

Year 3

Friday 15th May

Charlie and the Chocolate Factory by Roald Dahl

The Chocolate Room

‘An important room, this!’ cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. ‘*This* is the nerve centre of the whole factory, the heart of the whole business! And *so beautiful!* I *insist* upon my rooms being beautiful! I can’t *abide* ugliness in factories! *In* we go, then! But *do* be careful, my dear children! Don’t lose your heads! Don’t get over-excited! Keep very calm!’

My Wonka opened the door. Five children and nine-grown-ups pushed their way in – and *oh*, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river.

What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were *enormous*, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks – weeping willows and alders and tall clumps of rhododendrons with their pink and red and mauve blossoms. In the meadows there were thousands of buttercups.

‘*There!*’ cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. ‘It’s *all* chocolate! Every drop of that river is hot melted chocolate of the finest quality. The *very* finest quality. There’s enough chocolate in there to fill *every* bathtub in the *entire* country! *And* all the swimming pools as well! Isn’t it *terrific*? And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons!’

<p>Reading Mission 30 mins</p>	<p>Children to read or be supported to read the extract from Charlie and the Chocolate Factory. After, they can answer these questions. These can be verbal answers or they could be written down or typed. Suggested answers are below in red.</p> <ol style="list-style-type: none">1. Why does Wonka warn the group to be careful before entering the room?2. Where in the room is the waterfall?3. How many pipes dangle into the river?4. What grows on the side of the river?5. How do you think the visitors feel as they enter the chocolate room?6. 'I <i>insist</i> upon my rooms being beautiful!' Which of the following best defines the word insist?<ol style="list-style-type: none">a) repeatb) demandc) choose <p>Answers:</p> <ol style="list-style-type: none">1. He thinks they may become overexcited.2. The waterfall is halfway along the river.3. At least a dozen (12).4. There are trees and bushes growing along the riverbank- weeping willows, alders and rhododendrons.5. Accept any suitable emotions and support child to develop there vocabulary by discussing words with similar meanings. Excited- thrilled, delighted, exhilarated, eager6. B- demand
<p>Writing Mission 30 mins</p>	<p>Today in your writing mission you will be creating a chocolate themed comic strip. You can choose your own storyline but here are a few ideas to get you thinking.</p> <ul style="list-style-type: none">- Mr Wonka's chocolate river is at risk of flooding. Who can save the day?- Chocolate rain falls from the sky. What do you do? <p>Start by drawing out each scene in your comic (there is a template below you might like to print). Below each scene describe what is happening. We would like you to challenge yourself to use the conjunctions below to extend your sentences.</p> <p>Conjunction- a word that connects phrases or clauses. They allow us to write more complex sentences and avoid lots of short, choppy sentences.</p> <p>Make a list and tick each conjunction as you use it so that you don't miss any!</p> <p>when if but so although because since</p>

Maths
Mission
30 mins

Today you will be carrying out a maths investigation. You can draw a place value grid on paper and make your own counters (or you could use something like pieces of pasta).

What to do:

Children work individually or in pairs.

1. Draw a large 100s, 10s and 1s place value grid.
2. Take six counters and place them in the grid to show a three-digit number. This arrangement makes the number 231.

100s	10s	1s
		
2	3	1

3. Using all six counters...
 - What is the biggest number you can make?
 - What is the biggest number you can make where there is at least one counter in every space?
 - What is the smallest number you can make?
 - What is the smallest number you can make where there is at least one counter in every space?
4. How many three-digit numbers can you make? How can you be sure you have found them all?

HINT: Place all of the counters in the 100s column, then move one to the 10s column. What number have you made now? Where else can this counter go? Now keep four counters in the first column and think of where to put the two other counters to make different numbers. What might you do next? Make sure that you remember to keep a list of all the numbers you make!

Think of other challenges to set one another, e.g. what is the closest number to 300 that you can make?

Topic Mission
Ideas for the
week.
Choose
activities based
on what
interests you.

Art and Design

Design a new chocolate bar- You may have had a go at this during a previous weeks learning. You could design another or skip to another of the topic missions.

Remember when designing your packaging to make it colourful and interesting. You want it to stand out on a shelf alongside lots of other chocolate bars.



Geography

Look at where the ingredients for chocolate come from and see if you can plot them on a map.

Create a map of the chocolate factory and design a new room. This could be a room that the chocolate bar you designed is made in.

Music and Dance

Watch this clip from Charlie and the Factory:

<https://www.youtube.com/watch?v=lzmzZaB0kss>

Write a new song for the Oompa Loompas to sing and come up with a new dance routine. You can use this part of the story or if you know the book/film you may want to choose another event in the story to write your song about.

History

Find out more about where chocolate comes from and who brought it to the UK. You might want to create a fact file or poster to show what you have found out.

You can find out lots of information here: <https://www.cadbury.com.au/About-Chocolate/Discovering-Chocolate.aspx>

Science

Willy Wonka invented a way of making chocolate ice cream so that it stays cold for hours and hours without being in the fridge. Can you investigate the best ways to keep things cool? You could put an ice cube on a plate in different places in your house and time which takes the longest to melt. You could wrap an ice cube in different materials and investigate how this changes the time it takes for the ice cube to melt.



Comic Strip

