Rhyming Multisensory Stories

STORYTELLING THROUGH THE Senses

PMLD • SEND • INCLUSIVE EDUCATION

Includes Learning & Engagement Outcomes

to support planning, differentiation & assessment

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Explore the changing world of weather with a sensory story designed to bring different weather conditions to life through the senses. Combining rhyme with carefully chosen sensory experiences and creative, hands-on activities, this resource offers an accessible and engaging way for learners to explore the sights, sounds, textures and temperatures associated with snow, rain, sunshine, wind, fog, thunder and rainbows.

Each story moment creates opportunities for communication, anticipation, choice, cause and effect, shared attention and active participation. The experiences are flexible and responsive to individual needs, preferences and communication styles, celebrating each learner's agency and encouraging them to explore and participate in their own way.

Rooted in a commitment to accessibility, engagement, meaningful communication and sensory exploration, 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.

Using the Weather Sensory Story – Topic Learning & Circle Time

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

The story can also become a valuable part of a daily circle time weather routine. Begin with the full story or select the sensory experiences that reflect the day's weather, creating a familiar, shared focus that supports engagement, anticipation and joint attention.

Following the sensory experience, encourage learners to notice the weather outside, select a weather symbol or communicate their observations through gestures, vocalisations, eye gaze or other preferred communication methods. Linking these sensory experiences to real-life observations can help learners develop their understanding of weather, make meaningful connections and participate in the daily routine in their own way.

Core Learning & Engagement Outcomes

Across the story and activities, learners may engage in different ways, with opportunities to:

Show awareness of sensory experiences through subtle changes in facial expression, body movement, stillness or vocalisations.

Notice and respond to changes in light, sound, temperature, texture and movement.

Attend to familiar voices, rhymes, sounds and sensory props, with support appropriate to individual needs.

Anticipate familiar story moments through repeated words, sounds and sensory cues.

Communicate enjoyment, discomfort, preferences or requests for more, stop or again through their preferred communication methods.

Explore cause and effect by activating a torch, tilting a sensory bottle, moving leaves with a fan or playing an instrument.

Participate in shared interactions, making choices and taking turns with support.

Recognise, match or identify weather-related objects, symbols, sounds and sensory experiences.

Make connections between the sensory story and real-life weather experiences.

Represent or retell parts of the story through actions, sounds, sensory props or creative activities.

Each section follows the story in order, with practical facilitation guidance that is responsive to the learner. Learning & Engagement Outcomes are matched to what the learner actually does or experiences.

Story Summary

Journey through the changing weather in a world of sensory experiences. Discover the gentle hush of falling snow, the rhythmic patter of raindrops and the golden glow of sunshine. Feel the breeze as leaves scatter, then watch as a cool, misty fog settles and the world begins to fade away. Hear thunder rumble and crash, see flashes of lightning and discover the magic of a colourful rainbow. The journey ends with a sensory treasure box, where hidden gold coins are waiting to be discovered.

Cold air tingles, soft flakes blow
Gently falls the silent snow

Grey clouds gather bringing rain
Running down the window pane

Sunshine spreads its golden glow
I feel its warmth from head to toe

Branches sway on a windy day
Leaves scatter and blow away

Cool fog settles, thick and grey
The world around me fades away.

Hear thunder rumble and crash
See forks of lightning flash

There's magic in the weather
When rain and sun join together

At the rainbow's end, I'm told
Lies a little pot of gold.

