:</b> Lego/ Duplo/ Megablox built into towers.		<b>Focus 7:</b> <b>Multi-sensory prompts:</b> Simple shoebox or play house or room with furniture set up or made from Duplo/Lego (This could be made ahead of session with the child)		<b>Focus 8:</b> <b>Multi-sensory prompts:</b> Den building and natural materials inside school or outside, for example bamboo canes or long sticks, feathers, blankets, cloths, stones, leaves, toy animals. If inside, you could make a den under a table with a blanket covering, adding natural materials inside.	
							
<b>Child:</b> Explore the fur fabric by looking and touching, stroking. Look at pictures claws and teeth.	<b>Adult:</b> Observe the child. Label the fox, claws, teeth. Encourage child to make a fox face and fox claws with own	<b>Child:</b> Explore the towers and add bricks or take away, change shapes.	<b>Adult:</b> Follow child's lead. Comment on what they do including using vocabulary below.	<b>Child:</b> Explore placing the furniture etc. Put play people in the house. Explore messing up the house in	<b>Adult:</b> Observe. Support imaginative play. Introduce 'Wild' figure (can be made by sticking	<b>Child:</b> Explore the den (ideally with another peer/peers)	<b>Adult:</b> Observe and support imaginative play e.g. making beds.

	body and look in the mirror- take photographs. Share the page 'Fox taught her how to play'		Add play people and vehicles once city is complete and support imaginative play. Share story up to 'and she found them strange too'.	response to the pictures in 'Wild'	on lots of wild wool hair) Share story up to page after 'Enough was enough!' Encourage child to 'mess up' the house in response to the pictures.		Take photographs to make a book.
Key phrase (signs highlighted) Fox, claws, teeth, play		Key phrase (signs highlighted) City, buildings, cars, people.		Key phrase (signs highlighted) House, bed, chair, mess		Key phrase (signs highlighted) Home, friends, happy	

<p><b>Further literacy activities:</b></p> <ul style="list-style-type: none"> <li>• Lie under different trees (at school or in a local park) and look up at the branches leaves. Talk about what you can see, photograph using an iPad.</li> <li>• Press flowers from sensory tray and others and use to make a book of flowers. Mark make or stick labels with the flower names.</li> <li>• Follow a simple cup recipe to make playdough with flower petals in different shades.</li> <li>• Listen to different bird sounds that are very different from one another and match to a picture of the bird. <a href="https://www.rspb.org.uk/birds-and-wildlife/bird-songs/what-bird-is-that/">https://www.rspb.org.uk/birds-and-wildlife/bird-songs/what-bird-is-that/</a></li> <li>• Make a set of puppets from the story and use to retell key parts.</li> <li>• Match forest animals and people/vehicles/ dogs to appropriate setting i.e. forest or city.</li> </ul>	<p><b>Maths activities:</b></p> <ul style="list-style-type: none"> <li>• Explore different shaped leaves and paint and print with them. Extend to copy a simple repeating pattern.</li> <li>• Sort the materials from the sensory tray in session 1 into sets of leaves, flowers, twigs etc. by putting in containers with a photograph of that item on the front. Extend to count how many there are of each. Which container has the most/least?</li> <li>• Build a city with Duplo/Lego/bricks by reading numerals</li> </ul>  <p><b>Fine and gross Motor activities:</b></p> <ul style="list-style-type: none"> <li>• Use leaves and flowers to mark make in different colours by rubbing on paper.</li> <li>• Use petal playdough to explore, roll, cut out etc.</li> </ul>
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- Play animal bingo/matching pairs with the animals in the story (fox, bear, bird, dog, cat, rabbit, deer, squirrel)
- Make and read simple books using sight vocabulary e.g. 'I see bear; I see Fox etc.
- Make a wild portrait using a photo of child's face and sticking grass, leaves, flowers etc. all around it.
- Sort pictures from the story into feelings posters happy and sad (extend to angry)

- Make a forest by pushing tiny twigs into playdough.
- Use feathers to mark make with paint- use the main part as a paint brush and the end like a pen nib.
- Make jelly fish and try catching them with your mouth like a bear!
- In a PE session with peers, explore rolling around like playing foxes. Curl body into a ball and then stretch out.
- Make a collage using natural materials, paper and PVA glue.
- Make a bear/fox/bear mask.