

Positive Eye

Creative Story Buckets

'Be inspired by the exciting, creative and fun story bucket ideas which lie within'

#bucketsofjoy

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The following story bucket ideas have been created and shared by Local Authority Services, Special Schools and Organisations working with children with Visual Impairments.

The buckets were kindly donated by WHAM

The bucket aprons were kindly donated by Positive Eye Ltd

The resource has been collated by Positive Eye Ltd

www.positiveeye.co.uk

To all those who shared their ideas and time to help create this resource

Thank you, please share far and wide. Your ideas are fantastic and will bring a positive literacy experience and joy to those who create them and the children who use them.

Remember to use the #bucketsofjoy when you share this resource

Enjoy encouraging children to experience a positive and meaningful literacy experience

My very best wishes to you all

Gwyn McCormack, Director - Positive Eye Ltd

The story behind the buckets....



At Christmas 2016, What More Ltd, the manufacturer – known as the most dynamic plastics company in the UK - paired up with Positive Eye, a consultancy dedicated to providing training and resources for teachers of vision impaired children and young people – to bring some seasonal joy in the form of a generous giveaway.

Established in 1999, What More UK Ltd has grown rapidly to become the UK's largest manufacturer and brand leader of plastic homeware, gardening and storage products, under the brand name WHAM. The business operates out of a state of the art 500,000 square foot manufacturing and distribution centre in Burnley.

By contrast, Positive Eye is a small consultancy operating out of a home office in Billinge, near Wigan – but nevertheless is a leading and hugely

respected training provider in its sector, and its courses and resources are widely used across the UK, Europe and worldwide.

One of the unique aspects of Positive Eye's approach is the down to earth and accessible approach – making resources which use everyday items such as buckets, baskets and boxes to help children access learning.



While most people see buckets as home and garden accessories and wooden spoons as cooking implements, in the hands of Positive Eye they become versatile learning tools, which anyone from parents to professionals can access on the high street.

The two businesses were introduced by a mutual acquaintance, and WHAM Director Tony Grimshaw, who was recently awarded an OBE for his work in export trade and supporting local projects, was happy to invite Positive Eye Director Gwyneth McCormack to look around his factory and choose some resources to share with her clients. Amongst other things, buckets were chosen for their versatility in offering a great base to create a story bucket. Armed with 36 buckets, Gwyn from Positive Eye donated a bucket apron to go with each one and over the next few months, gave them out to services and schools, ready for them to create their own story buckets. This booklet is the result of everyone's contributions. On behalf of all those who participated, we hope you enjoy the ideas and create some of the suggestions for the children you work with.



Colleagues from Redbridge High School, share their story bucket idea with Gwyn from Positive Eye, based on the 'fishness of fish'

#bucketsofjoy

1.



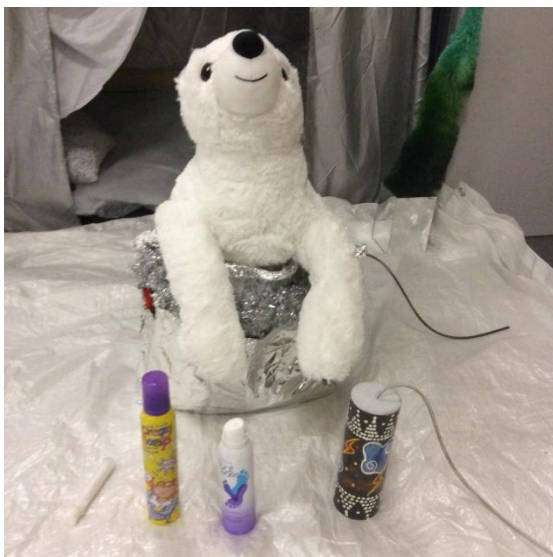
'We're Going on a Polar Bear Hunt'

By Sélène Hinton, Carlton Digby School

Introduction

This story bucket is based on a sensory story from the Twinkl website. It follows the pattern of the popular story 'We're going on a bear hunt' but with a polar bear theme. The obstacles involve sensory experiences which encourage pupils with PMLD and SLD (including those with visual impairment) to communicate.

Materials:



Chime bells for the 'uh-oh' bit before each obstacle.
A drum for the 'we're going on a bear hunt' bit.
Crackling foot spray and sculpting bath foam for a 'snow drift' experience.
Fluffy snow balls and trays of insta-snow for the 'snow storm'
Ice cubes for 'icicles'.
Echo mics, torches and mirrors for 'cave'.
Thunder drum and space blankets for

the 'cave'. Soft polar bear toy for 'Polar bear'

Creation of the story bucket



The polar bear toy was from IKEA. Chime bells, drums, echo mics, thunder drum, mirrors and torches were all found in school. I covered the bucket and bucket apron with foil and the handle with silver tinsel. The sculpting bath foam and crackling foot spray can both be found in Boots. The crackling foot spray is cheaper online. Space blankets are from the camping or sports shop and are fairly cheap. The

snowballs were from Wilko (snow ball game), white shower sponges and wool pompoms made by a member of staff

Learning opportunities

My pupils are working between P levels 1 and 4. These sensory experiences provide opportunities for:

- Communicating likes and dislikes
- Communicating more/no more
- Anticipating points in a familiar story
- Exploring and developing tolerance for tactile stimuli
- Tracking sounds (drum and thunder drum) and light source (torch)
- Exploring own reflection in mirror/developing sense of self
- Developing language (e.g. white, cold, more) for those working at P4

2.



'We're Going on a Windy Leaf Hunt'

By Gill Gilbank and Elaine Smith, Sensory Education and Support Team, Lincolnshire

Introduction

We discussed the story bucket challenge with our VI colleagues. We decided to create a theme bucket rather than a single story. Initially we planned seasons and weather, however as the subject is vast we needed a skip rather than a bucket for all the resources! This bucket is intended to cover autumn and wind. Our intention is to create further buckets to cover other seasons and types weather.

Materials:



Bucket. Bucket apron. Soft toy forest animals. Books- 'We're going on a leaf hunt' by Steve Metzger, Wind book – by Carol Thompson (both from wordery website). Selection of tactile autumn coloured materials. Tactile outlined autumn pictures. Selection of natural autumn items, e.g. conkers, bark, leaves. Bubbles. Small/large windmill,

straws, feathers, balloons (The Range). Autumn coloured voile (Dunelm). Everyday initial letter objects for 'can you find' game. Homemade letter spinner. Cardboard tubes decorated with ribbons and beads. Business cards used as word cards linked to resources and stories – ebay. Balloon pump, wind chime, battery fan



Creation of the story bucket

We researched books linked to autumn and found 'We're going on a leaf hunt ' an alternative version of the popular book 'We're going on a bear hunt'. We decided it linked nicely to the topic 'wind' so we purchased a book called 'Wind' as it contained lots of adjectives and simple pictures. We then collected suitable objects and resources, most of which we already had to hand, which we then used to create the colourful fun, interactive and educational bucket.

Literacy

- Initial letter and word recognition. Rhyming
- Enjoying the story and encourage discussion
- 'Can you find' a game which helps to identify the first 6 braille letters (plus print). Spin the spinner, identify the letter and find the corresponding initial letter hidden in the leaves

Mobility

- Experience of the actual physical leaf hunt outside, perhaps in woods or parkland

Knowledge and understanding of the world

- An understanding of where leaves come from, what happens to them, how they feel, smell, sound

Numeracy

- Counting leaves activity

- 'Blow race'. Set the egg timer, with a partner blow colourful sweet wrappers and feathers through a straw off the end of a surface. How many can you blow in a minute?
- Cardboard ribbon sticks. Short/long ribbon. Counting beads 1-8

Tactile/fine motor skills

- Recognition /matching of different leaves
- 'Get crafty'. Various textured materials to create an autumn picture

Science

- Experiment to investigate what happens to leaves if they are starved of food and light. Compare with leaves that have been given light and water. Child can explore the outcome by feeling the texture of the leaves from both samples
- Various objects linked with the use of wind, e.g. windmill, fan, balloon, wind chime

3.



Commotion in the Ocean

By Giles Andrea and David Wojtowycz

ISBN 1-84121-101-X

Story bucket idea by:

Calderdale Specialist
Inclusion and Resource Team
*- A real team effort in the
planning and resourcing*

Brief introduction

A lovely book of comical, rhyming poems about creatures beneath the sea. It is accompanied by full colour illustrations of cartoon like animals. It is ideal for younger – Foundation stage/KS1 children.

