



HEADTEACHER: Mr A.G. Neenan

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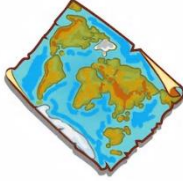
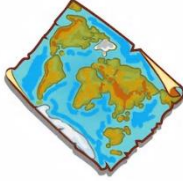
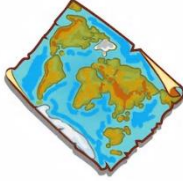
"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	2	NO.	10	DATE:	15.06.20
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FOCUS	TASK(S)	GUIDANCE
ENGLISH	There are 5 tasks provided, so that the children have one English based activity each day (Mon- Fri). I have provided guidance on the side to help you with the activities set.	
	<u>Task 1- Homophones</u>	
	Today we will be looking at Homophones as our Grammar focus. Look at the following clip that explains what a homophone is: https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cw Look at English Activity Sheet one. Write a sentence using the different homophones. They sounds the same but have different meanings. You may want to use a dictionary to search some of the words. If you do not have one at home use the online dictionary linked below: https://kids.wordsmys.net/we/	
	<u>EXT: there, their, and they're</u>	
	Look at the clip below which explains the three homophones above. Once you have watched the following video, try and write three sentences using there, their and they're. https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/z3cwrw	
	<u>Task 2- Features of a letter</u>	
	Look at the letter provided under English Activity Sheet three. You need to be use the features key to highlight the key features of the letter. Remember to read the letter first before you highlight the features.	
	<u>Task 3- Planning your letter</u>	
	Using English Activity Sheet 3, you need to think about why we should wear a uniform to school and then also think about why we should be able to wear our own clothes. You then need to decide if you think we should wear a uniform or wear our own clothes and give a good reason as to why you think this.	
	<u>Task 4- To write a letter</u>	
	This week your writing task is to write a letter to Mr Neenan explaining why you think we should/ or should not wear our own clothes to school. Using the points you put together yesterday you should write a formal letter explaining why you think we should wear uniform or wear our own clothes.	
	Remember to include:	
	<ul style="list-style-type: none"> • Address • Date • Explanation as to what the letter is about • Paragraphs • Concluding sentence • Sign the letter off with your name 	
	I have included a modelled piece of writing below to help you.	
	<u>Task 5 – Comprehension</u>	
	Read through the comprehension sheet under English Task 5. Then answer the questions remembering to write in full sentences. Once you have completed your questions, use the answers to check your work.	

SPELLINGS	<p>Spelling Task – Kn, gn, wr</p> <p>Look at the Spelling Activity Sheet 1. Practise your spellings making sure you are joining your letters. Use the spellings you have been given this week and write them into full sentences. Make sure you use capital letters and full stops.</p> <p>Next, look at spelling activity sheet 2. Look at the spelling tests the children have completed. Identify one mistake under each list.</p>	
READING	<p>Log on to your Purple Mash account: https://www.purplemash.com</p> <p>Look at your 2do list and click on Ned and the Detectives- Chapter 1 and read through the text carefully. Then complete the following tasks on your 2do list:</p> <ul style="list-style-type: none"> - Chapter 1: Quiz, Missing Words and Joining Words. <p>Next, click on Ned and the Detectives- Chapter 2 and read the text carefully. Then complete the following tasks on your 2do list:</p> <ul style="list-style-type: none"> - Chapter 2: Quiz, Missing Words and Joining Words. <p>Work through these tasks throughout the week. They will be available from Monday- Friday.</p>	
MATHS	<p><u>Task 1 – Mental Arithmetic and Number Bonds to 100.</u></p> <p>Your mental arithmetic work this week are multiplication and division calculations within the 10 times tables. Take your time and remember to use the inverse if you are unsure.</p> <p>Then practice your number bonds to 100. You will find the sheet below.</p>	<p>For example $80 \div \underline{\quad} = 10$ $10 \times \underline{\quad} = 80$</p> <p>Number bonds should be completed with a 5-minute timer. The children have been taught to take the number for example 67 and count up in tens using their finger to help if they need to- 77, 87, 97 when they get to the 90's number they use their number bonds to ten to help them identify what they need to get to 100 $7 + 3 = 10$, so they would add 3. Therefore, the answer would be 33.</p>
	<p><u>Task 2 – To make an amount using different coins.</u></p> <p>Look at Maths Activity Sheet 2. Today, you will be making the same amount using different coins. I have included a sheet of different coins. Cut and stick these coins to make 65p.</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. 50p + 10p + 5p 2. 20p + 20p + 20p + 5p 3. 50p + 10p + 2p + 2p + 1p
	<p><u>Task 3- Solve simple problems involving money</u></p> <p>Read the problems carefully. Some questions you will need to add and some you will need to take away to identify either the total or the change. You may want to use some paper to calculate your answers. For section 3, you may want to highlight key words that will help you to decide if it is an addition or subtraction calculation.</p>	
	<p><u>Task 4 – My Maths (Using Money)</u></p> <p>Log in to My Maths: https://www.mymaths.co.uk/</p> <p>Find the task called 'Using Money'. Work your way through the lesson making sure you look carefully at the questions. Answer the questions as you work through the lesson.</p>	
	<p><u>Task 5 – Word problems involving money</u></p> <p>Look at the word problems involving money. Read the question carefully and highlight important numbers and words within the problem. Then you need to identify whether to use addition or subtraction. You may want to use some paper to work out the answers.</p>	<p>For example: Jack buys a packet of crisps for 24p and a drink for 31p. How much do they cost altogether?</p> <p>The word 'altogether' tells you that it is an addition calculation.</p> $\begin{array}{r} 20 + 4 \\ +30 + 1 \\ \hline 50 + 5 = 55p \end{array}$
TIMES TABLES	<p>Do not forget to log on to your Time Table Rock Stars account daily to practice your 2, 5 and 10 times tables. https://trockstars.com/</p>	

