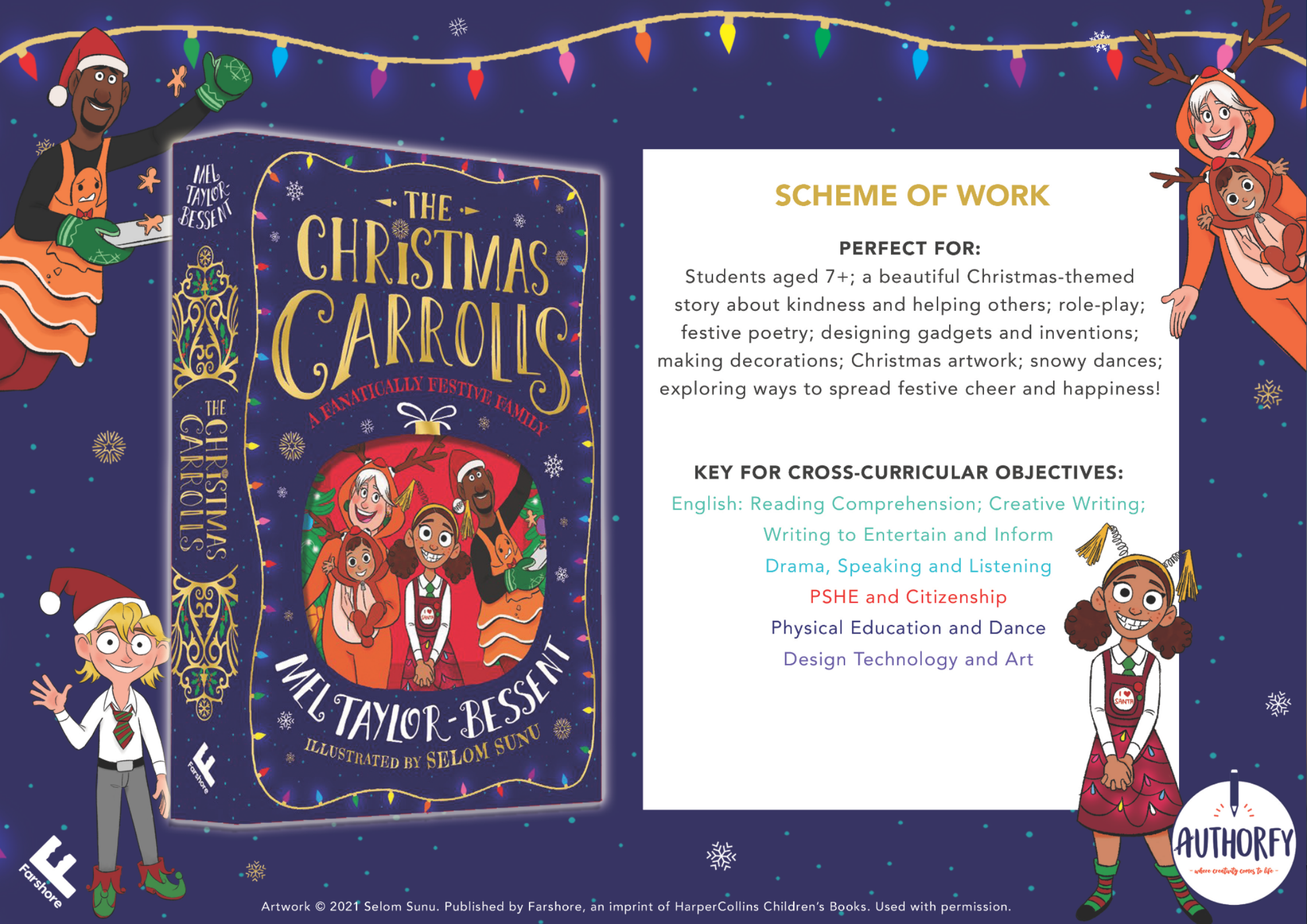




## SCHEME OF WORK

### PERFECT FOR:

Students aged 7+; a beautiful Christmas-themed story about kindness and helping others; role-play; festive poetry; designing gadgets and inventions; making decorations; Christmas artwork; snowy dances; exploring ways to spread festive cheer and happiness!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform  
Drama, Speaking and Listening