Materials required plus sources/links

The book itself:

- Non-fiction books on the ocean and creatures within it.
<https://www.amazon.co.uk/What-Lives-Ocean-Childrens-Non-Fiction-ebook>
- Hand made tactile book
- Pictures of the sea creatures
- Sea creatures
<https://www.amazon.co.uk/Plastic-Model-Marine-Animals>
<https://www.amazon.co.uk/Leegoal-Animal-Finger-Puppet-Children>
- Cards with names on (print and braille)
Ocean, polar bear, whale, penguin, crab, lobster, turtle, walrus, octopus, turtle, dolphin, jellyfish
- Sign graphics for creatures names
- Blue shiny material
- Pictures of creatures on sticks (role play), finger puppets or masks
- Blue material
- Shells (variety)



- Sea water (in a bottle – smell of the sea)- add glitter to make more visually interesting
- Seaweed
- Bag of sand
- Sea plants – would need to bought fresh
- CD with sea sounds on (create atmosphere)
- Rhyming words on card (print and braille)
 (squeak/speak) (land/sand) (hatch/batch)
 (sea/me) (long/strong) (spy/why) (clap/snap) (bored/sword)
 (fins/chins) (whale/tale) (bear/there)
- Laminated speech bubbles
- Fish number line and board
- Sea creature word searches



- Sea colouring sheets
- Handwriting sheets
- Fact sheet layout - information about the creature
- Jigsaws
http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/faces_jigsaws/support/Support_05.5_make.htm
- Materials to build sea in a box – shells, sand material, paper, plastic creatures
- Simple Word Wizard sheets (build vocabulary) with photos of the sea creatures to add if necessary.

How to create the story bucket idea



- Decided on the story
- Decided on the age range
- Brainstormed ideas (teachers meeting)
- Thought through different curriculum areas
- Looked on the internet for further inspiration
- Shared with team

- Additional ideas added
- Resource team collected and made resources
- Trial with a child (if time)

Enjoyment of the book itself

Obviously read the book and explore and talk about all the creatures within the book. Talk about the sea and the creatures you would find there. Discuss the rhyme within the book. Is it factual or fun information within the book? Why? Look at non-fiction book and show “real” pictures of creatures.

Science – Can they create a fact sheet about a sea creature?

Name

Description

Lives

Eats

Population

Interesting facts

Matching opportunities

- Real picture/cartoon picture
- Object/picture
- Word/picture
- Braille to picture
- Object/picture and word

Can you spot the missing creature?

Hide a set amount (depending on ability of child) of creatures under the blue material, take one away – can they spot which creature is missing?

Rhyme

Can they find the words(on card) that rhyme with each other? Can they think of more words? Make a rhyme list.

Word Wizard

Some simple Word Wizard sheets with photos of the sea creatures to add if necessary. Building vocabulary around the ocean.

Build an ocean in a box – lots of examples on the internet. Use the sand, shells, sea creatures and material.

Textures

- Discuss the different textures of the creatures, shells, sand – language around this. Smooth, bumpy, rough, smooth, shiny etc. Make a texture list of words

Role play

- Either with finger puppets, face masks or pictures on sticks allow the children opportunities to role play with the creatures or can they learn the poems for each creature?

Signing

- Opportunities to learn the British Sign language for each creature

Speech bubbles

- Children write in what the creatures might say to each other

Word search

- Variety of levels – can they find the ocean related words

Sea creature colouring sheets or handwriting sheets

- Raised colouring sheets

Numeracy

- Addition sheets – adding the number of sea creatures
- Grouping the creatures in different ways– small/large, colours, have fins, have shells etc

Paint a picture of their favourite sea creature

Learn the song (if you must)

<https://www.youtube.com/watch?v=DAXhInIvgNw>

Lots more (younger) creative ideas on

<http://growingbookbybook.com/commotion-in-the-ocean-book-and-activity/>

More craft ideas

<https://uk.pinterest.com/Shellmunday/commotion-in-the-ocean/>

4.

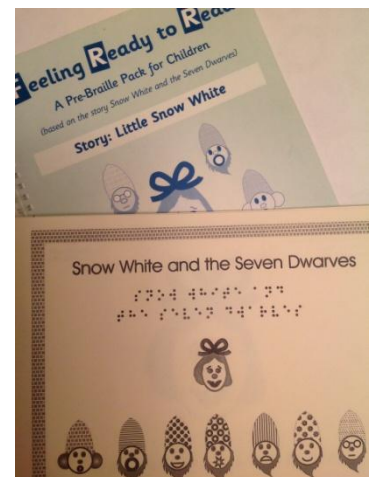


Snow White and the Seven Dwarves **By the Brothers Grimm**

Story bucket created by: Bury Sensory Needs Team

Brief Introduction

Using the RNIB's 'Feeling Ready to Read' scheme for Snow White, the Bury SNT-V has produced this story bucket and delivered it in practice to a reception aged child who has some great pre-braille skills and emerging Braille skills.



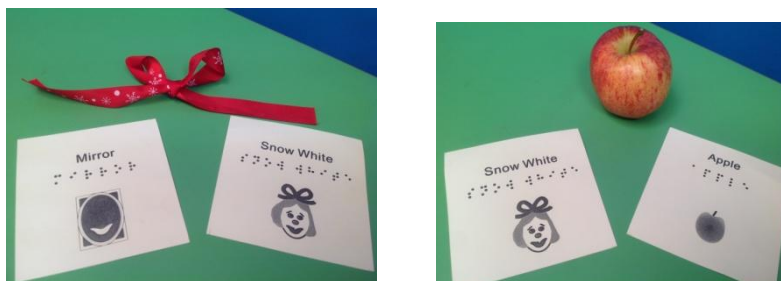
Materials:

- Ribbon to represent Snow White's bow
- Pointy crown for the Wicked Queen (and a wand for Wicked spells)
- Smaller crown for the Prince
- Seven cone party hats (with varying features/textures) for the dwarves
- Duplo brick castle to represent where the Wicked Queen lives
- Mirror ("mirror mirror on the wall")
- Selection of combs
- Apple

Activity suggestions:

- Read the story together and encourage the child to explore the characters by the objects which represent them.
- Use the objects to help the child re-tell the story.

- Encourage the child to explore the Braille labels for items within the bucket. (These labels are printed and brailled. They are velcro'd to items and bucket for easy attachment/removal). Depending on Braille ability, child can simply be asked to:
 - locate the Braille
 - Locate particular letter within the label
 - Read the label
 - Put items back into the correct Braille labelled pockets
- Allow the child to select objects from the bucket to try and sequence the story independently (reduce selection if ability requires)
- Encourage the child to explore the objects as well as the pictures in the book in order for him/her to make connections with the real object and the tactile representation.
- Using the Object Cards, offer the child a real object from the story bucket and 2 object cards to see if (s)he can correctly match the object to its card. (Matching could be encouraged by picture/Braille, depending on the ability of the child.)



- Encourage the child to make/decorate own crown and enjoy a 'right royal tea party'
- Encourage the child to dress up as the characters using the props.
 - What would the Wicked Queen talk like?
 - Can you tie Snow White's bow?
 - In a mobility session, shop for other hair accessories
 - Explore the 'bowness' of the bows
- Use the bucket over a few days to fill with items beginning with S, for Snow Whites; or P, for Prince...

- Use the combs to explore different types (tail comb, afro comb). Line them up and find the ones which are the same/different.
 - Explore the 'combness' of the combs



Numeracy:

- Use the combs to count; add on/take away 1,2,3 more/less (depending on ability); find the longest/shortest comb
- Use the Duplo tower bricks to make tall/short; compare these with long/short lengths of ribbon
- Look at your crown that you made to attend a 'right royal tea party'
 - how many points has your crown got?
 - Stick 'Jewels' on it; count the jewels, what shape are they?
 - Explore the 'crownness' of each of the crowns
- Using 7 (from the book title):
- Find 7 different types of hats from the cloakroom
 - How they feel?
 - How are they the same/different?
 - Have a tasting session of 7 different fruits (but don't eat the bad apple!!)
- Apples
 - add more apples to bucket and count Seven apples;
 - use the small snack apples (6) and one large one (the bad apple); now encourage child to find the one which is different.
 - explore the 'appleness' of the apples
- Prepare the table for a 'right royal tea party'
 - How many guests?
 - How many plates, cups etc?

- Do a playground/garden walk to collect items to make a forest tray
 - How many leaves can you gather?
 - Collect long and short twigs
 - Collect seasonal items to count (conkers, acorns, daffodils)

5.



'Claire's Special Hair Do'

By Zoe Clayton and Claire Thompson

Doncaster Service for Children with Visual Impairment

Brief Introduction

Claire is going to a hen night and wants a special hair do. She talks to the hairdresser and they try out some styles.

Materials required

- Variation of combs/hairbrushes
- Hair bobbles/slides/clips/hairbands
- Different products, e.g. shampoo/conditioner/gel/hairspray etc
- Spray bottles, bottles for different coloured liquids (*Sources from home bargains/Tescos/Body Shop*)



How to create the story bucket

Spoke to 17year old blind MLD student and discussed her writing a story for the bucket. We wanted to make it functional for her so decided on the hairdresser's idea.

She doesn't go to a salon so we had a long discussion about that and the difference between where she has her hair cut.

From her ideas of a 'special hairdo' we looked at what we could use to make it different and pretty.

Learning opportunities

Literacy – reading labelling (print, moon, braille), story writing.

Maths – counting, sorting/matching, colours, money (both hairdressers and buying equipment).



Science – using senses touch/smell, hard/soft, processes in relation to what happens to hair when using products.

Tactile/fine motor – access to equipment, e.g. combs/brushes, different hairbands/slides

Practise using brushes/combs and putting hair into different styles e.g. putting clips in

Independence – doing own hair; decision making in relation to what having done/what products using.

6.



