

Writing: Year 2 – Summer 1 Week 4

| | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity |
|------------------|--|--|---|---|---|
| Writing | <p>Write about reading.</p> <p>Answer the following questions in full sentences:</p> <ol style="list-style-type: none"> Who is your favourite character in the story so far? Explain why you like them. What do you predict the chocolate room will be like? Describe your ideas. What do you predict will happen to Charlie inside the factory? Describe Mr Willy Wonka. Consider what he looks like, how acts/behaves and his personality. Who would you recommend this book to? Explain your reasons. | <p>Listen to today's class reading: The Chocolate Room.</p> <p>You are Charlie Bucket. Draw the chocolate room and write descriptive captions.</p> <p>Use the following questions to help you:</p> <ol style="list-style-type: none"> Can you describe what you can see, smell, hear, touch and taste? How do you feel when you enter the room? What are you thinking when you walk into the room? Explain why you are thinking or feeling these things? What are you hoping will happen next? | <p>Listen to today's class reading.</p> <p>You are Charlie Bucket. Plan and write a description of entering the chocolate room.</p> <p>Remember to:</p> <ul style="list-style-type: none"> Use the first person (I...) Write in past tense ('ed' suffix) and progressive past tense (I was feeling...) Use exciting vocabulary and expanded noun phrases Use different sentence types Use feeling and thinking details Use apostrophes for contractions (watch grammar video for recap). | <p>Listen to today's class reading.</p> <p>You are Charlie Bucket. Plan and write a description of the edible meadow in the chocolate room.</p> <p>Look at the 'remember to' list from yesterday.</p> <p>Challenge- also remember to:</p> <ul style="list-style-type: none"> Use commas in a list Use longer words with suffixes in your writing (ful, less, ment, ness and ly) | <p>Listen to today's class reading.</p> <p>You are Charlie Bucket. Plan and write a description of the chocolate waterfall and the Oompa Loompas in the chocolate room.</p> <p>Look at the 'remember to' list from earlier this week.</p> <p>Challenge: revise and edit your writing for your chocolate room description.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Checking it makes sense Check it's written in the past tense Improving some adjectives/details Correcting 3 spellings Checking your punctuation is accurate including: full stops, capital letters, commas, apostrophes, question marks, and exclamation marks. |
| Resources | Support: Resource 1A | Resource 2A Support: Resource 2B | Resource 3A, Support: Resource 3B Watch grammar video | Resource 3A Support: Resource 4A | Resource 3A Support: Resource 5A |



Reading: Year 2 – Summer 1 Week 4

| | | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity | |
|--|-------------|---|---|---|---|--|---|
| Reading | Whole class | Charlie and the Chocolate Factory Chapters 13 and 14 | Charlie and the Chocolate Factory Chapters 15 and 16 | Charlie and the Chocolate Factory Chapter 17 | Charlie and the Chocolate Factory Chapter 18 Chapter 19 | Charlie and the Chocolate Factory Chapter 20 and 21 | |
| | Independent | * | Growing a Garden | Katie Woo Happy Day | Katie Woo Happy Day | Katie Woo Happy Day | Monster Jokes |
| | | ** | Groceries for Grandpa | Groceries for Grandpa | Groceries for Grandpa | What if there were no Bees? | What if there were no Bees? |
| | | *** | Jane Goodall | Jane Goodall | Poems about Space | Poems about Space | How do you measure time? |
| Spelling | | Practice these words this week: wouldn't, couldn't, shouldn't, doesn't, can't When you are practising these words, remind yourself about which two words have been contracted to form the contraction. Also consider which letters have been replaced by the apostrophe. | | | | | |
| Challenge: Practice some spellings from the list below . Use the ways from school that help you remember best. | | | | | | | |



Resource 1A

1. Who is your favourite character in the story so far? Explain why you like them. Circle from the following or choose your own and give one reason to explain why.

Charlie, Mr Bucket, Mrs Bucket, Grandpa Jo, Grandma Josephine

2. What do you predict the chocolate room will be like? Describe your ideas.

Predict means to make a sensible guess about what will happen next. You can use what you know already to help you.

You can think about what you might **see**



smell



and hear.



I predict _____

3. What do you **predict** will happen to Charlie inside the factory?

Here are some examples. You can choose one below or give your own. Remember to explain why you predict that.

- Charlie will see lots of magical things and never want to leave.
- Charlie might disappear and never come back.
- Willy Wonka will let Charlie help at the factory.

