Take the top deck

Six things to make, spot and try with Bea and Grandad.



Meet Bea

On Saturdays, Bea and Grandad ride upstairs and look for a cow painted on a wall. One day Bea lets it pass in silence. Grandad notices and makes time to listen.

Start anywhere on pages 2–7. Read aloud, point, draw, write or ask someone to write for you. Page 8 has clues for grown-ups.

Map the bus ride

Bea passes the bicycle shop first, the dented postbox next and the painted cow last. Number the pictures 1, 2 and 3.



Painted cow ☐



Bicycle shop ☐



Postbox ☐

Add a fourth stop

Draw one thing you would like to see from the bus window.

What changed?

On the first ride Bea calls, “My cow!” On another Saturday she watches the same wall go by without a word.



The usual Saturday



The quieter Saturday

Find something that stays the same.

Point to it in both pictures, or draw it here.

Give the quiet picture a sound.

What might you hear on the bus when nobody is speaking?

A square for Bea

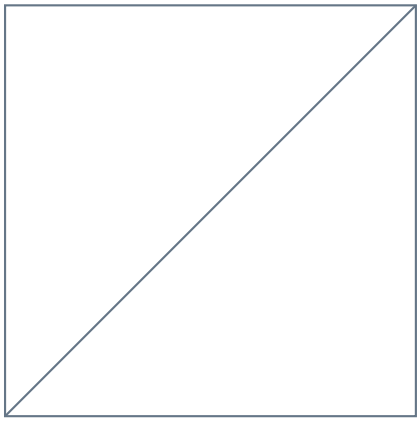
Mum cuts a square of toast into two triangles. Bea wants squares. She slides the pieces together again.



Trace the diagonal with a finger. On scrap paper, copy the square and divide it along the line. Ask a grown-up if you want to cut it out.

Make two different pictures

Fit the long edges together to make toast. Turn one piece and invent a new shape. Draw your idea in the space on the right.



Bea says sorry to Mum. What could Mum say back?

Read the shoe clues

Bea wanted to go out. On Friday she laid out both shoes. On Saturday she fastened her coat, put one shoe on and sat down.





Circle two things the pictures show.

A shoe in Bea’s lap.

Grandad holding his bus fare.

Bea running to catch the bus.

Be the storyteller

Why might Grandad put his fare away? Tell someone or finish the line: “Grandad can see …”

Give someone a turn

“Shall I help you tell Mum?” asks Grandad. Bea leans against him. “You start.” In the kitchen, Grandad speaks, then waits.





What could they say?

Imagine Bea wants Mum to know about the missed bus. Fill in their words, or try the conversation with someone.

Grandad begins …

Bea can add …

A ticket that can talk

Bea takes a bus ticket to the doctor. It helps her tell the story of something she used to love.



Design a ticket for Bea

Choose a destination. Draw a symbol that reminds Bea of Grandad. Add one thing she could tell the doctor when she shows it.

BEA’S BUS TICKET

Destination _____

I brought this because …

_____

You can tell Bea’s story out loud instead of filling in the ticket.

Reading together

Use these as starting points. A child can answer by pointing to a picture, moving paper pieces or telling you their idea.

2 · Map the bus ride

From left to right, the numbers are 3, 1 and 2. Ask the child to be the driver and point out each stop in journey order.

3 · What changed?

The cow and the bus journey return. Bea’s shout is missing. A hum, an engine or the rattle of a window is a possible sound. Silence alone does not tell us exactly how Bea feels.

4 · A square for Bea

The two long diagonal edges meet to make the square. Other arrangements are for exploring. Mum might say, “Thanks for saying sorry, Bea.”

5 · Read the shoe clues

The shoe and the bus fare are visible. Grandad puts his fare away so he can stay with Bea. Her preparations are clues that she wanted to go.

6 · Give someone a turn

One possibility is “Bea wanted to come today.” Grandad can wait while Bea adds “I put one shoe on.” Let the child choose who speaks, points or listens.

7 · A ticket that can talk

The dairy, the painted cow or the shared seat could appear on the ticket. Ask what the chosen symbol helps Bea remember. There is no need to ask for a personal example.