

# The Weather Sensory Story

Includes learning objectives to help you plan differentiate & assess



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## About this Resource

This resource has been created to support inclusive, multisensory engagement, inviting sensory learners to explore the weather by weaving together tactile props, sounds, scents, and movement. Rooted in a commitment to accessibility, engagement, meaningful communication, and sensory engagement, each couplet offers a sensory prompt guiding the story participant through a journey where they can explore and connect in a space where every sense is welcome.

Facilitators are invited to adapt the resource to reflect their learners needs and preferences, using it not as a fixed script but as a flexible guide to celebrate each learners presence, agency, and voice enabling them to experience the weather through a multisensory lens.

### **Responsibility and Adaptation**

The activities and suggestions provided are offered as supportive ideas. Their use is entirely at the discretion of the person delivering the story, who accepts full responsibility for adapting, presenting, and supervising these experiences in accordance with individual learners needs. The author does not accept liability for any outcomes resulting from interpretation or implementation.

### **Safety & Suitability**

Please ensure all props and materials are safe. Avoid any items that may pose risks or discomfort, and feel free to adapt elements to meet individual learning needs and preferences.

This sensory story can be used as a standalone sensory experience, offering learners a rich, multisensory way to explore the topic of the weather or the changing seasons. The gentle rhythm, simple language, and sensory cues help learners connect with concepts such as rain, wind, fog, snow, sunshine, storms and rainbows in a meaningful, accessible way.

It is also a useful tool for your circle time weather check routine. Beginning the session with the story or focusing on the sensory elements that represent the weather for that day creates a calm, shared focus and routine helping learners settle into the morning. As you guide the group through the sensory elements bringing the weather to life in a way that supports engagement, anticipation, and joint attention.

After the sensory experience, invite learners to notice the weather outside, choose a weather symbol, or respond through gesture, vocalisation, or eye-gaze. Because they have just experienced the sensory version of the weather type, learners who rely on sensory pathways to understand the world show stronger connections and clearer responses.

### **Learning Outcomes**

**Predictability and anticipation:** Repeated weather cues help learners build anticipation and emotional regulation.

**Communication opportunities:** Each weather moment creates a natural space for choice-making, vocalisation, gesture, or eye-gaze.

**Shared attention:** Props draw the group together, supporting connection and interaction with adults and peers.

**Meaning-making:** Experiencing weather through sensory cues helps learners link the story to real-world weather they encounter each day.

**Emotional safety:** The controlled, gentle presentation of weather themes allows learners to explore concepts like storms or wind without overwhelm.

To sum up, using the Weather Sensory Story in this way turns circle time into a multisensory, inclusive routine that supports communication, emotional wellbeing, and early understanding of the world around them.

## Learning Objectives

This resource supports a wide range of learning objectives, loosely informed by The Engagement Model—a statutory framework designed for pupils working below the level of the national curriculum. Replacing P scales 1–4, the model offers a personalised way to track progress through five areas of engagement, focusing on how learners interact with and respond to meaningful experiences.

### **The five areas are:**

**Exploration:** engaging with materials, people, or environment.

**Realisation:** recognising the impact of actions or interactions.

**Anticipation:** showing awareness of what might happen next.

**Persistence:** sustaining attention or effort, even when challenged.

**Initiation:** beginning actions or interactions independently.

These areas provide a lens through which broader developmental skills—such as fine motor coordination, sensory regulation, and expressive communication can be observed, nurtured, and celebrated.

They also reflect key principles of the Years Foundation Stage (EYFS) framework, including:

- Communication and language
- Physical development
- Personal, social, and emotional development
- Early literacy and mathematics
- Understanding the world
- Expressive arts and design.

## Learning Objectives

While originally designed for younger learners these domains remain relevant for older pupils with PMLD, where sensory engagement is often the primary mode of interaction.

Facilitators are encouraged to tailor objectives to reflect each explorer's unique sensory responses, communication style, and developmental needs.

My sensory stories and activities introduce symbolic narratives and multisensory experiences that extend into literacy, numeracy, expressive arts, and understanding the world. They offer emotionally resonant entry points for exploring sequencing, cause and effect, pattern recognition, and vocabulary through embodied, sensory rich engagement.

For learners with profound and multiple learning disabilities (PMLD), curriculum content may not be accessed conventionally, but sensory experiences offer a meaningful bridge to learning, communication, and emotional connection.

Learning objectives here are not rigid targets, but gentle invitations encouraging responses to sensory cues, fostering emotional connection, and building confidence. Each goal contains adaptable steps toward meaningful progress, allowing every explorer to participate in their own way.

### **Exploration Over Expectation**

These activities foster connection, choice-making, and sensory engagement. Explorers should be empowered to engage, modify, repeat, or opt out of elements at their own pace and comfort.

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# The Benefits of Multisensory Storytelling

*'There are many benefits to multisensory storytelling, for me, the real magic is the bond created between the storyteller and the story explorer as you share your adventures'*

Victoria Navin - Founder of Rhyming Multisensory Stories

- 1 Create a Bond**  
Sensory storytelling creates a unique bond between the storyteller and the story explorer enhancing and enriching experiences as they share their adventures.
- 2 Subjects, Themes & Topics**  
Stories connect learners to literacy, culture, history and topic in a fun and engaging way that is meaningful to their lives providing opportunities to explore the world around us.
- 3 A Foundation to Scaffold Learning**  
The stories form a foundation on which to scaffold learning and to work on personal targets and goals.
- 4 Spark the Imagination!**  
Through their sensory explorations the story explorer becomes the author of their own story.
- 5 Promote Communication Skills**  
The activities within the sensory story promote eye contact, listening, shared attention and language development.
- 6 Self-Confidence & Wellbeing**  
The stories present opportunities for students to try new ideas and skills, practice self-care, independence, and enjoy achievement.
- 7 Promote Self-Awareness**  
Asking for 'help,' 'again,' and 'more.'
- 8 Build Anticipation Skills**
- 9 Physical Development**  
The development of fine and gross motor skills through the manipulation and investigation of the story props.
- 10 Creativity**  
There are many opportunities within the storylines for students to explore their creativity through arts & crafts, movement, music & sound, and role play.
- 11 Exploration of Scientific Concepts**  
The activities within the storyline provide opportunities for students to engage in mathematical concepts and scientific exploration.
- 12 Explore the Concept of Cause & Effect**  
Many of the story props present opportunities to explore cause and effect e.g., torches, fans, lights and musical instruments.
- 13 Social & Emotional Skills**  
When sharing a story as a group students practice turn-taking, sharing, listening to others' ideas and teamwork.
- 14 Sensory Expression**  
The use of props provides opportunities for the student to explore and express their likes, dislikes and sensory preferences in a safe and therapeutic environment.  
This information can help to identify motivators to calm an individual when anxious or stressed. This record of sensory preferences can also be used in the writing of behaviour and care plans to enhance areas of daily life.
- 15 Have Fun!**



Rhyming Multisensory Stories  
STORYTELLING THROUGH THE Senses



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## Facilitation Guidance

Sensory storytelling offers an inclusive, multi-layered experience that engages learners through sight, sound, scent, touch, and movement. To make the experience enjoyable and meaningful, consider the following steps:

- Choose a quiet, distraction free space that feels comfortable for both you and the story participant.
- Arrange your resources so they are easy for you to access but kept out of sight and reach of the story participant to maintain anticipation. Suggestion: place each prop (linked to a line or paragraph) into a zip wallet, and organise these wallets in a lidded box, following the story's sequence

Get  
organised

Place the props into the zip wallets  
Place the zip wallets in order in the box  
Add the line of text on the wallet



The story is presented in an easy-to-follow four-column format:

**NARRATIVE:** The line or couplet of the story.

**PROP:** Sensory object used to represent key moments, characters, or theme.

**FACILITATION:** How to present the sensory item/prop.

**LEARNING OBJECTIVE:** To help guide learning, inform planning, support differentiation and help you assess.

### **Communication and Interaction**

Use a variety of facial expressions and gestures. Adjust the tone, pitch, and animation of your voice to help convey meaning. Adopt a total communication approach, incorporate signs, symbols, and switches suited to your story participant.

