

The Queen's Jubilee



A Multisensory Adventure!



About the Artwork

These fabulous sensory portraits of Queen Elizabeth II were designed by Chenai, Evelyn, George, Layla, Logon & Jude students at Birkett House Special School.

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Health & Safety Advice & Disclaimer

Please Read Before Engaging in Any of the Activities

The author has used their best efforts in preparing the information in this resource and makes no representation or warranties with respect to the accuracy, applicability, fitness or completeness to the contents.

The information is for pleasure purposes only.

If you wish to apply any ideas and activities contained in this resource or on the website, you take full responsibility for your actions.

The activities are designed to be led and supervised by a responsible adult at all times.

The interactions should be led by the sensory explorer who should participate without expectation.

Never force stimuli and stop the activity if the story explorer shows signs that they are not enjoying the session.

Allergies/Intolerances

If you have any doubts regarding any activity or prop used, please seek advice before starting.

Be aware of potential choking hazards.

Check the ingredients in any items you may be using for any potential food or skin allergies or respiratory reactions. If you see any signs of redness, swelling or other symptoms of a suspected reaction seek immediate medical advice.

Your questions, queries, comments and feedback are always welcome:)

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The Benefits of Multisensory Storytelling

Stories create a unique bond between the storyteller and the story explorer enhancing and enriching experiences, connecting the individual to literacy, culture and topic in a fun and engaging way that is meaningful to their lives.

The stories form a foundation on which to scaffold learning and to work on personal targets.

The activities in the story promote:

- Communication skills: (eye contact, listening, shared attention and language development).
- Self-confidence and well-being (trying out new ideas and skills, practicing self-care, independence and enjoying achievement).
- Self-awareness: (asking for '*help*', '*again*' and '*more*')
- Opportunities to explore cause & effect and build anticipation skills.
- Physical development: (fine and gross motor skills).
- Knowledge about the environment and the world around us.
- Engagement in scientific experimentation and mathematical concepts.
- Development of social & emotional skills: (turn-taking, listening to others' ideas, sharing and teamwork).
- Opportunities for the individual to explore and express their likes, dislikes, and sensory preferences in a safe and therapeutic environment. This can help to identify motivators that may calm an individual when anxious or stressed, identify triggers, some you may choose to avoid, others you may wish to work on desensitising through gradual sensory exposure in a safe and therapeutic environment. This record of sensory preferences can also be used in the writing of behaviour and care plans to enhance areas of daily life.

How to Tell a Multisensory Story

Choose a quiet, distraction free place that is comfortable for you and the story explorer.

Set out your resources where they are easily accessible to you but out of reach and sight of the story explorer, a lidded box is ideal.

The story is set out in an easy to read three column table format: '**STORY**' '**PROP**' '**SENSORY EXPERIENCE**'

Read each sentence of the **STORY** slowly and clearly, introducing the **STORY PROP** (highlighted in Red) as the corresponding word in the sentence appears, then complete the **SENSORY EXPERIENCE**.

Use a variety of facial expressions, gestures, and alter the pitch and animation of your voice to communicate meaning.

Allow the story explorer time to engage their senses investigating the prop and to process the sensory experience. This will give you time to prepare your next prop.

Work through the story at the story explorer's pace. It should be a relaxing and enjoyable experience for you both.

You do not have to complete the story in one sitting. You can explore one or two sentences adding to the story in the next sitting. It may take several sessions to complete the story.

Repetition is the key! The more exposure the story explorer has to the story, the more familiar it will become

Focus on having fun and it will become an educational experience!

Story Props

You will not need all the items listed.

You may wish to read the story on **Page 8** before you gather your props.

You can also to add your own props.

'The Invitation' - Envelope containing an invitation from the Queen. (Address the invitation to the sensory explorer or your class, alternatively, stick a photograph on the invitation), Teaching Clock/Ticking Clock/Single Switch Communication Device (Talking Tile, BIGmack, Dictaphone or similar device) with a recording of Big Ben chiming three times.

'What Shall I Wear?' - Comb, Wet Wipe, Mirror, Aftershave/Perfume/, Handkerchief/Tissue, Plastic Cups.

'The Horses and Carriage' - Duplo, Lego, Stacking Cups/Wooden Blocks, Birdseed, Feathers, Plastic Cups, Silky Material or Scarf (assorted colours and materials: Brocade, Charmeuse, Cotton, Crepe, Lamé, Satin, Nylon, Polyester, Silk, Taffeta), Fan (Battery Operated/ Manual/ Card, Paper or Silk Folding Fan), Balloon, Bicycle or Foot Pump/Bellows, Parachute, Branch of a Tree or Shrub with Leaves, Torch (Dynamo Torch Flashlight, Headtorch, Pen Torch).

'The Queen's Guards' - Plastic Cups, Black Furry/Fluffy Material.

'The Queen's Green Canopy' - Plastic Cups, Red Carpet Tile (your local carpet shop will sell or give away off-cuts or carpet samples), Gloves, Pot, Compost, Water, Watering Can/Jug, Tree Seeds: Apple Pip, Ash, Common Lime, Maple, Sycamore, Tree Nuts: Acorns, Beech, Hazel, Horse Chestnut, Sweet Chestnut, Tree Cones: Alder, Cedar, Cypress, Pine, Silver Birch.

'The Throne Room' - Gloves/Gown/Robe/Material, Sceptre (cover a cardboard tube in aluminum foil/silver/gold paper or tinsel), Crown/ Costume Jewellery, Acrylic or Coloured Wooden Beads, Pipe Cleaners, Peel and Stick Acrylic Jewels, Feathers, Glitter, Card, PVA Glue/Glue Stick, Buttons/Acrylic Gemstones/Mini Bells/ Sparkly Pom Poms, Torch (Dynamo, Flashlight, Headtorch, Pen Torch), Camera/iPad.

'The Music Room' - Mirror, Bag of Percussion Instruments :(Bells, Castanets, Claves, Cowbell, Egg Shaker, Finger Cymbals, Sand Blocks, Hand Spinning Drum, Maracas, Tambourine, Triangle).

Story Props

‘The Balcony’ - ‘Cheering Crowd’ sound effect recorded and played back on a Single Switch Communication Device e.g., BIGmack/Talking Tile or a Dictaphone, iPad, Interactive whiteboard, or similar device.

‘The Jubilee Medal’ - Handbag, Medal (use a toy medal with a safety ‘snap’ fastening, large coin or make a medal by threading ribbon through a circle of card covered in silver foil), Silver, Blue & Red Ribbon, Torch (Dynamo, Flashlight, Headtorch, Pen Torch).

‘Afternoon Tea’ - Tupperware Box, Forks and Spoons, Stainless Steel Teapot, Bread (option to explore different varieties: Baguette, Baps, Bara Brith, Brioche, Buns, Bagel, Chapati, Ciabatta, Cornbread, Cottage Loaf, Finger Roll, Flat Bread, Focaccia, Milk Loaf, Muffin, Naan, Pitta, Pumpnickel, Roti, Rye, Soda, Sourdough, Soya & Linseed, Thins, Tortilla), Sandwich Fillings: Cheese, Cucumber, Ham (provide a vegetarian option) Tuna.

Teas: Assam, Black, Breakfast, Ceylon, Chai, Chamomile, Cranberry, Dandelion, Darjeeling, Earl Grey, Fennel, Fruit, Ginger, Ginseng, Green, Jasmine, Lavender, Lemon, Lime Flower, Liquorice, Lotus Flower, Nettle, Peppermint, Raspberry, Rose, Strawberry, Turmeric, Vanilla.

‘Back Home’ - Crown, ‘Cheering Crowd’ sound effect recorded and played back on a Single Switch Communication Device e.g., BIGmack/Talking Tile or a Dictaphone, iPad, Interactive whiteboard, or similar device.

‘The Photograph’ - Camera/iPad with the photo you took of the sensory explorer wearing the crown and jewels in ‘The Throne Room’.

The Queen's Jubilee Full Poem

Sitting in a daydream, I heard a rattle at the door

And lying in the hallway was an **envelope** on the floor

*'Dear X** the letter read... that's me! *'I invite you to my jubilee*
(*insert the name of the sensory explorer/class)

We'll stroll around my gardens, and we can plant a tree

Take a quick tour of the Palace before afternoon tea

I'll send a carriage to collect you; be ready by three.'

An invite from the Queen! I **washed** my face and **combed** my hair

Dabbed on a little **perfume**** and decide what to wear

**** (substitute for aftershave)**

I heard the sound of horses' **hooves**, I'm travelling in style

Inside her golden carriage the queen gave a wave and smile

We travelled across London, past Westminster, Big Ben, the London Eye

Along Victoria Embankment, the **buildings** towered so high!

At the column of Lord Nelson, the **pigeons** scattered in the air

As the horses' **hooves** clattered through Trafalgar Square

Silk flags lined The Mall, flapping in the breeze

The **sunlight** dappled through the **branches** of the leafy trees

The Queen's Jubilee Full Poem

The **horses** circled Queen Victoria, sitting on her throne

'We've arrived,' said the Queen *'Welcome to my home!'*

Outside the palace gates stood four **Guards** dressed in red

Standing to attention **bearskin hats** upon their head

The **horses** trotted through the East Gate, into the courtyard

We climbed down from the carriage, assisted by a Guard

The Queen walked through the Grand Entrance on a **carpet** soft and red

'Follow me through the Bow Room' she smiled as she walked ahead

*'These are my Palace Gardens, I want to plant a **tree***

To mark my Jubilee, it's called the 'Queen's Green Canopy''

Tree planted in the **soil** and **watered**, we headed back indoors

Up the steps of the Grand staircase, onto the first floors

The Queen took me to her Throne Room, I put on her **gloves** and **gown**

She placed a **sceptre** in my hand and told me to sit down

She dressed me in her **jewellery**, I wore a **sparkling crown**

The Queen took out her **camera** and said *'I love a photograph'*

'Smile and say 'God Save the Queen' I gave a little laugh

The Queen's Jubilee Full Poem

We continued through the palace, there were so many rooms

Corridors lined with paintings, antique furniture, and heirlooms

*'My drawing room has a secret door hidden behind the **mirrored** glass*

It's a shortcut only used by me, people cannot trespass

Here's my ballroom and state dining room where I entertain my guests

*This room is my favourite where I pursue my **musical** interests'*

We walked to the front of the building, the part the public sees

'This is called the Lunch Room and it is themed Chinese

Also called 'The Centre Room'' the Queen opened the door

That led onto the balcony, where I stood in awe

Crowds gathered outside the gates and gave a loud **cheer**

I waved back at the crowd and grinned from ear to ear

The Queen opened her **handbag** and rummaged around inside

*'I present you with this **medal**', my heart swelled with pride*

'It marks my Jubilee; I want to say 'Thank You'

For being so kind and helpful in all the things you do'

The Queen held up the medal, its **ribbon** silver, blue and red

It glistened in the **sunshine** as I bowed my head

The Queen's Jubilee Full Poem

I heard the clatter of a **teapot**, rattling plates, knives, **forks**, and **spoons**

'Afternoon tea is served,' said the Queen 'In the drawing room'

Laid upon the table was a regal spread

Sandwiches (crusts cut off) on every type of **bread**

Tasty fillings of **tuna**, **cucumber**, **cheese**, and **ham**

Pastries, cakes and fruit scones, topped with cream and sticky jam

A selection of the finest **teas**, Ceylon, Earl Grey, Assam'

'X* turn the TV off' said Y** we're having afternoon tea

(*insert the story explorer's/class name)

(insert significant person's name)**

I really like the outfit you chose for our party'

*'I met the Queen, wore her **crown**, waved on the balcony!'*

'You've had quite an adventure, what a wonderful story'

As I nibbled on my sandwich, I found the **photo** in my coat

On it was a message from the Queen, this is what she wrote

'Thank you for your visit here's a little souvenir

I look forward to seeing you again, this time next year'

The Invitation

STORY	PROP	SENSORY EXPERIENCE
Sitting in a daydream, I heard a rattle at the door	Envelope containing an invitation from the Queen.	Can the sensory explorer open the envelope independently?
And lying in the hallway was an envelope on the floor	Write the name on the invitation or add a photograph of the sensory explorer/class.	Can the sensory explorer read the invitation ? Alternatively, read the invitation using an animated voice to mimic the Queen.
<i>'Dear (Insert the name of the sensory explorer/class) the letter read, that's me! (us) 'I invite you to my jubilee</i>		(If using a photo enclose two photos, can the story explorer recognise their image and select the correct photo?
<i>We'll stroll around my gardens, and we can plant a tree</i>	Teaching Clock	Can the sensory explorer move the hands of the teaching clock to 3pm?
<i>Take a quick tour of the Palace before afternoon tea</i>	Ticking Clock	Alternative Activity: Explore the sound of a ticking clock .
<i>I'll send a carriage to collect you; be ready by three'</i>	A single switch communication device (Talking Tile, BIGmack, Dictaphone or similar device) with a recording of Big Ben chiming three times.	Alternative Activity: Can the sensory explorer activate the single switch communication device to listen to the chimes of Big Ben ?

What Shall I Wear?