I think this because _____

4. Describe Mr Willy Wonka. Consider what he looks like, how acts/behaves and his personality.

Use the words in the boxes below to help you.








| | | | |
|-----------------------------|------------------|--------------|-----------------------|
| purple jacket | top hat | bow tie | yellow waistcoat |
| green trousers | walking cane | magical | greatest inventor |
| amazing chocolate maker | funny | charming | full of life |

Resource 2A: The Chocolate Room plan



Resource 2B

Use the table below to help you come up with your ideas. Then try drawing your ideas.

| | |
|---|--|
| <p>See</p>  | |
| <p>Smell</p>  | |
| <p>Hear</p>  | |
| <p>Touch</p>  | |
| <p>Taste</p>  | |
| <p>Feeling</p>  | |
| <p>Thinking</p>  | |

Resource 3A: Descriptive writing of The Chocolate Room (3 days of writing)

Audience: people who want to know what the chocolate room is like

Purpose: to describe (from Charlie's point of view)

As the door opened I realised how enormous the chocolate room was. I simply couldn't believe my eyes! It must have been the same size as four football pitches. The first thing I noticed was that the air was filled with the most delicious smell of melting chocolate and my mouth started dribbling in excitement. In the distance, I could hear the sound of crashing water and small voices busily talking to each other. What a magical moment it was!

Then Mr Wonka started walking towards the middle of the room and we all followed him full of eagerness to see what was around the corner. It was just like a meadow because we were surrounded by giant mushrooms, beautiful trees and candy canes that were taller than me. I was totally speechless! All of a sudden, Mr Wonka told us that everything in the room was edible and that we could eat whatever we liked. We started to run around madly and put as many things in our mouths as we could! I went straight to a giant, shiny mushroom and took a huge bite! Wow! Was I in heaven? It tasted so delightful!

The final part of the chocolate room was the best part. Right at the very back, there was a huge, crashing waterfall that ran into a long, flowing river but this was no normal river. Oh no. The waterfall and river were made from delicious, smooth, milky chocolate! What a sight it was! I was ready to drink a huge mouthful when Mr Wonka warned us that it was the only thing in the room that we could not eat! Just behind the river there was a group of small people working. I thought that they were children at first because they had orange skin and bright green hair. It was so lovely to see them waving excitedly at us. I wondered where Willy Wonka had found them.

The chocolate room was so wonderful but this was just the start of our once in a lifetime tour!

Resource 3B

Use the questions below to help structure your paragraphs:

As the door opened I realised how enormous the chocolate room was.

What do you see? _____

What can you smell? _____

What can you hear? _____

What a magical moment it was!

Resource 4A

Then Mr Wonka started walking towards the middle of the room and we all followed him full of eagerness to see what was around the corner.

What could you see around the corner? _____

What did Mr Wonka do? _____

What did Mr Wonka say? _____

I went straight to a giant, shiny mushroom and took a huge bite! Wow! Was I in heaven? It tasted so delightful!

Resource 5A

The final part of the chocolate room was the best part.

What could you see at the back of the room? _____

Describe something you wanted to do. _____

Who did you see working in the room? _____

What were they like? _____

The chocolate room was so wonderful but this was just the start of our once in a lifetime tour!

Spellings: Words to Learn

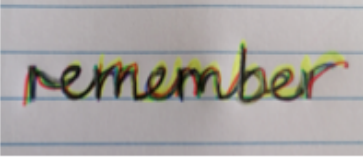
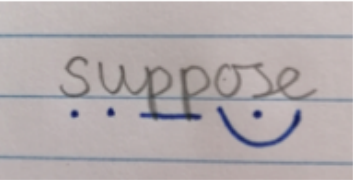
Year 1 Words to learn

| | | | | | | | |
|--------|-------|--------|--------|-------|------------------|-------|-----------|
| ask | full | little | people | today | Monday | zero | |
| asked | here | looked | pull | want | Tuesday | one | eleven |
| called | house | love | push | were | Wednesday | two | twelve |
| come | I'll | Mr | put | what | Thursday | three | thirteen |
| does | I'm | Mrs | says | when | Friday | four | fourteen |
| eye(s) | it's | once | school | where | Saturday | five | fifteen |
| friend | | our | some | who | Sunday | six | sixteen |
| | | | their | why | | seven | seventeen |
| | | | there | your | | eight | eighteen |
| | | | these | | | nine | nineteen |
| | | | | | | ten | twenty |

Year 2 Words to learn

| | | | | | |
|-----------|-------|---------|-------|-----------|---------|
| again | dear | parents | warm | January | twenty |
| any | even | please | water | February | thirty |
| beautiful | every | pretty | were | March | forty |
| because | hour | sugar | whole | April | fifty |
| both | laugh | sure | which | May | sixty |
| busy | many | teacher | witch | June | seventy |
| child | money | towards | word | July | eighty |
| children | most | | work | August | ninety |
| Christmas | only | | world | September | hundred |
| clothes | | | write | October | |
| | | | | November | |
| | | | | December | |

Spelling Strategies

| | | |
|--|--|--|
| <p>Pyramid Writing</p>  | <p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p>  | <p>Create a mnemonic</p>  |
| <p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'</p> | <p>Underline the tricky part</p> <p>se<u>pa</u>rate</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p> | <p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p> |