### **Pacing and Process**

Work at the pace of the story participant. Allow time for sensory exploration and processing. This also gives you time to prepare your next prop.

**You do not need to complete the story in one sitting. session is fine, especially in early stages. Revisit the story over several sessions**

### **Repeat, Explore and Connect**

Repetition is the key! The more exposure the story participant has to the story, the more familiar it will become. Above all, enjoy the moment. Sensory storytelling should be relaxing and pleasurable. By focusing on shared connection and exploration. Focus on having fun and it will become an educational experience.

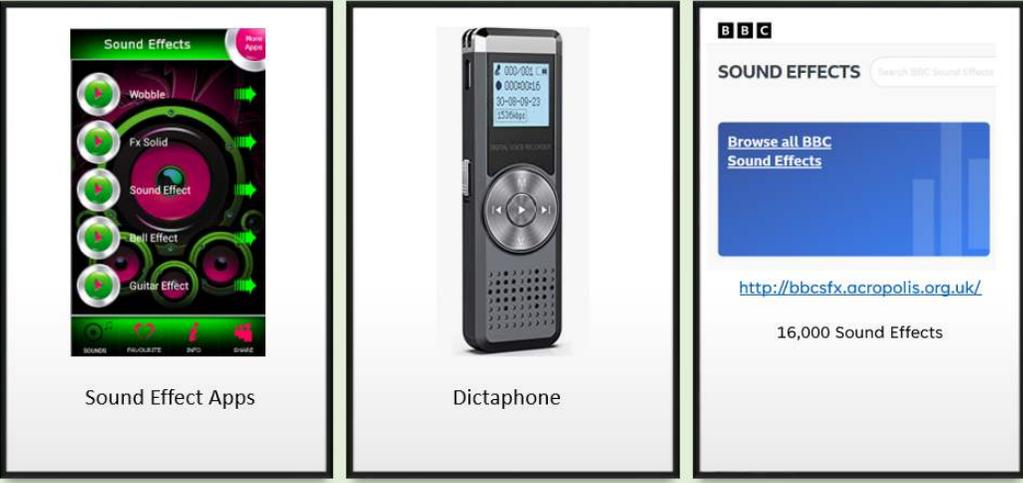
## Using Sound Effects in Multisensory Storytelling

There are many reasons to use sound effects in sensory storytelling:

- Aid understanding by reinforcing key moments in the story.
- For non-verbal learner(s), sound cues can help convey meaning, bridging communication gaps.
- Create atmosphere, bringing the story to life.
- Encourage communication and participation, as the person responds to different sounds through movement, vocalisation, gestures, or by interacting with objects.
- Enhance engagement, capture attention, and create a stimulating learning environment.
- Familiar sounds can evoke emotions and help individuals express themselves.
- Interactive sound-based activities can help individuals grasp the concept of cause and effect.
- Pairing sounds with touch (e.g., rustling leaves with real leaves) can deepen sensory understanding.
- Sound effects provide auditory stimulation, supporting sensory processing.
- Sounds capture attention, help maintain focus, and create anticipation.

Using sound effects in a sensory story creates atmosphere and elicits a response from the sensory participant. Throughout this resource, there are prop suggestions for making sound effects, or you can use sound effect apps that are available to download onto a tablet or iPad. Another option is to record sound effects onto a sound button or play them via a Dictaphone.

# Using Sound Effects in Sensory Storytelling

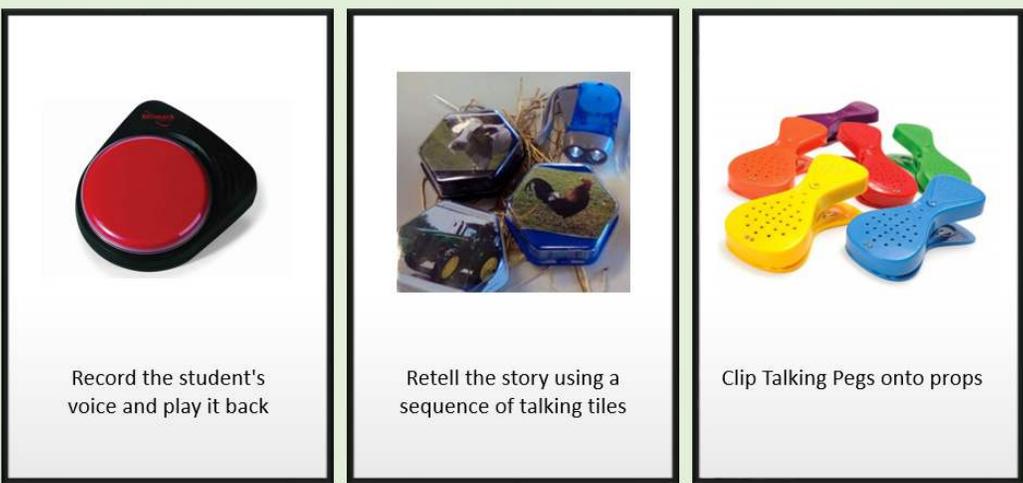


The image shows three panels illustrating sound effect tools:

- Sound Effect Apps:** A screenshot of a mobile application interface titled "Sound Effects" with various sound effect categories like "Wobble", "Fx Solid", "Sound Effect", "Bell Effect", and "Guitar Effect".
- Dictaphone:** A silver digital voice recorder.
- BBC Sound Effects:** A screenshot of the BBC website's "SOUND EFFECTS" page, showing a search bar, a link to "Browse all BBC Sound Effects", and the URL <http://bbcfx.acropolis.org.uk/> with the text "16,000 Sound Effects".

Sound effects breathe life into a story and provide the opportunity to elicit a response from the story explorer

The BBC has over 16,000 sound effects on their website <https://sound.effects.bbcrewind.co.uk>



The image shows three panels illustrating sensory storytelling props:

- Record the student's voice and play it back:** A red circular button on a black base.
- Retell the story using a sequence of talking tiles:** A collection of colorful talking tiles (yellow, blue, red, green) with small figures on them.
- Clip Talking Pegs onto props:** A collection of colorful talking pegs (yellow, blue, red, green) with small figures on them.

## Sound Based Interaction

**Responsiveness:** Does the person show interest in the sound? - Learner reacts to auditory input—e.g. turning head, smiling, stilling, or vocalising in response to the sound.

**Anticipation:** Does the person anticipate the sound? - Learner shows signs of expecting the sound—e.g. alert posture, facial expression, or reaching before the sound plays.

**Curiosity:** Can the person track the sound if you move the device sideways or behind their head? - Learner explores the sound's location—e.g. turning towards it, scanning, or shifting body position to follow movement.

**Persistence:** Can the person use a sound button independently pressing the button to play the sound? - Learner repeats action intentionally—e.g. pressing the button again, seeking help to activate it, or showing determination to engage.

**Discovery:** Can the person copy the sound using their voice? Can the person recreate the sound using a prop? Record their voice and play it back as the sound effect appears in the story. - Learner experiments with sound—e.g. vocalising in imitation, using a shaker or prop to echo the sound, or recognising their own recorded voice.