STORY	PROP	SENSORY EXPERIENCE
An invite from the Queen! I washed my face and combed my hair	Wet Wipe	Can the sensory explorer clean their face or hands independently using a wet wipe ?
Dabbed on a little perfume * and decide what to wear	Comb	Can the sensory explorer comb their hair?
I heard the sound of horses' hooves , I'm travelling in style		Can the sensory explorer communicate a request for 'help' if required?
Inside her golden carriage the queen gave a wave and smile	Mirror	Provide a mirror to guide the sensory explorer as they complete these actions.
*Substitute this word for ' aftershave .'	Perfume/Aftershave	
	Tissue/Handkerchief	Spritz the perfume/aftershave onto a tissue or a handkerchief .
	Plastic Cups	Present for sensory exploration.
		Knock the plastic cups together slowly to re-create the 'clip-clop' of horse's hooves.
		Can the sensory explorer communicate a request to listen to this noise again?
		Can the sensory explorer copy this action using the cups ?

The Horses & Carriage

STORY	PROP	SENSORY EXPERIENCE
We travelled across London, past Westminster, Big Ben, the London Eye	Duplo, Lego, Stacking Cups/Wooden Blocks Birdseed Feathers	Can the sensory explorer build a tower using Duplo/Lego/Stacking Cups/Wooden Blocks? Build Anticipation Skills Can the sensory explorer knock down the tower on your cue of 'Ready, Steady....Go!'
Along Victoria Embankment, the buildings towered so high!	Plastic Cups Silky Material or Scarf (assorted colours and textures) Brocade, Charmeuse, Cotton, Crepe, Lamé, Sateen, Nylon, Polyester, Satin, Silk, Taffeta.	Throw a handful of the grainy birdseed and feathers in the air.
At the column of Lord Nelson, the pigeons scattered in the air	Fan (Battery Operated/ Manual/ Paper or Card Folding Fan) Balloon, Bicycle or Foot Pump Bellows	Re-create the fast clattering of hooves using the plastic cups. Can the sensory explorer copy this action?
As the horses' hooves clattered through Trafalgar Square	Parachute Class Activity: Manipulate the parachute to create rippling effect.	Explore the delicate silky material.
Silk flags lined The Mall, flapping in the breeze	Torch: Dynamo (Squeeze) Torch Flashlight, Headtorch, Pen Torch Branch of a tree	Explore Cause and Effect Re-create the effect of the wind blowing the 'flags' using the fans/pumps.
The sunlight dappled through the branches of the leafy trees		Shine the torchlight through the leaves on the branch of the tree to create a dappling effect.

The Queen's Guards

STORY	PROP	SENSORY EXPERIENCE
The horses circled Queen Victoria sitting on her throne	Plastic Cups	Using the plastic cups, re-create the sound of the horses' hooves slowing down. Can the sensory explorer copy this action?
'We've arrived,' said the Queen 'Welcome to my home!'	Furry Black Material	Present the furry black material for sensory exploration. 'Salute' the sensory explorer.
Outside the palace gates stood four Guards dressed in red		Can the story explorer copy your action and 'salute' back?
Standing to attention, bearskin hats upon their head		Re-create the sound of the horses' hooves slowing to a stop as you knock the plastic cups together. Can the sensory explorer copy this action?
The horses trotted through the East Gate, into the courtyard		Explore 'fast' and 'slow' Can the sensory explorer knock the plastic cups together quickly to the verbal cue of 'fast'?
We climbed down from the carriage, assisted by a Guard		Can the sensory explorer knock the plastic cups together slowly to the verbal cue of 'slow'?
		.

The Queen's Green Canopy

STORY	PROP	SENSORY EXPERIENCE
<p>The Queen walked through the Grand Entrance on a carpet soft and red</p> <p><i>'Follow me through the Bow Room'</i> she smiled as she walked ahead</p> <p><i>'These are my Palace Gardens, I want to plant a tree</i></p> <p><i>To mark my Jubilee, it's called the 'Queen's Green Canopy''</i></p> <p>Tree planted in the soil and watered, we headed back indoors</p> <p>Up the steps of the Grand staircase, onto the first floors</p>	<p>Red Carpet Tile (Your local carpet shop will sell/give away samples/off-cuts of carpet)</p> <p>Tree Branch Leaves</p> <p>Gloves Pot Compost Water Watering Can/Jug</p> <p>Tree Seeds: Apple Pip, Ash, Common Lime, Maple, Sycamore</p> <p>Tree Nuts: Acorns, Beech, Hazel, Horse Chestnut, Sweet Chestnut</p> <p>Tree Cones Alder, Cedar, Cypress, Pine, Silver Birch</p>	<p>Engage the Senses</p> <p>Would the sensory explorer like to run their fingers through the soft pile of the carpet tile?</p> <p>Place the carpet tile on the floor. Would the sensory explorer like to place their socked/bare feet onto the carpet to feel how soft it is?</p> <p>Rustle the branch of the tree.</p> <p>Present the leaves for sensory exploration.</p> <p>Promote Fine Motor Skills</p> <p>Plant the tree seeds/nuts/cones into the compost.</p> <p>If planting the pinecone, place the base of the cone on top of the soil. Water and place in a sunny spot. You will see small fir shoots sprout from the cone scales. Transplant outdoors.</p> <p>⚠ Wear gloves for this activity and do not ingest the seeds as some may be poisonous.</p>

The Throne Room

STORY	PROP	SENSORY EXPERIENCE
The Queen took me to her Throne Room, I put on her gloves and gown	Gloves/Gown/Robe/Material Sceptre (Cover a cardboard tube in aluminum foil/silver/gold paper and decorate with tinsel/stick on jewels).	Explore the gloves/gown/robe material . Would the sensory explorer like to wear these items? Can the sensory explorer hold the sceptre ?
She placed a sceptre in my hand and told me to sit down	Crown/ Costume Jewellery	Present the crown and costume jewellery for sensory exploration. Would the sensory explorer like to wear these items?
She dressed me in her jewellery , I wore a sparkling crown	Beads Pipe Cleaners	Promote Fine Motor Skills Can the sensory explorer thread the beads onto pipe cleaners ?
The Queen took out her camera and said ' <i>I love a photograph</i> '	Peel and Stick Acrylic Jewels Feathers Glitter Card	Non-threading Activity Arrange ' peel and stick ' acrylic jewels onto a band of card , embellish with feathers and glitter then secure each end to make a bracelet. Alternative Activity Shine torchlight onto buttons/glass gemstones/sparkly Pom Poms .
' <i>Smile and say 'God Save the Queen'</i> ' I gave a little laugh	Torch (Dynamo Torch Flashlight, Headtorch, Pen Torch) Buttons/Acrylic Gemstones/Mini Bells/ Sparkly Pom Poms	Take a photograph of the sensory explorer holding their sceptre and wearing the crown and jewels.
	Camera/iPad	

The Music Room

STORY	PROP	SENSORY EXPERIENCE
We continued through the palace, there were so many rooms	Mirror	Present the mirror . 'Join' the sensory explorer looking in the mirror to enjoy shared attention.
Corridors lined with paintings, antique furniture and heirlooms	Bag of percussion instruments (Bells, Castanets, Claves, Cowbell, Egg Shaker, Finger Cymbals, Sand Blocks, Hand Spinning Drum, Maracas, Tambourine, Triangle)	Offer the bag of instruments to the sensory explorer inviting them to choose one.
<i>'My drawing room has a secret door hidden behind the mirrored glass</i>		Explore this instrument together. Experiment with volume (loud/soft), and tempo (fast/slow) Can the sensory explorer copy a beat?
<i>It's a shortcut only used by me, people cannot trespass</i>		Give the bag of instruments a little shake, inviting the sensory explorer to select a second instrument, continue to explore the instruments.
<i>Here's my ballroom and state dining room where I entertain my guests</i>		Does the sensory explorer show a preference for a specific instrument?
<i>This room is my favourite where I pursue my musical interests'</i>		

The Balcony

STORY	PROP	SENSORY EXPERIENCE
<p>We walked to the front of the building, the part the public sees</p> <p><i>'This is called the Lunch Room and it is themed Chinese</i></p> <p><i>Also called 'The Centre Room' the Queen opened the door</i></p> <p>...that led onto the balcony, where I stood in awe</p> <p>Crowds gathered outside the gates and gave a loud cheer</p> <p>I waved back at the crowd and grinned from ear to ear</p>	<p>'Cheering Crowd'</p> <p>Sound Effect recorded and played back on a Single Switch Communication Device</p> <p>e.g., BIGmack/Talking Tile or a Dictaphone, iPad, or similar device.</p>	<p>Explore Cause and Effect</p> <p>Press the button on the single switch communication device to activate the 'cheering crowd' sound effect.</p> <p>Can the sensory explorer communicate a request to listen to the sound again?</p> <p>Can the sensory explorer independently press the button to activate the 'cheering crowd' sound effect.</p> <p>Can the sensory explorer join in and cheer?</p> <p>Record their voice and play it back.</p>

The Jubilee Medal

STORY	PROP	SENSORY EXPERIENCE
<p>The Queen opened her handbag and rummaged around inside</p> <p><i>'I present you with this Medal ' my heart swelled with pride</i></p> <p><i>'It marks my Jubilee; I want to say 'Thank You'</i></p> <p><i>For being so kind and helpful in all the things you do'</i></p>	<p>Handbag</p> <p>Medal (use a toy medal with a safety 'snap' fastening, large coin or make a medal by threading ribbon through a circle of card covered in silver foil)</p> <p>Silver, Blue & Red Ribbon</p>	<p>Place the medal inside the handbag.</p> <p>Can the sensory explorer open the fastening on the handbag?</p> <p>Can the sensory explorer communicate a request for 'help' if required?</p> <p>Present the medal for sensory exploration.</p> <p>Would the sensory explorer like to wear the medal.</p> <p>Explore the soft, silky silver, blue and red ribbons.</p> <p>Can the sensory explorer name the colours (verbally, through sign or by pointing to the colours on a communication board?)</p>
<p>The Queen held up the medal, its ribbon silver, blue and red</p>	<p>Torch (Flashlight, Headtorch, Pen Torch)</p>	<p>Dim the lights and shine the torchlight onto the medal.</p> <p>Explore Cause and Effect</p> <p>Can the sensory explorer turn the torch on and off independently?</p>
<p>It glistened in the sunshine as I bowed my head</p>	<p>Dynamo (Squeeze) Torch</p>	<p>Promote Fine Motor Skills</p> <p>Can the sensory explorer use a Dynamo ('Squeeze') torch?</p>

Afternoon Tea

STORY	PROP	SENSORY EXPERIENCE
I heard the clatter of a teapot , rattling plates, knives, forks and spoons	Stainless Steel Teapot Forks and Spoons Tupperware Box	Clatter the lid on the stainless steel teapot . Place the forks and spoons inside the Tupperware box , shake the box to make them rattle.
<i>'Afternoon tea is served,'</i> said the Queen <i>'In the drawing room'</i>	Bread (explore different varieties: Baguette, Baps, Bara Brith, Brioche, Buns, Bagel, Chapati, Ciabatta, Cornbread, Cottage Loaf, Finger Roll, Flat Bread, Focaccia, Milk Loaf, Muffin, Naan, Pitta, Pumpnickel, Roti, Rye, Soda, Sourdough, Soya & Linseed, Thins, Tortilla.)	Smell, touch and taste the breads . Can the sensory explorer select their favourite bread?
Laid upon the table was a regal spread	Sandwich Fillings: Cheese, Cucumber, Ham (provide a vegetarian option) Tuna	Smell, touch and taste the sandwich fillers . Can the sensory explorer select their favourite sandwich filler? Can the sensory explorer make a sandwich using their chosen ingredients?
Sandwiches (crusts cut off) on every type of bread	Teas*: Assam, Black, Breakfast, Ceylon, Chai, Chamomile, Cranberry, Dandelion, Darjeeling, Earl Grey, Fennel, Ginger, Ginseng, Green, Jasmine, Lavender, Lemon, Lime Flower, Liquorice, Lotus Flower, Nettle, Peppermint, Raspberry, Rose, Strawberry, Turmeric, Vanilla. *Use loose tea or split teabags open.	
Tasty fillings of tuna , cucumber , cheese and ham		
Pastries, cakes and fruit scones, topped with cream and sticky jam		Touch and smell the dry tea leaves. Make a selection of teas and taste the teas. Does the sensory explorer show a preference?

STORY	PROP	SENSORY EXPERIENCE
<p>‘(insert story explorer’s/class name) <i>turn the TV off, said</i> (insert storyteller’s name) <i>we’re having afternoon tea</i></p> <p><i>I really like the outfit you chose for our Jubilee party’</i></p> <p>‘I met the Queen, wore her crown and jewels, waved on the balcony’</p> <p><i>‘You’ve had quite an adventure what a wonderful story’</i></p>	<p>Crown Jewels</p> <p>‘Cheering Crowd’ sound effect recorded and played back on a Single Switch Communication Device e.g., BIGmack/Talking Tile</p> <p>Dictaphone, iPad or similar device.</p>	<p>Present the crown and jewels.</p> <p>Explore Cause and Effect Press the button on the single switch communication device to activate the ‘cheering crowd’ sound effect.</p> <p>Can the sensory explorer communicate a request to listen to the sound again?</p> <p>Can the sensory explorer independently press the button to activate the ‘cheering crowd’ sound effect.</p> <p>Can the sensory explorer join in and cheer?</p> <p>Record the sensory explorer’s voice and play it back.</p>

The Photograph

STORY	PROP	SENSORY EXPERIENCE
<p>As I nibbled on my sandwich, I found a photo in my coat</p> <p>On it was a message from the Queen, this is what she wrote</p> <p><i>'Dear (insert sensory explorer's/class name)</i> <i>Thank you for your visit</i> <i>here's a little souvenir</i></p> <p><i>I look forward to seeing you again, this time next year'</i></p>	<p>iPad/Camera</p>	<p>Show the photograph you took of the sensory explorer in the Throne Room (Page 17) holding their sceptre and wearing their crown and jewels.</p>

The Queen's Sensory Handbag

1. The Queen's Sensory Handbag

i Sensory bags are a cheap and fun way to engage the senses and develop communication skills.