Snow: Snow sensory bottle | Alternative: Snow globe or glitter wand

Rain: Safety mirror | Shallow tray | Sponge | Water | Alternative: Rainmaker

Sun: Torch | Reflective surface (foil blanket or silver card) | Optional: Wind-up, squeeze/dynamo or head torch

Wind: Loose leaves | Shallow tray | Handheld fan (card, battery-operated or squeeze/dynamo)

Fog: Chilled, lightweight sheer fabric (garden fleece or net curtain)

Thunder: Drum | Cymbals or finger cymbals

Lightning: Torch | Optional: Head torch, dynamo or wind-up torch

Rainbows: Rainbow play parachute | Torch | Alternative: Rainbow chiffon scarf

Pot of Gold: Sensory treasure box | Assorted sensory materials | Gold coins

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Cold air tingles, soft flakes blow Gently falls the silent snow	Snow globe, glitter wand or Snow sensory bottle (see next page)	Gently shake the snow sensory bottle inviting learners to watch the movement of the swirling flakes, pausing as they settle. Invite learners to feel the cool bottle against their skin, allowing time to explore the sensation. Support learners to hold, tilt or shake the bottle to create their own snowstorm, encouraging anticipation and cause and effect.	To visually attend to and track the movement of the swirling flakes as they settle. To experience and respond to the cool sensation of the bottle against the skin. To develop awareness of cause and effect by holding, tilting or shaking the bottle to create movement. To develop anticipation and communication through pauses, repetition and opportunities to request more.

Snowfall Sensory Bottle

Create a magical snowfall effect with this simple sensory bottle. The swirling white and silver glitter provides a calming visual experience, while the chilled bottle introduces a gentle temperature contrast. Learners can watch the glitter settle, explore the cool surface and experience cause and effect by holding, tilting or shaking the bottle with support.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Grey clouds gather bringing rain Running down the window pane	Safety mirror, shallow tray, sponge and water.	Place a safety mirror at an angle in a shallow tray. Squeeze a wet sponge above it, inviting learners to watch or feel the falling raindrops and observe the water running down the mirror. Support learners to squeeze the sponge or tilt the mirror, exploring cause and effect.	To develop visual attention by watching falling raindrops and tracking water running down the mirror. To explore and respond to gentle tactile sensations by feeling water against the skin. To develop fine motor skills, confidence and emerging independence through squeezing the sponge. To explore cause and effect by squeezing the sponge or tilting the mirror to create and control the movement of water.

Alternative prop: Introduce a rainmaker to recreate the sound of falling rain, encouraging auditory awareness and cause and effect as learners listen, shake or tilt the prop.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Sunshine spreads its golden glow I feel its warmth from head to toe	Torch Reflective surface (foil blanket or silver card)	Shine a torch onto a reflective surface (foil blanket or silver card) to create a beam of 'sunlight'. Slowly move the light, inviting learners to watch or visually track its movement. Support learners to explore holding, moving or activating the torch, encouraging participation and cause and effect. Tips: Offer a wind-up or squeeze/dynamo torch to encourage fine motor skills, or a head torch for hands-free access.	To develop visual attention by observing light reflected onto a surface. To strengthen visual tracking skills by following the movement of light across a reflective surface. To explore cause and effect by moving or activating a torch and observing changes in the light. To develop fine motor skills, confidence and emerging independence through handling and activating the torch.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Branches sway on a windy day Leaves scatter and blow away	Leaves Handheld fan Shallow tray	Place loose leaves in a shallow tray and use a handheld fan to create a gentle breeze. Invite learners to feel the moving air, listen to the rustling sounds and watch the leaves scatter and settle. Support learners to explore the leaves or activate the fan independently or with assistance, encouraging cause and effect.	To develop visual attention and tracking by watching leaves scatter and settle. To explore sensory experiences through feeling the breeze, listening to rustling leaves and touching different textures. To develop awareness of cause and effect by activating the fan and observing the movement of leaves.

Note: Offer different types of fans, including a handheld card fan, battery-operated fan or squeeze/dynamo fan. Squeezing, winding or moving the fan can encourage fine motor skills, hand strength, coordination and emerging independence. Select the most accessible option for each learner, providing support where needed.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Cool fog settles, thick and grey The world around me fades away.	Garden fleece/net curtain/sheer fabric **Tip:** Place in the freezer beforehand for authentic chill	Drape chilled, lightweight sheer fabric between the storyteller and learner to create a soft veil of fog. Gently lift and lower the fabric, allowing it to drift across the learner's view, gradually obscuring and revealing the storyteller. Invite the learner to watch the movement and explore the cool fabric through touch. Following their lead, support the learner to hold or move the fabric using hand-under-hand guidance	To develop visual attention and tracking by watching the movement of drifting fabric. To develop anticipation and awareness as the storyteller disappears and reappears behind the fabric. To explore and respond to the cool sensation and soft texture of the fabric. To develop motor skills and participation through touching, holding or moving the fabric independently or with support.

