

John Randall

Be Ready, Be Respectful, Be Safe

Year 2
Daily learning
15.1.21

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

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.

Friday 15th January 2021

Spellings.

1. whole

2. child

3. wild

4. children

5. most

6. both

Handwriting.

ck

back

Jack

Year 2

. C

?

!

, list

' contract

' possess

Short

Compound

-and

-but

-so

-because

-or

-if

-when

-that

Paragraphs

Punctuation ladder.

Today we are using apostrophes. First we will use an apostrophe for contractions. This is when we join 2 words together and replace 1 or more letters with an apostrophe. For example 'I have' becomes I've.

Use an apostrophe as make these words into a contraction.

I have → I've

I am →

I will →

Year 2

. C

?

!

, list

' contract

' possess

Short

Compound

-and

-but

-so

-because

-or

-if

-when

-that

Paragraphs

Punctuation ladder.

Next we will use an apostrophe to show possession. This is when we use an apostrophe before the s to show that something belongs to someone or something.

Add an apostrophe to show that the shoe belongs to Shona.

This is Shona's shoe

Phonics

- Please click on the links for today's phonics session. Our sound today is 'er' in letter.
- <https://schools.ruthmiskin.com/training/view/pTQ7oI7t/wgqP3nIY>
- <https://schools.ruthmiskin.com/training/view/eiMMu0q6/Cjkvgjp1>

T TA I Paired

Writing for different purposes—persuasive writing

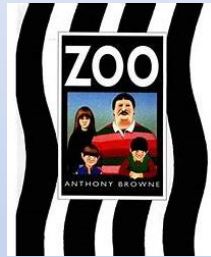


I know that a persuasive text is written to try to convince the reader to share an opinion.

I understand some language features of persuasive texts. |

I can write sentences using some of the language features of persuasive writing.

Today we are continuing to learn about persuasive writing. At the end of the topic, we will be writing our own persuasive writing to try to persuade the reader that either zoos are good places and they should visit, or they are bad places and should be banned.



Today we will be learning about the language features of persuasive texts.

Persuasive Texts – Language

The Language of Opinion

This is used to express a point of view about a topic.

e.g. **I believe** that Red Riding Hood should never have talked to the wolf.

The Language of Sequence

This is used to list reasons in a clear and logical order.

e.g. **Firstly**, it is not usually safe for children to talk to strangers.

The Language of Cause and Effect

This is used to explain what happens as a result of an event of action.

e.g. **Because** she talked to the wolf, she found herself in great danger.



Persuasive language

Read the text below. Can you spot: (use the previous slide to help you)

- ~ The language of opinion?
- ~ The language of sequence?
- ~ The language of cause and effect.

I believe that Jack should never have climbed up the beanstalk.

Firstly, it was very dangerous. If he fell, he could have been badly hurt.

Also, he was using the beanstalk to steal. I feel this is very wrong.

Lastly, Jack should have been spending his time helping his mother.

I think that climbing the beanstalk was a foolish and selfish thing to do.

Persuasive Language – Answers

I believe that Jack should never have climbed up the beanstalk.

Firstly, it was very dangerous. **If he fell**, he could have been badly hurt.

Also, he was using the beanstalk to steal. **I feel** this is wrong.

Lastly, Jack should have been spending his time helping his mother.

I think that climbing the beanstalk was a foolish and selfish thing to do.



- Some other examples of the language of opinion are...

HOW WOULD YOU FEEL IF...

I AM WRITING TO PERSUADE YOU TO...

SURELY YOU MUST REALISE...

I STRONGLY BELIEVE THAT...

MOST PEOPLE WOULD AGREE THAT...

Let's see if we can use some of these language features to write some persuasive sentences about the big bad wolf.



Firstly, draw a picture of the big bad wolf in the centre of your page.

Around the edge write opinions about the big bad wolf and some of your reasons.

For example:
He is evil.

He is misunderstood.

He never meant to eat the pigs.

Now, use the language of opinion to tell me your opinion of the big bad wolf.

- I believe...
- I strongly believe that...
- Without a doubt...
- There is no doubt in my mind that...
- Everyone knows that...



For example

There is no doubt in my mind that the big bad wolf is evil.

Next, use the language of sequence to tell me 3 reasons you believe this.

- Firstly
- Secondly
- To begin with
- In addition to

For example

To begin with, he blew down two little pigs houses.

Secondly he ate them both up.

Also, he left their poor mother without 2 of her darling children.



Finally, use the language of opinion again to conclude your work.

- I believe...
- I strongly believe that...
- Without a doubt...
- There is no doubt in my mind that...
- Everyone knows that...



For example

Without a doubt, the big bad wolf is an extremely dangerous criminal and should stay in jail for ever.

L.O. Examine and analyse the wording of maths word problems

T TA TA IND Paired

I know how to apply my knowledge of key mathematical vocabulary to help me explain how a problem can be solved.

I understand the need to identify the key information needed to solve a given problem.

I can examine and analyse the wording of maths word problems.

Weekly mental arithmetic

1 $10 + 60 =$	8 $60 - 12 =$	15 $21 + 58 =$
2 $8 + 8 =$	9 $72 + 1 =$	16 $46 - 10 =$
3 $21 + 7 =$	10 $64 - 10 =$	17 $20 \div 10 =$
4 $\square + 7 = 10$	11 $53 + 10 =$	18 $30 + 20 =$
5 $4 + 1 + 5 =$	12 $4 + \square = 8$	19 $25 - 11 =$
6 $\square + 10 = 36$	13 $\frac{1}{2} \text{ of } 20 =$	20 $14 + 5 + 5 =$
7 $27 - 4 =$	14 $100 - 100 =$	21 $20 + \square = 20$

Guided Reading for Maths

7. There are 20 flowers in the garden.
 $\frac{1}{4}$ of them have a bee on them. How
many flowers are covered in bees?



1. Can you identify the important information in the problem?
2. What does $\frac{1}{4}$ mean?
3. Do all of the flowers have bees on them? Explain how you know.
4. Can you solve the problem? Show me, or explain your method.
5. What if $\frac{1}{2}$ of the flowers had bees on them. How many flowers would have bees on them then?

P.E

It's Friday afternoon and your school work is almost finished. After working so hard this week it's time to get a bit of exercise! Join in with this cosmic yoga session.

- https://www.youtube.com/watch?v=T_0P5grVoyg



Art

After a energetic PE session it's time to calm down and do some drawing! We are learning to control a pen or pencil to follow lines and shapes. Join in with 'Draw with Rob' who today is drawing a giraffe. We saw some giraffes in our zoo story.

Rob is also a children's author and illustrator. What an amazing job that would be!

- <https://www.youtube.com/watch?v=tqCKhR7Qxds>

