

Teacher Notes



Frances Lincoln
Children's Books



A Year Full of Stories

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Synopsis

Celebrate the year from New Year's Day to Christmas Eve with this treasury of 52 best-loved stories from around the world. This rich resource collects together folk tales from home and legends and myths from distant lands to commemorate the changing seasons, cultural events and international festivals throughout the year.

At a glance

Suitability	Structure	Genre	Themes	Curriculum links	Values addressed
EYFS Key Stage 1 Key Stage 2	Anthology Short stories	Folk tales Fairy tales International literature Illustrated stories	Diversity Acceptance Loyalty Perseverance Festivals	English ICT Art Science DT Geography	Values usually found in traditional tales such as honesty, kindness,

There are endless possibilities in the way this anthology can be used across the curriculum and key stages; for example:

- ◆ it can be used as a whole as an introduction to folk tales and legends
- ◆ it can be used throughout the year as a weekly read - aloud activity, maybe as a start-up to the week. This would work particularly well for EYFS classes
- ◆ it is the perfect tool to teach children to appreciate diverse cultures and traditions through folk tales
- ◆ it can be used to reiterate values taught in PSHE such as friendship, respect of others, human rights to name a few.
- ◆ it can be used as a resource if students are being asked to investigate:
 - a specific country
 - a specific festival.

Religious festivals are covered in the cross-curricular section but non-religious festivals and other cultural events are also included in the anthology:

New Year's Day
Chinese New Year
Shrove Tuesday
St David's Day
St Patrick's Day
St George's Day
May Day

Tanabata
Harvest
Halloween
Thanksgiving
Bonfire Night
St Andrew's Day

The following activities are a sample of the work that can be inspired from this diverse anthology of stories, many of which can be interlinked and worked towards together as a common project.

Classroom Activities

READING

Many reading and comprehension activities can be developed from the anthology. For example, there are many versions of similar tales in international folklore, as tales have often been carried across cultures orally and have developed differently in different countries.

- Read different versions of the same tale and discuss differences (see attached activity on *The Runaway Pancake*).

- Analyze two folktales to discover patterns (See Folktale analysis activity sheet)

For younger children, you could look at the links between *King of the Forest* (Chinese New Year) and Julia Donaldson and Axel Scheffler's *The Gruffalo*.

National Curriculum objectives (Science)

Y 1	Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (see attached activity on <i>The Runaway Pancake</i>)
Y 2	Making inferences on the basis of what is being said and done
Y 3-4	Retell some fairy tale or traditional tales orally Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
Y 5-6	Read fiction from our literary heritage, and books from other cultures and traditions

WRITING

The anthology provide several opportunities for transcription and composition writing, at all levels. Writing activities could include:

- Research and write a menu for one of the festivals included in the anthology (link to Design Technology below).

- Writing their own folk tale using the second part of the Folktale Analysis activity sheet

- Use *The Shortest Ghost Story in the World* as inspiration to write a ghost story. This could include before/after story development on the story or using the story as model to write their own

shortest ghost story in the world.

National Curriculum objectives

Y 2	Writing for different purposes Use creative writing based on stories to practice writing objectives
Y 3-4	In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices
Y 5-6	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In narratives, selecting settings, characters and atmosphere and integrating dialogue to convey character and advance the action

CROSS CURRICULAR

Maths – Using the contents page, ask students to tally the countries represented in the anthology by continent.

National Curriculum objectives

Y 2	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Y 3	Interpret and present data using bar charts, pictograms and tables

Geography – Use the contents page of the book or the results from the Maths activity above to identify continents and countries on a map.
- Use the calendar of events at the back of the book to identify events linked to environmental issues such as World Water Day and National Tree Week, which you might want to investigate as a class.

National Curriculum objectives

KS 1	Name and locate the world’s seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
KS 2	Locate the world’s countries Describe and understand key aspects of physical geography: including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Science - Use the monthly illustrated title pages to infer how the natural world is changing. Investigate the flora and fauna used in those plates,

National Curriculum objectives

Y 1	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies
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Art – Using the monthly title pages, investigate and learn about the way colours are used to convey temperature, feelings, and environment. Look at what symbols used to represent each month.
- Using the monthly plates as inspiration (see attached), ask students to create similar illustrations to represent seasons. This could be done using a variety of mixed media. The plates could be used as inspiration for other art activities also.

National Curriculum objectives

KS 1	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
KS 2	Create sketch books to create their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting

Design & technology – Investigate and prepare food linked to any of the festivals included in the anthology, either a single dish (pancakes for example) or a whole menu (for Diwali for example).

National Curriculum objectives (Design Technology)

KS 2	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
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ICT – Use “A Year Full of Events” to ask students to create a monthly calendar of events, using table to organise information.

National Curriculum objectives:

KS 1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
KS 2	

Religious Education - Use some of the stories linked to religion as part of studying the religion or use stories as a starting point to finding out about a religion. These stories could also be used as a more general study of festivals.

The religions included are: Judaism, Buddhism, Christianity, Islam, and Hinduism.



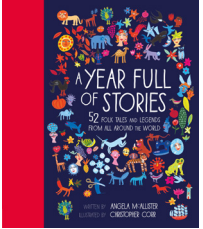
COMPARE AND CONTRAST FOLK TALES

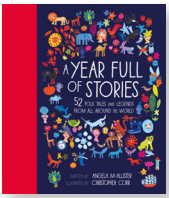
COMPARE AND CONTRAST THE RUNAWAY PANCAKE AND THE GINGERBREAD MAN

THE RUNAWAY PANCAKE

THE GINGERBREAD MAN

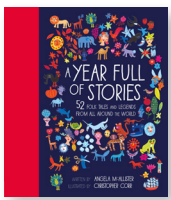
BOTH





CREATE YOUR OWN FOLKTALE!

TITLE OF FOLKTALE	
WHO IS THE MAIN CHARACTER? IS IT A BOY, A GIRL OR AN ANIMAL?	
IS THERE A PROBLEM? WHAT IS IT?	
WHAT IS THE SOLUTION TO THE PROBLEM?	
IS THERE A LESSON TO LEARN FROM THE STORY? WHAT IS IT?	



FOLKTALE COMPARISON



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	FOLKTALE 1	FOLKTALE 2	FOLKTALE 3
TITLE OF FOLKTALE AND COUNTRY OF ORIGIN:	THE LITTLE RED HEN FROM RUSSIA		
WHO ARE THE MAIN CHARACTERS? ARE THEY HUMAN OR ANIMAL?	A HEN IS THE MAIN CHARACTER. THERE IS ALSO A CAT, A PIG, AND A DUCK.		
IS THERE A PROBLEM? WHAT IS IT?	THE HEN FINDS WHEAT AND SHE WOULD LIKE TO MAKE BREAD TO FEED HER CHICKS. SHE ASKS THE PIG, CAT AND DUCK TO HELP HER BUT NONE OF THEM WILL.		
WHAT IS THE SOLUTION TO THE PROBLEM?	THE LITTLE RED HEN IS NOT SCARED OF HARD WORK AND DECIDES TO DO THE WORK WITHOUT THEIR HELP.		
IS THERE A LESSON TO LEARN FROM THE STORY? WHAT IS IT?	THE PIG, CAT AND DUCK REALISE THAT IT'S ONLY WITH HARD WORK THAT THEY WILL EARN REWARDS WHEN THEY CANNOT HAVE A SHARE OF THE BREAD THE LITTLE RED HEN HAS MADE.		