PSHE and Citizenship

Physical Education and Dance

Design Technology and Art



# WEEK 1 (PAGES 1–106): SPREADING CHEER WITH A HO, HO, HO!



| SUGGESTED OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | COMPREHENSION QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXTRA ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Reading:</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied.</li> <li>- Draw inferences, such as inferring characters' feelings.</li> <li>- Identify how language and structure contribute to meaning.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand a character by completing a Role on the Wall activity.</li> </ul> <p><b>Design Technology and Art</b></p> <ul style="list-style-type: none"> <li>- Design a new cheer-spreading invention.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Plan and write an explanation text.</li> </ul> | <ol style="list-style-type: none"> <li>1. Before beginning, create a spider diagram of associations linked with 'Christmas'. Spend some time discussing other festivals and celebrations that are important to you and how they are similar or different to Christmas (i.e. Diwali, the Chinese New Year, birthdays).</li> <li>2. Read to the end of page 12. What are your first impressions of the Carroll family? Would you like to live with them?</li> <li>3. Read to the end of page 24. Do you think moving into a house you've never seen is a good idea? What might go wrong for the family?</li> <li>4. Read to the end of page 44. How is Holly feeling about going to school? What advice would you give to her about starting a new school?</li> <li>5. Read to the end of page 74. What are your first impressions of Archer? How does he feel about Holly? Why do you think he's been called out of class?</li> <li>6. Spend some time discussing how the people around the Carroll family are reacting to them. What evidence is there that they are angry at them or confused / amused / embarrassed? (page 86)</li> <li>7. Holly is lonely. Do you agree? Why? Why not? (page 93)</li> <li>8. Can you write out some of your own wishes for the world on tags and display them around the class? (page 97)</li> <li>9. What might happen the next day at school? (page 106)</li> <li>10. Imagine you are Holly and write a persuasive speech about why you should be class rep. (page 106)</li> </ol> | <p>Complete a Role on the Wall activity. Draw an outline of Holly. On the inside, write everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. In a different colour, you could imagine you are Holly and write her answers.</p> <p>Holly and her Dad love creating Christmas-themed inventions, such as the Unwrapping Gloves and Christmacam. Work in groups to share ideas for a cheer-spreading / helpful invention of your own. Design and create a technical drawing of your invention. Think of its special features, what it might look like and what it might be made of.</p> <p>Write an explanation text to explain how your invention works. Try to use sub-titles, diagrams, and include clear steps to show how it works. You may wish to explore 'How Dogs Really Work' by Alan Snow or 'Wallace &amp; Gromit: Cracking Contraptions Manual' by D.Smith and G.Bleathman and use these as a basis for your explanation.</p> |



## WEEK 2 (PAGES 107–218): UNWELCOME



### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve and record information.
- Explain your ideas and opinions.

#### Physical Education and Dance

- Work in small groups to create a snowflake-themed dance, displaying precision, creativity and control.

#### Poetry

- Write a Christmas-themed poem in the style of Wendy Cope.

#### Design Technology and Art

- Explore how modern artists have represented Christmas and use their artwork as a template.

### COMPREHENSION QUESTIONS

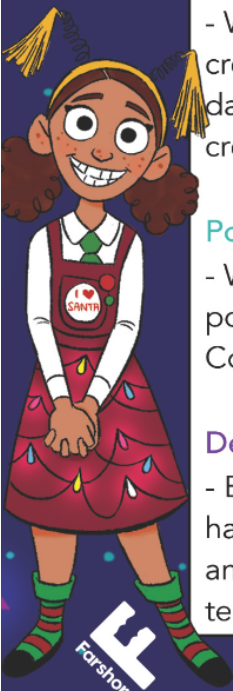
1. What does the verb 'sashayed' suggest about Alice and Liena? (page 108)
2. Read to page 134. How is the relationship between Archer and Holly developing as the story progresses?
3. Archer tells Holly that some people are 'intimidated' by her. What does this mean? Can you use the word in a sentence of your own? (page 148)
4. Research what reindeer eat, how they have adapted to their environment and how you might go about looking after one! (page 164)
5. What is a 'trinket'? Why does Holly hate her things being called 'trinkets'? (page 169)
6. Holly is described as 'eccentric' on page 176. What does this mean? Do you agree that she is? Is being 'eccentric' a good or bad thing?
7. Read Chapter 23 and discuss what you've discovered about Archer. Does this change your opinion of him? What might happen to him at the end of the story?
8. Use a dictionary to find the meaning of these words in Chapter 24: *contagious*, *compatible*, *asset*.
9. Have you ever felt the need to hide a part of yourself in order to fit in? How did it feel? (page 215)
10. Holly wonders what friendship is supposed to be like. Can you write a poem about what friendship feels like? (page 216)