## Using Scents and Smells in Sensory Storytelling

When using scents and smells in sensory storytelling consider:

**Choice & Agency:** Always invite, never insist. Offer the scent gently (wafting, holding nearby) and allow the learner to decide whether to engage.

**Controlled Delivery:** Present scents in sachets, sealed jars, or cotton pads rather than open containers. This keeps intensity manageable and prevents spills.

**Distance & Space:** Hold the scent at a comfortable distance first, then gradually bring closer if welcomed.

**Respect personal boundaries:** Comfort Anchors - Pair scents with vocabulary to prepare the learner for their experience.

**Environment Check:** Ensure good ventilation and have neutral scents (like fresh air or plain cloth) available to reset if needed.

**Sensitivity Awareness:** Some people may have allergies, asthma, or sensory sensitivities. Use natural scents (herbs, spices, teas) and avoid strong perfumes or chemical-based oils. Always take the sensory explorer's lead. Place a few drops of essential oil onto a cotton wool pad and place inside a small, lidded container or sachet

## Using Scents and Smells in Sensory Storytelling



This magnetic spice jar has a clear lid. The contents can be seen clearly, and the adjustable sprinkle/pour slots enable the sensory explorer to have control over the intensity of the scent released

## The Weather Full Story

Cold air tingles, soft flakes blow

I slide to and fro in the snow

Grey clouds gather bringing rain

Running down the window pane

Bright light – summer's begun

Heat shimmers in the rays of the sun

On a windy day branches sway

Leaves scatter and blow away

Dewy air, thick with fog

Breath curls in the smog

Hear thunder rumble and crash

See forks of lightning flash

What is your favourite weather?

Mine's the rain and sun joined together

At end of a rainbow I've been told

Lies a little pot of gold

## Prop/Resources List

You will not need all of the props listed.

There are different options listed so you can choose how you wish to interpret the story.

You may also wish to add your own props.

**Snow:** Handheld, battery operated or card/fabric fan. **Alternative Prop:** Cold Pack **Alternative Prop:** Snow glove or glitter wand. **Additional Prop:** Physio ball (or peanut therapy ball for more stability)

**Rain:** Cotton wool soaked with water. A small container to hold the soaked cotton wool and catch any excess water. **Alternative Prop:** Rainmaker instrument. **Additional Prop:** Safety mirror and a water spray bottle.

**Sun:** Torch, reflective surface (foil blanket or silver card)

**Wind:** Branch with leaves, loose leaves, tray and a fan.

**Fog:** Garden fleece/net curtain/sheer fabric. Place in the freezer beforehand for authentic chill.

**Thunder:** Drum, cymbals (or finger cymbals)

**Lightning:** Torch (consider use of head torch for hands-free, dynamo or wind up torches to promote fine motor skills and cause and effect.)

**Rainbow:** Torch, water spray bottle.

# Snow

Story Participant is abbreviated to to S.P throughout the story

NARRATIVE	PROP	FACILITATION	LEARNING OBJECTIVE
Cold air tingles, soft flakes blow	Handheld, battery operated or card/fabric fan	Model operating the fan. Invite the story participant (S.P) to feel the cool air on their skin. Support in exploring the airflow independently at their own pace.	To experience and respond to cool, moving air through touch, developing awareness of temperature and airflow sensations while exploring the fan with increasing independence.
	<b>Alternative Prop</b> Cold pack	Model holding then invite the S.P to feel the cool touch on their skin. Support in exploring the cold sensation independently at their own pace.	To experience and respond to a cool temperature stimulus, developing sensory awareness by exploring the cold pack with increasing independence.
	Snow globe or glitter wand	Model shaking the prop. Invite the S.P to watch the movement of the swirling flakes visually.  Support in handling the prop to create a snowstorm.	To visually attend to moving stimuli by watching the swirling flakes inside the prop.  To develop early cause-and-effect awareness by handling the prop.

## Snow

NARRATIVE	PROP	FACILITATION	LEARNING OBJECTIVE
I slide to and fro in the snow		Model a gentle side to side motion.	To develop early vestibular awareness by attending to a modelled side-to-side movement.
		Invite the story participant (S.P) to experience a to-and-fro movement through supported rocking or swaying.	To experience gentle to-and-fro vestibular input through supported movement.
		Option to use a physio ball or peanut therapy ball and support the S.P to engage in vestibular movement independently at their own pace.	To build confidence and emerging independence in engaging with simple vestibular movement using supportive equipment.

**Safety Note:** Offer the vestibular movement slowly and with full support. Observe the story participant's cues and give them agency and choice over whether to continue or stop. If they show signs of enjoyment, you may extend the movement; if they indicate discomfort or disinterest, pause immediately and give them the option to rest, re-join when ready or stop the activity and move onto the next part of the story.

# Rain

Story Participant is abbreviated to to S.P throughout the story

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
Grey clouds gather bringing rain	Cotton wool soaked with water	Model gently squeezing the soaked cotton wool to release light droplets.	To explore early tactile and visual sensory input by attending to gentle 'rain' created through squeezed cotton wool.
	A small container to hold the soaked cotton wool and catch any excess water	Invite the S.P to watch or feel the gentle 'rain' sensation.	To develop awareness of light tactile sensations by watching or feeling the gentle 'rain' effect.
		Support the S.P in engaging with the prop independently at their own pace.	To build confidence and emerging independence in exploring simple tactile sensory experiences and promote fine motor skills.
	Rainmaker	Pair the action creating 'rain' droplets with a rainmaker.	To experience combined auditory and tactile sensory input by engaging with a rainmaker alongside the 'rain' prop.

# Rain

Story Participant is abbreviated to S.P throughout the story

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
Running down the window pane	Safety mirror	Position a safety mirror and spray a fine mist onto the surface to recreate raindrops.	To develop early visual attention by observing raindrop patterns created on the mirror surface.
	Water spray bottle	Tilt the mirror so the water runs down the mirror inviting the S.P to observe or touch the 'rain'	To explore simple cause-and-effect by watching or feeling water droplets move down the mirror.
		Support the S.P in releasing the trigger on the water spray bottle and spray it onto the mirror.	To build emerging motor control and participation by engaging in spraying water onto the mirror surface.
		Look into the rainy mirror together.	Shared attention.

# Sun

NARRATIVE	PROP	FACILITATION	LEARNING OBJECTIVE
Bright light – summer’s begun	Torch	Model using the torch to create a bright, focused beam of “sunlight” onto a reflective surface.	To develop visual attention by observing a bright, focused beam of light on a reflective surface.
Heat shimmers in the rays of the sun	Reflective surface (foil blanket or silver card)	Move the beam inviting the S.P to watch or track the light.	To strengthen visual tracking skills by following the movement of light across a surface.
		Support the S.P to explore the beam on the reflective surface.	To explore simple visual-tactile sensory input by engaging with light reflected on a surface.
		Invite the S.P to explore handling the torch.	To build emerging motor control and participation by handling and activating a torch.
		<b>Tips</b> Promote fine motor skills offering the use of a wind-up or squeeze/dynamo torch.	
		A head torch offers a hands-free option.	

## Wind

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
On a windy day branches sway	Branch with leaves	Sway a thin, flexible branch with leaves to show the movement of the wind.	To develop visual attention by observing the gentle movement of leaves in the “wind.”
		Invite the S.P to watch the leaves move and listen to the soft rustle.	To strengthen visual and auditory awareness by noticing moving leaves and their natural rustling sound.
		Support the S.P (Story Participant) to sway the branch offering hand-under-hand guidance if required.	To build participation and emerging motor control by engaging in swaying the branch independently or with support.