Jack and the Beanstalk

Story bucket created by Rebecca Marshall, (Teacher of Children and Young People with Vision Impairment), Northumberland Sensory Support Service)

Brief Introduction

One of the children I work with has Cerebral Visual Impairment and struggles to discriminate details in pictures. He also has difficulty fixating and then visually following a moving object. This particular child recently began Reception and his class are currently learning about traditional tales. The aim of this story bucket was therefore to help him access the curriculum whilst developing his visual skills. This could be used during whole class teaching, with small groups or 1:1. I advised the teaching assistant working with this particular child that it may be useful to 'pre-teach' the fairytale and allow the child to explore the resources before sharing it with the class.

The resources included however could be used with a range of different children targeting different areas of visual development.

Materials required:

- Story of Jack and the beanstalk
- Glass pebbles/coloured counters/buttons to act as the 'magic beans'
- Green paper of various textures and a green pipe cleaner/piece of ribbon/lace to make a beanstalk

- 'Small world' objects: Jack, giant, Jack's mum, cow, beanstalk, man selling beans, hen
- Small/Large puppets e.g. cow, hen
- Real coins
- Sharp outline on card with holes into to put string through

How to make story bucket:

1. Laminate plain and patterned wrapping paper including some that is the same colour as the 'magic beans'
2. Cut out different sized leaves from different textured green paper and collect a green pipe cleaner, lace and piece of ribbon to make a beanstalk
3. Cut out large leaves from green material
4. Include building blocks/Lego to build a castle
5. Print simple pictures of characters from the story from 'Twinkl' and stick on black background.
6. Print story sequencing pictures from 'Twinkl'-black and white and colour versions.
7. Make key word cards and attach to bucket

Learning opportunities

Literacy

- Read stories
- Tell stories
- Role-play
- Small world imaginative play
- Talk about stories to promote and assess understanding
- Enjoyment of stories
- How characters feel

- Word recognition
- Sequence events
- Make a diary of a bean plant
- Write/draw instructions to show how planted bean plant

Numeracy

- Counting the 'magic beans' (e.g. counters)
- Matching the 'magic beans' to the correct number card
- Completing and making pattern of magic beans
- Addition and subtraction of beans
- Size comparison e.g. small/big beanstalk
- Money – coin identification, counting

Science

- Planting beans
- Life cycle of a plant

Tactile/Fine motor skills

- Make tactile story scene using different textures of paper-build up gradually so child can identify each element of picture then put it together
- Threading different textured leaves onto the pipe cleaner/ribbon/lace to make a beanstalk
- Make a harp by asking child to cut out outline of harp and thread string through
- Build a castle using building blocks/Lego

Vision

- Contrast sensitivity- Place 'magic beans' on backgrounds of different complexity and ask child to find all the magic beans

- What is the smallest 'magic bean' a child can see?
 - Can the child identify the colours of the 'magic beans'?
 - Sorting the beans by colour/shape/texture/size
 - Sorting the different textured leaves
 - *Tracking*
 - Child to imagine they are the giant and they have to follow Jack's (finger puppet/small world character) movement as he tries to escape
 - Watch the movement of a green piece of material (the leaves) from the beanstalk as Jack climbs down it in a hurry
 - *Visual discrimination*
 - Match 3D object (e.g. cow, hen) to outline to simple picture
 - Use facial expressions pictures from 'Positive eye' to discuss how characters feeling in story. Match to picture in book.
 - Find character/object on simple picture cards of story scenes, match to 3D object
8. Join two halves of picture of character or story scene to form whole picture skirt
 9. Print facial expression picture cards from 'Positive eye'
 10. Cut pictures of characters and story scenes in half that child has to match

7.



Sensory Passover Bucket for a Y3 Educationally Blind Child

By Rebecca Gosling-Barr & Sally Burton, Nottinghamshire, Schools and Families Specialist Services.

Brief Introduction

Pesach- Passover is a spring Festival celebrated by Jews.

As a family they take part in the Seder meal, with the symbolic foods that represent different parts of the Passover story.

This symbolic meal is the perfect sensory opportunity for all children to learn about the subject.

Braille and text is used so the whole class can be included in the Sensory Story bucket with suggested learning opportunities from Sue Phillips Theatre of learning, Judaism Resource File and Anne Krisman-5 Keys approach to RE.

Materials required

- Seder dish-symbolic foods (see attached)
- Matzah- bread/crackers, bread dough, yeast
- Special table cloth, cushions for chairs.
- Plates, cups, serviettes
- Grape juice

- Candles-scented
- Matches
- ION party starter (Maplin's or Amazon)
- Lively Jewish music- Hava Nagila
- Prince of Egypt DVD & Soundtrack.
- Haggadah- Story of the Passover for children, Amazon
- Star of David made out of play dough by pupil.
- Sand paper (to represent the harshness of slavery).
- Spices beads
- Bells
- Small recordable switch
- White pampas grass plant, or bulrush.
- Spring flower- Hyacinth



Learning opportunities

Connection -What links can we make with our pupils' lives?

Key Focus - Who is in my family? What makes them special to me?

When do we have special times with them?

Activities - My home project, who do I live with? Where do I live?

What special times do I have with my family? Invite families in for a coffee morning; bring in a photograph of a special time. What special times do we have in school? Christmas lunch, what happens?

Knowledge - What is at the burning core of the faith?

Key Focus - Shabbat- special meal as a family starting at sundown Friday till Saturday. Kosher- special food rules that Jews keep (Kashrut).

Activities - Have a special meal, nice table cloth, plates; tables pushed together (like a large family dining table).



A menorah candle and challah bread, make your own bread. Blackcurrant squash. Jewish music for atmosphere (see Shabbat in a box teacher's guidance).

<http://www.pinterest.com/pjlibrarydc/shabbat-and-havdalah/>

<http://www.thekitchn.com/how-to-make-challah-bread-cooking-lessons-from-the-kitchn-181004>

Channel 4 Strictly Kosher about Manchester Jewish community
<http://www.youtube.com/watch?v=F552bFuKKwY> Watch a clip

(Formal) Compare an Orthodox family and how they live to a Liberal Jewish family. What makes my family special to me? Write a poem, draw a picture.

Senses

What sensory elements are in the religion?

Key focus – Shabbat. The family is at the heart of the religion. Shabbat. Spice candles see Jewish RE box. Challah bread

Activities - The mother lights the candle and says a prayer.

http://www.chabad.org/library/article_cdo/aid/87131/jewish/Shabbat-Candles-Instructions.htm

Lighting the candle prayer...Blessed are you, L-rd our G-d, King of the universe, who has sanctified us with His commandments, and commanded us to kindle the light of the Holy Shabbat.

Make your own platted bread.

Symbols

What are the symbols that are the most accessible?

Key focus - Love for family God's greatest gift. Star of David & Menorah. Light out of darkness

Activities - Make symbol and decorate. Lighting the Shabbat candles.

Values - What are the values of the people in the religion that speak to us?

Key Focus – Family

Activities - Why family are important to you? Why family are so important in Judaism?

8.



The Hungry Caterpillar

Story bucket created
by Rotherham Visual
Impairment Team

Brief introduction

We created a story bucket of the hungry caterpillar book, due to its simple and repetitive nature, making it a popular children's book, one which many schools cover at some point. The story allows for a wide range of areas to be covered in subject knowledge e.g. counting, days of the week, vocabulary; as well as the items within the book being good multisensory resources due to the tastes, textures, smells and colourful nature of the food and character in the story.

Materials required

- Copy of the book 'the hungry caterpillar'
- Soft toy butterfly https://www.amazon.co.uk/d/Decorative-Artificial-Flora/Pack-Artificial-Monstera-Swiss-Cheese-Plant-Leaves/B00J3WVEFG/ref=sr_1_5?s=kitchen&ie=UTF8&qid=1487246989&sr=1-5&keywords=plant+leaf
- Toy caterpillar-small and large <http://www.smythstoys.com/uk/en-gb/toys/fashion-dolls/c-512/soft-toys/p-497/190cm-cleo-the-caterpillar/> https://www.amazon.co.uk/Flashing-Squashy-Caterpillar-Sensory-Toy/dp/B01FI86QBU/ref=sr_1_1?s=kitchen&ie=UTF8&qid=1487247094&sr=1-1&keywords=toy+caterpillar
- Non-fiction book on life cycles of a butterfly/caterpillar
- Life cycle of a caterpillar tactile boards (made by us)
- Torch for the moonlight

- Toy/real food from the story-local supermarket
- Heat packs for the warm sun https://www.amazon.co.uk/Mini-Water-Bottle-Hand-Warmer/dp/B005MZ4CEI/ref=pd_day0_21_5?encoding=UTF8&psc=1&refRID=EYGPP65P6NX5ZPPH7PTH
- Bandage or similar to wrap a cocoon-first aid section of store
- Large leaf for caterpillar to lay on-
https://www.amazon.co.uk/d/Decorative-Artificial-Flora/Pack-Artificial-Monstera-Swiss-Cheese-Plant-Leaves/B00J3WVEFG/ref=sr_1_5?s=kitchen&ie=UTF8&qid=1487246989&sr=1-5&keywords=plant+leaf

*could also have a live butterfly set- https://www.amazon.co.uk/Butterfly-Gardens-prepaid-POSTAGE-caterpillars/dp/B01DF0YA3O/ref=sr_1_3?s=kids&ie=UTF8&qid=1487246955&sr=1-3&keywords=life+cycle+of+a+butterfly

How to create the story bucket

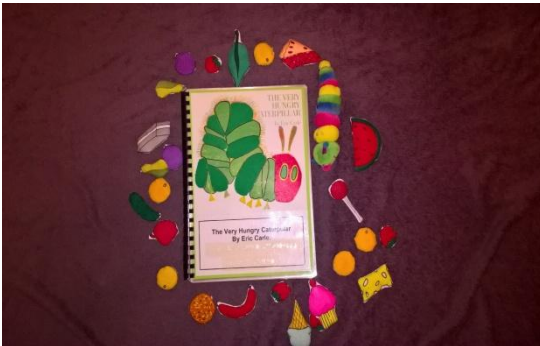
We got a copy of the book and came up with a list of ideas to add sensory aspects, to the story, as well as links to other subjects. We created tactile boards on the lifecycle of a butterfly for children to explore each stage. Next we created tactile boards of the different foods with the correct amount on for exploring quantity and number, as well as spraying them with the same scent to link to smell, colour and touch together.