Find a handbag, the more tactile the better.

Place a variety of items you may find in the Queen's handbag (this suggested list is based on fact!): a £5 note*, Camera, Comb, Diary, Dog Treats (for the Corgis!) Folding Fan, Gloves, Handkerchief, Lipstick, Mirror, Mobile Phone (use a toy phone/old mobile phone with the battery removed), Necklace, Pen, Perfume, Mints, Reading Glasses, Tiara.

Alternatively, make a **'Queen's Jubilee Story Bag'** by placing the props used in the story into the bag: Invitation, Clock, Big Ben Audio Clip on a single switch communicator/Dictaphone, Gemstones, Buttons, Candy or Costume Jewellery, Birdseed, Branch with Leaves, Compost, Duplo, Lego, Stacking Bricks/Wooden Blocks, Stacking Cups, Feathers, Formal Dress/Evening Gloves, Gown, Handkerchief, Mirror, Peel and Stick Acrylic Jewels, Medal, Perfume, Plant Pot, Plastic Cups x 2, Ribbon (red, white, blue, silver), Silky Material, Sparkly Pom Poms, Torch, Tissue, Red Carpet Tile, Watering Can/Jug, 'Cheering Crowd' sound effect recorded and played back on a Single Switch Communication Device e.g., BIGmack/Talking Tile.

1. Give the bag a gentle shake to gain the sensory explorer's attention.
2. Invite the sensory explorer to place their hand into the bag and select an item.
3. Encourage the sensory explorer to use their sense of smell, touch, hearing and taste to guess what the item is. (If the sensory explorer is unsure then provide plenty of clues.)

Build Functional Language Skills

1. Ask the sensory explorer to tell or show you what you might do with the item and where you might find it. (If the sensory explorer is unsure, model what to do with the item and see if they can copy your action.)
2. Allow the sensory explorer time to explore the item and process the information then shake the bag again for them to select another item.
3. Keep language simple.
4. Focus on phrases such as 'Choose' or 'Take one' when presenting the bag to the sensory explorer.
5. Focus on the name of the object e.g., 'Perfume', 'Gloves', 'Jewellery' and two-word phrases e.g., 'Red Ribbon'.
6. You may choose to add verbs such as 'Wave', and 'Eat'.

*Although the Queen does not carry money, she carries a £5 note that her butler irons and folds so it shows her face! She uses this for church collections.

The Queen's Handbags

2. The Queen's Handbags

i The Queen has over 200 handbags!

Explore a variety of bags of different materials and designs: bowler bag, bucket bag, clutch bag, gladstone bag, hobo bag, handbag, make up bag, messenger bag, minaudiere, rucksack, satchel, shoulder bag, sling bag, tote bag.

Explore the different fastenings on bags: buckle, button, clasp, magnetic snap, pull string, stud, tuck lock, Velcro, zip.

Does the student show a preference for a certain bag?

Extend Learning

Can the sensory explorer choose a bag then fill it with items they think they would need to take with them if they were to visit the Queen at Buckingham Palace?

Did you know?

If the Queen places her handbag on the table at dinner it is a signal for dinner to end.

If the Queen places her handbag on the floor, it means she wants to be rescued from someone she is not enjoying talking to.

Can the students convey messages moving the handbag and guess what the other person is saying?

Can the students make up any other actions with the handbag to convey a different message?

The Crown Jewels

3. The Crown:

- Offer the students a choice of coloured card.
- Measure a band of card around their head. Mark with a pencil then cut to size.
- Secure the ends with sticky tape/PVA or carefully staple (cover the staples with sticky tape so there are no sharp edges.)
- Provide 'peel and stick' acrylic jewels/gems, feathers, small sparkly pom poms and glitter for the students to arrange, embellish with feathers.

4. Make an Edible Necklace

Thread 'Cheerios' cereal onto string then secure in a knot.

5. Bracelets

- Thread beads/buttons/mini bells onto pipe cleaners. Can the students create a repeating pattern?
- For a fun outdoor activity make a nature bracelet. Measure a circle of card around the student's wrist. Cut to the correct size then secure the ends with sticky tape/staples (if stapling, cover the staples with sticky tape to cover any sharp edges.) Place double-sided sticky tape around the bracelet. Students can then add feathers, flowers, leaves and seeds to their bracelet by sticking the items as they find them.



6. Find the Crown Jewels Sensory Activity

You will need

- Large Cardboard Box.
 - Acrylic Jewels/Gemstones, Buttons, Costume Jewellery.
 - Shredded Paper/Straw
 - Torch
1. Place the shredded paper/straw and the acrylic jewels/gemstones/buttons and costume jewellery inside the box.
 2. Close and secure the lid.
 3. Cut two holes in the box, side by side, with a gap between each hole large enough for the students to place their hands through the holes, one either side.
 4. Can the students find the jewels using their sense of touch?
 5. Can the students shine the torchlight through one of the holes in the box to find the hidden jewels? Can they see the jewels glisten and sparkle as they reflect in the light (tip: a wind-up torch promotes fine motor skills.)

Alternative Activity

1. Dim the classroom lights.
2. Place the shredded paper/straw and costume jewellery in a shallow tray or on the student's lap tray.
3. Can the student manipulate the shredded paper/straw to find the costume jewellery?
4. Would the student like to use a torch or wear a head torch to help them find the jewellery?
5. Would the student like to try the jewellery on? Provide a mirror so the student can explore their regal look.

The Queen's Perfume

7. Design a Jubilee Perfume.

You will need:

- A Container
- Water (still or carbonated)
- **Ingredients to Stimulate Vision:** Food Colouring, Feathers, Gems, Glass Pebbles, Glitter, Rhinestones.
- **Ingredients to Stimulate Smell:** Fresh or Dried Herbs: (Basil, Cinnamon Sticks, Cloves, Lavender, Lime Leaves, Lemon Grass, Mint, Oregano, Rosemary, Sage, Star Anise, Thyme, Turmeric), Edible Flowers, Orange/Lemon/Lime Peel, Rose Petals.
- **Items to Promote Fine Motor Skills:** Food Tongs, Funnels, Plastic Safety Scissors, Measuring Beakers/Cylinder/Jug, Plastic Safety/Easy Grip/Jumbo Tweezers, Magnifying Glass/Handheld Magnifier, Pipettes, Plastic Test Tubes, Spatula, Spoons, Spray Bottle, Water Beads, Water Droppers.
- **Essential Oils:** Bergamot, Cedarwood, Eucalyptus, Frankincense, Grapefruit, Lavender, Lemon, Lemongrass, Lime, Orange, Patchouli, Peppermint, Rose, Rosemary, Tea Tree, Ylang Ylang.
- **Herbal Teas:** Chai, Chamomile, Cranberry, Dandelion, Echinacea, Fennel, Ginger, Ginseng, Green, Jasmine, Lavender, Lemon, Lime Flower, Liquorice, Lotus Flower, Nettle, Peppermint, Raspberry, Rose, Strawberry, Turmeric, Vanilla.

Provide a notebook and pencil for recording ingredients.

Make perfume testing strips from paper.

Can students create labels for their perfumes?

EXPLORE...STIR...SHAKE...SPRAY...SMELL

The Queen's Teapot



About the Artwork

This fabulous painting of the Queen's Teacup and Saucer was painted by Alex, a student at Oak Wood Secondary

The Queen's Teapot

i The Queen's favourite tea is the strong flavoured, malty Assam.

8. Explore Teas

1. Explore the dry tea leaves, feel their density,
2. Wet the tea leaves and smell the aroma.
3. Taste the teas.

Suggested Teas: Ceylon, Chai, Chamomile, Cranberry, Dandelion, Darjeeling, Earl Grey, Echinacea, Fennel, Ginger, Ginseng, Green, Jasmine, Lapsang, Lavender, Lemon, Lime Flower, Liquorice, Lotus Flower, Nettle, Peppermint, Raspberry, Rose, Strawberry, Turmeric, Vanilla.

Can Early Years students make a cup of tea using herbal teabags and a toy tea set?

Can Post 16 students follow a set of instructions to make a cup of tea?

Tea Blending Mud Cafe

Can students mix ingredients to create their own blends of tea?

Utensils*

Milk Jug, Saucer, Sugar Bowl, Sugar Pourer, Sugar Tongs, Teacups, Teapot, Teaspoons, Tea Strainer, Lemon Juicer.

*Provide utensils in a variety of materials e.g. metal, plastic, silicone, wood.

Items to Promote Fine Motor Skills

Food Tongs, Funnels, Measuring Beakers/Cylinder/Jug, Plastic Safety Scissors, Plastic Safety/Easy Grip/Jumbo Tweezers, Pipettes, Plastic Test Tubes, Scales, Spoons, Stirrers, Pipette/Water Droppers.

Items to Promote Scientific Investigation

Magnifying Glass/Handheld Magnifier, Thermometer, Torch.

Tea Making Ingredients (⚠ Do Not Ingest)

Acorns, Bubble Mixture, Buttercups, Clover Leaves, Conkers, Dandelions, Dried Herbs (Bay Leaves, Cinnamon Sticks, Star Anise) Edible Flowers, Essential Oils, Food Colouring, Foam, Fruit and Vegetable Peelings, Glycerine, Grass, Herbal Teabags, Herbs, Kinetic Sand, Leaves, Moss, Mud, Dried Pasta Shells, Pinecones, Rice, Rose Petals, Sand, Sawdust, Sequins, Shells, Slime, Spices, Straw, Sycamore Seeds, Twigs, Water, Vegetable Oil.

FORMULATE - BLEND -FLAVOUR - SCENT

Platinum Jubilee Beacons

Platinum Jubilee Beacons

i Over 1,500 beacons will be lit throughout the United Kingdom, Channel Islands, Isle of Man and UK Overseas Territories to mark the Platinum Jubilee. The principal beacon will be lit in a special ceremony at Buckingham Palace.

9. Explore Light

Dim the lights in the room or place items in a pop-up tent and explore:

Torches (Dynamo Torches, Flashlights, Head Torches, Pen Torches, Rainbow Torches, Wind-up Torches)

Bubble Tubes, Colour Changing Eggs, Colour Paddles, Coloured Cellophane, Disco Balls, Fibre Optics, Foil, Glasses with Coloured Lenses, Glow in the Dark Stickers, Glowsticks, Kaleidoscopes, Light-up Toys e.g., Bumble Balls, Disco Glide Balls, Fluorescent Chimeabout, Glitter Globes, Glitter Rockets, Kooshes, LED Multi-spinner, Mood Cubes, Neon Gloves/Scarves, Spiky Flashing Balls, Spinners, UV Bubbles, UV Slinky, UV Shaker, LED Windmills, Light Pads, Prismatic Projector, Prisms, Rainbow Goggles.

