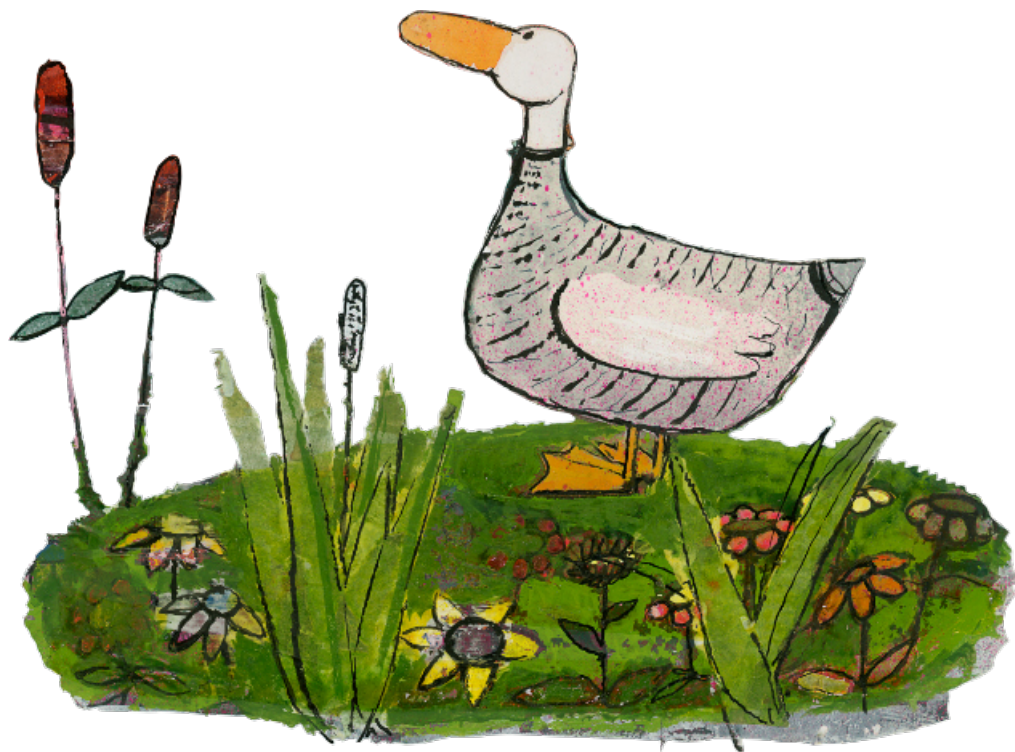


Teaching Ideas and Resources

John Burningham
BORKA

The Adventures of a
Goose With No Feathers



Early Years Foundation Stage Activities

Communication and Language & Literacy

- Listen and respond to the story, use new vocabulary learnt from the story. Retell the story using puppets and activities in tuff trays as detailed below.

Personal, Social and Emotional Development

- Through discussion about Borka and her relationships with the other characters think about the perspectives of others. Relate to the children and their experiences with their friends in school and at home. Use Borka as an example of a character who shows resilience and perseveres in the face of a challenge as they should.

Mathematics

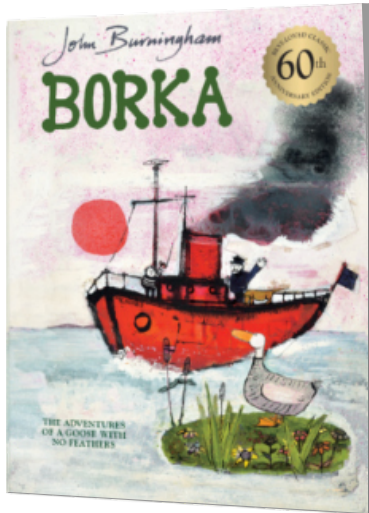
- Explore repeating patterns by making a set of pictures of geese with feathers and some without feathers.
- Add features (eg flower next to foot, grass around feet) on some pictures and use to play matching pairs. Talk about why some match and why some don't. Leave some out so that one or two do not have a matching pair and explore the concept of odd and even numbers.
- Use same pictures for counting activities, subitising, etc.
- Make a tuff tray set up as marshland scene (blue paper or material for water, green for marsh land) enhance with real grass etc. Add nests (paper or model ones left over from Easter activities or bought) and eggs use for counting, matching etc.

