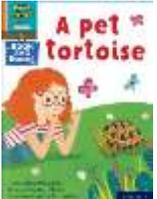
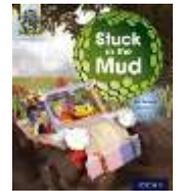


**Year 2 - English Planning - Summer 2 Week 3 - Pattan's Pumpkin by Chitra Soundar
and illustrated by Frané Lessac**



If you have any questions about the work or you would like to send photographs of your work please email them to: year2@stjosephs.greenwich.sch.uk

Reading for pleasure	Spend 10 minutes each day reading. You can also read articles on Accelerated Reader , myON and Oxford Owl - see if you can complete a reading quiz. To read the books on Oxford Owl you have to create an account first. You can also go to First News on the St Joseph's website.				
Reading groups	Orange group read: A pet tortoise  https://www.oxfordowl.co.uk/api/interactives/29298.html	Yellow group read: Stuck in the mud  https://www.oxfordowl.co.uk/api/interactives/12991.html	Blue group read: The ice and snow book  https://www.oxfordowl.co.uk/api/digital_books/2092.html	Grey group read: Dick Whittington  https://www.oxfordowl.co.uk/api/interactives/27299.html	
Phonics	Revise set 2 and set 3 sounds for 5 minutes every day. Click on: Speed Sounds Phonic videos here every day: YouTube - click on the: SET 3 at 10:30 Once the whole set has been completed - these sounds will be repeated and revised.				
Phonics	Mon 'o-e' (See activity below)	Tue 'u-e' (See activity below)	Wed 'ire' (See activity below)	Thurs 'ear' (See activity below)	Fri 'ure' (See activity below)
CGP Activity	Workout 1 - Adding 'es' to nouns and verbs	Workout 2 - Adding suffixes '-ed' and '-ing'	Workout 3 - Adding the suffix 'ing'	Workout 4 - Adding the suffixes '-ed' and '-ing'	The 'or' sound spelt 'a' before 'l' and 'll'
	Day 1 - Explore it	Day 2 - Illustrate it	Day 3 - Talk about it	Day 4 Imagine it	Day 5 Create it
Writing	<p>Read the extract from the book below (Day 1) and some spend time looking at the illustration.</p> <p>Talk to an adult about what you have read. Where do you think this story is set? What is it like there? How can you tell? Who is Pattan? What is he doing?</p> <p>Re-read the first sentence again: 'One day, Pattan found</p>	<p>Think of how the flowers are described in the text: 'Its yellow flowers smiled at the sun.' What does this description make you think about the pumpkin flowers? Do you have a favourite flower, plant or vegetable? Can you think of a way to describe it so someone else can imagine it? How could we describe the pumpkin?</p>	<p>Look again at the illustration in the text: What can you see? You might like to list as many different things as you can see in the image. What words or phrases might be used to describe the place where Pattan lives? Make a list of your ideas. What physical and human features can you see in the environment? Do you think this is a place where nature</p>	<p>What does it takes for a plant to grow? Discuss with an adult: What do you think Pattan will have done between the two pieces of text we saw to care for the plant? What do plants need to survive and grow? Do you have any plants in your home or garden? Who takes care of them? What do they do to help them survive? Have you grown any fruits or</p>	<p>Using the ideas, you have thought about, design your own dream garden; what would you include and why? Create a brainstorm of ideas of the things you wish to include in your garden, use descriptive language to add specific detail to your ideas. (See Day 5 for an example)</p> <p>Use any materials you have available such as an old</p>

<p>an ailing plant in the valley.' What do you think the word 'ailing' means? What makes you think this? Check the meaning of the word in a dictionary, if you have one at home. You could use this online version, if you don't: https://www.oxfordlearnersdictionaries.com/</p> <p>What does Pattan do with the 'ailing plant'? How does he treat it? What does this tell us about him? What do you think he is like as a person? Now read the next passage what is happening? How much time do you think has passed between the two pieces of text? Does a pumpkin grow immediately? How long do you think it took for the pumpkin to start to grow?</p>	<p>How about: 'Its round body swelled in the soil' (See Day 2 below)</p> <p>How does this make you picture the pumpkin? Look at the fruits and vegetables you have in your home. What stands out to you as you look at them? Can you draw your favourite fruit or vegetable for someone else to see? Look carefully at its shape, colour and textures and try to recreate these in your drawing. How would you describe it in a sentence? Add this to your finished drawing.</p>	<p>thrives? What makes you think that? Do you think the community has a good respect for the natural world? What tells you this? The author, Chitra Soundar, writes more about the book (See Day 3 below) and tells us that the story is set in the Western Ghats in India. If you are able to, find out about more about the place where the story is set. You could look India up in an atlas, if you have one at home, or use an online atlas, to focus in on the Western Ghats: (see pictures below)</p> <p>What do you notice about the landscape? Think about the lakes, mountains, trees - how is different from where you live? Is this a place you would like to live? Why? Why not?</p> <p>Map below https://tinyurl.com/ycq6bq87</p> <p>video link below https://www.youtube.com/watch?v=ijC07JhxQ5E.</p>	<p>vegetables before? If you lived in a place like Pattan and Kanni, what would you plant and grow? Which are your favourite fruits, vegetables, herbs and spices? Would you grow any of these? Why would you like to grow these? What animals would you keep on your land? Why? Who would you share your produce with? Why?</p> <p>Make a list of your answers to the above questions you can use the template below on day 4.</p> <p>Click below for a bitesize link on how to care for plants https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd</p>	<p>shoebox and old scrap paper to make a model of this garden. (See example on day 5)</p> <p>(To be continued next week).</p>
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Spellings - Summer 2 Week 3