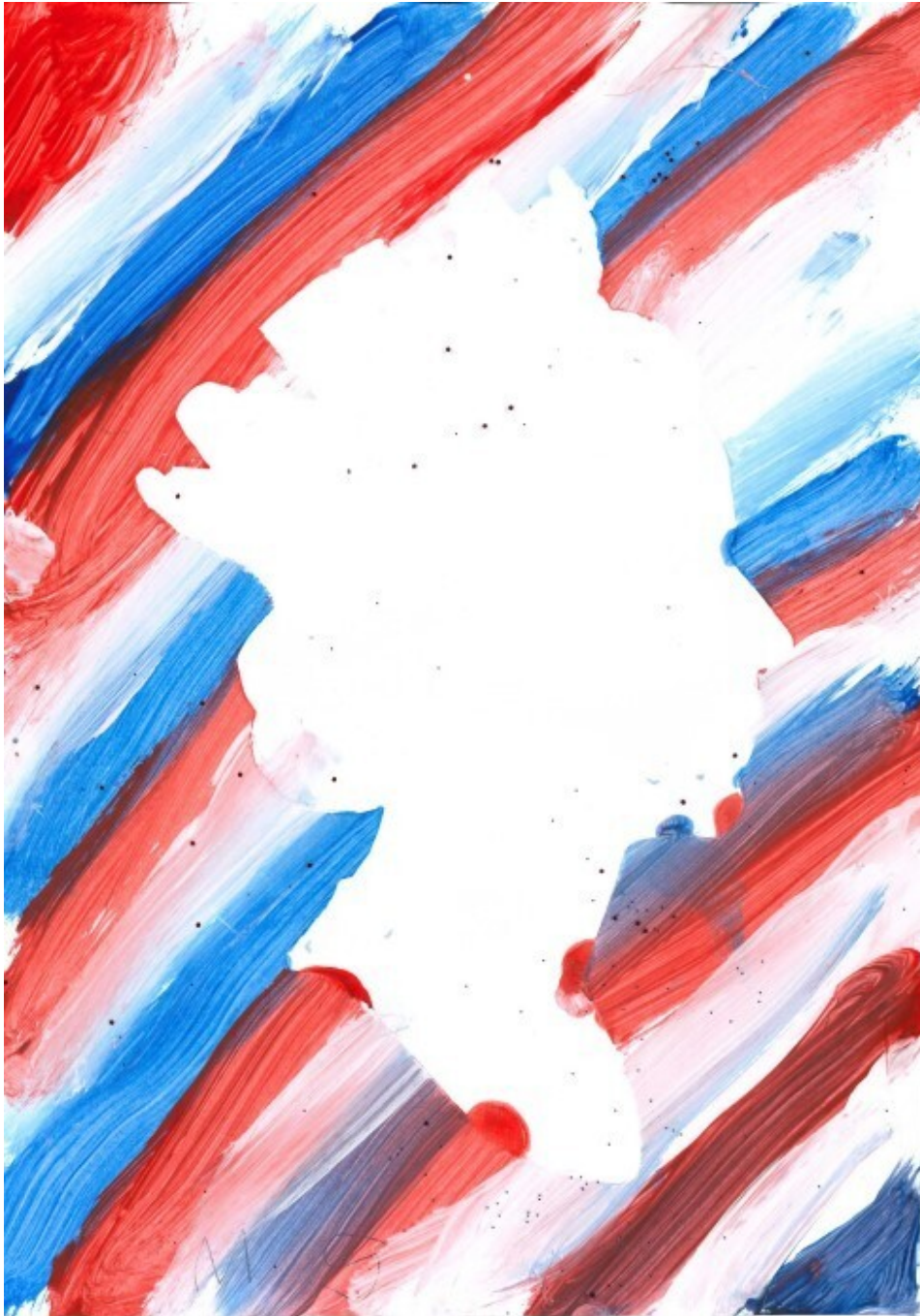
Explore mark making using UV Marker Pens and Fluorescent Card.

10. Watch A Firework Display

A fireworks display over Buckingham Palace will accompany the lighting of the beacons. Watch a firework display on your classroom whiteboard or explore fireworks apps.



The Union Jack



About the Artwork

This fabulous portrait of Queen Elizabeth II was painted by students in Lions Class from Bedelsford School in Kingston

11. Rice and Pulses Union Jack Flag

You will need

- Red Lentils/Kidney Beans
- Barley
- Blue Rice

Arrange the rice and pulses according to the colours of the Union Jack Flag. Students can either create their own design or place the corresponding colours over a coloured printed Union Jack template.

How to Make Blue Rice

You will need

- A Lidded Container
- Five Cups of Rice
- 5 Teaspoons of Vinegar
- Blue Food Colouring

Method

1. Place the rice in the container.
2. Add the vinegar to the rice (ratio 1 cup rice = 1 teaspoon of vinegar)
3. Add the blue food colouring (the more depth required the more drops you add.)
4. Place the lid on the container and shake until all the rice is coloured blue.
5. Spread out on a tray and place on a sunny windowsill to dry.

12. Union Jack Slime Doh

You will need

- A bowl
- 3 Teaspoons of Baking Soda
- 6 Tablespoons of PVA Glue
- 3 Tablespoons of Shaving Foam
- Red and Blue Food Colouring
- Mint/Strawberry/Vanilla Essence/Flavouring

Method

1. Mix the Baking soda, PVA glue and shaving foam together in a bowl.
2. Add a few drops of the red food colouring and the strawberry essence into the mixture then knead until smooth.
3. Repeat the process to make your blue slime doh using the blue food colouring and mint essence.
4. Repeat the process to make the white slime doh using the vanilla essence (no food colouring required)
5. Present for sensory play. The slime will resemble the red, white and blue of the Union Jack as it is moulded and shaped.
6. Supervise play and ensure students do not ingest the slime doh.

The River of Hope

i The River of Hope is part of the Jubilee Pageant and will see two hundred silk flags process down The Mall, creating the appearance of a moving river. The artwork on the flags focuses on the younger generation's hopes, dreams and messages for the future with an emphasis on climate change.

13. Make a 'River of Hope'

You will need

- A variety of materials in different colours and textures (see below for suggestions)
 - Felt Tips/Crayons/Paint/Paintbrushes
 - Ribbon/String
 - PVA Glue
1. Offer the material for sensory exploration presenting the opportunity for the students to explore their likes, dislikes and sensory preferences.
 2. Ask each student to select their favourite piece of material.
 3. Using the felt tips/crayons/paints and paintbrushes, the students can decorate their flag. They may choose to draw their portrait, write a word or a poem, draw a picture or place their handprint on their flag. You may wish to explore batik or tie-dye.
 4. Lay your decorated flags in a line.
 5. Apply a line of glue along the top inch of each flag, place the string on top of the glue then fold over to secure.

Can students from each class make bunting and string it together to display in the hall/at your garden party/school or setting office?

Suggested Materials: Acrylic, Aertex, Aida, Alepine, Alpaca, Angora, Baize, Bamboo, Boucle, Brocade, Broderie Anglaise, Burlap, Calico, Camel Hair, Canvas, Cashmere, Challis, Chambray, Charmeuse, Chamois, Cheesecloth, Chenille, Cheviot, Chevron, Chiffon, Chintz, Cisele, Corduroy, Cotton, Crepe, Crinoline, Damask, Denim, Dimity, Drill, Duffel, Elastane, Faille, Fake Fur, Felt, Flannel, Flax, Fleece, Frieze, Gabardine, Gauze, Georgette, Gingham, Hemp, Hessian, Jacquard, Jersey, Jute, Lace, Lame, Leather, Linen, Lint, Lycra, Lyocell, Mesh, Modal, Mohair, Moleskin, Muslin, Net, Oil Cloth, Organza, Ottoman, Pashmina, Percale, Polyester, Polycotton, Poplin, Rayon, Sateen, Satin, Scrim, Silk, Spandex, Suede, Taffeta, Tartan, Tencel, Terry, Toile, Towelling, Tulle, Tweed, Twill, Velour, Velvet, Viscose, Voile, Wool.

Explore Textures: Crocheted, Glossy, Knitted, Metallic, Quilted, Ribbed, Sequined, Smooth, Woven.

The Jubilee Time Capsule

i The Jubilee Time Capsule Project encouraged young people to contribute to an online archive chronicling life and recording stories from their families, communities and countries during the Queen 's reign. Students submitted drawings, videos, photographs and podcasts as well as written contributions.

14. Make a Time Capsule

1. Select a weatherproof container with a secure lid. Add a desiccant (gel bag) to absorb moisture.
2. Select items to put inside your capsule then wrap them individually in plastic bags/sleeves.

Suggested Items

Can of Food (think what is on trend e.g., Jackfruit), Coins, Grocery Store Receipt, Handprint, a Local and a National Newspaper, Drawings, Holiday Brochure, Menu, Photographs (take a picture of cars in the street, the high street shops, your classroom, a class photo) School/College Prospectus, Stamps, Ticket Stubs, Souvenirs, Television Guide/Theatre Programme, a Toy.

3. Write a letter to put inside your capsule. Explain who you are and why you made the capsule. Students could write a diary entry (or record a video diary) of a typical day in their life, or write about fashion trends, popular books and films.
4. Bury your time capsule.
5. Decide when you would like the container to be opened. In ten, twenty, fifty or one hundred years. If this is a school/setting project, you could make a plaque informing people where the capsule is located stating the date that it is to be opened.
6. Take a photograph of the location, identify GPS coordinates and write down all data important for relocating the precise location.



About the Artwork

This fantastic picture was created by sisters Maisy and Poppy

Role Play

Changing of the Guard

i The Changing of the Guard is the official ceremony when the Foot Guards (the Old Guard) are released from their two-hour duty, to be replaced with new soldiers (the New Guard). The Old Guard hands over the responsibility for protecting the palace to the New Guard, along with a ceremonial set of keys to the palace.

15. Re-create the Changing of the Guard

Watch footage of the changing of the guard.

Can the students parade like soldiers?

Re-create the Old Guard handing the keys to the New Guard.

Assign students as drummers.

Knighthoods

i There are five ranks: Knight and Dame Grand Cross (GBE), Knight and Dame Commander (KBE and DBE), Commander (CBE), Officer (OBE), and Member (MBE). Achieving one of the first two ranks earns a person a slot in the knighthood, which means they can add "Sir" or "Dame".

16. Re-create a Knighthood

You will need

- A stool or cushion
- A toy sword
- Robe & Crown (for the Queen)
- Medal

1. Assign one student the role of Queen.
2. Assign one student the role of Knight-Elect.
3. The Knight-Elect kneels on a knighting-stool in front of The Queen.
4. The Queen lays the sword blade on the knight's right and then left shoulder.
5. The new Knight stands up.
6. The Queen invests the Knight with the insignia of the Order to which s/he has been appointed (award the medal.)

17. Masks

Print masks of the Queen and her soldiers. Can the students interact in character?

Jubilee Pageant

i To celebrate the Jubilee, actors, artists, dancers, performers and musicians will unite in a festival to tell the story of The Queen's 70-year reign.

18. Hold a Pageant

Hold a class pageant, whole school/setting pageant or incorporate some of the ideas into a Jubilee assembly.

Ideas:

Circus performances (juggling, clown acts), comedy, dancing, drumming, fashion parade, hand clapping, showcase a talent (ballet/fidget spinner/gymnastics/hula hoop/martial art/ribbon twirling, skipping, tap, Yo-Yo,) magic tricks, mime, play an instrument, poetry, rapping, sign choir, singing (sing or sign the national anthem), ventriloquist.

Can any of the teaching team get involved and showcase their talent?

Incorporate a show and tell, students could wear their crowns or display their art, crafts or any items they may have baked.

19. Fancy Dress

Provide a selection of Capes/Gowns/Material, Crowns, Gloves, Handbags, Costume Jewellery, Face Paint, Sceptre (cover a long cardboard tube with silver or gold paper) Wigs.

Hold a fancy-dress competition. Can students dress as Princes, Princesses, Kings and Queens or the Queens Guards?

Alternatively go with a British theme: Big Ben (draw a clock on a long cardboard box, cut out a hole for the arms and face), Buckingham Palace, Post box, Mary Poppins, Union Jack Flag (paint a bedsheet red, white and blue), Sherlock Holmes.

20. Make a Throne

Cover a chair with a piece of material.

Embellish with stick on jewels/tinsel.

Take it in turns to sit on the throne.

21. Bake and Decorate Red, Blue and Silver Cup Cakes

Bake sponge cakes either from scratch, use a sponge mix that you add egg and water to or decorate shop bought cakes.

Add red food colouring to the mix.

Top with blue icing/buttercream.

Decorate with edible silver balls.

The Platinum Jubilee Pudding

To mark Her Majesty's Platinum Jubilee a nationwide baking competition invited people to submit a recipe for a new pudding dedicated to The Queen.

22. Taste Puddings

Explore likes, dislikes and sensory preferences. Taste a variety of puddings: baked, crumble, layered, pastry, steamed and rolled.

The Platinum Jubilee Sandwich

i The Queen's favourite sandwich is tuna, mayo and cucumber.

23. Explore Breads and Fillings

Present a selection of breads for the sensory explorer to touch, smell and taste. This activity provides the opportunity for individuals to explore their likes, dislikes and sensory preferences giving them a voice and a choice and the discovery of new foods.

Explore Bread: Baguette, Baps, Bara Brith, Brioche, Buns, Bagel, Chapati, Ciabatta, Cornbread, Cottage Loaf, Finger Roll, Flat Bread, Focaccia, Milk Loaf, Muffin, Naan, Pitta, Pumpernickel, Roti, Rye, Soda, Sourdough, Soya & Linseed, Thins, Tortilla.

Explore Bread Alternatives: Breadstick, Cheese Twist, Cream Cracker, Crackerbread, Crispbread, Flatbread, Lavash, Oatcake, Paratha, Poppadom, Potato Cake, Pretzel, Rice Cake, Rice Cracker, Water Biscuit.

Explore Sandwich Fillings: Bacon, Cheese, Chicken, Egg, Fish Paste, Corned Beef, Falafel, Ham, Houmous, Pepperoni, Sausage, Tofu.

⚠ Be allergy aware and culturally aware and offer vegetarian meat substitutes.

D & T Cooking, Nutrition & Healthy Eating

Explore Extras & Condiments: Aioli, Apple, Avocado, BBQ Sauce, Beetroot, Chilli Jam, Chutney, Coleslaw, Cranberry Sauce, Cress, Cucumber, Gherkin, Grapes, Grated Carrot, Ketchup, Lemon, Lettuce, Marmite, Mustard, Onion, Pears, Piccalilli, Pickle, Pickled Onion, Pineapple, Red Cabbage, Raisins, Red Pepper, Relish, Salad Cream, Salmon, Sauerkraut, Spring Onions, Sweetcorn, Tartare Sauce, Tomatoes, Turkey, Yogurt.

Explore Sandwich Combinations: Cheese and Tomato, Cheese and Onion, Cheese and Pickle, Egg and Cress, Coronation Chicken, Egg Mayonnaise, Tuna and Sweetcorn.