## Wind

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
Leaves scatter and blow away	Leaves Tray Fan	Place leaves on a tray or surface, use a handheld fan to create a gentle breeze and blow the leaves across the surface.	To develop visual attention by observing leaves move and scatter in a gentle breeze.
		Invite the S.P to watch and listen to the leaves move and scatter in the "wind."	To strengthen visual tracking and auditory awareness by noticing the movement and sound of leaves in motion.
		Support the S.P to use the fan to blow the leaves.	To build participation and emerging motor control by activating a fan to move the leaves.

# Fog

NARRATIVE	PROP	FACILITATION	LEARNING OBJECTIVE
Dewy air, thick with fog	Garden fleece/net curtain/sheer fabric	Drape the chilled fabric between you and the S.P to create a soft "fog."	To develop visual awareness by noticing the presence and movement of soft, mist-like fabric.
Breath curls in the smog	<b>Tip:</b> Place in the freezer beforehand for authentic chill	Lift and lower the fabric gently so the mist seems to drift in the air.	To strengthen visual tracking by following the gentle rise and fall of drifting "fog."
		Invite the S.P to watch the movement of the fog and feel the coolness if they choose.	To explore temperature and airflow sensations through cool, moving fabric.
		Support the S.P to touch or move the fabric with hand-under-hand guidance.	To build participation and emerging motor control by engaging with the movement of the fabric.

# Thunder

NARRATIVE	PROP	FACILITATION	LEARNING OBJECTIVE
Hear thunder rumble and crash	Drum Cymbals or finger cymbals	Model tapping a drum to create a steady rumble.	To experience and respond to a consistent auditory and vibratory stimulus.
See forks of lighting flash		Invite and support the S.P to create the sound of thunder using the drum.	To explore cause and effect by creating sound through intentional movement.
		Brush or gently tap cymbals to create a thunder "crash."	To experience contrasting sound qualities.
		Invite the S.P to listen to the changing sounds and feel the vibrations.	To develop awareness of auditory changes and tactile feedback.
		Support the S.P to explore making the cymbal "crash."	To engage in active sound-making and explore a sequence of sound.

**Extend Learning** - Promote shared attention, anticipation, and participation by taking turns using instruments to build the sounds of a growing storm. Tap the drum to create the rumble then invite the S.P to add the cymbals when it's their turn. Gradually increase volume or tempo together to create a lively "storm," then gently slow and soften the sounds to let the storm pass. Take it turns in "rumbling" and "crashing". If in a group create a storm orchestra (page 35)

# Lightning

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
See forks of lighting flash	Torch (consider use of head torch for hands-free, dynamo or wind up torches to promote fine motor skills and cause and effect)	Dim the lights to create a stormy atmosphere.	To increase sensory awareness and anticipation by experiencing changes in lighting and choosing how to engage with the storm scene.
		Flash torchlight skyward around the storytelling area to mimic lightning.	To develop visual attention and choice-making by observing or selecting torchlight effects that represent lightning.
		Pair with the instruments to create a full storm.	To explore auditory contrast and cause-and-effect by choosing an instrument and contributing to the storm soundscape.
		Offer the S.P a choice of instrument or torchlight then work together to create the sequence of the storm.	To support participation, autonomy, and shared engagement by making a choice of prop and helping to create the storm sequence.

## What's your Favourite Weather?

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
What is your favourite weather?	Selection of props used so far in the story the S.P (Story Participant) showed interest in	Lay out the props and invite the S.P to explore them.  Can the S.P recall how to use the prop from the activity earlier in the story?	To support sensory exploration, curiosity, and choice-making by inviting the S.P to handle and investigate the prop(s) in their own way.  To develop memory, anticipation, and emerging independence by encouraging the S.P to recall and demonstrate how the prop was used earlier in the story.

## Sun+ Rain = Rainbow

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
Mine's the rain and sun joined together	Torch Water spray bottle	Follow the steps below to create a rainbow using a torch and a water spray bottle.	<p>To develop visual attention by watching the mist rise and noticing the colours appear when the torchlight shines through it.</p> <p>To increase sensory awareness by experiencing the soft sound of the sprayer and the gentle movement of the mist in the air.</p> <p>To build anticipation and curiosity by observing how the light changes when the torch beam meets the mist.</p> <p>To support shared attention and engagement</p> <p>To explore cause and effect at a sensory level by noticing that the rainbow appears only when the mist and torchlight are used together.</p>

## Notes on Creating a Rainbow

1. Use a fine mist. A rainbow only appears when the droplets are tiny enough to bend the light. Set the sprayer to its finest setting.
2. Spray upwards, not forwards. Mist into the air above the storytelling area. This keeps everyone dry and gives the droplets space to catch the light.
3. Shine the torch through the mist at an angle. The rainbow appears when: the torch is behind you or to the side the beam passes sideways through the mist the S.P (Story Participant) is looking towards the mist, not into the torch. This angle is what makes the colours show.
4. Dim the room lights. Lower lighting makes the rainbow much easier to see.
5. Keep expectations gentle It won't be a big arc like outdoors — it will be: a small fan of colour shimmering in the mist appearing for a second or two.

## Alternative Props and Activities

### 1. Prism + Torch

Use a small acrylic prism.

Facilitation: Shine the torch through the prism and rainbow appears on the wall or floor.

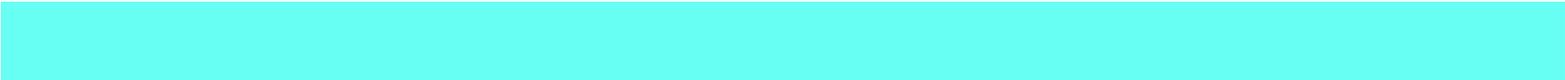
### 2. Rainbow Scarf + Torch

Use a long rainbow chiffon scarf.

Facilitation: Hold the scarf in the torch beam and watch the colours glow and ripple as you move it.

## Pot of Gold

<b>NARRATIVE</b>	<b>PROP</b>	<b>FACILITATION</b>	<b>LEARNING OBJECTIVE</b>
At end of a rainbow I've been told	Coins Moneybox	Shake the moneybox gently to rattle the coins.	To develop auditory awareness by noticing the sound of the coins moving inside the box.
Lies a little pot of gold		Show a coin in your open hand. Invite the S.P to explore it, offering hand-under-hand support if needed.	To explore tactile and visual properties by engaging with the shape, weight, and shine of the coin.
		Bring the money box closer and tilt it so the slot is visible.	To support visual attention by focusing on the slot as the next part of the sequence.
		Model posting the coin prompting the S.P to listen to rattle as it hits the bottom of the tin.	To experience cause and effect by noticing that posting the coin creates a sound.
		Invite the S.P to post a coin into the slot and to shake the tin.	To encourage purposeful movement posting the coin and creating sound independently.
		Repeat based on engagement.	To extend sustained attention by continuing the activity for as long as the S.P shows interest.



# Sensory-Rich Weather-Themed Ideas & Activities for Inclusive Classrooms

## Overview

Learners explore a range of sensory instruments and props to represent different types of weather. Each learner contributes their own sound, and together the group builds a shared “storm,” supporting communication, anticipation, and participation.

## Resources Needed

Rainmaker or rainstick (rain)

Drum (thunder rumble)

Cymbal or metal lids (thunder crash)

Whirly tube (wind)

Shaker or sealed tub with ice cubes (hail)

## Facilitation Steps

### 1. Introduce the Weather Orchestra

Show each prop to the group one at a time. Demonstrate the sound slowly so everyone can watch, listen, and anticipate.