R.E.	<p><u>The Holy Spirit</u> The Holy Spirit is the power and strength of God. God is the Father, Son and the Holy Spirit: we call this the 'Holy Trinity'. https://www.youtube.com/watch?v=Sd-ljjGy9U0 – Watch this video which explains the Holy Trinity.</p> <ol style="list-style-type: none">1. Think of some important things that Christians have to do in the world to show that they are followers of Jesus. Start with your own experience, move on to consider other people such as a teacher, head teacher, priest, sister, parishioner, family, etc.2. How do you think the Holy Spirit helps and guides all these different people? <p>Task- Write a prayer to the Holy Spirit thinking of different people who need help and guidance.</p>														
RESEARCH	<p><u>Science – Plants We Eat</u> This week we will be looking into different plants that we eat. Watch the following videos to learn more about the plants we eat: https://www.youtube.com/watch?v=ksVbfkY6uKM https://www.youtube.com/watch?v=NeWemluBxVw</p> <p>Your task is to use the science sheets below to sort the parts of the plant we eat under the correct category. If you are unsure you may want to use Google Junior (https://www.juniorsafesearch.com) to research further.</p> <p><u>Weekly Tally Chart</u></p> <p>Throughout the week, when you are eating your breakfast, lunch, dinner and snacks, I want you to tally the part of a plant you have eaten within your meal. It may be more than one per meal. (Remember to cross over the tally when you reach 5) At the end of the week, you will be able to see which part of a plant you have eaten the most of. Use this information to make a block diagram, which you looked at last week.</p>														
EXTRA ACTIVITIES	<p><i>If you would like some more activities to complete at home, here are some ideas that I think you might enjoy. I hope you have fun!</i></p> <table><tr><td><p><u>Cosmic Kids Yoga Disco</u> Start your day with some exercise and follow the YouTube video link. Make sure you find a suitable space as there are lots of movements to follow.</p></td><td><p>https://www.youtube.com/watch?v=23VdtT0vQUY</p></td></tr><tr><td colspan="2"><p><u>Homophone Fortune Teller</u> I have included a template below with instructions for you to make a 'Fortune Teller'/ Chatter Box, which includes sentences where you need to select the correct homophone. Follow the instructions carefully. Ask a grown up to test you!</p></td></tr><tr><td colspan="2"><p><u>Ready Steady Cook!</u> As the weather has not been great, you will have been spending lots of time inside. I have included a recipe for shortbread biscuits that you might like to make with your family. You can also choose to decorate them if you would like.</p></td></tr><tr><td colspan="2"><p><u>Brain Break Breathing</u> Follow the Brain Break cards throughout the week in-between your home-learning tasks, These mindfulness activities will help you to gain focus before you start a lesson.</p></td></tr><tr><td colspan="2"><p><u>My Five Senses Scavenger Hunt</u> I thought it would be a nice idea to have a challenge to complete when going on your daily walk. Take your sheet with you and see if you can find something to go in each box while on your walk. Good Luck!</p></td></tr><tr><td colspan="2"></td></tr><tr><td colspan="2"><p><u>National Trusts- 50 things to do before you are 11 ¾</u> The National Trust has made a list of things you must do before you are 11 ¾. How many can you complete? You may not be able to complete all of them during your time at home, but this can be an ongoing adventure for you and your family. How many can you cross off? I have included the list below. If you would like more information on any of the challenges, the follow this link where they are explained in more detail. https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list</p></td></tr></table>	<p><u>Cosmic Kids Yoga Disco</u> Start your day with some exercise and follow the YouTube video link. Make sure you find a suitable space as there are lots of movements to follow.</p>	<p>https://www.youtube.com/watch?v=23VdtT0vQUY</p>	<p><u>Homophone Fortune Teller</u> I have included a template below with instructions for you to make a 'Fortune Teller'/ Chatter Box, which includes sentences where you need to select the correct homophone. Follow the instructions carefully. Ask a grown up to test you!</p>		<p><u>Ready Steady Cook!</u> As the weather has not been great, you will have been spending lots of time inside. I have included a recipe for shortbread biscuits that you might like to make with your family. You can also choose to decorate them if you would like.</p>		<p><u>Brain Break Breathing</u> Follow the Brain Break cards throughout the week in-between your home-learning tasks, These mindfulness activities will help you to gain focus before you start a lesson.</p>		<p><u>My Five Senses Scavenger Hunt</u> I thought it would be a nice idea to have a challenge to complete when going on your daily walk. Take your sheet with you and see if you can find something to go in each box while on your walk. Good Luck!</p>				<p><u>National Trusts- 50 things to do before you are 11 ¾</u> The National Trust has made a list of things you must do before you are 11 ¾. How many can you complete? You may not be able to complete all of them during your time at home, but this can be an ongoing adventure for you and your family. How many can you cross off? I have included the list below. If you would like more information on any of the challenges, the follow this link where they are explained in more detail. https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list</p>	
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Hello Year Two,
I hope you have had a lovely week even though the weather has not be great. I hope you are all still enjoying your work at home and spending lots of time with your family. Remember to continue to try your best at home. I know you might find some of the tasks tricky, but just have a go. This week your challenge is to say something kind to every family member in your house and put a smile on their face. Carry on being FANTASTIC and keep smiling.