Can the sensory explorer select their favourite bread (consider White/Brown/Multigrain/Seeded, Sliced/ Unsliced, Thick/Medium/Thin, crusts on or crusts cut off?) and fillings to create a jubilee sandwich for the Queen?

Provide Visual Support.

If students do not like bread, can they design a topping or a dip for a Breadstick, Cheese Twist, Cream Cracker, Crackerbread, Crispbread, Nacho, Oatcake, Paratha, Poppadom, Potato Cake, Pretzel, Rice Cake, Rice Cracker, Water Biscuit, Wrap?

Alternatively, print out pictures of different breads and filling ingredients for students to cut out and stick onto paper to create their sandwich combinations.

Extend Learning

Discuss Healthy Eating

Can students make a healthy sandwich and a sweeter, less healthy option sandwich using a Croissant, Crumpet, Fruit Loaf, Hot Cross Bun, Malt Loaf, Muffin, Pain au Chocolat, Pancake, Scone, Teacake, Wafer or Waffle and fillings: Chocolate Spread, Cream, Honey, Jam Marmalade?

Did You Know?

Coronation Chicken was invented by Rosemary Hume of the Le Cordon Bleu cookery school to mark the Queen's Coronation in 1953.

24. Bake Union Jack Biscuits

Discuss having treats in moderation.

Bake rectangular biscuits then decorate squeezing red, white and blue icing from tubes in the pattern of the Union Jack.

Alternatively, decorate shop bought biscuits.

25. Union Jack Fruit Platter

Can the sensory explorer wash, dry and carefully slice the fruit then arrange it in the shape of a Union Jack?

You will need

- Red Fruits: Cranberries, Cherries, Plums, Pomegranates Seeds, Raspberries, Red Apples, Red Grapes, Strawberries,
- White Fruit: Banana, Lychee, Melon, Skinless Apple
- Blue Fruits: Blackberries, Blackcurrants, Blueberries, Figs,

Method

1. Ensure you remove any stones from the fruits,
2. Arrange the red fruit in the shape of the George Cross.
3. Make a border around the George Cross using the white fruit.
4. Arrange the red fruit in the shape of the cross of St Andrew.
5. Make a border around the St Andrew's cross using the white fruit.
6. Arrange the blue fruits for fill in the gaps.

26. Prepare Afternoon Tea

You may wish to hold an afternoon tea event in your classroom or join as a whole school/setting, alternatively, you may wish to organise a 'pop up' café to raise money for charity.

Can the students plan and prepare the food for afternoon tea?

Before handling food discuss the importance of good personal hygiene (washing hands/wearing gloves, tying hair back/wearing a hair net, wearing aprons, cleaning food preparation areas, keeping meat and non-meat food and utensils separate, using clean tea towels.)

Discuss safety, slips/trips/hazards and how to safely handle sharp utensils.

Click to download your free '[Washing Hands](#)' teaching resource.



Afternoon Tea

Sandwiches (for more ideas see Activity 23)

- Cheese and Onion
- Coronation Chicken
- Egg and Cress
- Falafel and Raita
- Ham Salad (offer a vegetarian option)
- Salmon and Cucumber
- Tuna and Sweetcorn

Scone Toppings:

- Jam
- Clotted Cream
- Lemon Curd
- Soft Cheese
- Fruit e.g., Raspberries, Strawberries

Cupcakes:

- Butterfly
- Carrot
- Lemon Drizzle
- Red Velvet

Salads:

- Caesar
- Classic
- Pasta
- Potato

Drinks:

- Tea
- Coffee
- Juice
- Milkshake
- Sparkling Water

Afternoon Tea

Extend Learning

- Decide on a menu (option to hold a ballot to decide).
- Writing a shopping list promotes organisational skills.
- Visiting a local shop to buy the ingredients provides opportunities to engage in the local community, shopping and practice cash handling.

27. Set the Table for Afternoon Tea

Provide a variety of items you would need to lay a table for afternoon tea: Cupcake Tier/Stand, Fork, Milk Jug, Napkin, Placemats, Plate, Sugar Bowl, Sugar Spoon/Tongs, Tablecloth, Teacup, Teapot, Teaspoon.

Can the students lay the items on the table?

Extend Learning

Add 'Red Herrings' - extra items you would not see on an afternoon tea table: balloon whisk, colander, frying pan, kitchen scales, ladle, oven gloves, potato masher, saucepan, rolling pin.

Can the students identify the items needed and those not needed?



28. Balloon Games

Inflate red, white and blue balloons.

Suggested Balloon Games

Colour Match - Shout out the colour of the balloon. Can the students pick up the correct colour?

Balloon Baskets – Can the students hit the balloons into a basket or a box using their hands, feet, head or a bat?

Balloon Tennis – Can the students pass the balloons to one another using a noodle or a bat?

Pass the Balloon - Students stand or sit in a circle and pass the balloon around the circle. To increase the difficulty, send two balloons around the circle, one in each direction.

29. Ballroom Dancing

i The Palace has its own ballroom where the Queen hosts her Diplomatic Reception and State banquets and where the wedding reception of Prince William and Catherine Middleton was held. At one end of the ballroom is a throne for the Queen and Prince Phillip. At the other end is an organ.

Activity Ideas

Listen to organ music.

Watch footage of ballroom dancing.

Can the students create a Jubilee Ballroom Dance, dancing with a partner?

Croquet

i The Royal family enjoy playing croquet.

30. Play croquet. Can students drive the wooden balls through a series of square-topped hoops using a mallet?

31. Create a Jubilee dance using Twirling Ribbons

Colour theme the ribbons red, white and blue.

32. Jubilee Themed Obstacle Course -

- Balance a plastic/stainless steel teapot on a tray. Can students carry the tray without dropping the teapot?
- Carry a cup of tea (seep herbal teabags in water) to the end of the racing lane then tip the contents into a teapot. The team whose teapot contains the most tea wins.
- Roll the chariot wheel (hula hoop).
- Pick up red, white and blue discs/beanbags.
- Flag carrying race.

33. Polo

Play polo on hobby horses (use PE noodles as the horse and bats for the sticks)

34. Red, White & Blue Activities

Lay red, white and blue PE equipment around the PE hall/outdoor area: bats, balls, beanbags, cones, foam flyers, Katcha Kups, hula hoops, quoits, scarves, skipping ropes, 'Stampabouts', 'Throw Down Spots',

Can the students follow instructions:

'Pick up a red beanbag and place it in the middle of the red hula hoop'

'Throw a blue ball into the basket'

'Stand on a white spot'

'Run around the red cone then the jump over the blue cone'

35. 'River of Silk' Parachute Game

Re-create the 'River of Silk' using a parachute. Can the students gently move the parachute, so it resembles a rippling river?

36. Tennis

The Queen has her own tennis courts at Buckingham Palace.

Hold a softball tennis competition.

37. Musical Royal Statues

i This fun game promotes listening skills and physical development.

How to Play

1. Play marching band music or the National Anthem.
2. Students dance/move to the music
3. When the music stops playing, can the students strike a royal wave, bow or curtsy then freeze?
4. If the student moves, they are out of this round of the game.
5. Repeat until there is a winner.

38. Pin the Tail on the Corgi

i Promote turn-taking in this fun game.

You will need

- Blindfold or Scarf
- Drawing of a Corgi on Card or use your whiteboard.
- A Tail (gather strings of wool, tie into a knot at one end)
- Blue Tac

How to Play

1. Guide the student so they are sitting/standing in front of the drawing of the Corgi.
2. Cover the student's eyes with a blindfold or ask them to close their eyes.
3. Can the students pin the tail on the Corgi?
4. The student whose tail is the closest, wins!

39. Platinum Jubilee Card Game

1. Print, cut to playing card size and laminate multiple copies of pictures of a Carriage, Corgi, Crown, The Queen, Buckingham Palace, Queen's Guard, and the Union Jack flag.
2. Shuffle the cards and split the pack between the players.
3. Students take turns in placing the card down, when the card matches, the first person to place their hand on the pile of cards and say 'God Save The Queen!' or 'Jubilee' takes all the cards.
4. Repeat until one player has all the cards and the other player has none.
5. The player with all the cards is the winner!

40. Platinum Jubilee Sound Effect Bingo

1. Provide a bingo mat for each student with a set of matching pictures.
2. Play the sound effect: Barking Corgi, Cheering Crowd, Drums, Horse Hooves, Soldiers Marching, Teaspoon in a Teacup or the sound of a Cup of Tea being poured from a Teapot into a Teacup.
3. Students place the picture that corresponds with the sound they heard onto the bingo mat.
4. The first person to complete their bingo mat and shout 'Jubilee' is the winner!



Scaled down example of a bingo card.

41. Platinum Jubilee Quiz

1. Divide the students into teams.
2. Provide each team with a 'buzzer' to press to answer questions e.g., a bell/castanets/clackers/maracas, noisemaker/triangle.
3. Ask a variety of questions to engage the senses, here are some examples:
 - Offer food to taste bread/cucumber/strawberries can the students guess the food using their sense of smell or taste?
 - Play the sound of a barking corgi, cheering crowd, drums, horse hooves, marching guards, teaspoon in a teacup or the sound of a cup of tea being poured from a teapot into a teacup. Can the students recognise the sound?
 - Sing the opening line of the National Anthem, can the students finish the line of the song?

If working in a mixed ability classroom, ensure you involve all students. e.g., provide tasks for students on a sensory pathway to accompany with questions. Direct the question using the student's name e.g.,

Questions: *'Sam. What sound do the Queen's horses make?'*

Answer: Provide two cups for the student to knock together to re-create the sound of horse's hooves, a sound effect recorded on a single switch communication device for the student to press or a choose board so the student can point to the correct answer.

Provide a prize for the winning team.

Keeping Score

Have a box of Lego or Duplo bricks, when a team answers a question correctly, they choose a brick and stack them to build a tower. The team with the tallest tower wins!



42. Design a Palace

Build a palace using Lego, Duplo or recycled materials (cardboard boxes, cardboard tubes, plastic bottles, packaging).

43. Design a Boat for the Royal Flotilla

Explore the properties of a variety of materials to see which materials float and which ones sink.

Suggested Materials

The Boat Base: Balsa, Cardboard Box, Cd's, Corks, Cupcake Cases, Feathers, Margarine Tubs, Match Sticks, Plastic Bottle Tops, Plastic Bottles, Lids Dishes and Plates, Sponges, Straws, Styrofoam, Twigs, Wooden Craft Sticks.

The Sail: Balloons, Card, Feathers, Foam Shapes, Leaves, Material.

Experiment

Make egg box and paper boats.

Explore Cause & Effect

Can the sensory explorer direct a fan at the boat to make it move across the water?

Compete

Hold a boat race. Can the students predict the boat that will win?

Explore

Can you add cargo to your boat?

Engage in Scientific Investigation

Add salt to the water. Does this enable the boats and materials to float easier?

i The Queen's Jubilee provides a wonderful opportunity to work with a variety of art & craft materials in a range of colours and textures.

Explore: Beads, Bingo Dabbers/Bottles, Brushes, Buttons, Card, Celophane, Chalk, Charcoal, Coloured Paper, Coloured Rice, Coloured Sand, Colouring Pencils, Craft Paper, Craft Sticks, Crepe Paper, Embossed Card, Fabric Tape, Feathers, Foam Shapes, Foil, Gel Pens, Gems, Glitter, Glitter Pens, Googly Eyes, Gummed Paper, Material, Newspaper, Paint, Palm Printers, Paper Chains, Pipe Cleaners, Pipettes, Pom Poms, PVA, Ribbon, Rollers, Scrapers, Scissors, Sequins, Sponges, Stampers, Sparkly Stars, Stencils, Stickers, Tissue Paper (Shapes/Grass)

Adding food flavouring or essential oils to your paint provides an olfactory sensory experience.



About the Artwork

These beautiful 3D sensory pictures were created by the fabulous 6th form students at Churchill Park Academy



44. Design a Commemorative Coin

1. Design a Jubilee coin using clay, plasticine, salt-doh or Playdoh.
2. Roll the clay, plasticine, salt-doh or Playdoh into a ball.
3. Press the ball with your hand to flatten then roll with a rolling pin/dough roller.
4. Cut the dough into a circle using a shape cutter or a cutting wheel.
5. Using a variety of plastic modelling tools/utensils, etch a design onto the coin or use dough stampers to make impressions/imprints in the dough.

Extend Learning

- Use a magnifying glass to explore coins.
- Did you know there are over 35 designs of the 50p coin, 61 designs of the £2 coin and 26 A-Z 10p coins.
- Log them and see how many different designs you can find.

45. Design a Commemorative Stamp

Draw a portrait of the Queen using a range of drawing and colouring pens, pencils and chalks.

Extend Learning

- How much will the new stamp cost? Do students know how much a 1st and 2nd class stamp costs and where they may go to purchase a stamp? (post office, convenience store, newsagents, supermarket, online) and that stamps can be bought in books?
- Can the students design a set of stamps or a first day cover?

Crowns, Fascinators & Tiaras

46. Make Crowns

You will need

- Strip of Card (or use scalloped, corrugated border).
- Stick-on Gems & Jewels/Feathers/Foam Shapes/Glitter/Sequins/Sparkly Pom Poms/Stick on Foil Stars.
- PVA Glue/Glue Stick/Sticky Tape.

