

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		Resource 2A	Resource 3A Watch grammar video	Resource 3A	Resource 3A



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 2A: The Chocolate Room plan



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!

Spellings: Words to Learn


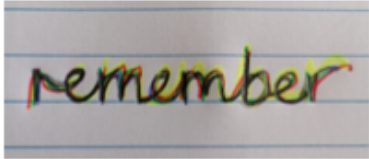

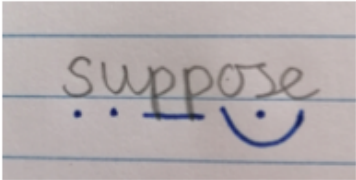
Year 1 Words to learn

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>