### 2. Explore Each Weather Sound

Invite each learner in turn to explore a chosen prop. Offer hand-under-hand support where needed. Encourage the rest of the group to listen and watch.

### 3. Build the Storm Together

Layer the sounds gradually:

– One learner adds rain – Another adds wind – Another adds thunder – Another adds hail

Continue until the whole group is contributing to a shared “storm.”

### **4. Notice the Storm**

Pause briefly so the group can experience the combined effect of all the sounds together.

### **5. Let the Storm Fade**

Guide the group to gradually soften their sounds and slow their movements until the storm gently fades away.

### **Learning Objectives**

To develop shared attention and social connection by engaging in a group activity where each learner contributes to a collective weather soundscape.

To build anticipation and auditory awareness by listening to individual weather sounds and recognising changes in volume, tempo, and texture.

To support participation and emerging motor skills through hand-under-hand exploration of instruments and props.

To encourage turn-taking and joint engagement as learners wait for their turn to add their weather sound to the group storm.

To explore cause and effect by noticing how their actions (tapping, shaking, brushing, or moving an instrument) create different weather sounds.

To experience sensory variety through contrasting vibrations, tones, temperatures, and movements associated with different weather elements.

## Classical Weather-Music Listening Activity

Listening to classical music inspired by weather helps learners experience sound as a sensory story. Composers use instruments to imitate rain, wind, thunder, sunshine, and snow, giving pupils a rich auditory landscape to explore. This activity supports engagement, anticipation, and emotional regulation by offering clear contrasts between calm, gentle pieces and more dramatic stormy sections.

For students with PMLD, weather-themed music provides a structured way to notice changes in tempo, volume, and mood. It also creates opportunities for choice and agency, allowing learners to select preferred sounds using switches, sound buttons, or gesture-based communication. Because the music is non-verbal, pupils can focus on the sensory qualities without processing language, making it accessible, inclusive, and adaptable to individual needs. Invite students to play an instrument along with the music.

### **Learning Objectives**

To develop auditory awareness by listening to contrasting pieces of classical music that represent different types of weather.

To support choice-making and agency by offering pupils opportunities to select a preferred weather sound or musical track using switches, sound buttons, eye-pointing, or gesture.

To explore cause and effect by activating a sound button or switch to play a chosen weather-themed musical clip.

## Classical Weather-Music Listening Activity

To build sustained attention by engaging with the changing dynamics, tempo, and mood within each piece of music.

To encourage emotional engagement by responding to the atmosphere created by calm, gentle, or dramatic weather-inspired music.

### Suggested Music

#### Rain & Storms

Beethoven – Symphony No. 6 “Pastoral”, Movement 4: Thunderstorm

Vivaldi – The Four Seasons: Summer (Storm section)

Britten – Four Sea Interludes: Storm

Berlioz – The Trojans: Royal Hunt and Storm Richard

Strauss – An Alpine Symphony: Thunder and Storm

Haydn – Symphony No. 39 “Tempesta di Mare” (Storm at Sea)

#### Wind

Lully – Les vents (The Winds)

Chopin – Étude Op. 25 No. 11 “Winter Wind”

Sibelius – Tapiola (wind-swept forest atmosphere)

#### Snow / Ice

Vivaldi – The Four Seasons: Winter

Debussy – The Snow is Dancing

Tchaikovsky – The Nutcracker: Waltz of the Snowflakes

Prokofiev – Lieutenant Kijé Suite: Troika (icy sleigh-ride feel)

### **Sunshine / Light**

Haydn – The Seasons: Spring (sunrise sections)

Grieg – Morning Mood (sunrise atmosphere)

Delius – On Hearing the First Cuckoo in Spring

### **Rainbows / Colour / Light Effects**

Debussy – La Mer (light on water)

Ravel – Daphnis et Chloé (shimmering, glowing textures)

Smetana – Vltava (sunlight on the river)

## Weather Listening Activity

Play a wide range of weather-themed sound effects to create an engaging auditory landscape. These might include: wind howling, a gentle breeze, rumbling thunder, light rain, heavy rain, hailstones, an umbrella opening, wellies splashing in puddles, snow crunching underfoot, rustling leaves, wind chimes, ice cracking, waves crashing, dripping water, squelchy mud footsteps, frosty footsteps, rain hitting a window, and branches creaking in the wind.

A quick search on the internet will provide you with access to a library of free audio clips and sound effects that can be played via an app on an iPad, whiteboard or recorded onto a sound button.

Present each sound clearly and give the sensory explorer time to notice, react, and engage in their preferred way. Invite the sensory explorer to communicate if they would like to hear a motivating sound again, using their chosen method of communication. Provide opportunities for them to activate the listening device or sound button independently to support choice, agency, and cause-and-effect learning.

Experiment with different volume levels so they can experience how sound can feel soft, gentle, loud, or dramatic. Encourage the sensory explorer to imitate any of the sound effects using their voice, breath, or body. Record their vocalisation and play it back to support auditory recognition and enjoyment. Offer chances to identify sounds verbally or by selecting the matching story prop, giving clues where needed to support success. Observe and note any sensory preferences, such as favourite sounds, volumes, or reactions. These insights can help shape future sessions and tailor the sensory environment to the learner's needs.

# Weather Listening Activity

## Learning Objectives

To develop auditory awareness by listening to a range of weather-themed sound effects and noticing differences in pitch, tempo, and texture.

To support choice-making and agency by encouraging the sensory explorer to request a preferred sound using their chosen communication method.

To explore cause and effect by activating a sound button, switch, or listening device to play a selected weather sound.

To build sustained attention by engaging with a sequence of contrasting sound effects and responding to changes in volume and intensity.

To encourage vocal and physical expression by imitating weather sounds using voice, breath, or body and listening back to recorded vocalisations.

To develop early sound-to-symbol recognition by identifying weather sounds verbally or by selecting the matching story prop with support and clues.

To identify sensory preferences by observing reactions to different sounds, volumes, and textures to inform future planning.

## Weather Themed Sensory Bag

**i** Sensory bags are a cheap and fun way to engage the senses and develop language skills. This activity supports sensory processing, communication, and engagement through playful, weather-themed exploration.

Choose a non see-through bag that is tactile, visually appealing, and inviting to explore.

Place weather-related items into the bag, such as: hat, gloves, folded umbrella, boot, torch, fan, leaves, hand warmer, water-sprayer, ice cubes.

Gently shake the bag to gain the sensory explorer's attention.

Invite the sensory explorer to place their hand inside the bag and select an item. Encourage the sensory explorer to use their senses — touch, smell, hearing, and taste (where safe and appropriate) — to guess what the item is. Provide clues if they are unsure.

Build functional language skills by asking the sensory explorer to tell you or show you what the item is used for and where they might find it.

Allow time for exploration and processing, giving the sensory explorer space to handle the item and make sense of it.

Shake the bag again and invite them to choose another item when they are ready.

## Weather Themed Sensory Bag

Keep language simple and clear, using phrases such as “Choose” and “Take one” when offering the bag. Name each object clearly, e.g., “Umbrella,” “Fan,” “Ice,” and model simple two-word phrases such as “Little torch” or “Red gloves.” Add simple verbs depending on the sensory explorer’s ability, such as “Blow,” “Freeze,” “Rumble,” to support early vocabulary and link actions to objects.

### **Learning Objectives**

To develop sensory awareness by exploring weather-related objects using touch, smell, hearing, and taste (where appropriate).

To build functional language skills by naming objects, using simple phrases, and linking verbs to actions.

To support choice-making and agency by selecting items independently from the sensory bag.