Method

1. Measure the circumference of the student's head (either use a tape measure or piece of string.)
2. Can the student measure and mark this on the card?
3. Cut the card and lay flat on the table.
4. Decorate using Stick-on Gems & Jewels/Feathers/Foam Shapes/Glitter/Sequins/Sparkly Pom Poms/Stick on Foil Stars.
5. Secure the two ends with sticky tape.

47. Make Fascinators

Measure the circumference of the student's head using a tape measure/string. Join pipe cleaners to match this length to form a base for the tiara that sits around the head. Twist feathers and thread beads onto separate pipe cleaners then fix onto the the base.

48. Tiaras:

1. Measure the circumference of the student's head (either use a tape measure or piece of string).
2. Twist pipe cleaners together to form one long pipe cleaner to match the length measured.
3. Use pipe cleaners to tie on feathers and ribbons. Sprinkle with glitter.

49. Hold a Jubilee Fashion Show

Set up a catwalk runway for students to model their creations.

Hold a competition.

Present a certificate/medal/sticker/prize for the 'Best' or 'Most Sparkly' crown, fascinator or tiara.

Assign a judging panel or give each student a token/ballot sheet to cast an anonymous vote.

50. Make Garden Party Coasters and Place Mats

You will need

- Card. Provide a range of shapes for the students to choose from (rectangular, round, square, star shaped)
- Assorted Coloured Chalks/Pens/Pencils/Felt Tips
- Laminating Pouches & Laminator
- PVA Glue/Glue Stick
- Print out of Jubilee Themed Pictures
- Scissors

Get Creative!

Students can draw their own design or select, cut out and stick Jubilee themed pictures from a printout.

Laminate.

Can the students scale down their placemat design onto a coaster?

51. Design Garden Party Invitations

Can students design an invitation to a Jubilee Garden Party?

Provide a selection of art materials.

Extend Learning

- What famous person would the student like to invite to the party? (This could be a fictional character; someone they already know or a famous person).
- To help the students decide, provide pictures of authors, celebrities and famous people from history. Can the students select the picture of the person they would like to invite, cut it out and stick on the invitation?
- Can the students make a place name setting for the person they have invited?
- Can the student explain why they have chosen this person?
- Can the student think of any interesting questions they would like to ask their guest?



52. Make a Jubilee Medal

Make a jubilee medal using clay, playdoh or salt dough.

Can the students use a stamp or use tools to etch a design into their medals?

Salt Dough Recipe:

You will need

- Bowl
- 5 cups flour
- 1 1/2 cups salt
- 2 cups of water
- Food colouring/flavouring
- Ribbon (red/silver/blue)

Method

1. Mix the salt and the flour in a bowl.
2. Gradually add the water then knead to a dough consistency, adding more flour if required.
3. Add a few drops of food colouring/flavouring.
4. Mold into a ball, roll flat then using a cutter (or free hand if preferred) cut a 'medal sized' circle.
5. Poke a hole using doweling, through the 'medal' where the ribbon will be threaded through once cooled.
6. Place in the oven on 150 degrees/Gas Mark 2 for approx. 2 hours (keep a regular check on the dough)
7. Once dried, the salt dough medal can be painted.
8. Thread the ribbon through the hole in the medal.

The salt dough can also be used to design a commemorative coin.

53. Jubilee Pebble Painting

i Pebble painting is a relaxing and creative activity.

The painted pebbles make a colourful decoration when placed on top of the soil of potted plants (in the school office/staffroom/classroom) or placed in the school grounds.

The pebbles can also be used in pebble hunting games and activities.

You will need:

- Pebbles (assorted shapes and sizes)
- White Acrylic Paint
- Selection of Coloured Acrylic Paints (you can use chalks, but this will wash away when it rains!)
- Pencil
- Assorted Paintbrushes

Method

1. Wash and dry the pebbles.
2. Paint an undercoat of white paint on the pebble and leave to dry.
3. Draw a design onto the pebble.
4. Paint the design using coloured acrylic paints then leave to dry.

Design Ideas

Afternoon Tea Items (Cake, Cup, Sandwich, Saucer, Tea), Carriage, Castle, Coin, Crown Jewels, Guard, London Red Bus, London Taxi, Medal, Palace, Tiara, Tree, Union Jack Flag.

Alternatively, students could paint their pebbles in block colours of red, white, and blue.

Can students hide their pebbles and provide clues for other students to find them?

Street Art

i Banksy is a famous British street artist.

Do a Banksy!

54. Create a Jubilee Wall Mural

Provide coloured chalks for students to create a jubilee themed wall or alternatively draw on the paving slabs/tarmac floor. (The chalks will wash off in the rain or with soapy water.)

55. The Queens Green Canopy Handprint Tree

You will need

- Large Sheet of Paper
- Pencil
- Brown Paint or Material (for the trunk)
- Red, White and Blue Paint
- Paintbrushes

Method

1. Draw a tree trunk and branches on the paper and either paint brown or use material to make the trunk (corduroy works well as it is grooved.)
2. Paint each student's fingers and thumbs alternatively with red, white and blue paint and paint the palm in their chosen colour (red, white or blue)
3. Each student places their handprint on the tree to create the leaves.

56. Make Union Jack Pom Poms

You will need

- Two Circles of Card
- Red, White and Blue Wool
- Scissors

Method

1. Cut the card into two equally sized circles.
2. Cut out the centres to create a 'doughnut' shape.
3. Make one cut from the outer edge of the circle to the inner 'doughnut.'
4. Start wrapping the red wool around the edge of the circle and through the doughnut until you there is no space to wrap anymore wool.
5. Cut along the edge of the wool
6. Wrap a piece of wool between the two circles of card to secure and tie.
7. Trim any straggly pieces of wool.



57. Make a Union Jack Rosette

You will need

- A Circle of White Card
- Colouring Pencils/Felt Tips/Crayons
- Double Sided Sticky Tape/PVA/Glue Stick
- Red Tissue Paper
- Red, White and Blue Ribbon
- Velcro (Hook and Loop)

Method

1. Draw the Union Jack design onto the circle of card.
2. Apply glue to the edges of the circle of card.
3. Tear the red tissue paper then scrunch and place on the glue.
4. Leave to dry then turn your rosette over.
5. Cut two lengths of blue and white ribbon
6. Using sticky tape, stick the two pieces of ribbon to the middle of the rosette so that they hang down.
7. Cut a piece of Velcro and place in the in the middle of your rosette.
8. Turn your rosette over and wear with pride!

Other Design Ideas

Make a Jubilee Themed rosette by drawing a coin, crown, the Queen's portrait, afternoon tea party item (cakes, cup, sandwich), medal or other jubilee related item onto the rosette.

Alternatively, cut and stick a circle of silver paper onto the face of your rosette of sprinkle the circle of card with silver glitter.

58. Make a Jubilee Wreath

Make a red, white and blue wreath for the classroom door.

Make your wreath using the student's handprints (**see Activity 55**)

Provide art materials, paints, chalks, crayons and felts for students to each add a small picture/drawing to the centre of the wreath.

Make a sensory wreath by gluing red, white and blue scraps of material to the wreath.

Alternative Activity

Tie red, white and blue ribbons to the branches of trees and the railings in your school/setting.

59. Make Queen's Guard

You will need

- Cardboard Tube
- Black Pom Pom/black fluffy material
- Red Paint
- Googly Eyes
- Silver buttons/stickers

Method

- Paint half of the cardboard tube black (to represent the trousers)
- Paint the top half of the tube red (to represent the tunic)
- Stick a black pom pom or piece of black material on the top of the tube to represent the soldier's bearskin hat.
- Add two googly eyes

Jubilee Music

The Military Band

i Traditional military band instruments include bassoons, bugles, cornets, drums, oboes, piccolos, trombones, trumpets, tubas.

60. Form a Military Band

Watch footage of a military band or listen to a piece of military band music.

Can the students select an instrument and join in?

Extend Learning

Play an audio clip of an instrument. Can the student guess the instrument?

(You can make this easier by using a picture board or by offering a choice of two instruments)

Fill empty boxes and containers with rice/dried pasta/pulses to make drums.

Experiment with quantities of rice/dried pasta/pulses and note how this changes the sound.



61. Sing and/or Sign the National Anthem

62. Service of Thanksgiving

A Service of Thanksgiving for The Queen's reign will be held at St Paul's Cathedral.

Dim the lights, light an LED candle*, relax and reflect.

You may wish to:

Play relaxing background music.

Offer a gentle hand massage with/without scented/unscented cream.

Provide massage gloves, body brushes and rollers.

Offer a foot spa.

Lay out scented herbs for sensory exploration (lavender, rosemary, thyme) or rose petals.

(*alternatively, play footage of flickering candle on your interactive whiteboard.)



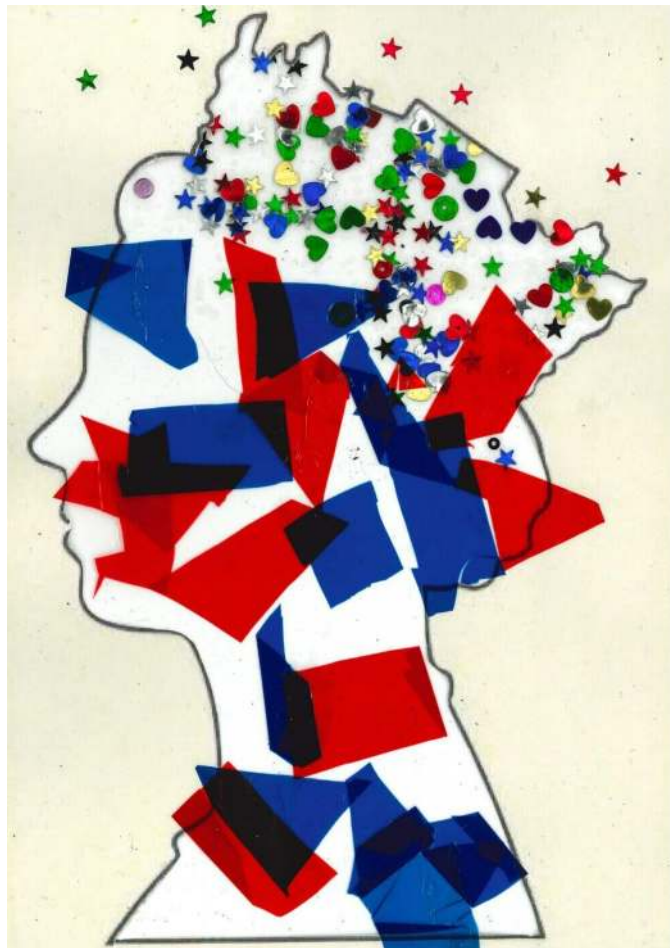
The Queen's Postbox

Did you know there is a post office inside Buckingham Palace?

i The Queen is shown her correspondence on a daily basis by one of her Private Secretaries and takes a keen interest in the letters she receives.

63. Write a Letter to the Queen or send a card to congratulate her on her Jubilee.

Her Majesty The Queen
Buckingham Palace
London SW1A 1AA



About the Artwork

This fantastic Portrait of the Queen was created by Brandon,
a student at Ashgate Croft School

The Queen's Green Canopy

64. Plant a Tree

Plant a tree in your school/settings grounds.

Alternatively, plant from seed.

Tree Seeds:

Apple Pip, Ash, Common Lime, Maple, Sycamore

Tree Nuts:

Acorns, Beech, Hazel, Horse Chestnut, Sweet Chestnut

Tree Cones:

Alder, Cedar, Cypress, Pine, Silver Birch.

Place the base of a pinecone in a pot of soil, place on a sunny windowsill and water (do not saturate), fir shoots will shoot out from the cone. This can then be planted into the soil outdoors.

65. Plant a Red, White and Blue Bulb Garden

Plant red, white and blue bedding plants* or bulbs* in tubs, planters or into the school/setting garden/grounds.

⚠ When handling plants, seeds, nuts and bulbs be aware that many bulbs are poisonous so always wear gloves and do not ingest or touch your eyes, face, nose or mouth with your hands.



66. Visit the Queen's Private Estates

i Celebrations will also take place on The Queen's private estates, Sandringham and Balmoral, for visitors to enjoy. Arrange a school trip to a stately home.

67. Ceremonies

Watch footage of the Trooping of the Colour or The Royal Tournament.

68. Themed Fancy Dress Charity Day

Arrange a themed day for staff and students dress in red, white and blue clothes or to dress like the Queen or a Guard.

Raise money to purchase a tree/bulbs (**see Activities 64. & 65.**)

69. Virtual Tour of Buckingham Palace

Take a virtual tour of Buckingham Palace and see the White Drawing Room, the Throne Room and the Blue Drawing Room

Visit www.royal.uk/virtual-tours-buckingham-palace

70. More Resources

On this page, you'll find assets for non-commercial use and helpful links to organisations involved in Jubilee projects and initiatives.

[Resources for the Platinum Jubilee | The Royal Family](#)

Thank You!

A competition was held in March to design a cover for 'The Queen's Jubilee - A Multisensory Adventure' I was touched by the tremendous response to the competition.

It was so difficult to choose as each piece of artwork was unique and beautiful and I appreciate the time, effort and hard work that went into creating each piece.

Congratulations to Chenai, Evelyn, George, Jude, Logon and Layla, students from Birkett House Special School whose artwork is featured on the front cover.
Thank you to their Class Teacher Roxanne and the Teaching Team.