Learning opportunities

Literacy

- Retelling the story with resources
- Retell the story outside – treasure hunt style to travel to different parts of the playground/outdoor areas to build the story
- Retell Pie Corbett style.
- Label the characters
- Write beginning/middle and end of the story
- What happens next?
-



Science

- Life cycles – insect lore -butterfly garden.
- Healthy living – fruit. Impact on our bodies.
- Where does our food come from? Link to fair trade?

Maths

- Symmetry – patterns on the butterfly.
- Addition/ subtraction/multiplication and division problems based on the story.

Tactile

- Track patterns on the butterflies
- Track the character on a story board
- Retell the story with resources – manipulation.

9.



Take Off Series 1 - Magic RNIB Braille Reading Scheme

By Vanessa Ikin & Libby
Clegg

Brief Introduction

Take Off is a second level reading scheme aimed at primary aged children who are learning to read braille. Series one contains six booklets in double line spacing with five or six lines per page. The books are single sided braille. The books consist of a practise page, a story and a final fun page.

Series One is all about Magic.

Book 1 – The Magic Box. Book 2 – The Magic Ring. Book 3 – The Magic Bell. Book 4 - The Magic Hat. Book 5 – The Magic Book. Book 6 – The Book of Magic

The Bucket contains a number of resources to help develop the child's writing skills alongside their reading skills and concepts such as, the 'bellness' of bells and the opportunity to develop other haptic skills at an age appropriate level.

Materials required

Lockable big, black magic box and a variety of keys & locks. Key ring, toy for Granddad, springs, magic ring, purse with a secret pocket, toys with zips, little cat, big dog. Magic bell, variety of bells, magic hat, hat box, little mouse, braille labels, tactile graphics, e.g. of treasure box, key and Granddad 2D to 3D representation.



How to create the story bucket

Reviewed the braille reading scheme and gathered appropriate resources to bring the story to life as there are no pictures in the braille books. Concepts can be developed at the same time.

Learning opportunities

Literacy – introducing braille: for, ing, go, good, the, etc. The Magic Ring – could link with Oxford Reading Tree – Magic Key

Alliteration, e.g. king, wing, etc,

Tactile graphics – 2D to 3D recognition, e.g. key, granddad, treasure chest



Daily Living Skills – turning keys in locks, zips

Concept – open and close, 'bellness of bells'.

Numeracy – bigger and smaller, toys to represent real things. Sorting shells

Science – materials – building houses

P.E. – dance – rocking of a boat, cutting the grass

Fine motor skills – Prepositions – up/over, on, behind.

Where's Granddad? Hide mouse – assess distance vision

10.



One of a Kind
Story Bucket Idea
by Amy
Waddington,
Beechcliffe Special
School

Brief introduction

Isn't your face special? Have you ever seen a face like yours before? This story bucket helps you to think about your face and how unique it is. With different things to use, you can be anyone that you want to be! Use items to dress up or dress down as you please and think about it- what do you look like? Think about people, why does everyone look so different? Why is that important?

This story bucket can be used to support learning about the simple features of the face and head using different tactile resources for the head, face and eyes to stimulate ideas and for pupil enjoyment. The idea for this story bucket is to provide pupils with factual information and to encourage them to look at/possibly recognise faces of different people, not just their own face.

Materials required:

- Mirrors with different reflective effects (YPO, Hobby Craft)
- Funny Face book (or similar)
- (WHSmiths, Waterstones)
- Embossed words and faces (using embosser machine)
- Bright coloured sunglasses with motifs (handmade or costume shops)

- Torch (hardware store)
- Different coloured transparent plastic-to use with the torch (YPO, craft shops)
- Small world people (YPO, toy shops)
- Small doll (toy shops)
- Small puppets (YPO, toy shops)
- Brightly coloured glove (handmade or clothes/charity shops).
- Masks (handmade or YPO).
- Speech/thought bubbles (handmade, laminating)
- Boardmaker symbols (handmade using Boardmaker program).
- Bucket!
- Bucket Pouch!
- Bulldog clips



How to create the story bucket

I initially began to brainstorm ideas from what I had seen during the Positive Looking Convention. My aim was to make a story bucket using resources that I had made during the afternoon workshop in addition to other

resources I could find from school and make myself. I wanted to make a story bucket that was interactive and that a lot of realistic and factual information could be learnt from it so pupils could put the learning into context using the environment around them (ability depending). I wanted pupils to have fun without being actively aware that they were using their visual skills (ability depending) and from this could have the opportunity to utilise the vision they may have to carry out abilities such as to recognise their face, other peoples' faces etc. I also wanted to emphasise the importance of how special and unique everyone's face is despite different physical disabilities and visual impairments. Adults using the story bucket to support the pupil learning can make the story/tell the information as simple/structured/detailed/flexible as they wish to suit the needs of the pupil.



Learning opportunities

- Enhancing the use of VI skills (where possible) using different resources for the face, head, eyes, etc. e.g. different coloured transparent plastic and shining touch through.
- Links to literacy through the use of

masks from well know stories/fairy tales so pupils can recognise these and therefore may help with understanding.

- Links to literacy through reading the book (could be any book) and acknowledging the story/ideas/information.
- Links to early phonics work using the embossed words/sounds.
- Numeracy links through counting different resources in the story bucket or features of different resources.
- Fine motor skills when using the resources, e.g. placing sunglasses in the correct position, trying on the glove, etc.
- Links with science and RSE by identifying different body parts of the face. Possible opportunity to link to 'public' parts of the body and 'private' parts of the body.
- Could be used to support the use of artwork regarding portraits.

Links with PSHE/RE to support the idea of people being unique and 'One of a Kind'. Highlighting the importance to pupils how special they are.

11.



Harry's visit to the optician

By Joanne Hey/Susanne Jenkins/Hayley Cooper, Bradford Sensory Service

Brief introduction

Harry was having trouble seeing things at school so mum took him to the opticians. He was very worried about this as he had never been before.

The visit went well and Harry got his glasses. The idea was to make it fun and slightly repetitive “no Harry not them” as he tries the various glasses on. Children can decorate their own glasses. As we are a VI service we also thought it would be useful to put something in about (without going to too much detail about eye conditions) photophobia. Also this is about children learning to understand their eye condition and learning to manage it themselves.

Materials required

- Various pairs of glasses, silly ones as well as sensible ones
- Glasses boxes and cleaning cloths
- Information about the opticians, e.g. magazines
- A word chart and some visual testing materials

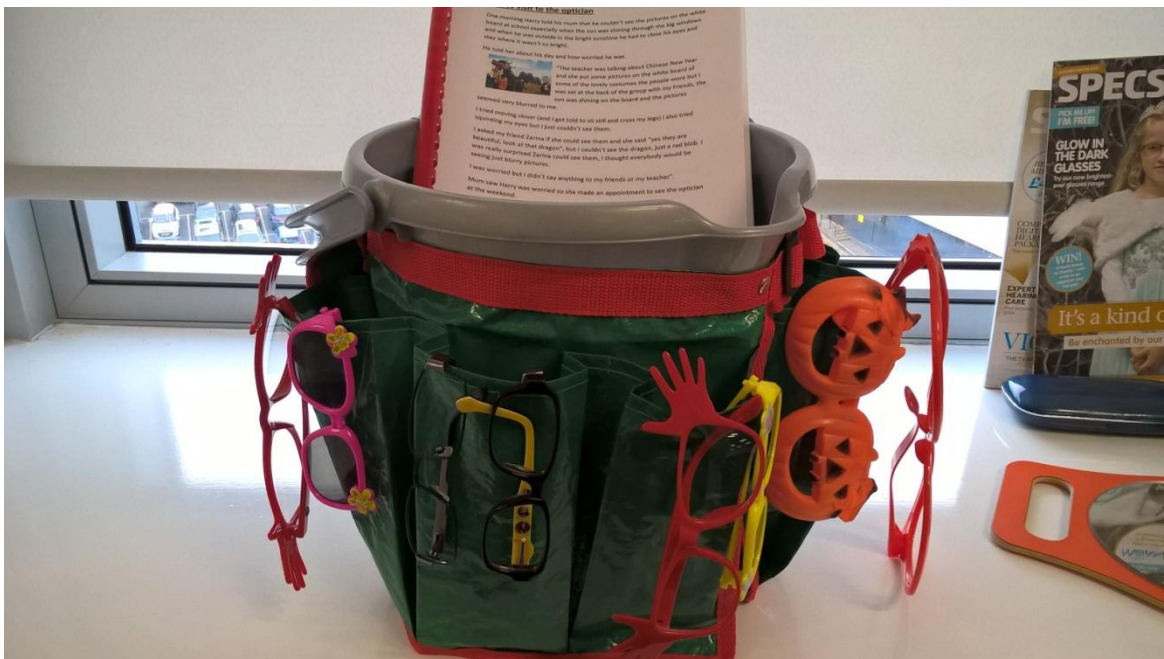
- Some came from Specsavers, others from staff. Some made by staff
- A mirror so the children can look at themselves
- Pre-cut out glasses and stickers/pens so they can decorate their own



How to create the story bucket idea

I emailed staff for old glasses (people often have old pairs laying around) Susanne explained what we were trying to do to a local Specsavers and they donated some children's glasses and other resources.