See Safety Guidance on page 38

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
Hear thunder rumble and crash See forks of lightning flash	Drum Cymbals or finger cymbals	Gently tap a drum to create a rolling rumble of thunder. Invite learners to listen, feel the vibrations and explore making the sound themselves. Brush or gently tap cymbals to create a thunder crash, supporting learners to participate. Pause between sounds to encourage anticipation and awareness of contrasting sounds.	To develop auditory awareness by listening to contrasting rumbling and crashing sounds. To explore and respond to vibrations produced by the drum and cymbals. To develop anticipation and communication through pauses, repetition and opportunities to request more or stop. To explore cause and effect and develop motor skills by tapping, brushing or striking the instruments independently or with support.

Extend Learning - Encourage turn-taking, anticipation and shared attention by creating a growing storm. Take turns rumbling the drum and crashing the cymbals, gradually increasing the tempo before slowing and softening the sounds as the storm passes.

For group activities, create a Storm Orchestra (pages 20-21).

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
See forks of lightning 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 slightly and shine a torch towards a wall or ceiling to represent lightning, using gentle, slow changes in light. Combine the torch with the drum and cymbals to recreate a thunderstorm. Offer learners a choice of torch or instrument, supporting them to participate in creating the storm sequence.	To develop visual attention by observing changes in light representing lightning. To develop anticipation through pauses and repetition of the light effects. To explore cause and effect by activating or moving the torch independently or with support. To support communication, choice-making and participation through selecting a torch or instrument and contributing to the storm sequence.

Safety: Avoid rapid flashing or strobe effects. Never direct the torch into learners' eyes.

See Safety, Practitioner Responsibility & Disclaimer.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
There's magic in the weather When rain and sun join together.	Colourful parachute or fabric	Dim the room lights slightly and shine a torch upwards towards the underside of a rainbow play parachute, illuminating its colourful panels. Gently lift and lower the parachute, inviting learners to watch the colours ripple and move. Support learners to hold or move the parachute, exploring shared movement and cause and effect. **Alternative Activity:** Use a rainbow chiffon scarf and torch for individual learners.	To develop visual attention and tracking by watching the colourful parachute ripple and move. To explore light and colour by observing the illuminated rainbow panels. To develop motor skills and coordination through holding, lifting or moving the parachute independently or with support. To support shared attention, anticipation and communication through coordinated movement, pauses and repetition.

NARRATIVE	PROP	FACILITATION	LEARNING & ENGAGEMENT OUTCOMES
At the rainbow's end, I'm told Lies a little pot of gold.	Sensory treasure box (see next page)	Present a sensory treasure box containing assorted colourful sensory objects with gold coins hidden among them. Invite learners to rummage through the different textures to search for and discover the hidden coins, providing support where needed. Allow time to explore the materials, encouraging anticipation, curiosity and communication as each coin is discovered.	To explore and respond to different colours, textures and reflective materials through sensory exploration. To develop tactile discrimination and exploratory skills by rummaging through materials to discover hidden coins. To develop visual attention and hand–eye coordination through searching for, locating and retrieving coins. To support anticipation, curiosity and communication through searching, discovering and sharing responses.

Use the ideas below to inspire your own treasure box, selecting materials to suit your learners' individual needs and preferences.

Sensory-Rich Weather-Themed Ideas & Activities

Overview

Learners explore instruments and sensory props representing different weather sounds. Together, they create a storm orchestra, supporting shared attention, communication, anticipation and participation.

