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| **A Squash and A Squeeze – Julia Donaldson - Year 1/2** |
| **Possibilities**  – Female lead character asks for help and is supported to find the joy in her home by the male lead character. Both human characters are elderly and show that they have wisdom and yet the capacity to learn. |
| **Spirituality**  – The ‘little old lady’ wishes to find fulfilment in her ‘tiny’ home by having more space. She learns that happiness comes from appreciating what you already have! |
| **Diversity**  – Male and female lead characters plus a variety of ‘farmyard’ animals. Some stereotypical characterisation of ‘old lady’ and ‘old man’ to discuss and challenge. |

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| **Hansel and Gretel – Bethan Woollvin – Y1/2** |
| **Possibilities –**  Traditional fairy tale flipped so that the ‘evil’ characters are the children and the ‘good’ character is the witch Willow. Teaches children not to judge on first appearance or preconceptions. |
| **Spirituality –**  Focus om kindness and good manners; sharing and following rules. Explores consequences and the limits of patience… |
| **Diversity –**  Boy and girl characters both display negative traits. The ‘good’ witch challenges the stereotype of a witch in fairy tale stories. |

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| **Toby and The Great Fire of London – Margaret Nash - Y1/2** |
| **Possibilities –**  The historical aspect explores a child’s role in society in the 1600’s. Our children learn that children 350 years ago will have worked, not attended school as a right. |
| **Spirituality –**  Toby has to be brave and trust in Samuel Pepys in order to help fight the fire. He gains confidence and praise from the King. |
| **Diversity –**  Characters range from the poor, lower class of the city to a wealthy government official (Pepys) and the King. |

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| **The Bog Baby – Jeanne Willis – Y1/2** |
| **Possibilities –**  The female characters enjoy and explore the outdoors and experience a magical event (finding the Bog Baby). This ‘magic’ is validated by the mother recalling her own similar experience as a child. |
| **Spirituality –**  learning that ‘if you love something you should let it go’ – that we need freedom and nature to thrive… Believing in, and learning from, something different to yourself. |
| **Diversity –**  The Bog Baby is a magical / mythical creature described like a type of amphibian. The characters are young female children and a parent, showing the point of view of both. |

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| **How to Hide a Lion – Helen Stephens – Y1/2** |
| **Possibilities –**  The lion is visiting the town; his personification and adventure represents that we can move out of our comfort zone and visit new places. We may not always get the reception we’d hope for at first being an ‘outsider’, but we can grow to belong and make somewhere our ‘home’. |
| **Spirituality –**  Friendship and earning trust are recurring themes, as is the capacity in human nature to learn. The girl in the story is caring and welcoming, without judgement of preconception whereas the adults are the opposite. The lion ‘earns’ their trust whilst the girl gave hers more openly. The story also touches upon ‘good and bad’ behaviour with the thieves whom the lion catches. |
| **Diversity –**  The lion as the gentle ‘newcomer’ to the town (against type) is the outsider who is unwelcome and has to hide. Other characters are the girl with the big heart and a variety of adults (frightened, unwelcoming townspeople, the ‘traditional’ representation of family set up with mother and father, the thieves in the town and the mayor who rewards the lion). |

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| **We’re going on a Lion Hunt – David Axtell – Y1/2** |
| **Possibilities –**  2 female child characters are brave enough to decide to go ‘on a lion hunt’ in the African savannah. On meeting the lion they run home in fear but end by saying they will return another day! Children growing independence and having adventures away from their parents / carers (differing from the original Bear Hunt story). |
| **Spirituality –**  Bravery and a sense of adventure.. The descriptions of nature are central to the story and the repetition of not being able to go ‘under’ or ‘over’ obstacles but rather needing to go ‘through’ them, representing the challenges of life which need tackling not giving up on… |
| **Diversity –**  African children, culture, nature and wildlife are represented through the vibrant and detailed illustrations (of their house, furnishings, clothing, hair styles, landscapes etc). Pupils are exposed to a story set in a vastly different setting to their own, with their interest sparked by relating to the child characters and meeting a variety of animal characters through the illustrations. |