The story was written from the experience of a visit to the opticians but from a child's point of view. It was just a case of collecting things and things will be added as we find other resources along the way.



Learning opportunities

There is a push to encourage parents to get their children's eyes tested regularly even if they have no concerns. A lot of health issues can be picked up from an eye examination. Children are also struggling at school because their impairments are not been picked up.

- Why people wear glasses and the different types of glasses you can get to help people. E.g. prescription goggles for swimmers and special prescription glasses/straps for sports people
- Learning about the senses
- Discussing eye care/looking after glasses
- Trying on glasses, can help with discussion on visits to the optician and why people wear glasses
- Lots of language/speaking and listening opportunities
- Fine motor skills, decorating the glasses
- Role play opportunities, going to the opticians, playing the different staff roles, sorting the glasses and paying for them
- Comparing sizes, children's glasses, adult glasses and silly over large glasses
- Categorising
- Some peer awareness discussions
- The Opticians role and how they help us

The story of Harry's visit to the optician

One morning Harry told his mum that he couldn't see the pictures on the white board at school especially when the sun was shining through the big windows and when he was outside in the bright sunshine he had to close his eyes and stay where it wasn't so bright.

He told her about his day and how worried he was.



“The teacher was talking about Chinese New Year and she put some pictures on the white board of some of the lovely costumes the people wore, but I was sat at the back of the group with my friends, the sun was shining on the board

and the pictures seemed very blurred to me.

I tried moving closer (and I got told to sit still and cross my legs) I also tried squinting my eyes but I just couldn't see them.

I asked my friend Zarina if she could see them and she said "yes they are beautiful, look at that dragon", but I couldn't see the dragon, just a red blob. I was really surprised Zarina could see them; I thought everybody would be seeing just blurry pictures.

I was worried but I didn't say anything to my friends or my teacher".

Mum saw Harry was worried so she made an appointment to see the optician at the weekend.

Harry didn't know what an optician was so mum explained they were eye doctors and they would have a look at his eyes and see if he needed glasses.

Harry was worried again! What if the eye doctor hurt him or couldn't help him, what if he embarrassed himself.

The appointment was at 11.00 on Saturday, Harry was worried all week and he couldn't sleep the night before.



Mum kept reassuring him that it wouldn't hurt and he would be ok.

They got to the opticians when Harry walked in he saw there were glasses and mirrors everywhere. Big ones, small ones, fancy colours, sunglasses and even Spiderman ones.

A lady with a big smile called his name and they went into a small room with a MASSIVE chair and no windows.

She told him to climb on the chair and get comfortable.

Harry was worried again, the chair was slippy and she suddenly started pressing something with her foot which made him go up, he had to hold on tight.

The lady picked up some funny looking glasses and started to put them on Harry, they were heavy and he still couldn't see, he wanted Spiderman ones not these.



The lady told him that these were to just test his eyes not to keep.

“Phew” thought Harry.

The lady put some small round glass things in the glasses and everything was clearer. She told him to look forward at the lights on the other wall. He could see the letters and some black and red dots.

She showed him some pictures and asked him to name them, Harry thought they were easy, but they suddenly got smaller and he couldn't see them as well so she just put a different round glass thing in the heavy glasses and they were clearer.

The lady spoke to Harry's mum and said he did need glasses.



She also told her that he may need some special sunglasses. They went back into the big room and she showed us the children's glasses.

Harry tried them all on.

BIG ones, small ones, fancy ones.

It was hard to decide so Harry and his mum played a game and he tried on as many as he wanted but they just kept saying “no Harry not them”.



Harry thought it was very funny.

After a long time Harry chose his favourite Spiderman glasses.

Two weeks later Harry and his Mum went to pick them up, they made him feel a bit dizzy but he soon got used to them and wore them all the time. Harry could see the whiteboard no matter where he sat on the floor or in the classroom.



He had to learn and understand when he needed his sunglasses, he soon realised that he needed them outside on sunny, bright days but sometimes in the class when the sun was shining through the windows.

Harry didn't worry so much anymore he could see the whiteboard and he could run around outside with his friends even in the sunshine.

12.



A bucketful of dinosaurs

Story bucket created by Joanne Jones. Teacher of VI

Brief Introduction

Dinosaurs are an area of fascination for many pupils and there are many books on which a dinosaur bucket could be based e.g. 'Harry and the Bucketful of dinosaurs,' 'Dinosaurs love underpants,' and 'Ten little dinosaurs.'

Dinosaurs can be used to bring together a variety of National Curriculum areas including, amongst others, science and history and allow for many concepts to be explored.

Materials required

- Plastic bucket
- Bucket apron (Amazon)
- Dinosaurs – various sizes and species
- Learning Resources Mini Dino counters - Amazon
- Stacking cups (IKEA)



- See Inside the Dinosaur (Costco)
- Large dinosaur characters (B and M)
- Dotty dinosaurs (Amazon)
- Pterodactyl hand puppet
- Beard (IKEA)
- Range of dinosaur books (Amazon)
- Happy land prehistoric set (ELC)
- Range of materials that fit with the prehistoric era e.g. stone, fur, wood
- Clothes pegs



Learning opportunities

- Science – Examine the skeleton from the ‘See inside the dinosaur’ and compare it to a human skeleton model
- Science – compare the skeleton from the ‘See inside the dinosaur’ to its outside body shape
- Fine motor skills - Draw an outline of a stegosaurus and get the child to add clothes pegs along the top to create the spikes
- Fine motor skills – use giant tweezers to pick up the mini dinos and place them into the stacking cups according to different criteria e.g. colour, number of legs used to stand on etc
- Literacy – key words, stories, poetry writing based upon dinosaurs, story development regarding how dinosaurs became extinct
- Numeracy – colour matching and sorting using the mini dinos and the stacking cups
- Numeracy – finding the same in a group of dinosaurs
- Numeracy – use the Dotty Dinosaur game to reinforce shape knowledge and counting
- History – prehistoric era - use the ELC caves to discuss differences between homes now and then.
- History – use the beard to demonstrate some of the features of prehistoric male faces. Concept development – what is a beard, what is stubble, what is a moustache.

- Social skills development opportunities – e.g. turn taking throughout the games and discussions surrounding how it may have felt to live in the prehistoric era

13.



Superworm

**Story bucket
created by Sheffield
Vision Support
Service**

Early Years Team

Brief introduction

Superworm by Julia Donaldson won the 2014 Red House Children's Book Awards. It is the story of the new hero Superworm. Using his special superpowers, he can rescue Beetle when she falls down the well, save a baby frog from being run over on the road, and entertain bored children by turning himself into a skipping rope. But someone evil wants to make use of those special powers...Can the other creatures rescue Superworm and take their revenge on the Wicked Lizard?

Materials required

Bucket, apron, artificial grass, flowers, pebbles, shells, stones, pulses such as lentils and beans, creatures from the story such as crow, slugs, snail, spiders, bees etc, sound buttons, braille/large print labels, Superworm book.

How to create the story bucket

We created a garden theme by lining the bucket with artificial grass and flowers with a base built up of pulses, stones and pebbles. In the pockets of the apron we added each creature from the story and labelled with large print/braille and added a sound label that says what's in the pocket when the pen is run over it.



Learning opportunities

- Literacy – retelling of the story using the creatures, sequencing the story, describing the characters, exploring rhyme and rhyming couplets, exploring other books by the same author, creating other super powers for Superworm, creating their own superhero, changing the

story to substitute other creatures.

