









Stephen Hawking Outreach Multisensory story plan

Text/Story: Shh! We have a plan							
<b>Focus 1:</b> <b>Multi-sensory prompts:</b> A feather		<b>Focus 2:</b> <b>Multi-sensory prompts:</b> Net		<b>Focus 3:</b> <b>Multi-sensory prompts:</b> Toes		<b>Focus 4:</b> <b>Multi-sensory prompts:</b> Small or toy ladder or wooden rod (this could be a clave from the music cupboard)	
							
Child:	Adult:	Child:	Adult:	Child:	Adult:	Child:	Adult:
Independent exploration of the feather.	Model feeling the feather, make bird noises, comment on the child's exploration	Independent exploration of the net.	Model exploring and moving the net, comment on the child's exploration, be aware of safety.	Feel the adult squeezing their toes, walk on tip toes if able.	Squeeze the child's toes, model walking on tip toes if the child walks.	Explore the ladder or rod whilst the adult holds it.	Model climbing the ladder with hands or holding the rod horizontal, comment on the child's exploration.
Key phrase (signs in bold) <b>Look a bird</b>		Key phrase (signs in bold) <b>Shh, shh</b> , we have a plan.		Key phrase (signs in bold) Tip-toe slowly, tip-toe slowly. Now <b>stop</b> , shh!		Key phrase (signs in bold) <b>Climbing</b> slowly, <b>climbing</b> slowly. Now <b>stop</b> , shh!	

<p><b>Focus 5:</b> <b>Multi-sensory prompts:</b> Paddle or spatula</p> 		<p><b>Focus 6:</b> <b>Multi-sensory prompts:</b> Bread</p> 		<p><b>Focus 7:</b> <b>Multi-sensory prompts:</b> Lots of feathers</p> 		<p><b>Focus 7:</b> <b>Multi-sensory prompts:</b> Fur fabric in a tube shape (perhaps a draft excluder).</p> 	
<p>Child:</p> <p>Independent exploration of the paddle or spatula.</p>	<p>Adult:</p> <p>Model paddling, comment on the child's exploration.</p>	<p>Child:</p> <p>Independent exploration the bread, eating if choosing to.</p>	<p>Child:</p> <p>Model tearing and eating the bread, comment on the child's exploration.</p>	<p>Child:</p> <p>Independent exploration of the feathers.</p>	<p>Adult:</p> <p>Model feeling, dropping and blowing the feathers, make bird noises, comment on the child's exploration.</p>	<p>Child:</p> <p>Independent exploration of fur fabric.</p>	<p>Adult:</p> <p>Model feeling the fur fabric, comment on the child's exploration.</p>
<p>Key phrase (signs in bold) <b>Paddling</b> slowly, <b>paddling</b> slowly. Now <b>stop</b>, shh!</p>		<p>Key phrase (signs in bold) <b>Hello birdy</b>, would you like some <b>bread</b>?</p>		<p>Key phrase (signs in bold) <b>1, 2, 3. Look!</b> Lots of <b>birds</b>.</p>		<p>Key phrase (signs in bold) <b>Look!</b> A <b>squirrel</b>.</p>	

**N.B. As this is a short text it should be read in its entirety as the props are explored and separately to the props with plenty of animation and gesture!**

**Reading**



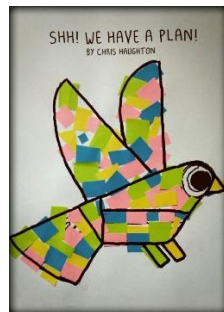
Look at this page in the book. Allow the child to communicate about what they see. Can they describe what the characters look like? Can they say how they are feeling?

**Writing**

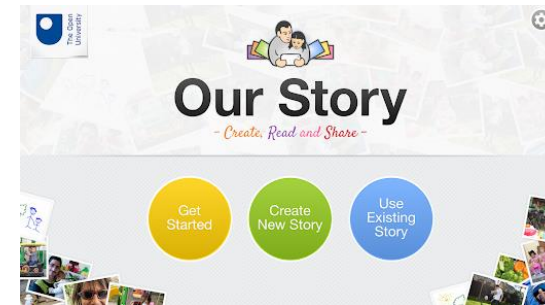
On the last page, the people are going to try to catch a squirrel. Can the child work with an adult to create a book about hunting the squirrel? Can they choose some different actions to do slowly?



The birds in the book have vivid colours and patterns. Use collage or paint to create birds in the style of those in the story.



Support the child to retell the story using the props or puppets. Can they move like the people in the story (tiptoe, climb)? Can they retell the story outdoors? Use video or the 'My Story' app to record.

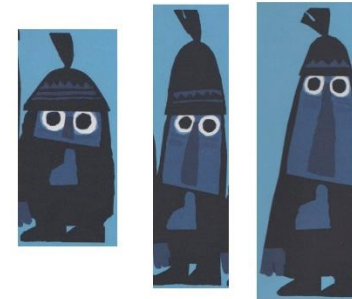


**Number**

The book includes counting “1,2,3” before moving. Play some anticipation games such as knocking down towers or blowing bubbles. Ask the child to count to 3 before the action. The child could also be told an action and then has to wait the count before moving “Jumping in 1,2,3 go!”


**Shape, space and measures**

The people and birds in the story are a variety of sizes. Cut out photocopied pictures from the story and sort them as big and small or order them from biggest to smallest.



On most pages in the book, there is one bird, but when the small person gives the bread there are lots. Use these pages to begin an investigation of one and lots using objects in the classroom.



Positions change a lot in the story – the bird is in the tree, the people are on the log and in the water. Use the pictures to explore positional language, labelling them with symbols and language such as in and on, extending to next to or between.