Miss Doody

English Activity Sheet 1

Homophones

These words are all homophones. Try to define what each one means.

or: _____

oar: _____

sale: _____

sail: _____

here: _____

hear: _____

tail: _____

tale: _____

pail: _____

pale: _____

pour: _____

poor: _____

male: _____

mail: _____

123 Long Road
Rainham
Kent
ME8 0BX

Tuesday 9th March 2020

Dear Mr. Jones,

I am writing to complain about the condition of the playground. Over the last two weeks, I have noticed a great deal of litter.

It is my opinion that this litter is a hazard. For example, yesterday a year 4 boy tripped over a some litter that had been dropped on the floor, He grazed his leg when he fell which was very upsetting for him.

I believe that there are a number of things that you could do to solve this problem. Firstly, it may be a sensible idea to buy more litterbins for children to throw their rubbish away. This would help prevent people dropping it on the floor.

I also think that our school needs|better monitoring of the playground to ensure that children are not dropping their litter on the floor. I would suggest that more staff are on the playground during break time and lunchtime to ensure that this is monitored. Currently there does not seem to be a consequence for the children who are littering. This may be something that you could look into at school to ensure that children understand that it is wrong.

In conclusion, I hope you will take my concerns seriously and I look forward to your reply.

Yours Faithfully

Miss Green

Features of a letter

Address

Date

Explains what the letter is about in the opening paragraph

Signs the letter off with a name

Concluding sentence

Formal Letter Plan

Reasons for keeping our school uniform	Reasons for children wearing their own clothes.
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>
<div>I think that we should/should not wear our uniform because ...</div> <div></div> <div></div> <div></div> <div></div> <div></div>	

9 Cross Lane,
Great Barr,
Birmingham,
B43 6LN

Monday 15th June 2020

Dear Mr Neenan,

I am writing to you to suggest that the pupils at Holy Name should no longer have to wear a uniform. Throughout this letter, I will be discussing why I think it will be in the best interests of the children at our school to be able to wear clothing of our choice.

Firstly, I believe that comfort is a necessity. Throughout the year, we currently have to wear the same uniform in winter, autumn, spring and summer. I do not feel that this is appropriate as I feel if we were able to wear our own clothes, we could dress for the weather a lot better. I also believe that we will be more focused within our lessons if we are more comfortable in our own clothes.

All children are unique. Therefore, it is important that the children at Holy Name get to be ourselves and not wear the same clothing. I believe that children are much more positive when coming to school on own clothes days now, so if you decided to let us wear our own clothes everyday, then all children and staff at Holy Name would be much happier.

I also believe that every year parents spend lots of money getting children a school uniform. However, this clothing can only be worn in school. If we were able to dress in our own clothes, then we would get much more use out of the clothes as we will be able to wear them both in school and out of school.

I hope I hear from you very soon about whether the children within your school will be able to wear what they like.

Yours sincerely,
Miss Doody

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood wanted to visit her grandmother. Her mother warned her not to talk to any strangers.



On her way, Little Red Riding Hood met a wolf who asked where she was going. "I'm going to visit my grandmother who lives in the forest," said Little Red Riding Hood. The wolf ran to her grandmother's house and locked Granny in the wardrobe! He put on her nightgown and got into her bed.



When Little Red Riding Hood came to the house she said, "Oh Granny, what big ears you have."

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

Little Red Riding Hood saw it was a wolf and shouted, "Help!"