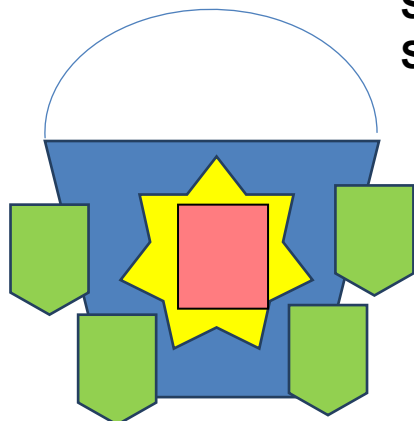
- Numeracy – counting characters, addition and subtraction of creatures, sorting characters by different criteria e.g. creatures with 2/4/6 legs, Kim's game, exploring positional language e.g. Superworm is on/under the stone
- Understanding of the world – exploring the different creatures in story, bug hunts e.g. finding pictures of creatures from story in the garden or trying to find the real creatures, life cycles
- Tactile skills – comparing and matching stones/pulses that make up the base, comparing matching creatures from the story
- Braille – reading the labels to work out what is in each pocket, matching braille labels to the creature, lists of bucket contents



14.

A Bucket of 'B's'

Story bucket idea created by the
Stockport Sensory Support
Service



Label pockets with large print or braille signs of B words.

In each pocket label and put in collections of different B objects –
change objects for engagement

Play sorting, matching and grouping games. Promote language,
discussion and interaction.

Memory Master; Create memory cards to follow: 'Find a bug and a
balloon'. 'Put the bug on a block'. 'Can you balance a bead on a ball?'
'Which Bead do you like best?' 'Blow up a balloon' 'Find the bubbles
and blow a bubble on the balloon' 'Make a bracelet with the beads' 'stick
the bows on the box' 'blow the birthday candle' 'ring the bell and buzzer'
'decorate a bag with buttons'

Bugs, butterflies, buttons, blocks, beads, books, balls, balloons, bells,
birthday candles, bubbles, bows, buzzers, boxes, brushes



15.



A Birthday Party

Story bucket idea created by VI Team at Tameside Sensory Support Service

Brief Introduction

The Birthday bucket aims to create as many different tactile, hands on learning experiences for the CYP with Visual Impairments as possible all centred around the theme 'Birthdays'.... the possibilities for this bucket are endless! Perhaps it is the child's birthday, a friend's birthday in class, a toys birthday or a birthday of anyone around the world! Have a huge learning party with the birthday bucket!

Materials required

Links

www.amazon.co.uk

- 'Musical birthday candle' £2.57
- 'Birthday party hats- pack of 8' £1.69
- 'Happy birthday novelty birthday hat' £4.69
- 'Happy Birthday horns' £1.99

16.



The Dragon Machine

Story bucket created by: Georgina Williams and Kerry Swaffield, Sensory Team Cheshire West and Chester

Brief Introduction

For a long time dragons were overlooked ... just like George. But one rainy Thursday, lonely George sees his first dragon. From that moment on George's new friends follow him everywhere. They get him into trouble too. The dragons need to find their way home before they're noticed by other people. George is the only one who can get them there. He builds a dragon machine to take them home. This is a year 3 text.

Materials required

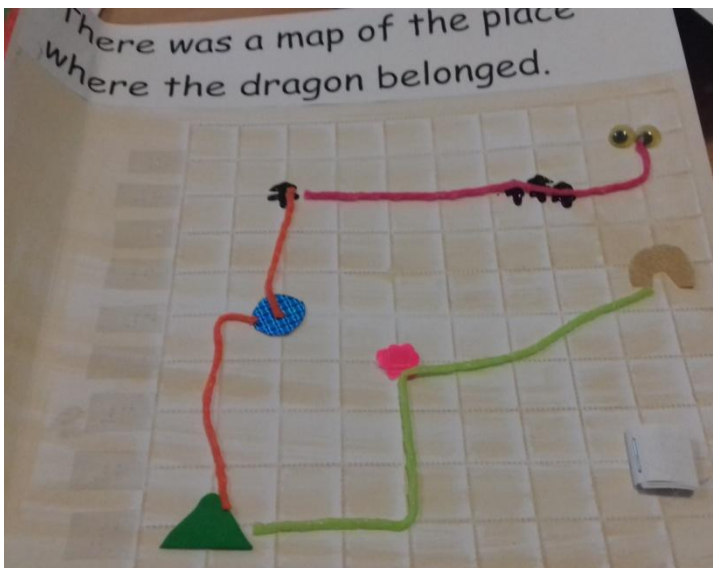
- Dragon – Amazon
- Burnt pieces of paper
- Smelly cheese,
- Dragon foot prints,
- Stale biscuits,
- Dragon information,
- Magnifying glass,
- Small dustbin – The works
- Feely bag
- Lazy Susan – IKEA
- Bingo dabbers – The Works

Learning opportunities

- Read and write prepositions in, on under. 3D with bucket 2D picture place the dragon in, on and under. Write three sentences using the prepositions e.g. 'The dragon sat on the bin'.
- Numbers –create a number line by ordering the dragon's foot prints 1-10.



- Place numbers 1-10 in a feely bag pull them out and on a grid – dab the corresponding number with a bingo dabber. Complete sums using four operations



- Lucky dip – sort objects beginning with q and z and label
- Create tactile map on grid paper – tactile symbols and co-ordinates. Introduce comma
- Make a path with Wikki Stix - show the dragon the way to the cave. Then write instructions how to get there
- Introduce (ed) – Lazy Susan game place words from the book on cards spin the lazy Susan and add (ed) to the word it stops on. Create outline of the dragon machine give present tense verbs for the sound of the machine. Then change into past tense and write a poem e.g. banged, clattered.

17.



The Smartest Giant in Town

Story bucket idea created by Kim Shaw, Gillian Estcourt, Catherine Forster, Cheshire East Sensory Inclusion Service

Brief introduction

George the Giant wished he wasn't the scruffiest giant in town. He sees a shop selling giant-sized clothes, he decides it's time for a new look: smart trousers, smart shirt, stripy tie, shiny shoes. Now he's the smartest giant in town. And then he bumps into some animals that desperately need his help and he shares his clothes with them to give them the help they need. They are so grateful that they make a 'Thank You' gift for George and share it with him.

Materials required

- Giant
- Giraffe
- Goat
- Squeaky white mouse
- Fox
- Dog
- Paper crown
- Card with a rhyme on
- Model of the shop

- Smock
- Sandals
- Stripy tie
- Shirt
- Boat
- Shoes
- Socks with diamonds
- Belt
- Book – Amazon

How to create the story bucket

We collected characters, a boat and clothing from charity shops and pound shops for a total of approx. £10. We made a smock and sandals to fit the Giant from scrap material. We made a paper crown.

We sewed diamonds from felt on the socks and shortened the tie and belt to fit the giraffe.

We typed up the rhyme and laminated it for longevity.

We labelled the outside pockets in large print and braille and made braille and N36 and N18, Comic Sans labels for inside the bucket for literacy games.

We made a shop for the top of the bucket to hold the clothes to be bought by the giant from a box which we covered in paper of a brick design and brown textured paper. We put artificial grass around the bottom and corrugated paper on the roof. We left a square at the top so children could put their hands in to pull the clothes out. We created door and window features with an open sign in print and braille. We used a button for the door knob.

We printed a border of the title of the story from the internet and laminated these before attaching around the rim of the bucket. We bought the book from Amazon.



Learning opportunities

Literacy - Phonics

- Memory game – take turns to putting items in and trying to retell the story
- Match written or braille labels to items
- Identifying nouns, adjectives, verbs or adverbs
- Writing, can you think of another page with an animal and a piece of clothing for the book
- Comprehension, matching the clothes to the correct animal
- Retell story using picture cards
- Large print/braille word cards for word recognition

Art

Can you do any illustrations or cut and stick textures onto cut outs of the clothes items?

- Face masks
- Stick puppets

- Crown making

ILS

- Identifying clothes and thinking about their features
- Where do they go on our bodies
- Other clothes and their fastenings
- Different types of shops other than clothes shops

PHSE

- Being kind and thinking of ways you can help people
- Thinking about people who do jobs that help us
- Think about how we can say thank you to people
- Think about sharing
- How would the characters feel at the start of the story and the end? How might their voices sound, what would their faces be like?

Music

- Create a tune to sing the rhyme to

Science

- Look at boats and things that float or sink
- Animal features
- Animal habitats

Maths

- Looking at single clothes items and things that come in pairs
- Measuring
- Ordering objects by size
- Tally charts and bar charts of things that float or sink

- Handling money

Role Play

- Set up a clothes shop for imaginative play overlapping many skills above

Tactile differentiation

- These skills overlap in many of the activities above

18.



The Polar Bear and the Snow Cloud

**Story bucket created by
Lisa Boddy / Terri Parratt,
West SILC**

Brief introduction

Pupils at the West SILC - Farnley Partnership site have very complex learning needs and are working at early development levels in communication and learning. They also often have associated physical/sensory impairments and specific health care needs. This

combination makes it difficult for them to have access and to understand the world around them.

This experience aims to provide a stimulating story for V.I students who will benefit from this approach, to encourage visual awareness, fixation, transferring gaze, visual teaching, tracking and scanning. This method uses all the senses to access the story and makes learning fun!