To develop early prediction and reasoning skills by using sensory clues to guess what the object might be.

To encourage social communication (group work) by taking turns, sharing resources, listening to others’ ideas, and responding to peers.

To support processing time and engagement By allowing the sensory explorer time to explore each item at their own pace.

# Weather-Themed Sensory Rich Art and Craft Activities

## Rainbow Nature Collage

### Rainbow Nature Collage

#### Overview

This calming, nature-based activity invites sensory explorers to gather colourful foliage, petals, and leaves from the garden or outdoor area and use them to create a vibrant rainbow collage. It encourages close observation, gentle touch, and appreciation of natural colours and textures, while supporting creativity, choice-making, and simple pattern building. Whether completed individually or as a shared group artwork, the activity offers a peaceful, hands-on way to connect with the natural world.



#### Suggested Resources

A variety of petals in multiple colours.

A range of leaves in different shapes, sizes, and shades.

A tray, large sheet of card, or a natural surface such as grass, soil, or a table to use as the collage base.

Small sorting bowls or baskets for grouping items by colour, texture, or size.

A spray bottle with water to freshen petals or enhance sensory exploration.

A camera or tablet to photograph the finished rainbow before returning materials outdoors

Optional: colour cards or swatches to support matching and sorting.

Optional: scented herbs or flowers (lavender, mint, rosemary) to enrich sensory exploration.

## Weather Themed Sensory Rich Art and Craft Activities

### Rainbow Nature Collage

#### **Facilitation**

Using different coloured natural items, petals, and leaves collected from the garden or outdoor area, invite sensory explorers to arrange the materials to create a vibrant rainbow collage.

Provide a tray, large sheet of card, or natural surface (such as grass, soil, or a wooden table) as the base.

Invite and support the sensory explorer to sort the items by colour, texture, or size before placing them into curved rainbow bands. Offer opportunities to explore the materials through touch, sight, and smell — noticing the texture of foliage, the scent of petals, and the crispness of leaves.

Support language development by modelling simple colour words and two-word phrases such as “red leaf,” “smooth pebble,” or “yellow petal.”

If working as a group, encourage turn-taking as each explorer adds an item to the rainbow, listens to others’ ideas, and celebrates the shared creation.

The finished collage can be photographed to preserve the artwork before returning the natural materials to the outdoor environment.

# Weather Themed Sensory Rich Art and Craft Activities

## Spray Bottle Rainbow Art

### **Activity Overview**

This vibrant, hands-on activity invites sensory explorers to create a rainbow-inspired artwork using coloured water spray bottles. It encourages experimentation, fine motor control, and visual creativity while supporting choice-making, cause and effect, and early colour recognition. Learners explore nozzle settings, observe how colours blend and spread, and enjoy the sensory experience of spraying and watching the paint land on paper. The activity can be enjoyed individually or as a shared group experience, promoting turn-taking and celebration of each explorer's contribution.

### **Learning Objectives**

To develop fine motor skills by using spray bottles with different nozzle settings.

To explore cause and effect by observing how the spray changes with pressure and distance.

To build early colour recognition and vocabulary by naming and combining colours.

To encourage creativity and agency by choosing colours and creating a unique rainbow design.

To support social interaction by taking turns, sharing resources, and responding to others' ideas.

# Weather Themed Sensory Rich Art and Craft Activities

## Spray Bottle Rainbow Art

### **Suggested Resources**

Water spray bottles with adjustable nozzles

Watered-down paints in red, orange, yellow, green, blue, and purple

Large sheet of paper or card (preferably mounted or taped down)

Aprons or protective clothing

Towels or cloths for clean-up

Optional: colour cards or swatches to support matching and naming

Optional: camera or tablet to photograph the finished artwork

### **Facilitation Notes**

Invite the sensory explorer to choose a spray bottle and test the nozzle settings.

Model simple phrases such as “Red spray,” “Big splash,” or “Blue mist.”

Encourage exploration of distance, angle, and pressure to vary the spray effect.

Support colour naming and mixing — e.g., “Red and yellow make orange.”

Allow time for free exploration and creative expression.

If working in a group, encourage turn-taking and celebrate each explorer’s rainbow contribution.

Photograph the finished artwork and display it proudly, or use it as a backdrop for further seasonal activities.

# Seasonal Sensory Boxes

## Overview

The Seasonal Sensory Boxes activity invites sensory explorers to discover the sights, sounds, textures, and objects we associate with Spring, Summer, Autumn, and Winter. Each colourful, lidded box is filled with meaningful, real-world items that reflect the clothing we wear, the foods we enjoy, the natural materials we find, and the sounds we hear throughout the year. By opening each box and exploring the contents, learners build their understanding of the seasons through hands-on, multisensory engagement. This activity supports curiosity, communication, and early categorisation skills, while also encouraging turn-taking, sharing, and listening to others' ideas when explored as a group.

## Learning Objectives – Seasonal Sensory Boxes

To develop sensory awareness by exploring seasonal items using touch, smell, sight, and sound (including recorded audio clips).

To build functional language skills by naming objects, describing their use, and linking them to seasonal contexts.

To support early categorisation and reasoning by identifying which season each item belongs to and explaining why.

To encourage choice-making and agency by selecting items from the boxes and expressing preferences.

To explore cause and effect by activating sound buttons and linking the sounds to seasonal experiences.

## Seasonal Sensory Boxes

To develop social communication skills by taking turns, sharing boxes, listening to others' ideas, and responding to peer choices during group exploration.

To support memory and sequencing by recalling seasonal experiences and connecting them to the items explored.

To enrich vocabulary by introducing descriptive words and verbs such as "crunch," "splash," "warm," "freeze," "flutter," and "blow."

### **Facilitation Guidance**

Select four different coloured lidded boxes that are colourful and catch the eye. (You may wish to decorate the boxes to match the seasons, Spring, Summer, Autumn, Winter) Place items related to the seasons into the box: Seasonal clothes, foods, nature items and sounds we hear (these can be recorded on a sound button)

### **Spring Box**

Cotton socks, light scarf, cardigan, lightweight jacket, feathers, umbrella (for those spring showers), bird song audio clip, flower petals (real or silk), fresh herbs (mint or basil), small watering can, seed packets, rain poncho, soft sponge (to represent gentle rain), small plant pot, gardening gloves, and a spray bottle filled with scented water to mimic spring mist.

## Seasonal Sensory Boxes

### **Summer Box**

Flip flops or sandals, sun cream, sun hat, sunglasses, salad leaves, summer fruits, ice-pops, audio clip of children splashing in a swimming pool or waves lapping on a beach, beach towel, seashells, sand in a sealed tub, cooling gel pack, bright flower petals, citrus-scented cloth, hand-held fan, sun-print paper, picnic cup, sunglasses case, and a small bottle of coconut-scented lotion to evoke that classic summer holiday smell.

### **Autumn Box**

Windproof jacket, pumpkin seeds, blackberries, pine cones, paper, silk, battery-powered or pump-action fan (to represent the wind), audio clip of the wind, crunchy leaves, cinnamon stick, small torch (for darker evenings), mini rake, dried wheat stems, spiced-apple scented cotton pad, twig bundle, and a small pot of soil to evoke the earthy, woodland feel of autumn.

### **Winter Box**

Wellington boots, thick socks, woolly tights, hat, gloves or mittens, scarf, packet soup, hot chocolate, twigs and sticks, warm water bottle or hand warmer, audio clip of a crackling fire, fleece fabric square, faux snow, ice pack, cinnamon-scented cotton pad, wool blanket swatch, small torch (for darker evenings), silver tinsel (to represent frost), pine foliage.