I wanted to showcase a selection of the other artwork I received, so with the kind permission of the schools, I incorporated the pictures into the story for everyone to enjoy.

Thank you to the students of Lions Class from Bedelsford School in Kingston, to their Class Teacher Roxy and TA's Rayanne, Sarah, Kazzi, Amelia, Miriam, Agita, Leah, Danni & Umar.

Thank you to Holly, Ashton, Taylor and Eren from Churchill Park Academy Complex Needs School Sixth Form and the other students who took part in the project and to Sophie (Assistant Head)

Thank you to the Brandon from Ashgate Croft School for his fabulous portrait of the Queen, the other students in his class who took part in the project, to Class Teacher Kylie and the Teaching Team

Thank you to the students at Oak Wood Secondary School, to Alex for his fabulous painting of 'The Queen's Teacup', Class Teachers Clare and Claire and the Teaching Team.

Thank you to sisters Maisy and Poppy and to their Mum Sophie.

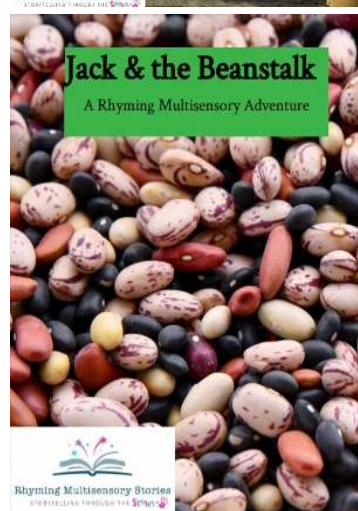
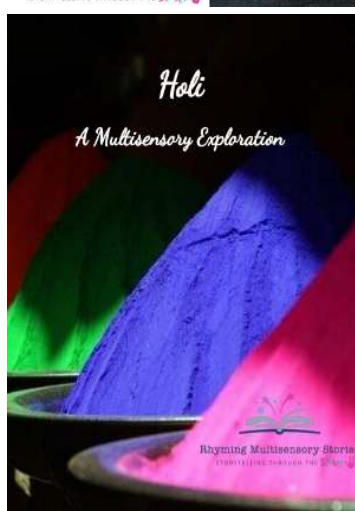
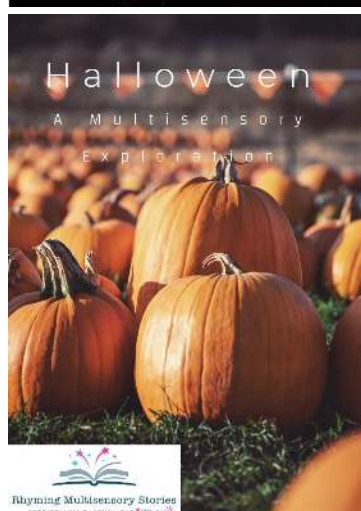
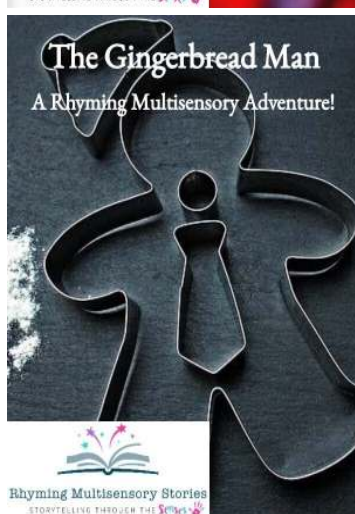
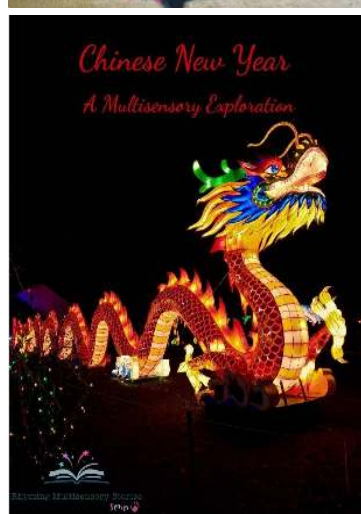
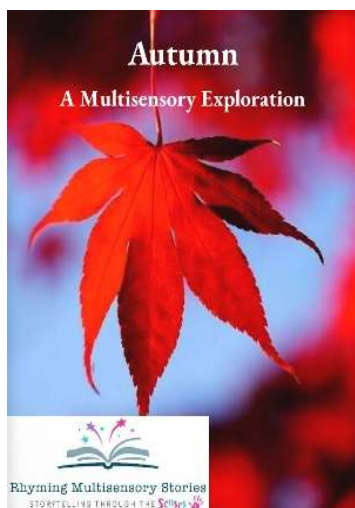
Thank you to everyone that took part, the schools, Headteachers, Deputy Heads, Teachers, Teaching Teams, Parents/Carers/Guardians and especially to the students!
The ages of the artists ranged from aged 2 to aged 47.

I would like to mention St. Andrews School, Bury College, Fairfield School and Childhaven Nursery School whose artwork was on the shortlist and also received a prize.

'Thank You'

Victoria:)

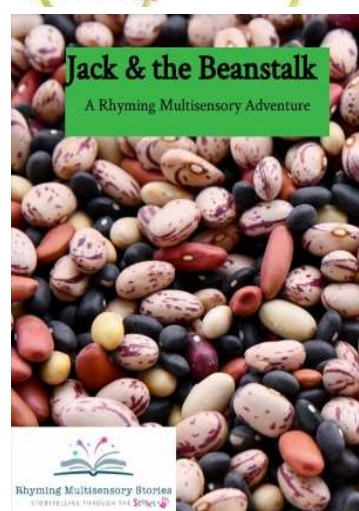
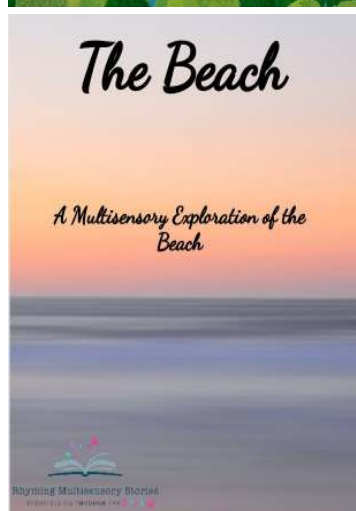
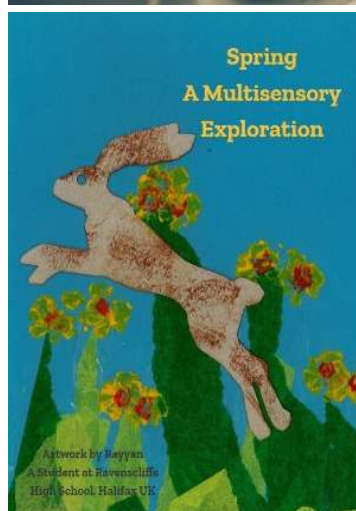
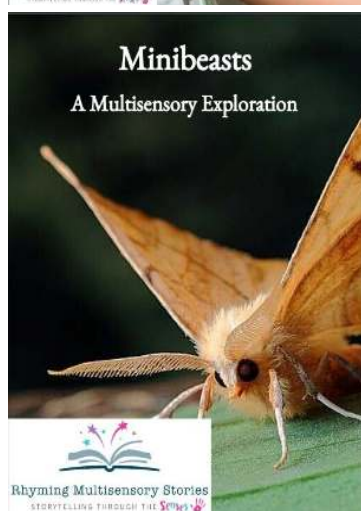
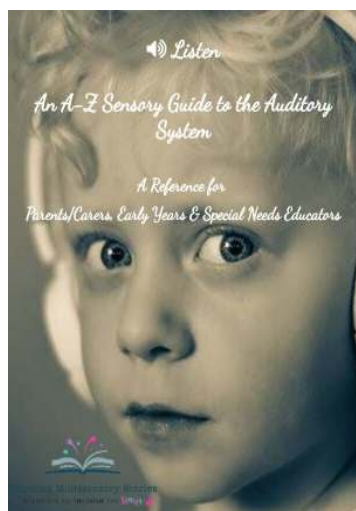
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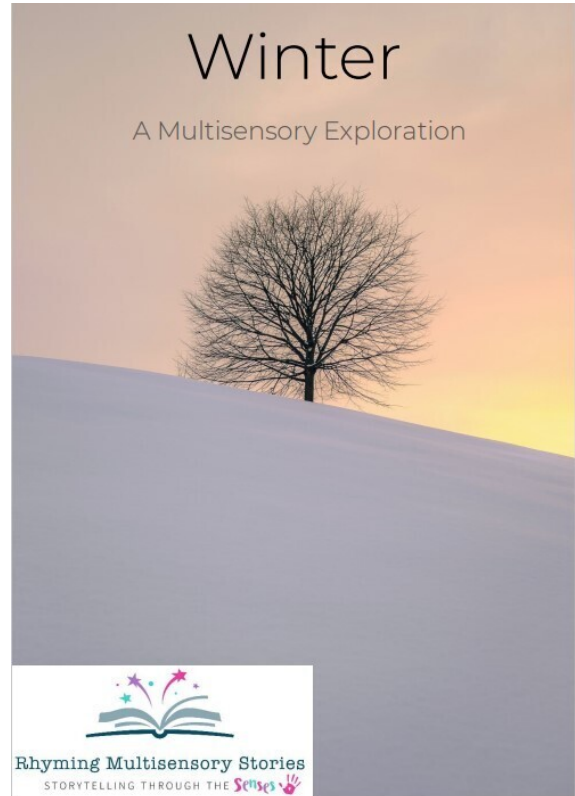
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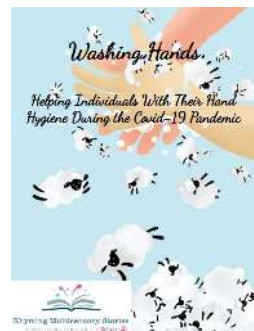
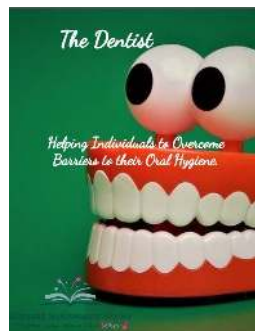
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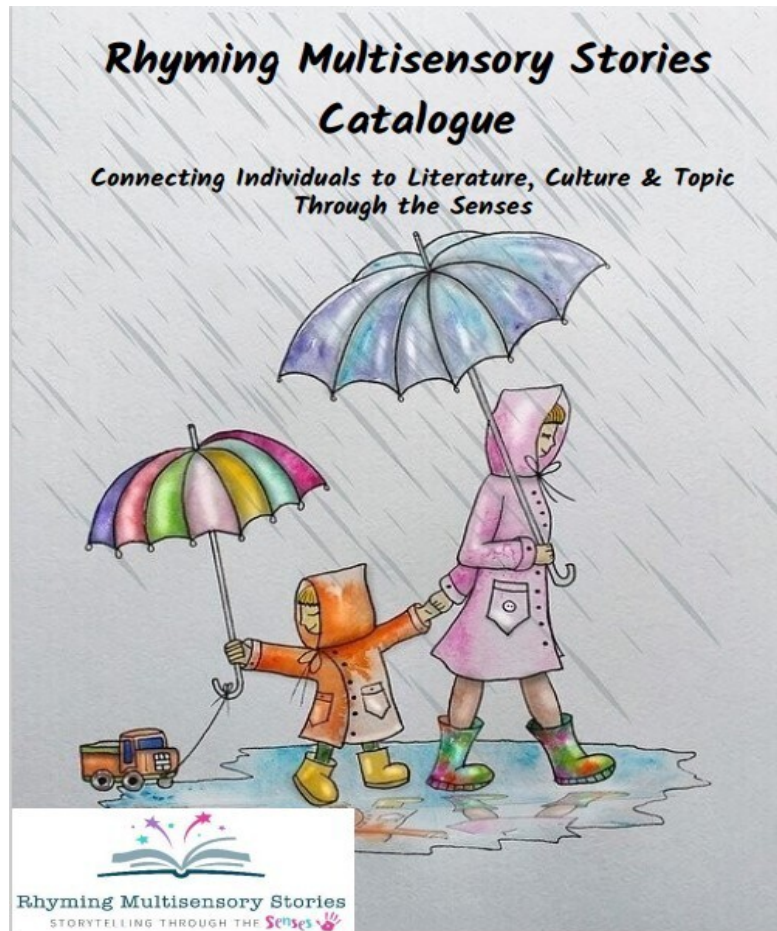
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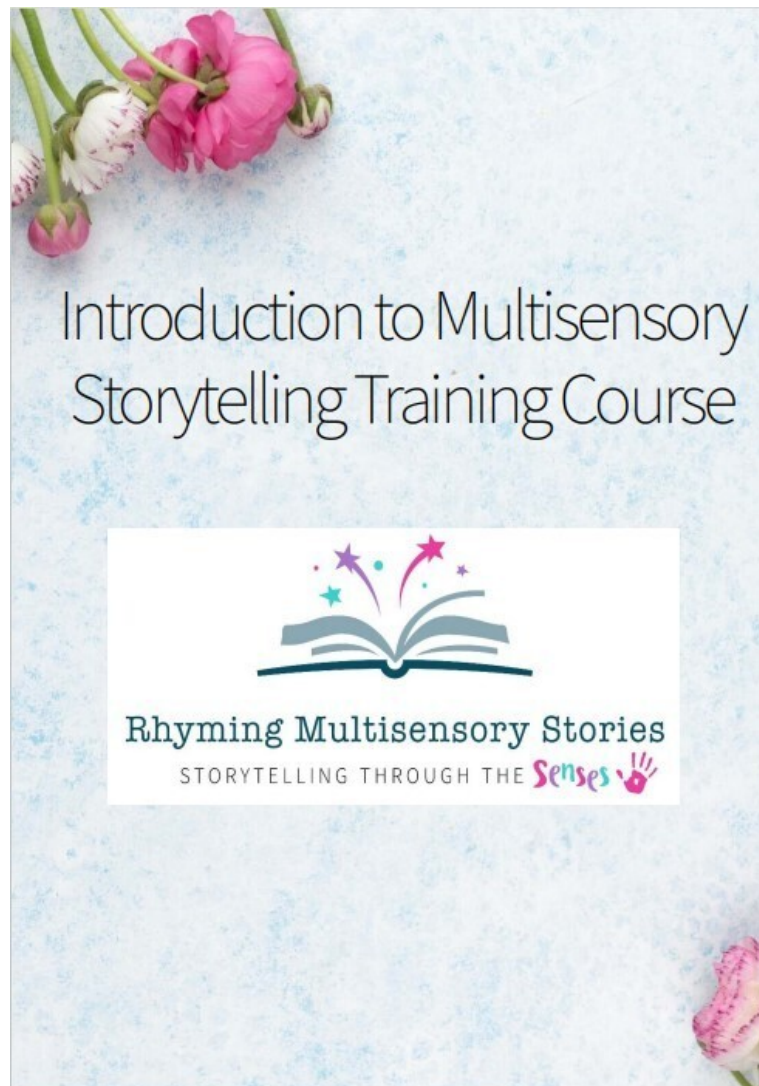
Bespoke 1-1 Training