Resources Needed

Rainmaker or rainstick – rain

Drum – rumbling thunder

Cymbals or metal lids – crashing thunder

Whirly tube – wind

Shaker or securely sealed tub containing ice cubes – hail

Facilitation Steps

1. Introduce the Weather Sounds

Present each instrument individually, demonstrating its sound and allowing time for learners to watch, listen and respond.

2. Explore the Instruments

Invite learners to choose and explore an instrument, following their lead and providing hand-under-hand support where appropriate.

3. Build the Storm

Gradually introduce the sounds of rain, wind, thunder and hail. Support learners to contribute individually or together, creating a shared storm orchestra.

4. Experience the Storm

Allow time to listen to the combined sounds, noticing changes in rhythm, volume and vibration.

5. Let the Storm Fade

Gradually slow and soften the sounds until the storm fades into silence.

Learning & Engagement Outcomes

To develop auditory awareness through listening and responding to contrasting weather sounds.

To support shared attention, communication and turn-taking through creating a group storm orchestra.

To explore cause and effect by activating instruments and experiencing the sounds and vibrations produced.

To develop anticipation, motor skills and participation through exploring instruments independently or with support.

Safety Note: Introduce sounds gently, avoid sudden loud noises and adapt volume to individual auditory sensitivities. Ensure instruments and containers are secure.

Weather-inspired classical music brings rain, wind, thunder, sunshine and snow to life through sound. Contrasting gentle and dramatic passages support auditory awareness, anticipation and emotional engagement.

Learners can explore changes in tempo, volume and mood, focusing on the sensory qualities of music without the need to process language. Support choice-making through eye gaze, gestures, switches or sound buttons, and invite learners to play instruments alongside the music, promoting communication, choice and active participation.

Learning & Engagement Outcomes

To show awareness of contrasting weather-inspired music through eye movements, facial expressions, vocalisations or changes in movement.

To anticipate or respond to changes in tempo and volume through gestures, movement or changes in attention.

To express musical preferences through eye gaze, gestures, switches, sound buttons or other communication methods.

To explore cause and effect by activating a musical track or playing an instrument alongside the music.

To express emotional responses to gentle or dramatic music through facial expressions, vocalisations, movement or changes in body language.

Suggested Music

🌧️ **Rain & Storms**

Beethoven – Symphony No. 6, 'Pastoral', Movement IV: Thunderstorm

Vivaldi – The Four Seasons: Summer, Movement III (Storm)

Britten – Four Sea Interludes: Storm

Berlioz – Les Troyens (The Trojans): Royal Hunt and Storm

Richard Strauss – An Alpine Symphony: Thunder and Storm

Haydn – Symphony No. 39 in G minor, 'Tempesta di mare' (Storm at Sea)

💨 **Wind**

Lully – Les Vents (The Winds)

Chopin – Étude in A minor, Op. 25, No. 11, 'Winter Wind'

Sibelius – Tapiola (Wind-swept Forest Atmosphere)

❄️ **Snow / Ice**

Vivaldi – The Four Seasons: Winter

Debussy – Children's Corner: The Snow Is Dancing

Tchaikovsky – The Nutcracker: Waltz of the Snowflakes

Prokofiev – Lieutenant Kijé Suite: Troika (Icy Sleigh-Ride Atmosphere)

🌤️ Sunshine / Light

Haydn – The Seasons: Spring (Sunrise Section)

Grieg – Peer Gynt Suite No. 1: 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 – Má vlast: Vltava (Sunlight on the River)

Music & Copyright

Copyright protection varies between compositions, arrangements and recordings. Practitioners should check the relevant permissions and use appropriately licensed music.

Overview

Explore the sights, sounds, scents and textures of Spring, Summer, Autumn and Winter through four seasonal sensory boxes. Fill each box with familiar clothing, natural materials, everyday objects and seasonal sounds to support sensory exploration, communication, choice-making and early understanding of the seasons.

Facilitation

Prepare four colourful, lidded boxes, one for each season. Select items from the suggestions below, adapting the contents to learners' needs, interests and sensory preferences.

