
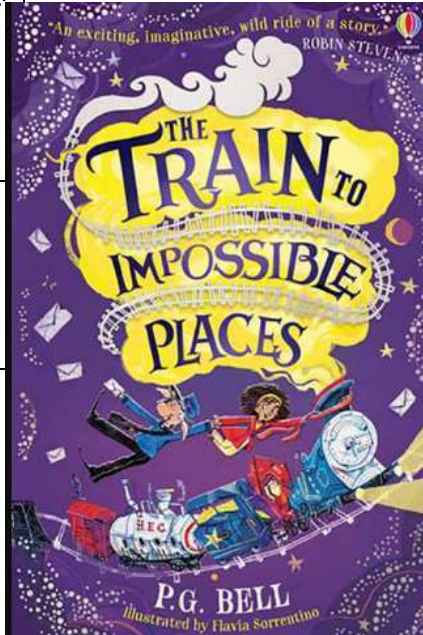



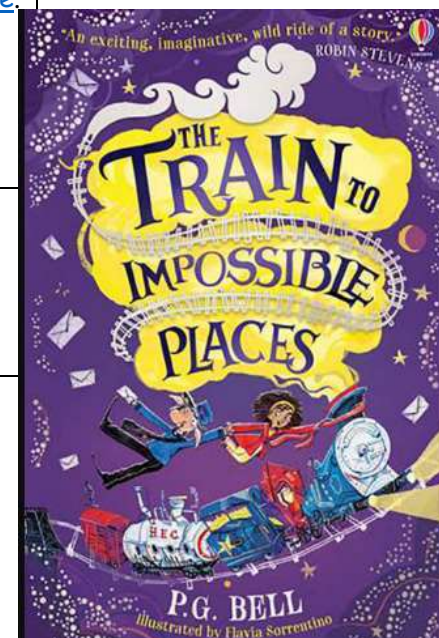


## St Margaret's-at-Cliffe CP School




### Timetable Class 5




Week 3 <sup>rd</sup> May	Monday  May Bank Holiday	Tuesday  4 <sup>th</sup> May	Wednesday  5 <sup>th</sup> May	Thursday  6 <sup>th</sup> May	Friday  7 <sup>th</sup> May NUMBER'S DAY
Vocab Ninja	<div></div> <p>Ninja Word of the day starting with Shinobi words for year 5 can be found <a href="#">here</a>.</p> <p>You can also play some Vocabulary Ninja Mini Games here: <a href="#">Synonym Stars (vocabularyninja.co.uk)</a></p>				<div></div>
<div></div> <p>Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance.</p> <p>We are a class bubble and we will not be mixing with other bubbles. We need to keep each other safe by following the health and safety guidelines in school.</p>					
STORY	<h1>The Train to impossible places</h1> <p>This week we are going to be reading You can listen to chapter 4 here: <a href="#">Mr. Bo reads the Train to Impossible Places - Chapter 4 - YouTube</a> You can follow the story by reading here: <a href="#">105-72659_ch01_6P.indd (traintoimpossibleplaces.com)</a></p>				
English	<p>Read The Train to Impossible Places Chapter 4</p> <p><u>WALT: Be able to recognise the features of instructions</u></p>	<p>Mr Farr Phonics in Year R (9-10am)</p> <p>Read The Train to Impossible Places Chapter 4</p>	<p>Read The Train to Impossible Places Chapter 4</p> <p><u>WALT: be able increase familiarity with a wide range of modern fiction.</u></p>	<p>Read The Train to Impossible Places Chapter 5</p> <p><u>WALT: be able to consistently use speech punctuation, commas and apostrophe in my writing</u></p>	



