

John Randall

Be Ready, Be Respectful, Be Safe

Year 2
Daily learning
21.1.21

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.

Thursday 21st January 2021

Spellings.

1. climb

2. only

3. old

4. any

5. many

6. clothes

Handwriting.

cook cook

wood wood

Year 2

. C

?

!

, list

' contract

' possess

Short

Compound

-and

-but

-so

-because

-or

-if

-when

-that

Paragraphs

Punctuation ladder.

Commas in a list.

Can you write out the sentence adding commas in the correct places in the list.

Today I am going to do some writing reading
maths and science

Phonics

- Please click on the links for today's phonics session. Our sound today is 'ew' in grew.
- <https://schools.ruthmiskin.com/training/view/G0c5hIRE/e2zq2rG9>
- <https://schools.ruthmiskin.com/training/view/ifNS9eZG/tLbfccLN>

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.

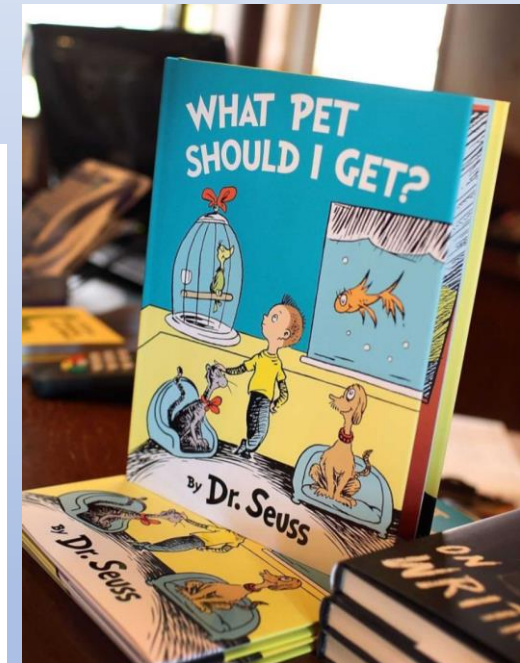
I understand the features of a persuasive text.

I can write a simple persuasive text using a familiar structure and language features.

Today we are going to be doing some persuasive writing about a new story-
What Pet Should I Get? by Dr Seuss.

We will be using the persuasive writing structure that
we learned about last week.

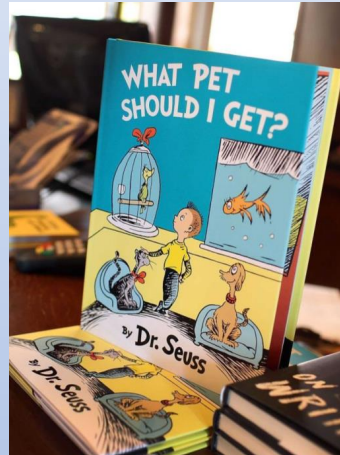
Opinion		
Reason 1	Reason 2	Reason 3
Opinion		



Today we are going to be a persuasive text using the story 'What pet should I get?'

Watch the video clip of the story 'What Pet should I get?'

<https://youtu.be/0kvrFLX7i0M>



Think or talk about these questions:

- What types of pets do the boy and girl see in the pet shop?
- How many pets are the boy and the girl allowed to take home?
- Which pet do you think the boy chooses at the end of the story? Why do you think this?

Draw a table with 4 boxes and label it like this-

Dog 🐕	Rabbit 🐰
Fish 🐟	Cat 🐱

In each box record reasons/ advantages choosing each type of pet. Justify and explain your reasons. This will help you with your writing today. You do not need to write too much, but some notes will help you.

Use the persuasive text structure to try to persuade the children of the best pet to get.

Try to use:

~ Compound sentences for your reasons using conjunctions 'and', 'so' because', 'which'.

~ The language of opinion- I believe, I strongly believe, without a doubt, I think, I feel.

~ The language of sequence- firstly, secondly, thirdly, next, then, after, lastly, finally.

~ Strong vocabulary choices- benefit, advantage, enjoyable, satisfying.

Write your text on lined paper using

the structure-

State your opinion

2 reasons

Reinstate your opinion.

(You do not to write it into the boxes in the picture, this is just to help you to remember the structure).

Opinion		
Reason 1	Reason 2	Reason 3
Opinion		

- Now read your work back out loud.
- Have you included capital letters and full stop?
- Neat handwriting?
- Good spellings?
- Do your sentences make sense?



T TA I Paired

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

I know that symbols on a pictogram represent numbers in a chart.

I understand that my symbols in the pictogram need to be the same size and in a line to make it easier to compare quantities.