Choose your level of challenge A or B. Remember to read, cover, write and look.

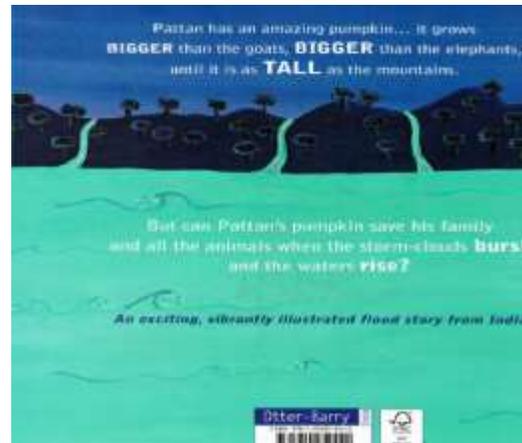
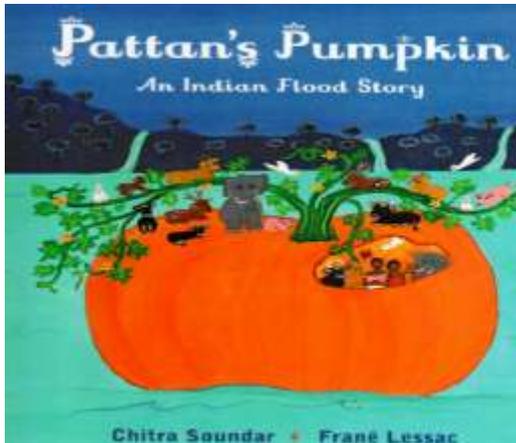
Test someone at home with your spellings then ask them to test you.

Spellings A - the 'igh' sound spelt 'y'			
shy		shy	
sky		sky	
sly		sly	
dry		dry	
rely		rely	

Spellings B - Contractions are when two words have been squashed together to make one word			
we'd		can't	
I've		you'd	
haven't		they'd	
couldn't		wouldn't	
shouldn't		they've	

Front Cover

Back Cover



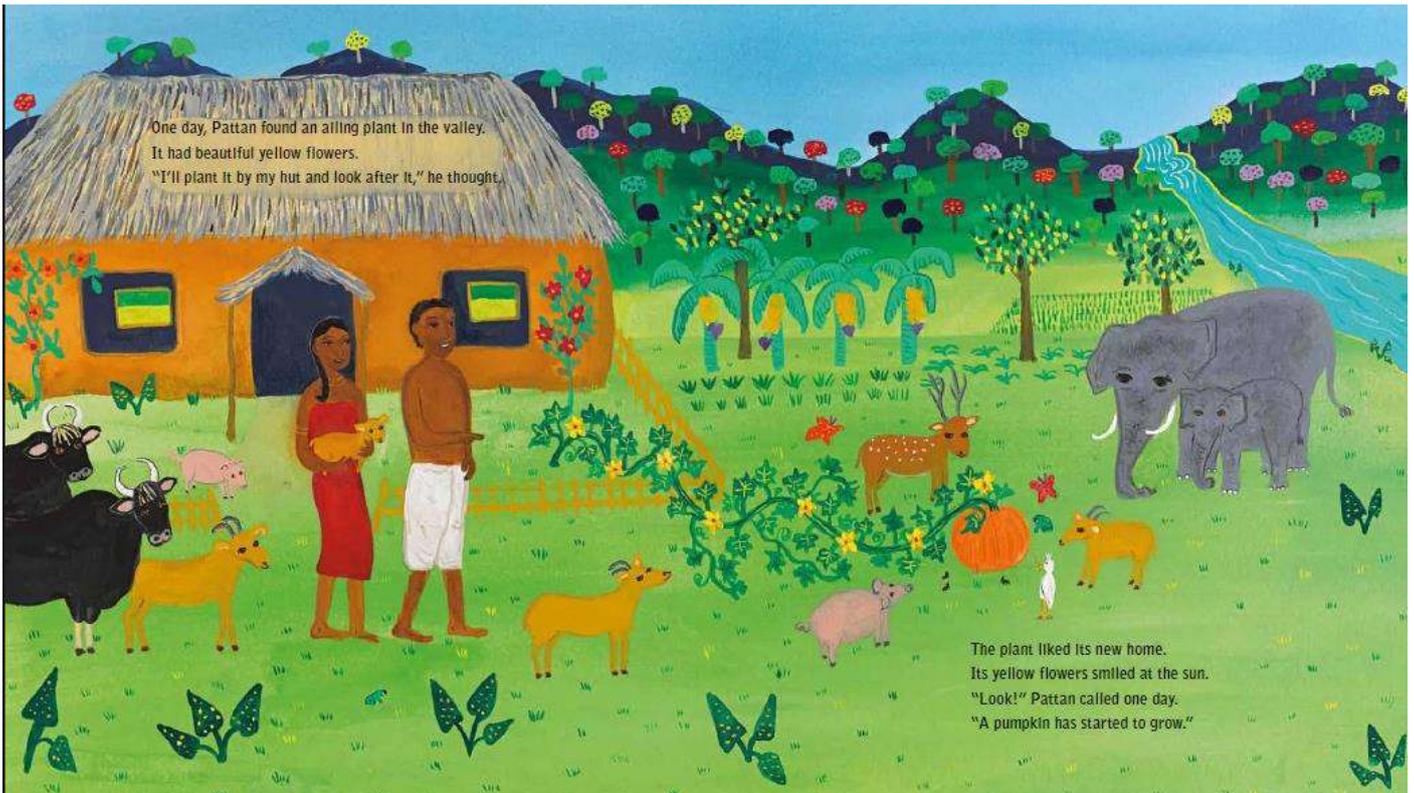
<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2020/06/pattans-pumpkin-book.pdf>

