Room on the Broom

Sensory Story

This sensory story is linked to the book ‘Room on the Broom’ and does therefore not have song links. However, there is a link to the story online if you would prefer to watch it and pause at the relevant parts.

Online story- <http://www.viewpure.com/jCnY5ju15oY?start=0&end=0>

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| List of items you need: | Characters* Witches or Wizards hat or a homemade cone hat.
* Soft toy cat (if you have one) or soft furred material e.g. cushion - blanket
* Soft dog toy
* Bird toy (if you have one) or something green
* Dragon toy or something that represents a dragon

 The following can be real items or cut out of paper or card* Flower
* Cone
* Bone
* Twig
* Bow cut out of paper
 | * Broom or long tube or pole to represent the broom.
* Wand or roll of paper with a star on the top
* Paper fan or real fan
* Binoculars (if you have them) Or old kitchen roll or toilet roll to look through
* Hairdryer
* Pompom or rice in a tube
* Cloth or tea towel
* Water spray
* Something cold and smooth to represent frog (frozen shaving foam is nice to feel or wet cloth)
* Stick or twig x 2
* Mud or soil in a tray or bowl
* Large blanket or duvet cover
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|  | Songs from Viewpure | Equipment needed  | Body Percussion  |
|  | The Flying Suite by Aubry Rene <http://www.viewpure.com/MG-kyulvO_c?start=0&end=0> | Song to cue you in. |  |
| Using the Room on the Broom Book or if watching on computer pause at certain parts of the story. |
| Read from | Read to | Equipment Needed  | Ideas |
| The Witch had a cat …. | ….. it blew off the hat. | Witches or Wizards hat or a homemade cone hat.Soft cat (if you have one) or soft furred material e.g. cushion - blanketPaper fan or real fan | Piece hat on headFeel soft fur Each time ‘Wind’ is mentioned blow fanBlow fan on person with hat and whoosh it off your head. |
| Down cried ….. | ….. but no hat could be found. | Binoculars (if you have them)Or old kitchen roll or toilet roll to look through | Make big gesture for down.Look around place hands above eyes like you are searching. Or use binoculars (if you have some) |
| Then out of the bushes.. | ….. a dog like me ……. | Pompom or rice in a tubeSoft dog toy  | Tap table or shake a pompom or anything that may make a rustling leaves sound e.g. rice in a pringles tube?Drop hat onto students lap use the dog toy to drop it on to them – then place it onto your head again.  |
| Yes!...... | …. they were gone. | Broom or long tube or pole to represent the broom. | Nod head as you say ‘Yes’ Place dog toy or puppet onto the broom and ‘Whoosh’ around the room. |
| Over the fields… | ….. long ginger plait! | Fan (paper or real)Bow cut out of paper | Use fan as you read the lines.Place paper bow on tray or table or lap. Use the fan to blow the bow off their tray/table or lap. |
| Down cried ….. | …. but no bow could be found. | Binoculars (if you have them)Or old kitchen roll or toilet roll to look through | Make big gesture for Down.Look around place hands above eyes like you are searching. Or use binoculars (if you have some) |
| Then out from … | …. bird like me? | Wave cloth or tea towel to represent wingsBird toy (if you have one) or something green | Wave cloth and drop the paper bow on tray/table/lap |
| Yes!...... | …. they were gone. | Broom or long tube or pole to represent the broom. | Nod head as you say ‘Yes’ Place bird or green material onto the broom and ‘Whoosh’ around the room. |
| Over the reeds …. | …… of her wand. | Wand or roll of paper with a star on the topWater sprayFan  | Spray water as you read and have fan on or alternate between fan and water spray. Drop the wand from height |
| Down cried ….. | …. but no wand could be found. | Binoculars (if you have them)Or old kitchen roll or toilet roll to look through | Make big gesture for Down.Look around place hands above eyes like you are searching. Or use binoculars (if you have some) |
| Then all of a …… | …. frog like me? | Water spraySomething cold and smooth to represent frog (frozen shaving foam is nice to feel or wet cloth) | Spray water to represent the dripping wet frog Feel the cold or wet items.Place wand on tray/table/lap |
| Yes!...... | …. they were gone. | Broom or long tube or pole to represent the broom. | Nod head as you say ‘Yes’ Place bird or green material onto the broom and ‘Whoosh’ around the room. |
| Over the moors …. | …. The broom snapped in two!. | Stick (if you have one in the garden) | Snap stick in half. |
| Down fell ….. | …… into a bog. | Props that represent animals (from above)Mud or soil in a bowl or trayWater spray (if you want to get messy) | Throw the animals or props to the floor one by one as you read.Explore the mud in the tray – add some water from the water spray to feel the difference. |
| The witches …. | …. scary and loud. | Material  | Wave material over face Spray water spray‘Roar’ loudly |
| I am a dragon ….. | ….. witch without chips.  | Hairdryer Dragon toy or something similar or fancy dress? | Tap legs as you read Blow hair dryer over as you read ‘Breathing out fire’Move in close as you read. |
| But just …. | …. That’s my witch! | Large cloth  | Go under a cloth to represent the beast… Encourage vocalisation for Buzz off or tap tray. |
| The dragon …. | ….. the sky. | Dragon or representative. | Gentle move hands over legs/body or arms to represent shaking.Fly the dragon away. |
| Then down … | ….. insides. | Props that represent animals (from above) | Place the animals on lap/tray/table |
| Then she filled … | ……. zoom! | The following can be real items or cut out of paper or card* Flower
* Cone
* Bone
* Twig

Props that represent animals (from above)Cauldron or big bowlWand or representative | Place each item into the cauldron you could use the animal props to help.Use wand to stir the cauldronEncourage vocalisations as you mutter the spell …. Iggety… |
| Then out …..  | … were gone. | BroomWater spray | Raise broom from the floor.Water spray – for shower.Tap and whoosh around the room if in chair student to travel around with you. |
| Extra | Room on the Broom (Song)<http://www.viewpure.com/XsfhYNH6O-8?start=0&end=0> | Can listen to the song as looking at the book or just listen to after as they explore some of the props. |  |