Physical Development and Expressive Arts and Design

- Create a scene from the story in the outdoor area children move tyres, crates, logs etc themselves to make the marshland, water, Borka's home etc. Place logs as if stepping stones across shallow water. Develop overall body strength, balance and all fundamental movement skills.
- Children create their own dance moves to music (optional) acting out elements of the story (give them specific short events from the story to perform). Develop moving with fluency, control and grace. Perform solo or in groups.
- Create games throwing bean bags into hoops as if throwing eggs into nests!
- Paint, draw, collage own pictures of geese.

Understanding The World

- Explore the natural world, learn about birds, look at birds outside in school grounds, notice birds in gardens at home for homework task. Learn about geese, learn about the life cycle of a goose and talk about the changes that happen throughout the cycle. Use the internet to find out information together. Create a sensory tuff tray containing a variety of feathers from different birds. Provide magnifying glasses, pencils and paper for recording observations. Encourage children to use their senses to explore the feathers.



Borka is John Burningham's first book. It was published 60 years ago this year

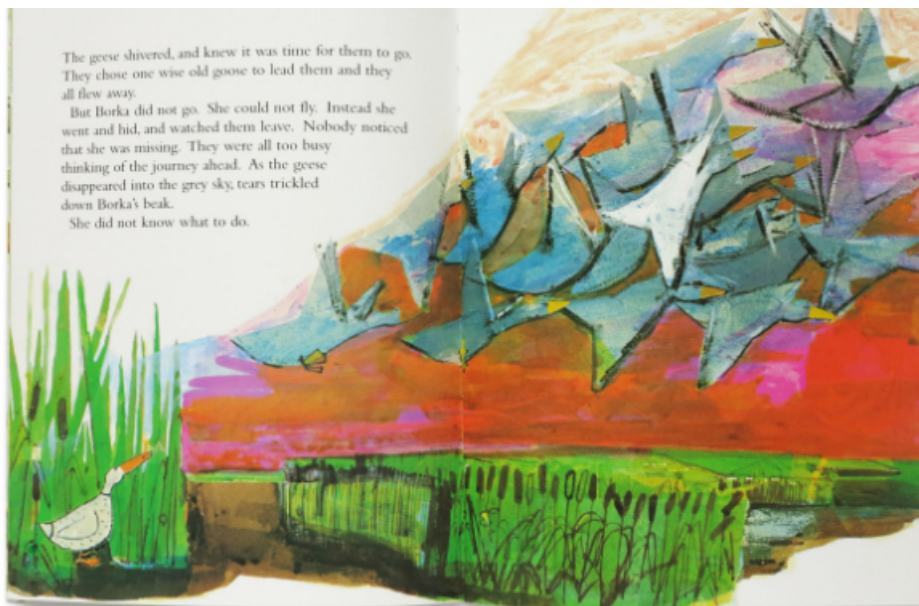


Borka had 5 brothers and sisters: Archie, Oswald, Timothy, Freda and Jennifer

Borka was born without any feather's so her mother, **Mrs Plumbster**, knitted her a jersey



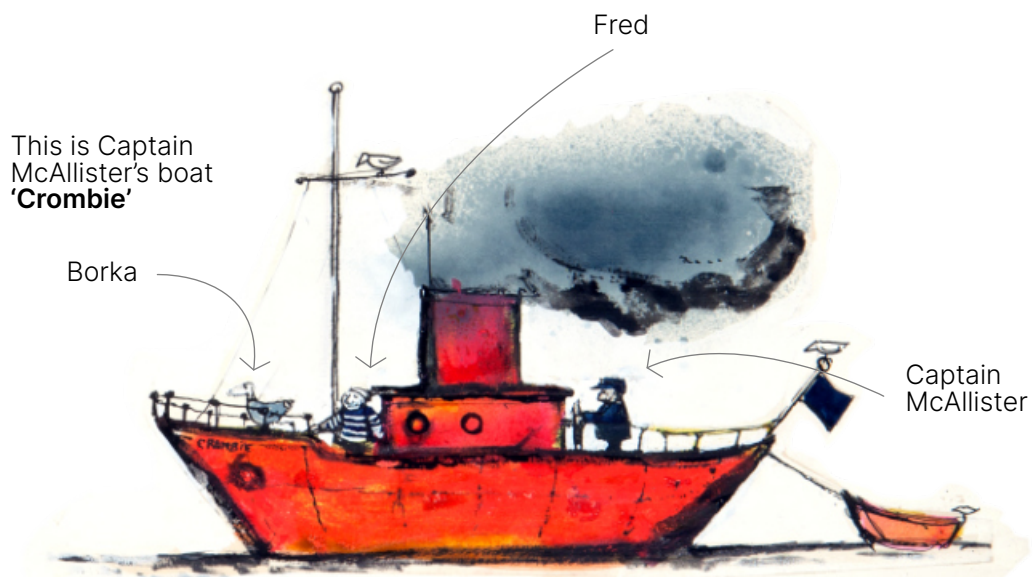
When the other geese decided it was time to migrate they took to the air but Borka hid in the marshes and was left behind



