

**John Randall**

Be Ready, Be Respectful, Be Safe

Year 2  
Daily learning  
26.1.21

# How are you feeling?

## Changing feelings

Emotions and feelings change throughout the day and over time. Taking care of our mental health helps us to manage.

Feelings can grow or get stronger with time.

Some feelings seem to fade or pass over time.



Usually feelings that don't feel so good, don't last long.

Please make sure you talk to your grown ups about how you are feeling regularly. Remember you can also talk to myself using seesaw as well if you want to.

## Thinking about mental health

Mental health can be thought of as a scale that can move up or down, a bit like a thermometer.

We can move along the scale at any time, between being healthy or unwell.

There are things we can do to help us stay healthy.

There are things that can be put in place if someone is not feeling so good, is struggling or unwell.



## Who can help?



Teacher

Friend

Parent

Childline website [www.childline.org.uk](http://www.childline.org.uk)

No-one

Childline text / phone line 0800 1111

Someone else

If your emotions feel all mixed up or you often have feelings that make you feel bad, talk to a trusted adult – they can help you find the right support.

Tuesday 26<sup>th</sup> January 2021

Spellings.

1. great

2. break

3. steak

4. busy

5. people

6. because

Handwriting.

was was . . . . .

wall wall . . . . .

## Year 2

. C

?

!

, list

' contract

' possess

*Short*

Compound

-and

-but

-so

-because

-or

-if

-when

-that

Paragraphs

## Punctuation ladder.

Question marks. ?

Read the sentences. Which is a question? Punctuate the sentences correctly using capital letters, full stops or question marks.

do you like playing in the snow

my fingers and toes were freezing from  
playing in the snow

# Phonics

- Please click on the links for today's phonics session. Our sound today is 'ure' in pure.
- <https://schools.ruthmiskin.com/training/view/7sOeFFY6/YrqRYbz2>
- <https://schools.ruthmiskin.com/training/view/FPvXm1TJ/oPPNUEnu>

# T TA I Paired

Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.

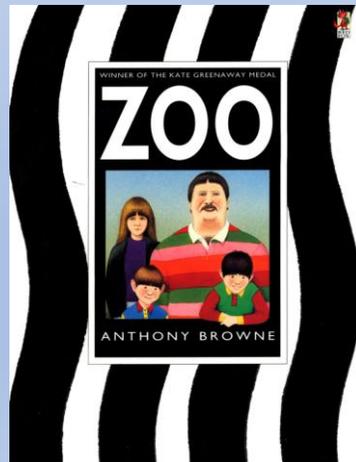
I know that a persuasive text has a basic simple structure.

I understand that it is important to plan my writing so that I know the structure of what I want to write.

I can plan a persuasive text using a basic structure.


Today we are going to planning our persuasive writing about the zoo.

Yesterday we watched some videos that gave different viewpoints about the zoo. The videos are on the next slide incase you want to watch to refresh your memory and the slide after gives some reasons for an against to help you.



Watch the video clips and write reasons for and against zoos.  
(for means zoos are good, against means zoos are bad).

[Should Zoos Exist? – YouTube](#)

[Why do we need zoos? – YouTube](#)

[Pros and Cons of Zoos – YouTube](#)

# Zoos Are No Place for Animals

## Reasons For

- Keeping animals in zoos denies them their basic right to freedom.
- Zoos have negative effects on the animals' physical and emotional health.
- Animals should not be put on display for the enjoyment of humans.
- Taking animals from their homes means less animals in the wild for breeding.
- Some animals have a shorter lifespan when kept in captivity.

## Reasons Against

- Zoos provide a safe place for animals that are being hunted illegally.
- Zoos have breeding programs for animals on the verge of extinction.
- Zoos play an important role in educating the public about animals.
- A family trip to the zoo is an enjoyable way to spend time together.
- Seeing an animal in real life is more memorable than in a book or on TV.



Yesterday I asked you to write down arguments for and against zoos.

For	Against

Thinking about what you found out yesterday I would like you to choose your viewpoint- are zoos good places or bad places?

You are going to plan some persuasive writing to persuade me to agree with your opinion.

Today I would like you to use the persuasive writing plan to plan your writing. Use the template to plan your opening, 3 reasons and conclusion.

Ask a grown up to help you to draw the template if you need to.

I strongly believe... <b>Opinion</b>		
<b>Reason 1</b>	<b>Reason 2</b>	<b>Reason 3</b>
There is no doubt that... <b>Opinion</b>		

Tomorrow we will be using our plan to write our persuasive writing.  
Think about any strong vocabulary choices you will include tomorrow.

Remember we will be using the language of opinion-

I believe...

I feel...

Without a doubt...

And the language of sequence-

Firstly

Secondly

Next

Also

Lastly

T TA I Paired

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

I know how to count in 2's, 5's and 10's.

I understand that symbols in a pictogram can represent more than one.

I can complete simple pictograms when symbols represent 2, 5 or 10.


## Fluent in 5.

$$8 \times 2 =$$

$$3 + 8 + 8 =$$

$$56 + 17 =$$

Today we are continuing to learn about using pictograms and tally charts. Our new learning today is that we are going to be learning to use scaled pictograms. This is a pictogram where each symbol on the pictogram represents a quantity. For example each circle may represent 2. Watch the video where the teacher will explain this to you. Join in with the activities and the quiz.

<https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r?activity=video&step=1>

Each triangle represents 2. Complete the pictogram using the information in the tally chart.

Vegetable	Number
Carrot	10
Potato	9
Cabbage	20

Vegetable	
Carrot	
Potato	
Cabbage	

KEY:  = 2

Each square represents 10. Complete the pictogram using the information in the tally chart.

Weather	Number
Rain	80
Sun	50
Snow	20

Weather	
Rain	
Sun	
Snow	

KEY:  = 10

Each square represents 10. Complete the pictogram using the information in the tally chart.

Fruit	Number
Grapes	45
Apple	60
Banana	25

Fruit	
Grapes	
Apple	
Banana	

KEY:  = 5

# Music

We are going to be learning about contrasts in music.  
Today we will be learning about contrasts in rhythm.  
Watch and join in with this lesson-

<https://classroom.thenational.academy/lessons/rhythm-c9gpar?activity=video&step=1>

# French

Practise counting up to 20 in French with this song...

<https://www.youtube.com/watch?v=UsEz58BbIMY>