A nearby woodcutter heard Little Red Riding Hood's scream and ran to the house. The woodcutter hit the wolf and let Granny out of the wardrobe. The wolf ran away and they never saw him again.



Questions about Little Red Riding Hood

Answer the questions below in full sentences.

1. Who else was in the story with Little Red Riding Hood?

2. Where was Little Red Riding Hood going?

3. What did the wolf ask Little Red Riding Hood?

4. What did the wolf do with Granny?

5. What did the wolf do to make himself look like Granny?

6. How did Granny look different when Little Red Riding Hood got there?

7. What did Little Red Riding Hood shout when she saw it was the wolf in bed?

8. Who saved Little Red Riding Hood and let Granny out of the wardrobe?

9. What do you think Little Red Riding Hood should **not** have done at the beginning?

Questions about Little Red Riding Hood

Answers

1. Who else was in the story with Little Red Riding Hood?
Granny, the wolf and the woodcutter are also characters.
2. Where was Little Red Riding Hood going?
She was going to visit her grandmother.
3. What did the wolf ask Little Red Riding Hood?
He asked her where she was going.
4. What did the wolf do with Granny?
The wolf locked Granny in the wardrobe!
5. What did the wolf do to make himself look like Granny?
He put on Granny's nightgown and got into her bed.
6. How did Granny look different when Little Red Riding Hood got there?
She had big ears, eyes and teeth.
7. What did Little Red Riding Hood shout when she saw it was the wolf in bed?
She shouted, "Help!"
8. Who saved Little Red Riding Hood and let Granny out of the wardrobe?
A nearby woodcutter heard her scream and let Granny out of the wardrobe.
9. What do you think Little Red Riding Hood should **not** have done at the beginning?
She should not have talked to a stranger and told him where she was going.

Practice Sheet

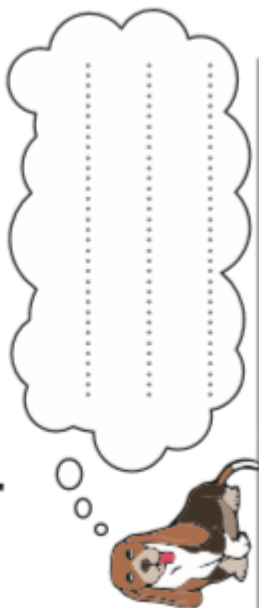
Term 1 Set 2 Week 7 (a)

Name Date

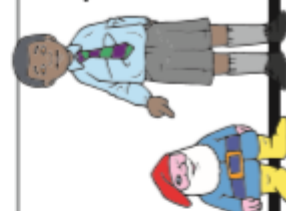
Spelling patterns (silent letters) **kn, gn, wr, extension, common exception words**



I have a knack for saying the wrong thing.



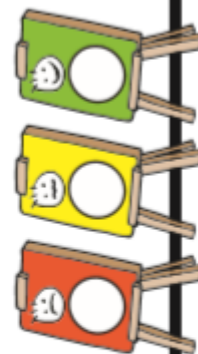
Spellings	Write	Write	Cover and write	Cover and write
knit				
knot				
knack				
gnome				
wrap				
wrapper				
wrapping				
most				



Did that gnome just wink at me?



Total /8



Activity Sheet

Term 1 Set 2 Week 8

Name

The children have all done a spelling test.
They have each made one mistake.
Can you spot the mistake and correct it?