Materials required

- Magic Snow – cold
- Polar Bear – main character-to feel
- 2 x talking tile (Owl and Whale)
- Fish – to feel (textured)
- Bubbles – popping on nose/snowflakes
- Water Spray – wet/cold
- Yellow spiky baton – sun
- Snowballs – feel/throw
- Lights – vision/tracking
- Foil Blanket – feel/sound
- Feathers – owl
- Ice-Cubes – melting snow
- Story – The Polar Bear and the Snow Cloud

How to create the story bucket



We have chosen a bucket book to link with our Animal Kingdom theme for this term - The Polar Bear and the Snow Cloud.

We gathered our resources which we found in school and out of our V.I materials linking them to pages in the story.

All our materials have a multi-sensory approach, recognising that early learning takes place through our senses and activities and are designed to help pupils to develop their senses to become aware of themselves, others and the environment, also to begin to respond, interact and learn.

Learning opportunities

We recognise that each child has his/her own strengths and abilities and aim is to work with children with visual impairment to offer a wide range of activities and experiences throughout the story which will allow them to maintain their present skills and interests and also help them to develop new ones.

- To help pupils to develop in all sensory areas (vision, hearing, touch, smell and movement)
- To recognise and work with individual strengths and needs.

- To allow pupils to develop at their own pace and recognise that they will need time to respond.
- To identify what our pupils need to learn and challenge them all with their progress.
- To support pupils with visual impairment to work on their development targets.

19.

Summer

Story bucket idea create by Helen Wilcox, Stockport Service for VI

Materials required:

- Bucket and spade
- Sunglasses
- Sandals/flipflops
- Bather
- postcards
- Blow up ball
- Rubber ring
- Sun hat
- Shells
- Plastic sea creatures
- Camera
- Sun-lotion
- Beach towel
- Fishing net
- Plastic boats
- Sand
- Sun shade
- Lollies?

Learning opportunities

Literacy

- Read book
- 'Let it Shine' by Maryann Cocca-Leffler or make up own story, letting child explore items in the pockets.
- **Get children to place correct objects in pockets:-**
- Boats, shells, plastic sea creatures, camera, sun lotion, glasses, postcards

Numeracy

- Counting games with shells, sea creatures.
- Sorting shells etc.

Science

- Floating/ sinking

Music

- Play summer songs, sounds of the sea.

Model making

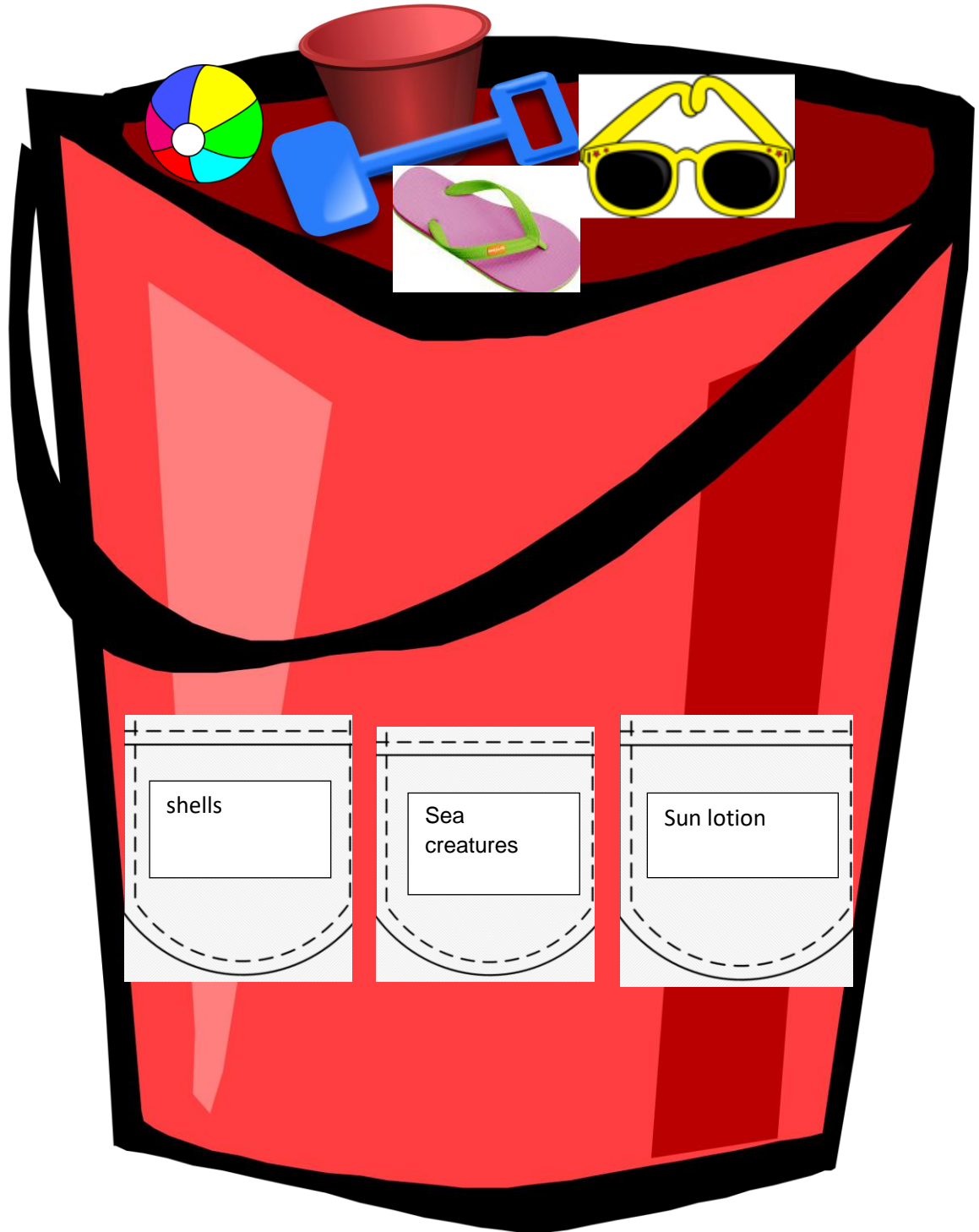
- Make crab out of egg box and pipe cleaners.

Sensory tray

- Sand with sea items in it. E.g. shells, sea creatures etc.

Story Bucket

Summer



20.

Frozen

Story bucket created by Gwyn McCormack – Positive Eye



Brief introduction

Creating a holistic approach based on a theme or story enables children who are visually impaired to access and enjoy literacy and numeracy activities in a meaningful way.

The film 'Frozen' has been tremendously popular with many children. The following are accessible, creative, fun ideas and suggestions to bring the story alive and to make it meaningful for children with visual impairments. The ideas offer a starting point and can all be adapted to suit the individual visual needs of the child you are working with.

Materials required:

- Plastic bucket
- Bucket apron (Amazon)
- Organza - blue, turquoise
- Frozen characters, Elsa, Anna (rag doll) and Olaf
- Set of miniatures including Elsa, Anna and Olaf along with Kristoff, Hans and Sven (Disney store)
- Polystyrene balls (Hobbycraft)
- Sparkly white pom poms (Hobbycraft)
- Snow wand (light up toy from Amazon)
- Reindeer (Christmas decoration)
- Crown (Christmas decoration)
- Olaf's boater (from Olaf toy)
- Real Boater (fancy dress hat – from Amazon)
- Silver sparkly leaves (Christmas decoration)
- ID cards for Braille/large print key words
- Tinsel for bucket handle
- Velcro
- Bull dog clips



How to create the story bucket

- Tie the bucket apron around the bucket, secure in place with bull dog clips over edge of bucket
- Place the organza fabrics in the bucket and position the large dolls and on top
- Put the small objects in each pocket of the bucket apron
- Attach Velcro to the front of each pocket
- Make large print or Braille labels for each object and add to ID cards. Add the corresponding label to the front of each pocket
- Wind the tinsel around the handle

Learning opportunities

- Read the story of 'Frozen' to the child
- Have the child find, hold and explore the items from each pocket of the bucket
- Talk about each item, use descriptive words whilst the child explores
- Locate the name label on the pocket, read the initial letter/whole word – place the correct item in the pocket
- Or... feel the object in each pocket of the bucket apron and add the correct name label to the outside of the pocket
- Play the songs from Frozen, dress up and role play some of the scenes.
- Make up counting games with the snowballs and pompoms
- Feel the organza and 'floaty' blue, turquoise fabrics

Keep watching this space there are more story bucket ideas to follow 😊



21.



Where did I go and what did I do?

**Story Bucket Idea by: Wendy Pallant and Heidi Whitaker - MSI
Consultant Teacher**

Brief Introduction

Deafblind/Multi-Sensory Impaired Children experience similar difficulties to children with a visual impairment but with the additional difficulties in accessing spoken language and environmental sounds that arise from a hearing loss.

Deafblind children's grammatical understanding and vocabulary is often delayed and the language in books can be above their level of function. Developing an understanding of time and space can also be a challenge.

The pupil this activity was designed for is profoundly deaf and severely sight impaired.

I therefore wanted to use the story bucket as a tactile reminder of a real life experience and as a stimulus for making books which are centred around his language structures and vocabulary.

For this trip we went to a local retail park to experience the pet shop and supermarket.

Materials required

The additional resources required are objects and photos (if the child



has functional near vision) that relate to the experience given. They need to be selected from the point of view of the child's experience. Thus for example, in the pet shop we looked at the cat toys and beds and he chose a toy ball with a bell for my cat.