Present each box individually. Support learners to explore the objects, experience contrasting textures and scents, listen to seasonal sounds and communicate their preferences.

Model simple vocabulary such as “Warm”, “Cold”, “Crunch”, and “Blow”. Allow time for exploration and responses.

Extend Learning

Mix selected objects together and support learners to match or sort them into the appropriate seasonal boxes using objects, pictures, symbols or other familiar communication methods.

Learning & Engagement Outcomes

To explore seasonal objects through touch, sight, smell and sound, showing responses through facial expressions, vocalisations, gestures or movement.

To communicate preferences by selecting or responding to seasonal objects, textures and sounds.

To recognise or match familiar objects, clothing and sounds to different seasons.

To explore cause and effect by activating seasonal sound recordings or interacting with sensory objects.

To participate in shared exploration, sorting and turn-taking activities with appropriate support.

See suggested items to place in seasonal boxes below

Spring Box
Cotton socks
Light scarf
Cardigan
Lightweight jacket
Umbrella
Feathers
Birdsong recording
Flower petals (real or silk)
Fresh herbs
Watering can
Seeds
Seeds
Seed packets
Compostable pot
Gardening gloves
Water spray bottle
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Summer Box
Sandals
Sun cream
Sun hat
Sunglasses
Summer fruits
Beach towel
Seashells
Sand in a sealed tub
Cooling gel pack
Flower petals
Citrus-scented cloth
Handheld fan
Picnic cup
Recordings of splashing water or waves
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Autumn Box
Windproof jacket
Crunchy leaves
Pine cones
Blackberries
Pumpkin seeds
Cinnamon stick
Handheld fan
Wind recording
Small torch
Mini rake
Dried wheat
Twigs
Soil in a sealed tub
Spiced-apple scented cloth
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Winter Box
Wellington boots
Thick socks
Hat
Gloves
Scarf
Fleece fabric
Wool blanket
Hand warmer
Chilled ice pack
Faux snow
Pine foliage
Silver tinsel
Cinnamon-scented cloth
Recording of a crackling fire
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Overview

Explore the daily weather through simple outdoor observations. Learners investigate wind, rain and temperature, supporting sensory awareness, communication and early scientific enquiry.

Suggested Resources

- Windsock
- Rain gauge
- Outdoor thermometer
- Weather symbols or simple recording sheet
- Optional: camera or tablet

Facilitation

Set up a simple weather station in the school grounds or outdoor area.

Support learners to explore the instruments, watching the windsock move, observing rainwater collecting and noticing changes in temperature.

Model simple language such as “Windy”, “Cold” or “Rain today”.

Invite learners to record the weather through symbols, photographs, marks or their preferred communication method.

Revisit the station regularly to observe changes over time.

Learning & Engagement Outcomes

To notice and respond to weather conditions through looking, listening, touch or movement.

To observe cause and effect, such as the windsock moving when the wind blows.

To communicate observations or make choices using gestures, vocalisations, symbols or other familiar methods.

To recognise changes in daily weather through repeated observations.

Explore more Rhyming Multisensory Stories resources.

Sensory Stories

Seasons | Spring | Summer | Autumn | Winter | A Winter Walk | January Through the Senses | The Weather

Christmas | Dear Santa (Includes How to Adapt into a Play) | Rudolph's Carrots

Culture & Celebrations | A Train Ride Through India | Book Day | Bonfire Night | Burns Night | Chinese New Year | Diwali | Easter | Holi | Harvest Festival | Ramadan | Sensory Saints | St Patrick's Day | The World Cup | Vesak

Halloween | Ghosts, Ghouls, Skeletons and Shadows – A Halloween Tale of Spooky Things |The Witch | Halloween

Topics & Themes | Airports and Airplanes | Elephants | Journey into Space | Minibeasts | The Beach | The Farm | The Rainforest

Traditional Tales | Goldilocks and the Three Bears | Jack and the Beanstalk | Little Red Riding Hood | The Gingerbread Man | The Three Little Pigs

