



The Night I Met Father Christmas

SCHEME OF WORK

PERFECT FOR: Ages 7+; a festive tale that's begging to be read out loud; opportunities for Christmas-themed crafts and creative writing; encouraging empathy; exploring what it means to help others; reflecting on your actions; putting a twist on well known stories; and plenty of magical, festive spirit.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Writing to Inform; Poetry

Design Technology & Art

Drama, Speaking and Listening

Geography

Music

PSHE & Citizenship



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WEEK 1 (CHAPTERS 1-13): TORVIL CHRISTMAS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve details from the text according to a specific theme or idea. - Draw a picture based on a description in the text. Design Technology & Art - Draw and compare two pictures of a character: one from imagination, and one based on a description from the text. Maths - Use simple multiplication skills to calculate totals. Geography - Research key information about the North Pole including climate, landscape and native animals, and write a travel brochure.	1. What is the <u>narrator</u> asking 'all sorts of worrying questions' about in Chapter one (page 2)? 2. Why are the narrator's mother's eyes 'twinkling' on page 2? What can you tell about her feelings from this description? 3. How is Father Christmas's appearance different to what the narrator expected it to be? List three ways (page 7). 4. In what ways are elf ages different to human ages (page 15)? 5. What does Torvil Christmas mean when he says: "'Kindness, my good sir, doesn't pay my bills'" (page 16)? What do you learn about Torvil from this statement? What sort of character is Torvil (pages 13-18)? 6. How does the author, Ben Miller, make the Copper Elf seem <u>mysterious</u> on pages 22-25? Pick out key words and phrases. 7. Why does Steinar's smile 'freeze' on page 37? What was he hoping Torvil would do? 8. What is the effect of Father Christmas interrupting the story in Chapter 7? Why do you think the author chose to <u>structure</u> the book in this way? 9. Why do you think 'grown-up Torvil [has] a tear in his eye' (page 70)? 10. What is the significance of the lullaby on page 70?	Before reading the story, draw a picture of Father Christmas. How does he look in your imagination? How does he speak and act? After reading Chapter One, draw another picture of Father Christmas as he is described in the story (page 7). Are the two images that you've drawn different from each other? How? Look at the description of elf 'ages' on page 15. Create a list of examples of human ages and their corresponding elf ages. Draw a table showing your findings. Remember to put each elf 'age' and human 'age' into the correct category: 'baby', 'toddler', 'teenager' and 'adult'. The North Pole is very important in the book. What do you learn about it in Chapters 1-13? What is its climate and landscape? Which animals live there? Create a travel brochure for the North Pole encouraging people to visit. Include information about what you can do there.

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WEEK 2 (CHAPTERS 14-21): A DAILY STORE OF MAGIC



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve details from the text according to a specific theme or idea. Writing to inform - Write a magical list detailing how to spend a 'daily store of magic'. PSHE & Citizenship - Discuss the concepts of 'rich' and 'poor' in society. - Identify examples of 'rich' and 'poor' in local contexts. - Understand the importance of helping others who are less fortunate. - Explore why it is important to reflect on your actions. Design Technology & Art - Craft a magical coin taking inspiration from the story.	1. What does the word 'jolting' mean on page 94? Why is this a good word to use at this point in the story? 2. How does Father Christmas <u>explain</u> why elves are never seen? Why does he use the story of the house mouse to support his explanation (pages 97–98)? 3. Why does Torvil think he has suffered a 'very vivid dream' (page 103)? What does the word 'vivid' mean according to the <u>context</u> of the other words around it? 4. What does Torvil 'wish' about Gerda's reaction to him leaving the town (page 104)? Why do you think he wishes this? 5. Can you find examples of Torvil's <u>conflicted feelings</u> in Chapter 15? 6. Why does Torvil feel 'joy in his heart' on page 106? How are <u>memories</u> very important in the story? 7. How does Torvil spend his 'daily store of magic' (pages 107–109)? 8. What is on the back of Torvil's coin? What do you think the inscriptions represent (page 113)? 9. Why does the fir tree accuse Torvil of 'feeling guilty'? Do you agree with the fir tree (pages 123–124)? 10. Why do 'no other words [come] out' when Torvil tries to speak to Miss Turi? What does she think he has done (page 145)?	On pages 107–108, the narrator explains that elves have 'a daily store of magic that they can choose to spend however they like.' How does Torvil spend his daily store of magic? How would you spend yours? Create a magical shopping list detailing what you would spend yours on. Why does Torvil enjoy his status as a rich elf? What does he learn about <u>himself</u> and his <u>relationship to others</u> when the fir tree takes him to Steinar's house? Consider how you experience 'rich' and 'poor' in your own life. Why is it important to help others who have less than you? Using the description on page 113, create your own magical coins. You can copy the inscriptions described in the story or create your own. Use materials in the classroom to make your coin as shiny and magical as possible! Who would you give your magical coin to? Who would <u>benefit</u> from it the most?

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WEEK 3 (CHAPTERS 22-35): A THOUGHT THAT WOULD CHANGE THE WORLD



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Drama, Speaking & Listening - Interpret and perform a scene/character from the text. Music - Perform a piece of music to the class. - Play musical instruments in time and with rhythm. - Understand how music can create a particular mood or evoke emotion. Reading: Comprehension - Retrieve and summarise the plot of the story into three sections. Creative Writing: Poetry - Write a poem using the title of the book and taking inspiration from events in the story.	1. Why do you think the narrator asks lots of questions at the beginning of Chapter 22? What does this show about Torvil's state of mind (pages 146–147)? 2. What is the 'towering shape' on page 149? Why is this an effective <u>description</u>? 3. What is the effect of using the word 'boomed' to describe the snowman's speech on page 152? How do you feel about the snowman? Why? 4. What does the snowman mean on page 155 when he says: "Well, it was all right for you, wasn't it? The rest of them . . . they had nothing"? 5. In Chapters 24 and 25, Torvil and the snowman visit the orphanage. Why is the orphanage important in the story? What does it <u>symbolise</u>? 6. Why does Father Christmas have a 'slight wobble in his voice'? Who is Father Christmas (page 166)? 7. What different toys does Father Christmas collect for Gerda? Why? Where are they all from (pages 168–170)? 8. What is strange about Torvil's response to the sleigh driver on page 178? 9. What 'thought' comes into Torvil's head at the end of Chapter 30? Why will it 'change the world' (page 191)? 10. What does the word 'humbly' mean on page 203? Why is this a good word to describe Torvil now?	Read the description of the snowman on pages 151–152. Pick out key words and phrases that you think are important. In groups, use musical instruments to create a piece of music or 'soundtrack' to accompany the snowman's introduction. What sort of music will it be? What sort of tone, mood or emotion will it create? Split an A3 piece of paper into three, dividing Torvil's story into the following sections: past, present and future. What happens in each of these sections? Which characters are involved? What does Torvil learn about himself in each section? Does this story remind you of anything else you have read? Write a short poem (or story) entitled 'The Night I Met Father Christmas'. What would talk about if you met Father Christmas? What would he (or she!) look like? What stories would he/she tell you? Share your ideas with the class.