### **↔ Extend Learning**

Place all the items together on the floor or on a table. Can the sensory explorer correctly identify which season the item belongs to by placing it in the correct box?

## **Activity Overview**

This sensory treasure hunt invites sensory explorers to follow a colour-coded rainbow trail and discover matching treasures hidden along the way. Each colour of the rainbow links directly to a tactile item, a clue, or a sensory prompt, helping learners build anticipation, practise early problem-solving, and engage meaningfully through sight, touch, and sound. The activity supports choice-making, cause and effect, and social interaction, and can be extended with maps, tick lists, or collection bags for deeper engagement.

## **Learning Objectives**

To develop anticipation and engagement by following a colour-linked sensory trail.

To build sensory awareness through touch, sight, sound, and colour association.

To support early problem-solving by responding to clues (verbal, visual, or mapped).

To encourage choice-making and agency by selecting and collecting treasures.

To promote social interaction through turn-taking, shared celebration, and responding to others' ideas.

To support sequencing and memory by using tick lists or visual boards to track discoveries.

# Rainbow's End Treasure Hunt

## Suggested Resources

Each treasure is linked to a colour by a range of meaningful, real-world items that reflect the shades and textures of the rainbow. Coloured feathers and petals...here are more suggestions:

**Red treasure:** shiny red foil, red pom-pom, dried red cabbage, edible berries

**Orange treasure:** orange peel, leaves

**Yellow treasure:** leaves, lemon peel, shells

**Green treasure:** leaves, foliage, moss, grass, herbs

**Blue treasure:** sensory bottle with blue food colouring and water, blueberries, cornflowers

**Purple treasure:** lavender or a lavender-scented pad, pom-poms, petals.

Alternatively you could add items like coloured pegs, pom poms, ribbons, fabric scraps, pipe cleaners, counting bears, foam shapes, felt shapes, magnetic letters or numbers, threading reels or cotton reels, loose-parts counters (gems, discs, tokens), mini beanbags, playdough in colour-matched pots.

## Collection & Tracking Resources

A colourful treasure bag or box for the sensory explorer to place found items into.

A laminated tick list with colour-coded pictures of each treasure.

A visual board where learners can circle or Velcro each item as it's discovered.

## Facilitation Notes

Begin by introducing the rainbow trail and explaining that each colour leads to a matching treasure. Offer clues as the sensory explorer moves along the trail — verbal hints, "hot/cold" guidance, visual arrows, or a simple map. Pause at each colour station and offer a sensory prompt: "Feel the soft green moss," "Smell the orange scent"

## Rainbow's End Treasure Hunt

### **Clue-Giving Options Verbal clues**

("You're getting warmer... colder..")

Simple riddles linked to colour ("I shine like the sun — find something yellow")

Visual clues (arrows, colour cards, picture symbols)

When a treasure is found, invite the explorer to place it in their collection bag or tick it off on their visual board.

### **Adaptations**

Create a treasure hunt placing items in a box nestled amongst straw or shredded paper.

Use hand-under-hand support where appropriate, allowing plenty of processing time.

Celebrate each discovery.

If working in a group, encourage turn-taking and shared excitement as each colour is completed.

End with a calm moment — perhaps exploring all the treasures together, listening to a soft sound, or taking a photo of the completed collection.

## **Outline**

This activity invites sensory explorers to investigate the daily weather using simple outdoor instruments. Learners observe, feel, and record changes in wind, rain, and temperature, supporting early scientific enquiry through hands-on exploration. The activity encourages engagement with the natural environment, builds understanding of cause and effect, and supports communication through shared observation and recording.

## **Learning Objectives**

To explore and observe different types of weather using real instruments.

To develop early scientific enquiry skills through looking, listening, and feeling.

To support understanding of cause and effect (e.g., “When the wind blows, the wind sock moves”).

To encourage communication through gesture, vocalisation, symbol use, or choice-making.

To promote engagement with the outdoor environment and seasonal changes.

## **Suggested Resources**

- Barometer – to observe changes in air pressure
- Rain Gauge – to collect and measure rainfall
- Thermometer – to record temperature
- Weather Vane – to show wind direction
- Wind Sock – to show wind movement and intensity
- Clipboards, laminated symbol boards, or simple recording sheets
- Camera or tablet to capture observations
- Optional: tactile weather symbols (sun, cloud, raindrop, wind swirl)

## **Facilitation Guidance**

Set up a simple weather station in your outdoor area using the instruments listed. Invite the sensory explorer to visit each instrument, offering hand-under-hand support where needed. Encourage them to look at, touch, or listen to each item:

- Watch the wind sock move
- Feel the temperature on the thermometer
- Look at the weather vane turning
- Observe water collecting in the rain gauge

Support learners in recording the weather using symbols, marks, photos, or simple gestures. Model descriptive language such as “Windy,” “Cold,” “Rain today,” or “The arrow is pointing north.” Encourage exploration of wind direction and intensity by watching how fast the wind sock moves or how quickly the vane turns. Revisit the weather station throughout the week to notice changes and build familiarity.

# Weather Themed Sensory Umbrella

## Overview

This engaging sensory activity invites learners to explore different types of weather using an accessorised sensory umbrella. By looking up into the canopy, feeling hanging textures, and listening to gentle sound effects, sensory explorers experience rain, wind, sunshine, and storms in a safe, controlled, and imaginative way. The umbrella becomes a portable weather world that supports communication, anticipation, and multisensory engagement.

## Learning Objectives

To explore weather-themed sensory stimuli through touch, sight, and sound.

To develop anticipation and engagement as different weather effects are introduced.

To support communication through gesture, vocalisation, symbol use, or choice-making.

To encourage joint attention and shared exploration with an adult or peer.

To build early understanding of weather concepts (rain, wind, sunshine, storms).

## Suggested Resources

Large umbrella (clear or coloured)

Rain: silver ribbons, foil strips, blue cellophane, water-drop shapes

Wind: lightweight ribbons, chiffon strips, small wind chimes

Sunshine: yellow fabric rays, warm-coloured cellophane, soft LED tea light

Storm: crinkly foil, dark fabric, gentle thunder sound effect (device or shaker)

Hanging thread or ribbon to attach items

Optional: scent pots (fresh rain scent, warm citrus for sunshine)

Optional: small handheld fan to create a wind effect

Optional: tactile weather symbols for communication

# Weather Themed Sensory Umbrella

## Facilitation Guidance

Prepare the umbrella by attaching weather-themed items to the inside canopy.

Invite the sensory explorer to sit or lie comfortably beneath the umbrella.

Gently lower the umbrella so they can look up into the sensory canopy.

Introduce each weather theme slowly, using simple language such as “Rain,” “Wind,” “Sun,” or “Storm.”

Encourage exploration through touch, sound, and movement — shaking the umbrella lightly for rain, using a fan for wind, or adding a soft light for sunshine.

Pause to allow processing time and observe the learner’s responses.

Support communication by offering choices: “More rain” or “More sunshine.”

If working with a group, rotate the umbrella so each learner experiences each weather effect.

End with a calm moment under the sunshine section or a soft weather sound of your choice.