I can interpret information from a pictogram and create my own simple pictogram to show information.

Fluent in 5.

$$47 + 29 =$$

$$3 \times 10 =$$

$$20 + 22 =$$

This week have started to learn about statistics. Statistics are data or information that we collect and interpret (look at the data to see what it is telling us).

For the past 2 sessions we have been learning about tally charts.

Today we are going to be recording information using pictograms.

Begin by taking part in this lesson about pictograms.

<https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c?activity=video&step=1>

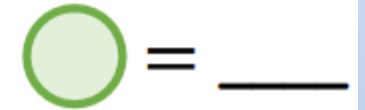


Use the tally chart to help you complete the pictogram.

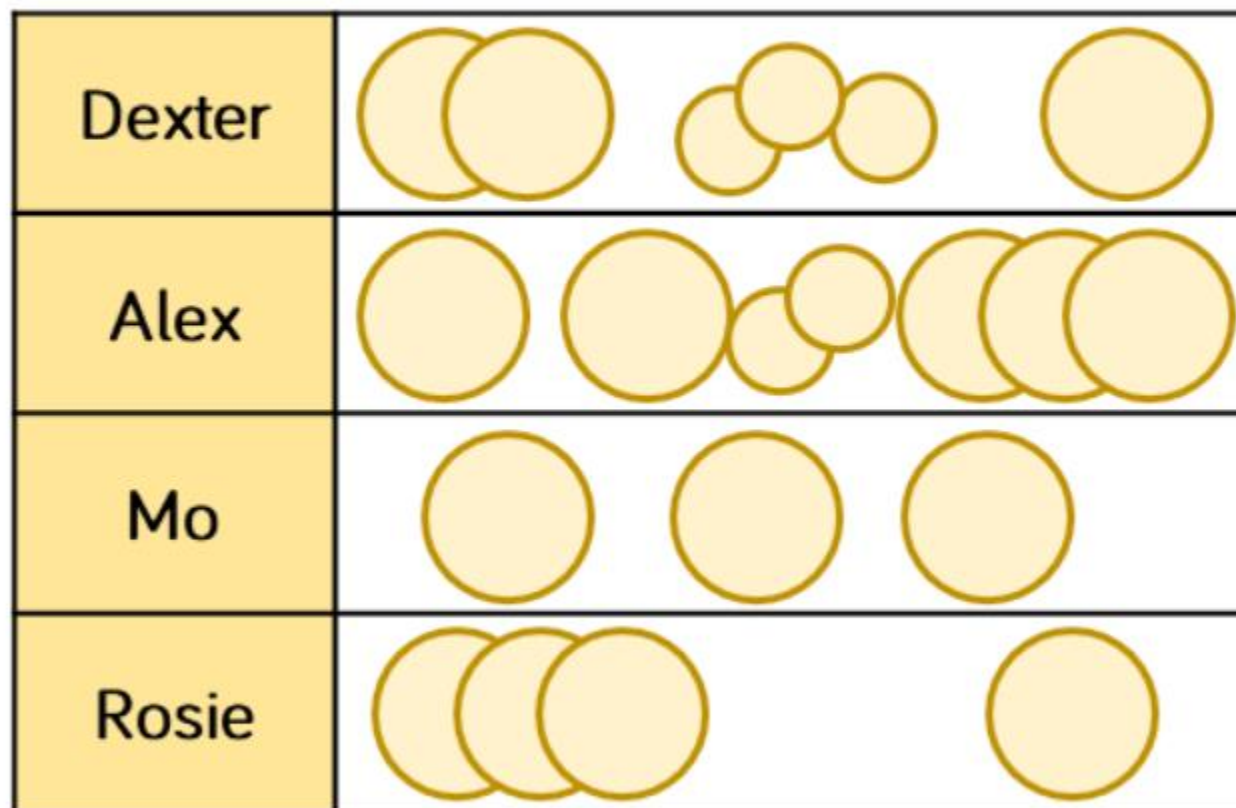
Fruit	Tally
Banana	/
Grape	
Pear	/
Apple	

Fruit	
Banana	
Grape	
Pear	
Apple	○ ○ ○

Key



Here is a pictogram showing the number of counters each child has.



How could you improve the pictogram?

Geography



Today we will be learning about the continents of the world. Here is a link to an online lesson about the worlds continents and where they are in the world. Over the next few weeks we will looking at animals that live in the continents and oceans, and why they live in particular areas of the world.

<https://classroom.thenational.academy/lessons/what-is-a-continent-c9k32d?activity=video&step=1>

Then watch the video and join in with the lesson. You will need paper and a pen or pencil.