

Writing: Year 2 – Summer 2 Week 1

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>Listen to today's class reading here. Plan your own version of Hansel and Gretel. Change one aspect of this traditional tale to make it your own version.</p> <p>You could change one of the following:</p> <ol style="list-style-type: none"> The setting (e.g. a beach rather than a forest). The main characters (e.g. names, gender, outfits) The baddy (e.g. a troll rather than a witch). The hero (e.g. someone comes to save them rather than Gretel saving the day). <p>Use the planning template (1A) to plan your ideas and make notes underneath the questions to help you.</p> <p>Remember to:</p> <ul style="list-style-type: none"> Make simple notes underneath prompt questions Include what you have changed. 	<p>Write your introduction to your version of Hansel and Gretel. This should include a description of the characters, the setting and the start of the story.</p> <p>Remember to:</p> <ul style="list-style-type: none"> Write in the past tense Use expanded noun phrases (watch recap video 1) Use longer words with suffixes in your writing (ful, less, ment, ness and ly) Use story language and time adverbs (first, next, after that, etc) Use different sentence types (watch recap video 2) Use apostrophes for contractions (watch recap video 3). 	<p>Write the middle of your version of Hansel and Gretel. This should include the problem.</p> <p>Use the same 'remember to' list as yesterday.</p> <p>Also focus on including:</p> <ul style="list-style-type: none"> Descriptive details of the candy house (use the senses to help you) Thinking details (what did characters think throughout the story?) Use a range of conjunctions to add extra details to your clause (because, so, but, or, and, when, etc). 	<p>Write the ending of your version of Hansel and Gretel. This should include the solution.</p> <p>Use the same 'remember to' list as yesterday.</p> <p>Also focus on including:</p> <ul style="list-style-type: none"> Use interesting sentence starters Feeling details (describe how the characters were feeling) 	<p>Revise and edit your information text.</p> <p>When revising:</p> <ol style="list-style-type: none"> Check it makes sense Improve 2 word choices Add in an extra thinking or feeling detail. <p>When editing:</p> <ol style="list-style-type: none"> Check capital letters are used for names of people and places (as well as at the start of sentences) Check your punctuation is accurate including: full stops, commas, apostrophes, question marks, and exclamation marks. Correct 3 spellings mistakes. <p>Now, publish your writing in your neatest handwriting.</p>
Resources	Resource 1A	Resource 2A Recap video one , Recap video two and Recap video three	Resource 2A	Resource 2A	



Reading: Year 2 – Summer 2 Week 1

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole class	Hansel and Gretel	Willy the dreamer	Gorilla	The kangaroo who couldn't hop	Dirty Beasts	
	Independent	*	A Secret Matter	A Secret Matter	A Secret Matter	Reptiles	Reptiles
		**	Hansel and Gretel	Hansel and Gretel	Hansel and Gretel	Who's Baby is This?	Who's Baby is This?
		***	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage
Spelling		Practice these homophones this week: made, maid, knight, night, won, one.					

Challenge: Practice some spellings from the [list below](#). Use the ways from school that help you remember best.



Resource 1A: Plan ideas template

What have I changed in my version? The names of the main characters	
Beginning	Characters: e.g. Harry and Georgia Details What are they like? What do they look like? Who is in their family?
	Setting: e.g. forest Details What did the forest/settling look like? What were they doing there?
Middle	The problem: e.g. stepmother left them alone – birds ate breadcrumbs - lost Details How did they feel when they were alone in the forest? What did the candy house look like? What did it taste like? What did the witch look like and what did she do? How did they feel?
	The solution: e.g. Gretel pushed witch into the oven– children escaped – discovered treasure! Details Who was going to save the day? How did the witch react when she was pushed? How did Gretel and Hansel feel when they were released? What did the treasure look like? How did the characters feel when they reached home and saw their dad?

Resource 2A: Example of an alternative version of Hansel and Gretel

Audience: people who enjoy traditional tales

Purpose: to entertain

Once upon a time there lived two young siblings. There was a cheerful girl called Georgia and confident boy called Harry. Harry had short brown hair, kind eyes and a helpful, caring smile. Georgia had long, sandy coloured hair which swayed in the wind and eyes as blue as the ocean.

They lived in a small, old stone cottage deep in the forest with their father. Although they loved their father deeply, he was very poor and struggled to buy enough food for the whole family. Unfortunately, their mother died and so they shared their home with their wicked stepmother. How cruel she was!

Early one sunny morning, the horrid woman suggested they go and chop wood to build a fire. They'll get lost and I'll have all the food to myself, she thought greedily. "I have a bad feeling about this outing" Harry whispered to his sister worriedly. Harry suspected something but he had a clever plan. As they walked through the long grass and tall trees of the forest, Harry dropped a trail of breadcrumbs behind him. Genius, thought Georgia. Later that day, the children's nasty stepmother told them to wait by a large oak tree for her while she went and fetched more wood. Darkness began to fall over the forest and they sat down to rest their tired legs.

Suddenly, the children woke up and wondered where their stepmother was. As Harry suspected she had left them there. How awful she was! "What are we going to do?" Georgia said in disappointment. The breadcrumbs were gone! Both children searched carefully to find the way home, but it was no good. They were lost. Tears rolled down Georgia's cheeks and their tummies rumbled with hunger. Just then, Harry spotted something in the distance. Could it really be real? To his astonishment, there was a house made of sweets and candy, just behind a willow tree. Full of excitement, the children dashed to it and enjoyed the delicious edible flowers, candy floss bushes and candy cane door handles.

After that, an old woman crept up behind them and she was red with rage. "Why are you eating my house? Thieves!" she yelled. Before the children could run, she had used her cane to capture them and threw Harry into a metal cage. How terrified they felt!

It was Georgia's turn to be brave now. Georgia asked the old woman why she was only feeding Harry. "I'm fattening him up so he tastes more scrumptious when I eat him for dinner!" she cackled excitedly. Georgia thought quickly about how to get revenge on this evil woman.

Later that day, she tiptoed over to the oven nervously and offered to help the old woman bake a loaf of bread. "How do I check your oven is hot enough?" she asked. The evil old witch sighed in frustration. As she showed Georgia how to use the oven, Georgia gave her an almighty push and slammed the oven door shut. She's done! She's toast! She's dead! Georgia rushed to her brother's cage and unlocked it with a golden key. Harry threw his arms around his sister and they hugged. On their way out they discovered chests full of precious treasures. They will never be poor again!

Finally, they reached their home on the other side of the vast forest. Their father was beaming with joy when he saw his beautiful children and luckily the stepmother had been banished into the forest for good. They shared stories of their adventure, the treasures they had found and they all lived happily ever after... apart from the wicked stepmother.

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>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</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>