Name **Bean**

knock
nash
write
table
metal
travel

Name **Petal**

knew
gnat
wrapper
puzzle
animal
camle

Name **Buddy**

knee
gnome
wrist
muddle
total
labal

Name **Blossom**

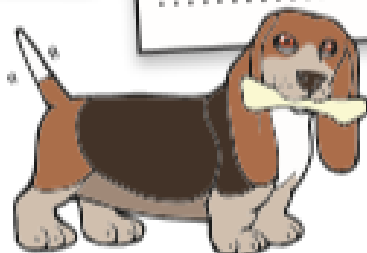
knight
gnaw
rote
bottle
animal
tunnel

Name **Sprout**

knot
gnash
wrap
middel
capital
label

Name **Twiggy**

knob
gnat
wrist
simple
musicle
camel



SECTION A

1

$10 \div 0 =$

2

$4 \times 10 =$

3

$= 7 \times 10$

4

$= 110 \div 10$

SECTION B

1

$40 \div$

$= 10$

2

$\times 5 = 50$

3

$8 =$

$\div 10$

4

$\times 12 = 120$

SECTION C

1

$200 \div$

$= 10$

2

$= 500 \div 10$

3

$10 \times 2 \times 2 =$

4

$= 5 \times 7 \times 10$

Number Bonds to 100

Worksheet Number 5

Name: _____

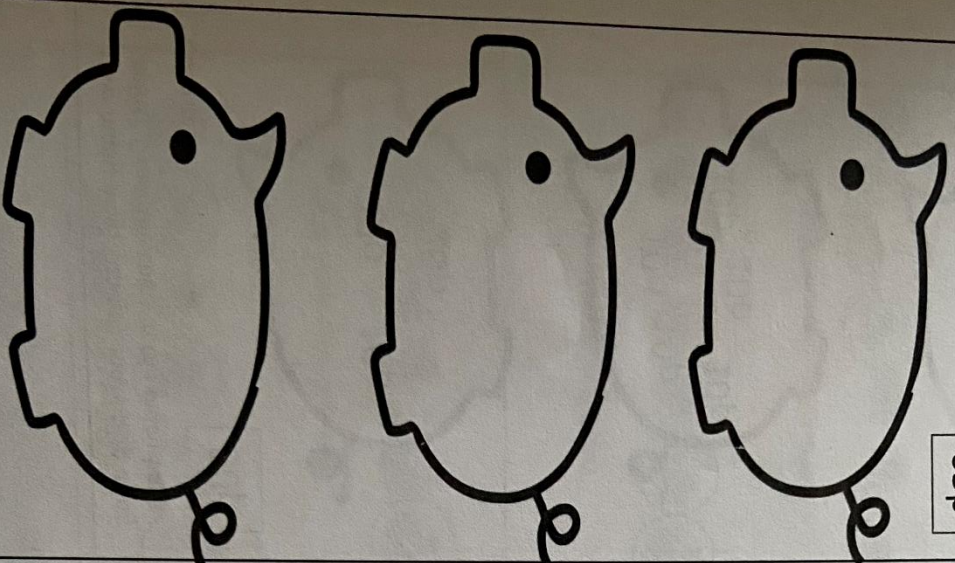
____ + 35 = 100 (1)	____ + 63 = 100 (11)	____ + 93 = 100 (21)
3 + ____ = 100 (2)	33 + ____ = 100 (12)	45 + ____ = 100 (22)
60 + ____ = 100 (3)	____ + 42 = 100 (13)	42 + ____ = 100 (23)
57 + ____ = 100 (4)	____ + 60 = 100 (14)	____ + 64 = 100 (24)
____ + 82 = 100 (5)	____ + 46 = 100 (15)	68 + ____ = 100 (25)
22 + ____ = 100 (6)	____ + 73 = 100 (16)	____ + 71 = 100 (26)
____ + 76 = 100 (7)	94 + ____ = 100 (17)	17 + ____ = 100 (27)
____ + 33 = 100 (8)	____ + 72 = 100 (18)	46 + ____ = 100 (28)
14 + ____ = 100 (9)	____ + 25 = 100 (19)	____ + 73 = 100 (29)
____ + 28 = 100 (10)	____ + 61 = 100 (20)	53 + ____ = 100 (30)

Amount	How can we you make this amount?
65p	
65p	
65p	
65p	
65p	



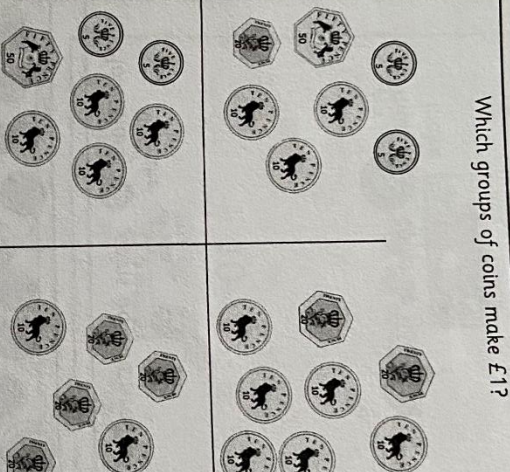
Can you make **65p** in 3 different ways?
Draw the coins in the piggy bank.

65p



to use different coins to make the same amount

Which groups of coins make £1?

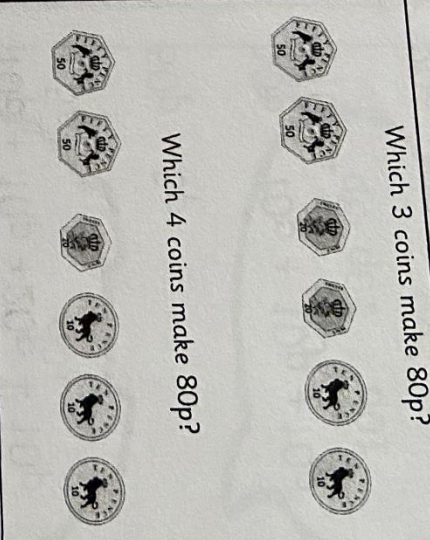


How many 20p coins do you need to make £1?

How many 5p coins do you need to 50p ?

Which 3 coins make 80p?