As part of this experience he took my purse from my bag, found the coins and paid for the item. He then replaced the purse, receipt and item in the bag. The cat

toy, purse, money and receipt were therefore put in the story bucket.

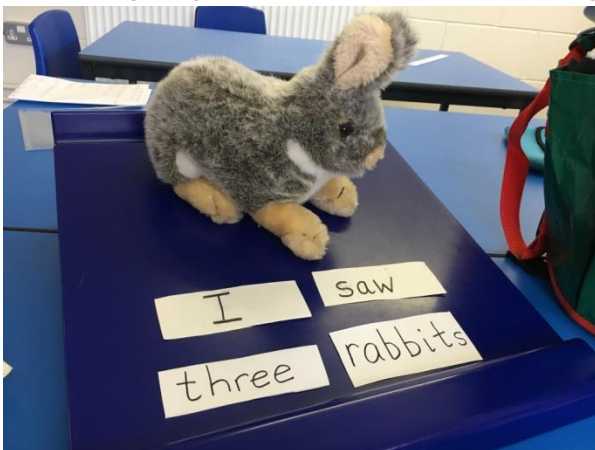
Similarly the pupil had previously made rice crispy cakes in school and had made a book about it. This experience was then expanded by making a shopping list for the ingredients which we bought in Asda. He will then make the rice crispy cakes again using his own book as instructions.

In this way he experienced the whole process first hand.



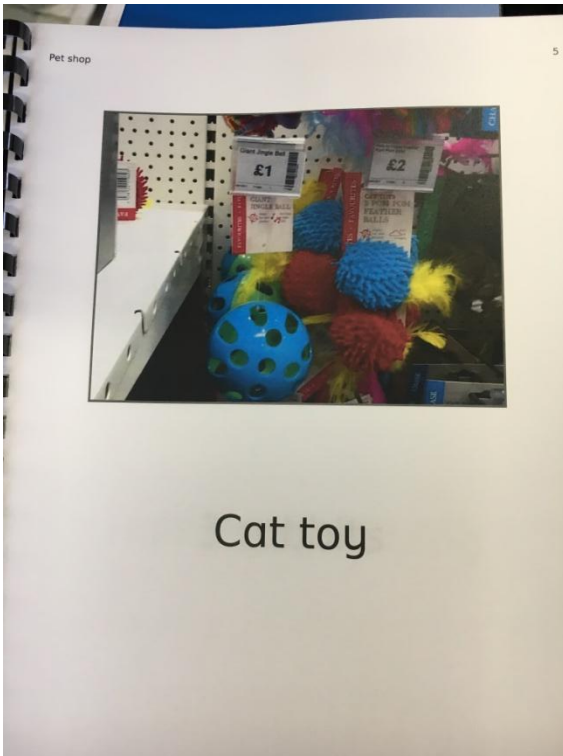
How to create the story bucket

Photographs of the visits were initially reviewed by the child and his TA. The language he used when sharing the pictures was written down.



He then chose the pictures he wanted to use.

Story books were made using Special Stories on the iPad and on paper.



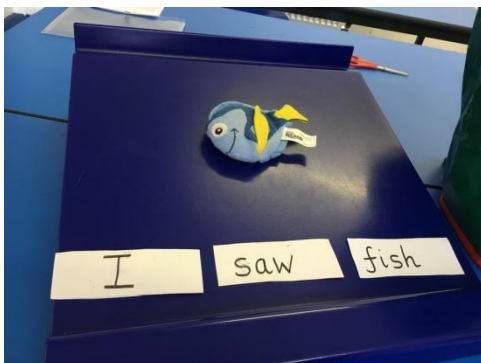
Cat toy

He was supported to write his own language for each of the chosen photographs. The sentence starters I saw/I bought/I went were given to help him.

He then typed the captions, partly as reinforcement and partly as additional physical difficulties make it difficult for him to read back his writing. He had to find the correct page to add the typed text to and stick it in.

Photographs were also added to Special Stories on an iPad. He had another opportunity to write a caption

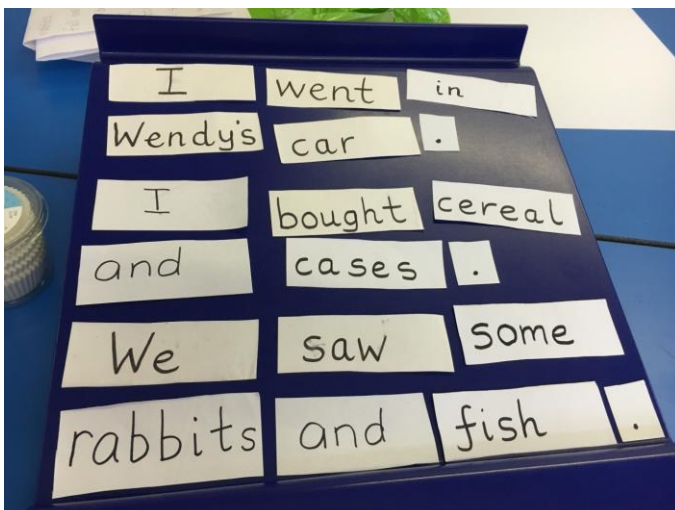
and could also record a spoken caption.



The story bucket was then used to review the work he had done with his TA with me as his MSI teacher. He was able to read back his writing in his experience books with reference to the pictures.

He used flashcards to build different sentences for the objects in the bucket

and I made sentences for him to read and find the objects.



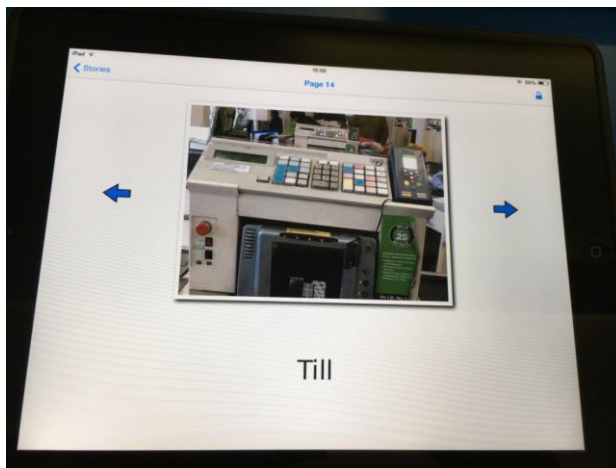
Learning opportunities

Understanding time and space

Use the objects to sequence the experience e.g. – car keys (he had opened and locked the car door), shopping bought, books made following the visit and toys representing some of the key items seen such as the animals in the pet shop.

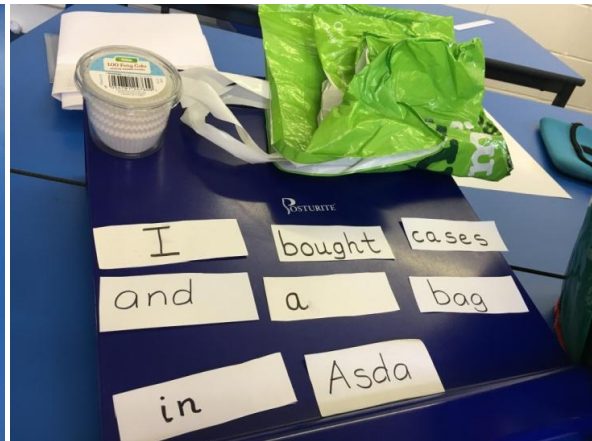
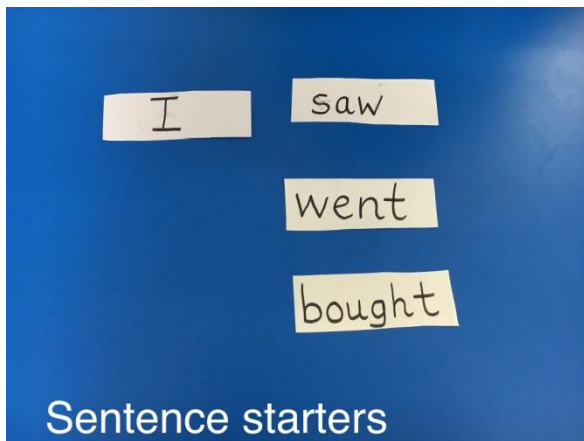
Language

- Experiences were scaffolded during the visit to give him firsthand experience associated with unfamiliar vocabulary. E.g. till - he sat with the cashier to scan the items and see the till opening for payment. He gave the change and the receipt.



Literacy

- Make books about different aspects of the experience eg I saw, I bought, I went, the shops, Work on sight vocabulary, spelling, keyboard skills and multimedia presentations on an iPad.
- Sequence flashcards to make sentences using the sentence starters or to write a sentence about one of the objects in the bucket.
- Make a passage about the experience using the flashcards.



Mathematics

- Photographs included prices for specific items which he incorporated into his stories
- Empty the purse and sort the coins. Look at characteristics to differentiate between them (size, shape, edge texture, colour)
- Count the animals, shops etc

Concepts

- Things are bought with money
- Change can be given
- Different shops sell different items
- Sometimes the road/path have a bumpy stone