## Watch the video!

<https://youtu.be/s2wWi6JRIiA>



## Other Titles in This Series

### **The Seasons Collection**

Spring

Summer

Autumn

Winter

January Through the Senses

A Winter Walk (Free resource)

### **Christmas**

Dear Santa (Free resource)

Rudolph's Carrots

### **Culture & Celebrations Collection**

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Book Day

Burns Night

Chinese New Year

Diwali

Ramadan

Halloween

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## Other Titles in This Series

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Benjamin Franklin  
The King's Coronation  
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### Life Skills, Routines and Transitions

Antibullying  
Back to School  
People Who Help Us  
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### RE

Harvest Festival  
Sensory Saints – A Sensory Journey Through Seven Scared Days  
St Patrick's Day

### Reference

Listen - An A-Z of Sensory Inspiration to Stimulate the Auditory System  
Sensory Resources for Sensory Learner(s)s (800+ ideas)

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Minibeasts

People Who Help Us

The Beach

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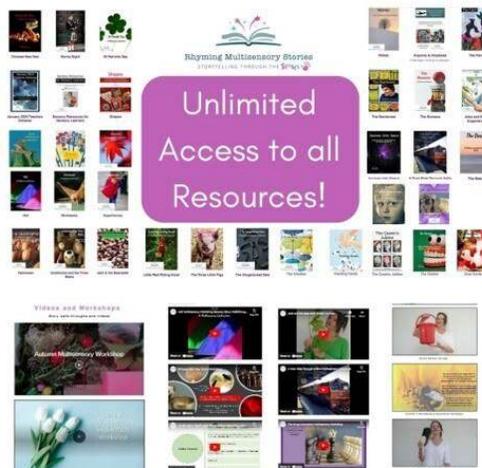
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# Workshops

1-1

Groups

Whole School INSET

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A 2-hour interactive Zoom workshop for educators, therapists, families, and anyone interested in storytelling through the senses.

This practical session explores the power of sensory storytelling to promote communication, independence, and meaningful engagement for neurodiverse, PMLD, SEND, and Early Years learners.

## Multisensory Storytelling & Engagement Through Sensory Activities Workshop

  
Runtime 2 Hours



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**Course Notes**  
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**Practical Activity**  
Tell a sensory story



**Sensory Ideas and Inspiration**  
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Questions are welcome as we work thro...



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**Group activity:** Guiding Techniques for A collaborative task (applies to groups only not 1-1)

**Creating sensory spaces participation:** Ideas for creating immersive environments that invite participation.

**FREE Monthly Teaching Calendars** packed with sensory rich ideas for inclusive classrooms linking to the month.

# FREE Teaching Calendars!

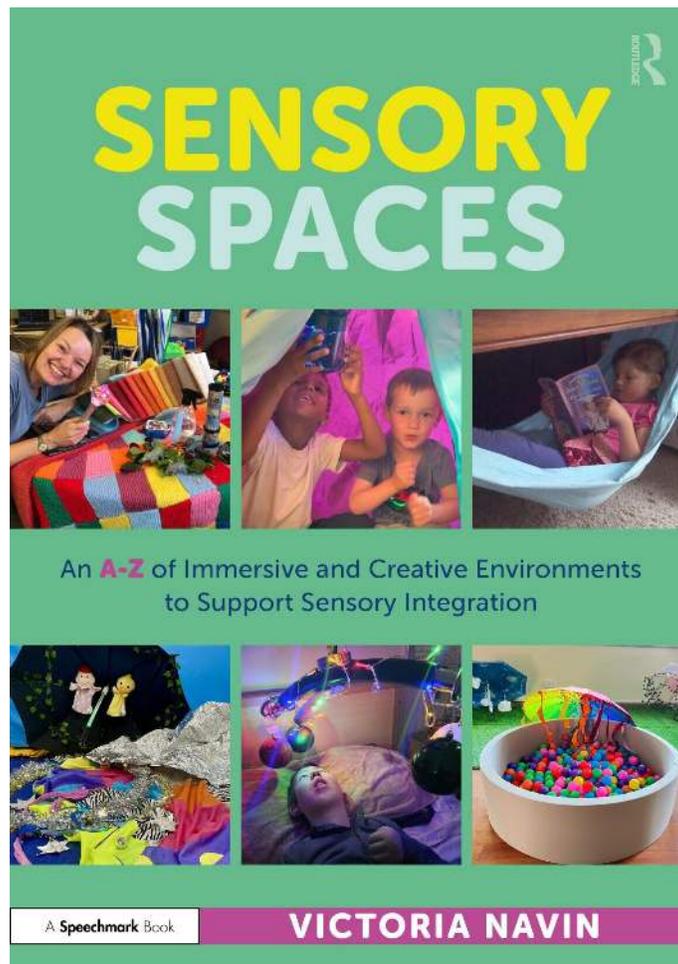
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## Book

# Sensory Spaces by Victoria Navin An A-Z of Immersive and Creative Environments to Support Sensory Integration

Imagine stepping into a sensory space where you can feel the sand between your toes, smell the sea, listen to the sound of seagulls calling; touch feathers, shells and driftwood... Sensory spaces invite learners to be curious and try new ideas and skills, inspiring imaginative play, creativity and storytelling.



Available in Full Colour Paperback, Hardcopy and eBook or order form the [Library](#)

## Book

# Sensory Spaces by Victoria Navin An A-Z of Immersive and Creative Environments to Support Sensory Integration

This comprehensive A-Z shows readers how to create easily customisable spaces for learning, sensory engagement and relaxation, using a host of everyday items.

It is packed full of:

- tools and strategies to provide positive experiences and the best outcomes for an inclusive education;
- ideas for connecting learners to different areas of the curriculum;
- sensory-rich activities to support the mental health and wellbeing of people with complex and additional needs; and
- case studies and examples from guest contributors to showcase a wide range of sensory spaces in practice.

With a rich selection of colour photographs, this essential guide will inspire you to create spaces for learners to take ownership of their sensory explorations in creative, immersive and stimulating environments. It is a valuable resource for special educational needs and disabilities (SEND) and mainstream teachers, SEND coordinators, teaching assistants, early years practitioners, play therapists, parents and carers, and anyone with an interest in engaging learners through the senses.

# Book

## Sensory Spaces by Victoria Navin An A-Z of Immersive and Creative Environments to Support Sensory Integration

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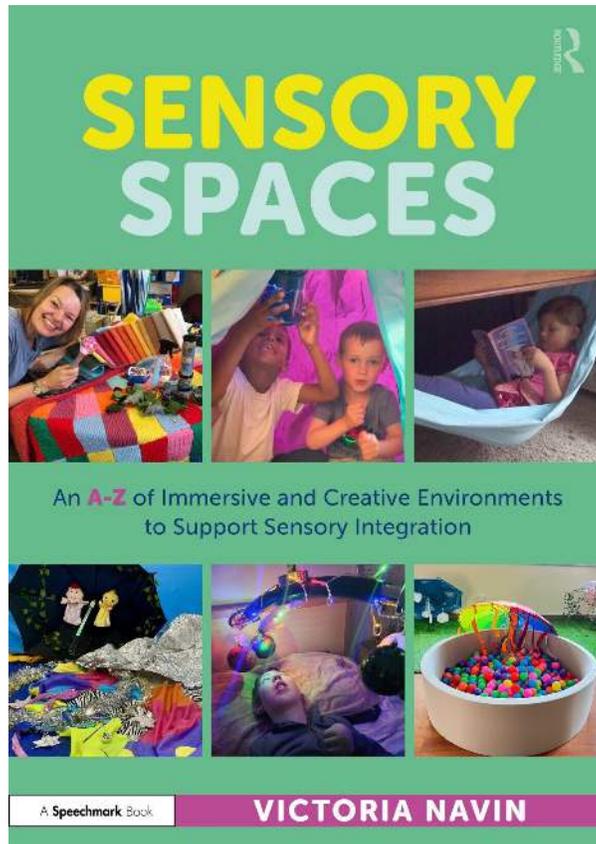
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Further Resources

The book is published by [Speechmark/Routledge](#).

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to Support Sensory Integration



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