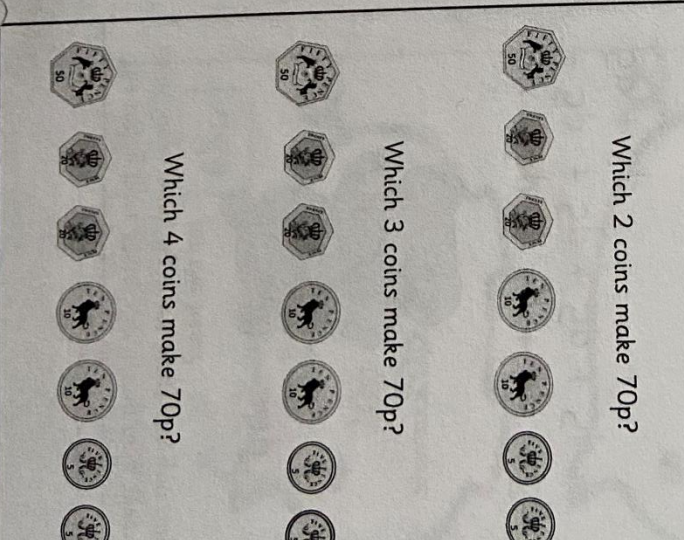
Which 4 coins make 80p?



Which 2 coins make 70p?

Which 3 coins make 70p?

Which 4 coins make 70p?

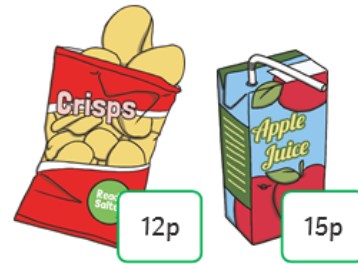


Addition and Subtraction with Change

Challenge Cards

twinkl

1. Jack buys a packet of crisps and a drink.
How much do they cost altogether?



2. Janine has 18p in her purse. She puts 10p
in the collection for Comic Relief. How
much does she have left?



3. Sabina's mother gives her 20p to buy her
brother a banana. She buys a banana for
16p. How much change will she receive?



4. Annie has 20p. She gives her brother 12p to
buy a cake at the school fair. How much
money will she have left?



1. Annie buys a packet of crisps and a drink.
How much do they cost altogether?



2. Poppy has 87p in her purse. She puts 50p
in the collection for Children in Need. How
much does she have left?



3. Halim's mother gives him £1 to buy his
sister a birthday present. He buys a pencil
for 46p. How much change will he receive?





Plants That We Eat

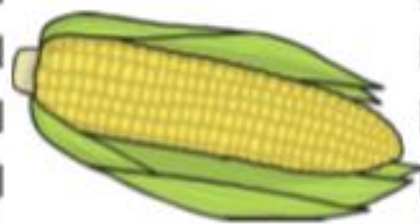


Cut out the food pictures and stick them into the group that shows the part of the plant that they come from.

Roots	Stems	Leaves
Flowers	Fruits	Seeds



Cut and Stick the images into the correct category



sweet corn



rhubarb



peas



beetroot



orange



lettuce



cabbage



cauliflower



carrot



celery















broccoli



apple

Plants That We Eat

Answers

Roots	Stems	Leaves
 beetroot	 celery	 lettuce
 carrot	 rhubarb	 cabbage
Flowers	Fruits	Seeds
 broccoli	 apple	 sweetcorn
 cauliflower	 orange	 peas

Plant Tally Chart

Part of the Plant	Tally
Root	
Stem	
Leaves	
Flowers	
Fruits	
Seeds	

A Block Diagram to show

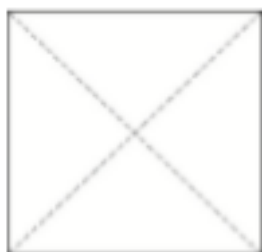
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Root	Stem	leaves	flower	fruit	Seeds

Year 2 Spelling: Homophones Fortune Teller

Fortune Teller

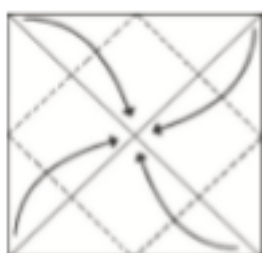
Instructions

①



With pictures face down, fold on both diagonal lines. Unfold.

②



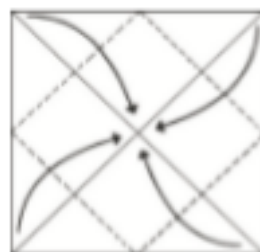
Fold all four corners to the centre.

③



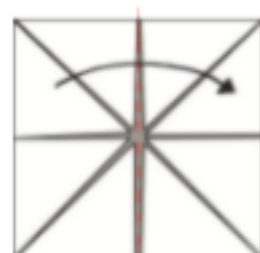
Turn paper over.