(link to a PDF the book)

<https://www.youtube.com/watch?v=iadd03ASM7k>

(link to the author reading the book)

Day 1



Day 2



Day 3

Finding the Story

When I was looking for various flood tales across cultures, especially from India, I found a note in a research journal. On talking to the researcher I found out that he had heard the story from an elderly tribesman in the mountains as he gathered data for his research project.



Writing the Story

Even though the story was noted in this research journal, it had no bones on it. I researched the tribe and its geography to better understand the story. I got to know the people, their customs, their habits through ancient texts and books to be able to write a credible story. Find out more about the research [here](#).

More about the pumpkin

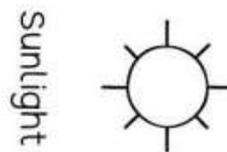
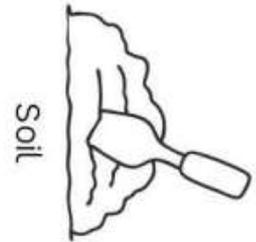
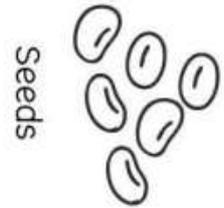
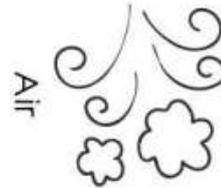
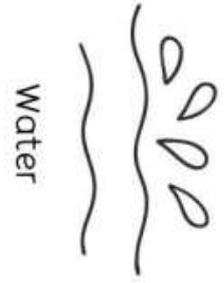
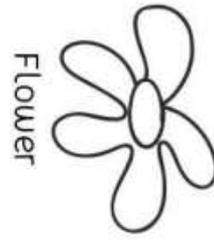
During the research of the era of the story, I had a hunch that pumpkins perhaps didn't come to India then. There might have been other fruits and vegetables that could have served as a boat. I checked back with the researcher who then confirmed that in his notes, he has mentioned a bottle-gourd, a surakkai.

Western Ghats Bahubali forest.



Day 4

Plant Needs



Day 5



Phonics Try making up your own sentences using the words you are practising. *The wicked witch brewed a mixture, are you sure it's pure?*

You could have a competition to see who can make the silliest sentence!

Speed Sounds Set 3 ow o-e oa



ow



o-e



oa

Practise reading

blow	snow	show
know	flow	
home	hope	spoke
note	broke	phone
goat	boat	road
throat	toast	coat

Speed Sounds Set 3 oo u-e ew



oo



u-e



ew

Practise reading

too	zoo	food
pool	moon	spoon
tune	rude	huge
brute	use	June
chew	new	blew
flew	drew	grew

Speed Sounds Set 3 ure



ure

Practise reading

pure sure cure

pic/ture mix/ture

crea/ture fu/ture

ad/ven/ture

temp/er/a/ture

Speed Sounds Set 3 ire



ire

Practise reading

fire hire wire

bon/fire in/spire

con/spire

Speed Sounds Set 3 ear



ear

Practise reading

hear dear fear

near year ear