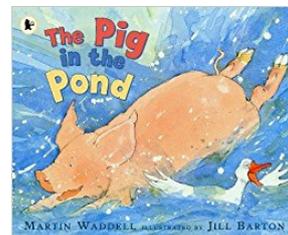


### Sensory Stories at Home (1)

TOPIC: **Animals**

Sensory Story - **The Pig in the Pond** by Jill Barton and Martin Waddell



**Resources:**

**Bath filled with water, paddling pool or bowls for the 'pond'**

**Hand held fans**

**Farm animals to include pig, cow and ducks if possible**

**A brightly coloured hat (for visual attention), some wellies and a brightly coloured shirt**

**A duck whistle or sound effect (or you can make the sounds yourself)**

**A horn / goose sound effect (or you can make the sounds yourself)**

PAGE KEY WORDS / LINES	Plan / Resources Needed /
This is the story of Neligan's Pig'	<ul style="list-style-type: none"> <li>- Introduce the Pig to your child accompanied with the Makaton sign for 'pig' or symbol (if your child is learning with signs / symbols)</li> <li>- Encourage them to explore the tactile properties of the pig if they are able to, or you can explore the tactile properties of the pig whilst your child's hands are placed on top of yours</li> <li>- Sound effect of the pig 'oink'</li> <li>- All other animals are already in the pond</li> </ul>
It was hot. It was dry	Use the fan with slow movements over your child's hands and arms initially, then moving up slowly to their face.
Neligan's pig sat by Neligan's pond	Place the pig by the 'pond'
The ducks went...	<ul style="list-style-type: none"> <li>- Introduce the Duck to your child accompanied with the Makaton sign for 'duck' or symbol (if your child is learning with signs / symbols)</li> <li>- Encourage them to explore the tactile properties of the duck if they are able to, or you can explore the tactile properties of the pig whilst your child's hands are placed on top of yours</li> <li>- Make the sound of the geese using a horn and sign - <b>just 1 sound per animal as per story</b></li> </ul>
The ducks went.. The pig went ...	<ul style="list-style-type: none"> <li>- Use signs or symbols for duck and pig again if appropriate for your child.</li> <li>- Repeat exploration of duck and pig as above</li> <li>- Repeat the duck and pig sounds as above</li> </ul>
The pig sat in the sun getting hotter and hotter	Use of fan as outlined above - increase level of movements

The ducks went...	As above but need to make <b>2 sounds</b> + sign (If appropriate)
The pig gulped and gasped	Use of fan as outlined above – very fast movements this time!
The ducks went...	As above but need to make <b>3 sounds</b> + sign (if appropriate)
She rose from the ground, turned round and round, stamping her trotters and twirling her tail and...	Physical activity / where possible encourage your child to rise up and stamp feet - emphasis on movement as well as noise of stamping feet on the floor. If your child is reluctant or unable to stamp their feet, stamp your own feet, if your child is seated on the floor at this point they will experience the vibrations from your stamping actions.
SPLASH	Encourage where possible your child to participate in throwing the pig in the pond – while repeating the word. If your child is reluctant or unable to participate they may enjoy experiencing a small splash of water on their hands or arms as you throw the pig in.
Slash, splash, splash	Splash hands in the water. To support your child you can make the splashing movements in the water with your child's hands placed on top of yours.
The ducks went quack x4	As above but <b>4 sounds</b> + sign (if appropriate)
The Pigs in the Pond	All adults (if more than one present) to say these words rhythmically to emphasise and repeat as in the book
Neligan came on his cart	Stomp of feet (See above for feet stamping ideas)
The pig went 'oink' and Neligan took off his hat	Sign 'pig' and 'hat' if appropriate for your child. Use pig <b>sound x 1</b> encourage your child to encounter the sensation of a hat being taken off their head, or if they won't tolerate this, encourage visual attention to a hat being taken off your head or the head of an adult near to them
The pig went 'oink oink' - took off trousers and boots	Sign (if appropriate) and <b>sound of pig x 2</b> - allow your child to explore the outside and inside of the boots with their hands or feet to replicate 'taking them off' e.g place their hand inside the boot and after they have felt the inside, remove the boot saying 'he took off his boots'
The pig went 'oink oink oink' took off shirt	Sign (if appropriate) and <b>sound of pig x 3</b> - place it on the child and then take it off (over clothes or partially on)
The pig went 'oink oink oink OINK' and pants	Sign (if appropriate) and <b>sound x 4</b>
SPLASH	Splash hands in the water. To support your child you can make the splashing movements in the water with your child's hands placed on top of yours
SPLOOSH - they all joined the pig in the pond	Encourage where possible your child to participate in throwing the other animals in the pond. If your child is reluctant or unable to participate they may enjoy experiencing a small splash of water on their hands or arms as you throw the animals in.

And that was the story of Neligan's Pig

- Present Pig to your child for the final time accompanied with the Makaton sign for 'pig' or symbol (if your child is learning with signs / symbols)
- Encourage them to explore the tactile properties of the pig if they are able to, or you can explore the tactile properties of the pig whilst your child's hands are placed on top of yours
- Sound effect of the pig 'oink'