④



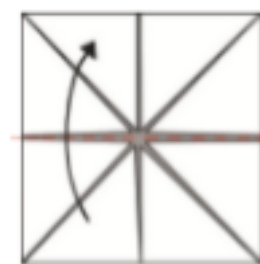
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold

⑥

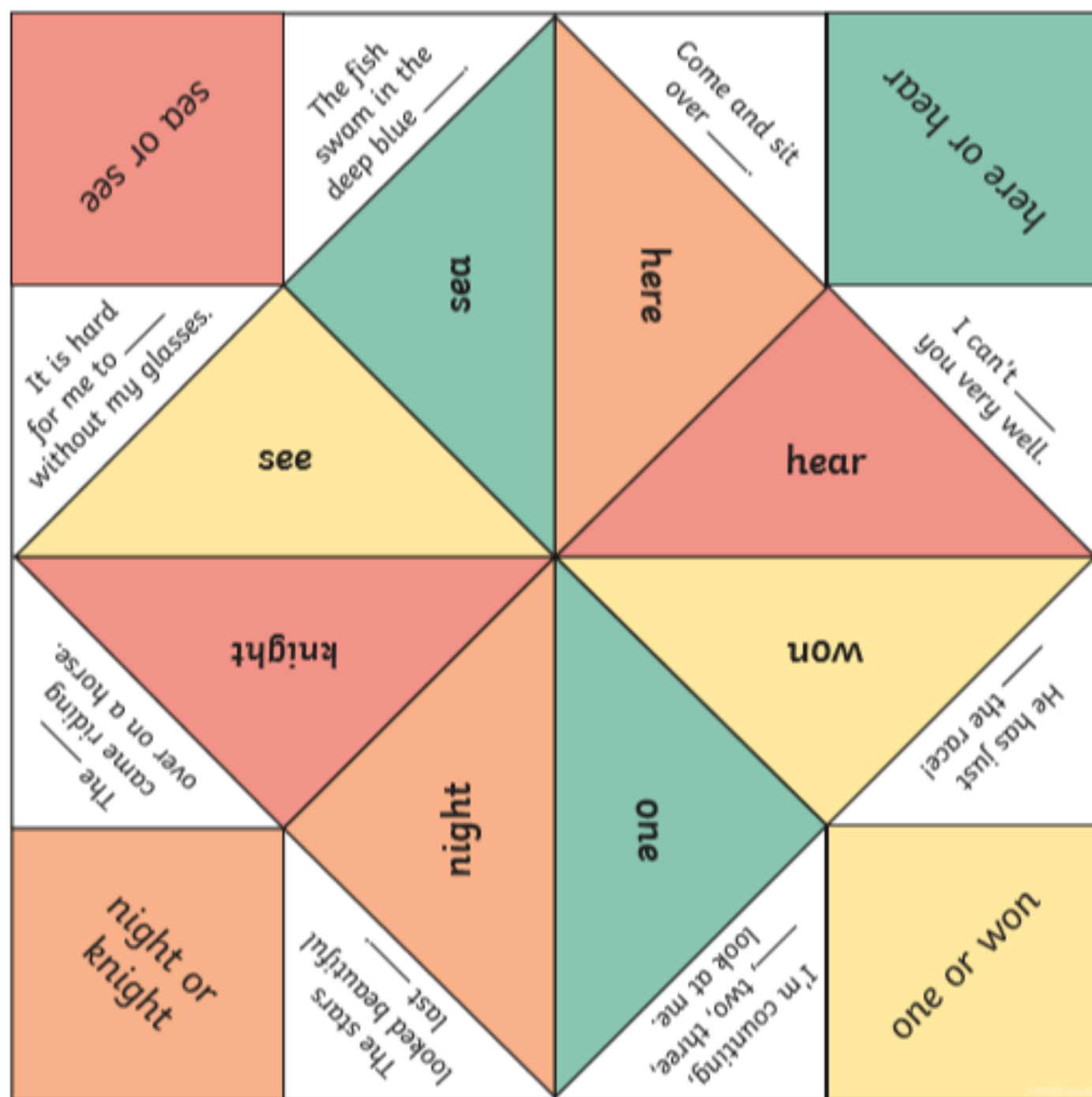


Fold in half from top to bottom. Do not unfold.

⑦



Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.





Super Easy Shortbread

Ingredients

- 2 $\frac{1}{2}$ cups of flour
- $\frac{1}{2}$ cup of sugar
- 1 cup of cold cubed butter

Tip!

If you have cookie cutters, use them to make different-shaped shortbread biscuits!

Method

1. Preheat oven to 180°C/160°C Fan.
2. Mix the sugar and flour.
3. Add in the cold cubes of butter.
4. Use a food processor or clean fingers to mix butter in until it is a crumbly mixture.
5. Once crumbled, put into a baking tray and press down with your fingers.
6. Bake for approximately 25-30 minutes, until the dough is lightly brown.
7. Whilst the shortbread is still warm, have an adult cut it into squares and then triangles.
8. Sprinkle the extra sugar on top of the warm shortbread.
9. Wait 10-20 minutes. Eat the scrumptious shortbread.