‘An Introduction to Multisensory Storytelling’

[Bespoke 1-1 Training](#)

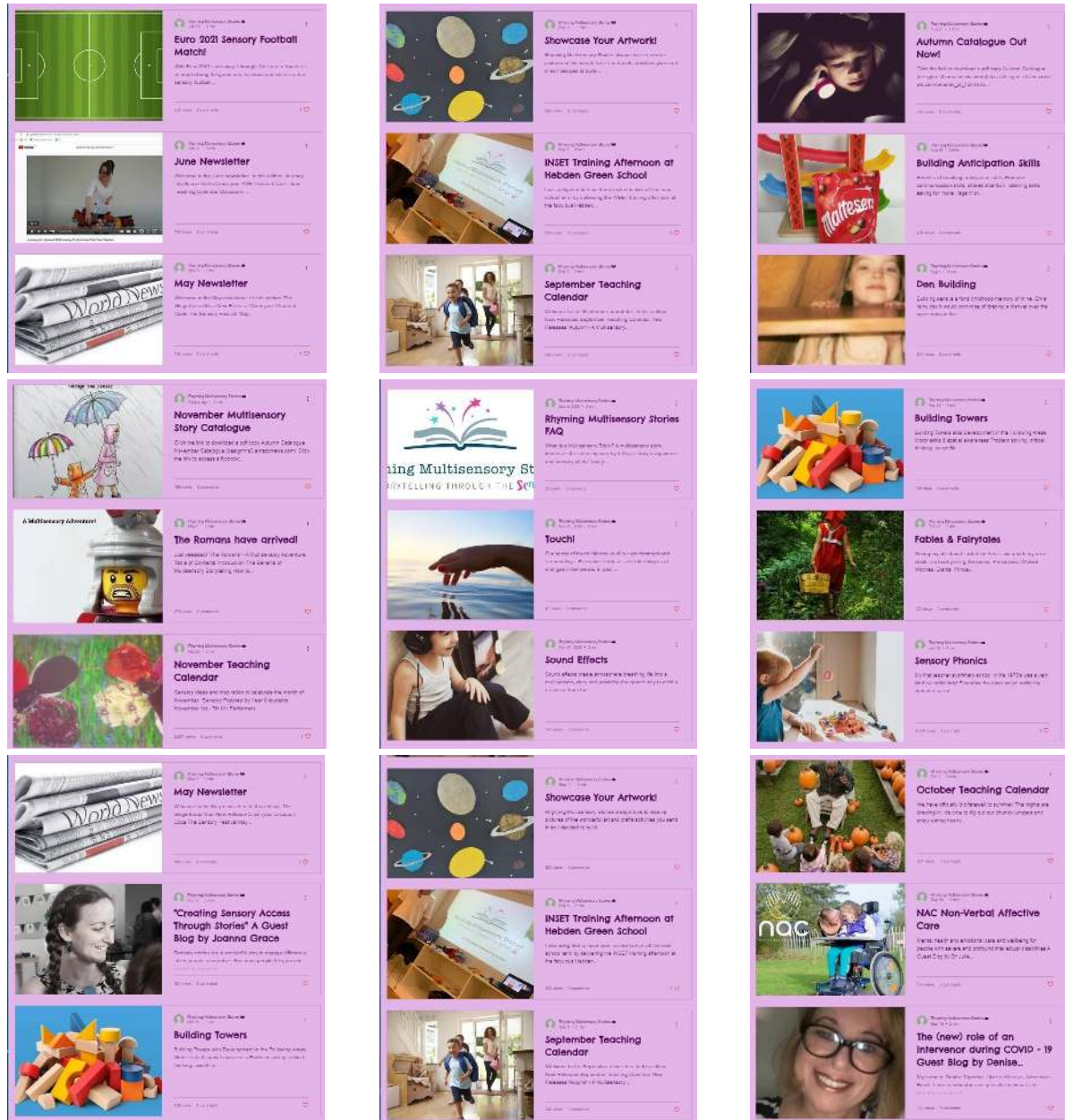
1-1 90 minute session via Teams

£45



Visit the Blog

Visit the [Rhyming Multisensory Stories Blog](https://www.rhymingmultisensorystories.com) for all the latest news, views and a monthly teaching calendar full of ideas and inspiration.



Guest Bloggers Welcome!

What is a Multisensory Story?

A multisensory story is told using words and sensory stimuli (story props).

Who Are Multisensory Stories For?

Each story includes themed, sensory extension activities that link to the EYFS Framework and areas of the KS1 National Curriculum making them the perfect resource for individuals with Special Educational Needs and Disabilities (aged 3-19), EYFS, Mainstream Primary, Speech & Language and EAL students.

Are the Stories Only for Use in Educational Settings?

The stories and poems are fully resourced, step-by-step guides, making them the perfect resource for Parents, Siblings, Guardians, Childminders, Speech Therapists, Play Therapists, Support Workers, Activity Coordinators, Storytellers, Librarians and anyone with an interest in exploring storytelling through the senses in a fun and engaging way!

Why Rhyming Stories?

The combination of sensory stimuli, listening to the rhyme and rhythm and the repetitive structure of the stories, supports memory and aids learning, playing a crucial role in the development of early communication language skills.

What Are the Benefits of Multisensory Storytelling?

Stories create a bond between the storyteller and the story explorer enhancing and enriching experiences. The stories connect the individual to literature, culture and topic in a fun, engaging and motivating way.

They form an excellent base on which to scaffold learning, providing opportunities for the individuals to work towards personal learning goals and targets .

The activities in the stories are designed to promote:

Communication skills (eye contact, listening, shared attention and language development.)

Self-confidence and well-being (trying out new ideas and skills, practicing self-care, independence and enjoying achievement.)

Self-awareness (asking for 'help', 'again' and 'more'.)

Opportunities to explore cause and effect and to build anticipation skills.

Physical development (fine & gross motor skills.) Understanding of the environment and the world around us.

Engagement in scientific experimentation and mathematical concepts.

Development of social and emotional skills: (turn-taking, sharing and teamwork).

Can Multisensory Storytelling Promote Alternative Communication Skills?

Sensory stories are an excellent motivating tool for encouraging alternative communication systems, early communication skills, Makaton, sign language and to facilitate PECS exchanges. The stories build the confidence of students with speech impediments and communication difficulties as they have a physical (story) prop to support the words they are saying.

Can Multisensory Stories Inform on Needs & Care Plans?

The sensory stimuli (story props) are a tool for the individual to explore and express their likes, dislikes and sensory preferences providing opportunities to make choices.

Observing reactions to a range of sensory stimuli enables you to build a picture of sensory preferences that can be used to identify motivators, items to items calm an individual when anxious, tired or stressed and to identify triggers. You may seek to avoid some triggers and to work on building tolerance on others that may be necessary (e.g. teeth brushing) through sensory exploration in a safe and therapeutic environment

When used in a safe setting rhyming multisensory stories can be used to prepare the story explorer for visits out of their daily routine such as getting a haircut or the dentist. This sensory record can help parents, carers and teaching staff make informed choices to enhance daily life in areas such as diet, sensory needs, daily activities and leisure activities and is an invaluable tool to inform on the behaviour strategies and the writing of care plans.

How do I source my Story Props?

The stories and poems are fully resourced and with different options suggested for props.

The props are all low budget items that can be found around the home, garden or classroom.

You can also add your own props.

To learn more about sourcing props [click here](#).

Get in Touch

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

Visit the website: www.rhymingmultisensorystories.com

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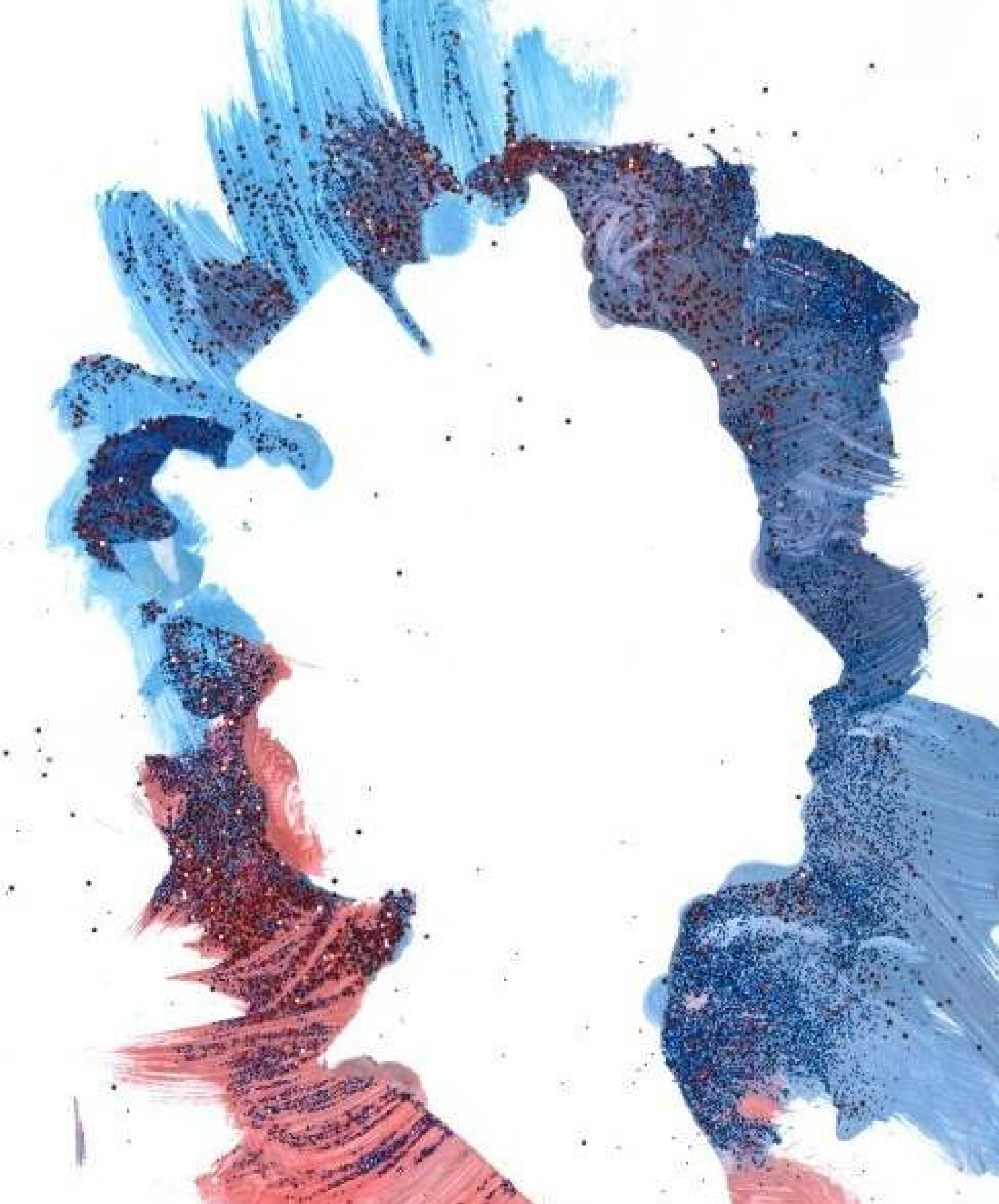
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About the Artwork

This fabulous portrait of the Queen was painted by students in Lions Class from Bedelsford School in Kingston