Maths | Shapes – A Multisensory Exploration

History | Benjamin Franklin | The King's Coronation | The Queen's Jubilee | The Great Fire of London | The Romans | VE Day

Multisensory Music Journeys™ | Vivaldi's Spring | Vivaldi's Summer | Vivaldi's Autumn | Vivaldi's Winter | The Nutcracker – A Multisensory Music Journey™

Life Skills, Self-Care, Routines & Transitions | Anti-Bullying | Back to School | Cause and Effect Practical Ideas for Multisensory Learning | Circle Time Practical Ideas for Multisensory Learning | Jobs and Work Experience | People Who Help Us – The Special School Superheroes | Pupil Voice | Student Enterprise | Transitions

Practical Ideas for Multisensory Learning - Ideas & Inspiration

Sensory Bottles Practical Ideas for Multisensory Learning | Sensory Resources for Sensory Learners

Literacy Through Everyday Life | A Visit to the Coffee Shop | A Visit to the Library

The resource list is correct at the time of publication. For the most up-to-date information, please visit the Rhyming Multisensory Stories Resource Library & Shop.

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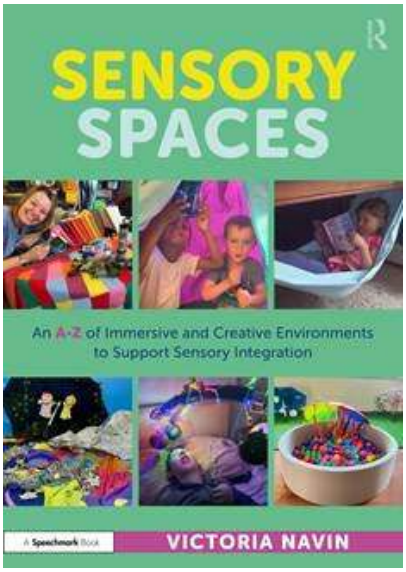
Modules

Module 1 - What is sensory storytelling and why it matters for sensory learners **Module 2 -** The role of the five main senses in sensory storytelling **Module 3 -** The role of the internal body-based senses in sensory storytelling **Module 4 -** Building a basic sensory storytelling kit & enhancing engagement using props **Module 5 -** The power of props and creative sourcing **Module 6 -** Using food in sensory storytelling **Module 7 -** The roles and use of scents and smells in sensory storytelling **Module 8 -** Using sound effects in sensory storytelling **Module 9 -** Story facilitation **Module 10 -** Creative approaches to sensory storytelling **Module 11 -** Sensory boxes and story boxes **Module 12 -** Classical poetry and story sensory trays **Module 13 -** Creating sensory stories and adapting books into sensory stories.

Enjoy a FREE monthly Teaching Planner packed with sensory-rich ideas, activities and inspiration. Subscribe to the FREE monthly newsletter and have the latest Teaching Planner delivered straight to your inbox each month. Sign-up is available in the newsletter box on the Rhyming Multisensory Stories homepage. www.rhymingmultisensorystories.com

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



Available in Hardback | Paperback | eBook

Review Extracts

“This joyful book offers a helping hand, a pick-me-up, a message to say that you are not alone.” **— Dr Joanna Grace**

“A wealth of knowledge alongside innovative, sensory-rich provocations and experiences...” **— Gina Bale**

“A practical and empowering guide filled with easy-to-adapt ideas...” **— Dr Sarah Moseley**

“The depth and breadth of this guide are phenomenal!” **— Gwyn McCormack**

The activities in this resource are provided as educational suggestions to support sensory learning and should be adapted to meet the individual needs of each learner.

Facilitators are responsible for carrying out appropriate risk assessments, selecting suitable materials, and adapting and supervising activities according to individual learner needs and setting procedures.

The author accepts no liability for injury, loss or damage arising from inappropriate use of these suggestions, unsuitable materials or inadequate supervision by others, except where liability cannot lawfully be excluded.

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Your Questions, Queries, Comments & Feedback are Always Welcome!

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