Borka was born in the marshes of the East of England. John Burningham went to school there, also his wife Helen was born there



Captain McAllister took Borka to Kew Gardens where she was able to join and make friends with other geese ... like **Ferdinand!**



Key Stage One and Two Activities

English Writing Opportunities

KS1

- Write a set of instructions instructing Borka how to swim. Watch clips of real geese swimming and discuss how they enter the water, use their feet to propel themselves along the water and swim.
- Act out in groups with children in role as the six baby Plumpsters; Archie, Oswald, Timothy, Freda, Jennifer and Borka, swimming in a river. Include children as the parent geese Mr and Mrs Plumpster giving the instructions or teacher/teaching assistant take role of parents modelling how to give instructions and guiding children how to create their own. Teacher scribe and model the stages they take (eg 1. Slide down the bank. 2. Fall into the water. 3. Push water back with foot then other foot. 4. Glide forward. 5. Dip head in water and grab food. Etc). Children write their own set of instructions. Remember to use bossy (imperative verbs).

KS1 & KS2

- Create a non-chronological report about geese. Write a non-fiction class book, information leaflet, fact file or poster about geese. Research on internet, books and if possible visit to Wetland Wildlife area eg find a site near you <https://www.wwt.org.uk/wetland-centres>. Structure of report should include: an introductory paragraph, sub headings, researched facts, pictures, labelled diagrams and photographs with captions. The language features of the report should be: use formal language and a formal tone, use technical vocabulary (eg migrate, habitat, etc) and technical language be explained in a glossary.
- Write an innovated story. Change key features eg the setting and the main character and write your own story based on Borka The Goose With No Feathers. Consider first what kind of character Borka is, she gets onto the boat by chance whilst looking for shelter but whilst there she is resourceful making herself useful by doing jobs in return for food. Make a new character with the same characteristics as Borka. She is ostracised by her family (but learns to look after herself. For example the dog with no tail who learnt to shake a paw to show he was happy and find a family of humans or a songbird with no voice who learnt to dance and entertain the other animals in the woodland.
- Write a sequel. Predict further adventures for Borka. Plan with a story map, develop ideas through drama activities. What happens next? Do Borka and Ferdinand have a family of goslings? Do any of their goslings turn out to be like their mum and also have no feathers? What happens to them (twist in the tale make it a positive experience from the start)? Where do their goslings grow up and migrate to? Do they go back and visit Mr and Mrs Plumpster their grandparents?

(Year 2 upwards)

- **Create a news report for television** Find suitable episodes of Newsround to watch here <https://www.bbc.co.uk/newsround>. Study presentation and features of a news report. In small groups children write a script for a news report based on the story. Create attention grabbing headlines; “Orphaned Goose Finds Love”, “Abandoned Goose Survives Voyage”, “Goose Overcomes Adversity With a Little Help From Friends” etc! . Begin with an orientation paragraph, a summary of the main points of the news article. Include facts and statements, photographs and film clips, create quotations from characters eg ‘Captain McAllister from the boat called Crombie stated that Borka had to work her passage if she was to travel with them. “She is a fine goose, no trouble at all, in fact she was very helpful coiling pieces of rope with her beak, picking up crumbs from the floor keeping it tidy, aye she is a fine goose that one”’. End with a reorientation a final paragraph stating where the story may go next eg “We will be visiting Kew Gardens again soon to catch up with Borka but in the meantime viewers, if you go to Kew be sure to look out for a very happy goose with no feathers and her fine partner Ferdinand!”.
- Use the grammar features such as subordinating conjunctions - expand upon independent clauses with ‘when’ and ‘if’ eg When they approached London. Use coordinating conjunctions to link ideas. Use adverbs/adverbials of place eg In the dark, wet marshes ... In Kew Gardens ... Use adverbials of time, say when events took place. Use expanded noun phrases to add detail using ‘from’ and ‘of’ eg In the late hours of the evening Borka wandered through the drizzle Use questions eg How could they have left her?
- Children take roles of camera person and presenters and perform a new report in the style of newsround filming it on iPads or tablets. Publish films on school website and or school Youtube channel.