### EXTRA ACTIVITIES

Snow features a lot in the story, especially as a way to highlight how characters feel. Create a snowflake dance using 'The Snow is Dancing' by Debussy. Think about how you could create a dance that shows how delicate snowflakes swirl in the wind.

Listen to the poem 'The Christmas Life' by Wendy Cope. Discuss what you like and dislike about it and anything that puzzles you. Can you write your own Christmas-themed poem about the sights, tastes and smells you'd bring into your home for Christmas? Use the poem as a template.

Look at Selom Sunu's illustrations in the book. Can you draw yourself or your own family / friends in the same style? Alternatively, look at paintings such as 'Christmas Eve' by Henri Matisse, 'Christmas Cards' by Salvador Dali or even 'Joseph and Mary Can't Make it to Bethlehem' by Banksy. Can you create a painting in a similar style?



## WEEK 3 (PAGES 219–321): THE CHRISTMAS MIRACLE



### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Identify and discuss the main themes in the story.
- Retrieve and summarise information from a passage and use it to inform writing.

#### PSHE and Citizenship

- Create a classroom display to celebrate what makes us special.

#### Design Technology and Art

- Create a festive recipe for a party, using step-by-step instructions and diagrams.
- Prepare and make a product
- Evaluate a product

#### Writing to Entertain

- Plan and write a glossary of made-up words that describe feelings, showing an understanding of prefixes and suffixes.

### COMPREHENSION QUESTIONS

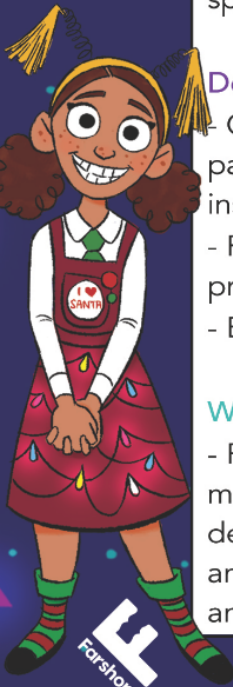
1. Mr Bleurgh says the Carrolls are 'deluded'. Do you agree with him? Can you describe him in one word? (page 234)
2. Summarise the events in Chapter 28 in six sentences. Now, try to do it in three! What about one sentence?
3. How have Alice and Liena changed during the story? Have your feelings about them changed? (page 270)
4. Imagine you are watching the Carroll's house come to life on pages 284 and 285. Write a list of everything you can see, hear, taste, touch, and smell.
5. The author describes Mr Bleurgh's eyes as 'sharp and cold as icebergs'. Is this an effective simile? Can you think of your own to describe this character? (page 300)
6. Summarise how Archer feels in one word on page 314 and explain your word choice.
7. Holly loves putting on a Christmas-themed school play. Can you turn your favourite moment in the story into a playscript to perform? Include stage directions and a prop list, too!
8. Do you think the character of Holly will appeal to readers? Why? Why not? Use examples from the story to support your ideas.
9. The main theme in this story is 'communication'. Do you agree? Why? Why not? What other themes are important?
10. What do you think Holly learns about herself, her friends and her family over the course of the story? How has she changed and grown herself?

### EXTRA ACTIVITIES

Create some bright, colourful decorations for your classroom. They don't have to be Christmas-themed – they could encapsulate everything that makes you happy instead, a bit like Holly's 'Hobby Trees'. While you're doing this, listen to some Christmas carols to spread even more cheer!

Create a class book of recipes, such as Snowball Sundaes, Snowiches or Dumplings. Think about what ingredients you might need, using clear step-by-step instructions. You could even make some of your festive party food and share it with the class. Remember to evaluate your product and get your classmates to feedback!

Look at Holly's Dictionary at the end of the book. Can you create your own words and definitions? You could create a glossary of them, ensuring it is written in alphabetical order. Start by thinking of something important to you and then see if you can make the word more fun!





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