Brain Break Breathing

Bubble Breaths

Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.



Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5.

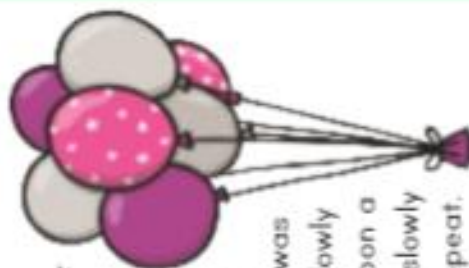
Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.



Brain Break Breathing

Balloon Breaths

Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.



Brain Break Breathing

Starfish Breaths

Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



Brain Break Breathing

Butterfly Breaths



Sit on the floor with the bottom of the feet touching and the knees bent out to the sides. Put your hands on your ankles and gently bounce your knees like you are flapping butterfly wings. Close your eyes and breathe slowly and calmly. Be sure to take slow deep breaths in and out. Pretend you are flying to your favorite place in the whole world. Imagine what it looks like. What do you see? What do you hear? What does it feel like? Imagine you are flying around and you are happy and calm. Now it is time to fly home, slowly flap your wings back home. Take a deep breath in and slowly exhale. Now slowly open your eyes.

Brain Break Breathing

Sun Breaths



Sit on the floor in a comfortable position. Close your eyes and take some slow deep breaths in and out. Picture a bright, shining sun smiling at you. Feel the sun on your face. Breathe slowly and let the sun warm your face. Imagine the sun warming your shoulders and back. Imagine the sun warming your arms. Continue to breathe in and out slowly and calmly. Imagine the sun's warmth spreading to your legs. Finally, feel the warmth all the way in your fingers and toes. Slowly stretch your arms overhead and your legs and feet out in front of you. Take a deep breath in and bend over towards your feet. Slowly exhale and sit back up. Take one more deep breath in and out and slowly open your eyes.

Brain Break Breathing

Rainbow Breaths

Stand with your feet shoulder width apart, arms gently resting by your sides. Slowly raise your arms and take a deep breath in. Try to breathe in until your hands reach each other over your head. Breathe out slowly while lowering the hands. Visualize the beautiful rainbow you are making. Repeat 5 - 10 times. Each time you breathe in imagine you are adding another color to your rainbow. What colors are you adding to your rainbow? Once your rainbow is done slowly open your eyes.



Brain Break Breathing

Waves on the Ocean Breaths

Lie back gently on the floor with your feet out in front of you. Place your hands on your stomach. Breathe in through your nose and feel your hands rise up. As you slowly exhale, feel your hands go back down. Pretend that your stomach is waves in the ocean and your hands are a sailboat. Each time you breathe in the sailboat goes up on the waves and each time you breathe out the sailboat goes down on the waves. Repeat.



My Five Senses Scavenger Hunt

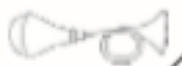
Something smooth



Something rough



Something that makes a noise



Something round



Something yellow



Something that came from a plant



Something that has a smell



Something long



Something man-made



Something soft



Something you can eat



Something red



50
things to do
before you're
11 3/4

How many have you done?

We've been working closely with kids just like you to put together this list of the best things to do before you're 11 $\frac{3}{4}$. (Although lots of them are still great fun even when you're 81 $\frac{3}{4}$.) You'll find fun things to do for every kind of outside place, from mountains to sea, forests to fields. So what are you waiting for? Get out there and see how many you can do!



1. Get to know a tree



11. Explore on wheels



2. Roll down a really big hill



12. Have fun with sticks



3. Camp outdoors



13. Make a mud creation



4. Build a den



14. Dam a stream



5. Skim a stone



15. Go on a wintry adventure



6. Go welly wandering



16. Wear a wild crown



7. Fly a kite



17. Set up a snail race



8. Spot a fish



18. Create some wild art



9. Eat a picnic in the wild



19. Play pool sticks



10. Play conkers



20. Go paddling



21. Forage for wild food



31. Make friends with a bug



22. Find some funky fungi



32. Float in a boat



23. Get up for the sunrise



33. Go cloud watching



24. Go barefoot



34. Discover wild animal clues



25. Join nature's band



35. Discover what's in a pond



26. Hunt for fossils and bones



36. Make a home for wildlife



27. Go stargazing



37. Explore the wonders of a rock pool



28. Climb a huge hill



38. Bring up a butterfly



29. Explore a cave



39. Catch a crab



30. Go on a scavenger hunt



40. Go on a nature walk at night



41. Help a plant grow



42. Go swimming in the sea



43. Help a wild animal



44. Watch a bird



45. Find your way with a map



46. Clamber over rocks



47. Cook on a camp fire



48. Keep a nature diary



49. Watch the sunset



50. Take a friend on a nature adventure