(Year 1 upwards)

- **Write a diary as if you were Borka** recounting the events from part or all of the story. It can be written as if recounting a week of her life from just one section of the story eg where the doctor visits and then her mum knits her suit, or a more emotive time eg when the other geese laugh at her in her suit and she fails to learn to swim. Children will find it easier to write after you have explored some of the questions detailed in the PSHE activities below. Use features of writing a recount eg first person, past tense, mixture of facts and opinions and rhetorical questions.

Cross_Curricular_Activities

Computing/History/English

- Research the author and his work look here <https://johnburningham.co.uk> Borka was John Burningham's first ever picture book. How many books did he create? How many awards did he win? Why do you think he won so many awards? Children create a quiz for a partner in your class/children in parallel class or year group above writing questions from their research.

Design and Technology - EYFS

- Create a boat for Borka to travel in as she cannot swim. Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. Learn about the different features of boats and ships, investigate their shape and structures then build their own.

Geography - KS1

Where do the geese live? Deserted piece of marshland on East Coast of England. Where is the East Coast of England? Locate it, locate Kew Gardens, use Atlases, maps and Google Earth. Where is Kew Gardens? (Southwest London) link to learning about National Curriculum Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Draw own maps/draw on printed map of the UK where Borka and family lived on the East Coast and plot Borka's journey on the Crombie around the coast of the UK to Kew Gardens. Estimate how long the journey may have taken by boat, compare to how long it would take to travel by car or to fly.
- Compare to an area in North America where Canadian Geese originated from live (find facts here <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/canada-goose/> and here <https://www.wildlifetrusts.org/wildlife-explorer/birds/waterfowl/canada-goose>) to bring in learning from the National Curriculum for Place knowledge
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Science - KS1

Year 2 Living and their habitats. National curriculum statutory requirements state that pupils should be taught to;

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Investigate why geese migrate (to escape the storms and bad weather). Find out more about birds and what their habitats are like. Look at life cycles, life cycle of a goose how is it similar or different to the life cycle of another bird and compare to another animal eg life cycle of a frog.

Materials KS1

(Y1 Everyday Materials, Y2 Uses of Everyday Materials)

- Create a nest for Borka and Ferdinand to lay their eggs in. What natural materials would be suitable? Collect a variety of objects from outside on school field or go for a walk in local park woodland area. Identify the objects and what they are made from, name, describe physical properties and compare. Work scientifically by performing simple tests to explore the question 'What would make the best material for a nest?' ask the children to consider the needs (strength, comfort), solid materials so that the shape does not change and eggs roll out etc.

Was wool a suitable material for a swimming costume? Why not?

Art

Look closely at John Burningham's illustrations. Look at his use of colour. How do you think he created his pictures? Explore.

- Paint, draw, collage pictures of Borka. Link to writing and create a picture of your new character/characters you have created in your innovated story.
- Make a sculpture of a bird (can be a goose like Borka or any bird stemming from their observational work) transform 2D to 3D. Children begin with careful looking at images of birds and experiment with drawing in sketchbooks using pencil crayons, wax crayons and pastels. Then create a drawing of a bird in 2D.

Then paper is twisted, folded, crumpled to become 3d and added to a simple structure to create a standing bird. Children explore balance to create an individual bird. Material can be added to create the feathers, wings or tail, whatever their creative minds decide!

Personal, social, health and economic (PSHE) education

EYFS & KS1

Explore themes of families and relationships as well as health and wellbeing. All these questions can be explored through discussion, role play, drama, writing and drawing activities.

How does Borka feel when she is rejected by her family? Acknowledge that her parents care for her in the beginning 'Mr and Mrs Plumpster were very worried about this' and that her mum knits her a woollen jersey to keep her warm. Explore how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.

How does it feel to be different/look different to others? Show children pictures of people who have alopecia, ask 'how is it similar to a bird having no feathers?' discuss.

How does Borka's family behave differently to your own? Her mum cares for her at first but then they leave her behind? Do you think they meant to leave her behind or was it an accident? Would your family fly away and leave you?

How would you feel if you were left? Would you be as resilient as Borka if you were left alone?

How were the geese at Kew different to the geese Borka left at home? (They did not mind that she had no feathers). Reinforce that it is ok to be different, we accept one another and celebrate differences to create harmony and happiness.

Note how with the care of a friend (Ferdinand) Borka learnt to swim really well, what have your friends or adults who care for you helped you learn that you could not do at first?

This is a story of triumph over adversity, when have you triumphed over adversity?

Music

- Compose a song creating lyrics based on the story. Use a variety of musical instruments to soundtrack the different emotions Borka feels throughout key points in the story eg upbeat music when the goslings are born, when she travels on the Crombie and when she is living happily with Ferdinand in Kew Gardens. Dramatic music when the geese become restless and then fly away.