		<p>Access this lesson using pin code: <b>BF5682</b> at <a href="#">Twinkl Go</a></p> <p><b>TASK</b> What do we need to remember when writing instructions? Look carefully at the instructions below and list the features used. <b>NOW</b> You are going to plan a set of instructions for the special procedures Wilmot uses to deliver parcels and post. You could add your own exaggerations to make the instructions unique. Remember the instructions must be clear and informative. Include detail from the book and add ideas of your own too.</p>	<p><u>WALT: be able to use pronouns accurately in my work</u> <b>TASK</b> Edit this text to add the pronouns needed to make it easier to understand. <i>David went to the park and David saw a huge elephant. David thought the elephant was rather sad so David asked the elephant why the elephant was crying. The elephant explained to David that a thorn was stuck in the elephant's foot and the elephant couldn't remove the thorn because the elephant's nails were too big. David patiently helped the elephant and the elephant was truly happy once more.</i></p> <p><u>WALT: be able to write a set of instructions</u> <b>TASK</b> Read chapter 4 ( pages 48-49) Wilmot has a set of special procedures that he uses to deliver parcels and post. Your task is to design a set of instructions for Suzy to</p>	<p><u>WALT: be able to improve comprehension</u> First read 'The Winged Horse' Use your skills of skimming and scanning to locate the main details of the story. <b>TASK</b> Answer the questions using full sentences.</p>	<p><b>Task:</b> First read the first few pages of chapter 5.</p> <p><b>TASK</b> Looking at the speech in the extract below. Highlight the inverted comma in yellow, the commas in pink and the full stops on green. <b>NOW</b> Can you fill in the missing punctuation in the (Apostrophes, commas and speech punctuation) then continue the conversation between Suzy and Wilmot.</p>
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			<p>follow so that she can deliver them herself with help from Wilmot. Use the notes and ideas from yesterday's lesson.</p>		
Maths		<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Give me two fractions that are equivalent to <math>\frac{4}{9}</math>. What are 91 lots of £22.51? What is the area of a shape 43cm wide and 431cm long in metres? Round 3.45 to the nearest tenth? What are 8 lots of <math>4\frac{3}{4}</math>?</p> <p><u>WALT: Be able identify lines of symmetry in 2 D shapes</u> First watch this clip explaining symmetry here: <a href="https://www.bbc.co.uk/bitesize/articles/zstk3j6">https://www.bbc.co.uk/bitesize/articles/zstk3j6</a></p> <p>Worksheet For chilli level click  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4</a></p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What is 6 multiplied by <math>12\frac{4}{7}</math>? Turn this improper fraction <math>\frac{35}{12}</math> into a mixed number. What is the sum of <math>7\frac{3}{6}</math> and <math>5\frac{7}{9}</math>? What is £571.72 less £82.54? Sum of <math>8\frac{1}{4}</math> and <math>12\frac{3}{4}</math> and <math>7\frac{3}{4}</math>?</p> <p><u>WALT: Be able to can describe positions on a 2-D grid as coordinates in the first quadrant.</u> <u>WALT can plot specified points and draw sides to complete a given polygon</u></p> <p>Follow the video with White Rose <a href="https://vimeo.com/531668934">https://vimeo.com/531668934</a></p>	<p>5 in 10 These are 5 mixed calculations that revisit previous learning.</p> <p>Which is the larger <math>6\frac{1}{2}</math> or <math>6\frac{7}{3}</math>? What is <math>\frac{3}{100}</math> as a percentage? What is <math>\frac{2}{5}</math> of £60.52? What is 10% of 246cm? What is the value of the 7 in the number 36.47?</p> <p><u>WALT be able to can recognise that hundredths arise when dividing tenths by ten.</u> Follow the video with White Rose <a href="https://vimeo.com/517200721">https://vimeo.com/517200721</a> Worksheet: For chilli level click  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO1-Recognise-tenths-and-hundredths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO1-Recognise-tenths-and-hundredths-2019.pdf</a></p>	<p><u>WALT be able to solve problems</u> As today we are celebrating Numbers Day have some fun and follow the video her for Problems of the day <a href="https://www.bbc.co.uk/bitesize/week-5-maths-problems-of-the-week">Week 5: Maths problems of the week - BBC Bitesize</a></p> <p></p> <p>Link to website full of fun maths activities. <a href="https://www.mathsontoast.org.uk/fun-maths-at-home/maths-resources/">https://www.mathsontoast.org.uk/fun-maths-at-home/maths-resources/</a></p> <p>Look at the fun maths problems here: <a href="https://www.mathsontoast.org.uk/wp-content/uploads/2020/04/Maths-on-Toast-Marathon-Instructions-template.pdf">https://www.mathsontoast.org.uk/wp-content/uploads/2020/04/Maths-on-Toast-Marathon-Instructions-template.pdf</a></p>

		<p><a href="#">4-Summer-Block-5-WO5-Lines-of-symmetry-2020.pdf</a></p> <p><u>Challenge</u> There are also some 2D shapes below that you can investigate to check if they have lines of symmetry</p>	<p>Worksheet: For chilli level click  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-6-WO1-Describe-position-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-6-WO1-Describe-position-2020.pdf</a></p>		
Topic		<p><b><u>Computing</u></b> <u>WALT: Be able to use spreadsheets</u> <u>TASK</u> Last session we looked at this video tutorial about basic spreadsheets here <a href="#">Spreadsheet Basics -- Microsoft Excel - YouTube</a></p> <p>Now access the spreadsheet worksheet by following this link here: Access this lesson using pin code: <b>NS9706</b> at <a href="#">Twinkl Go</a></p> <p><b><u>PE</u></b> <u>WALT: be able to hold body in different gymnastic shapes and balances</u> <u>TASK</u> Look at this video clip of some fun exercises and have a go yourself:</p>	<p><b><u>Music</u></b> <u>WALT: Be able to recognise and use minims and semibreves</u> We are looking at music notation. Watch the powerpoint below Access this lesson using pin code: <b>ZB1270</b> at <a href="#">Twinkl Go</a></p>	<p><b><u>History</u></b> <u>WALT: be able to design and sculpt 3D art</u> Look at the video tutorial here: <a href="#">How to Make an Ancient Greek Inspired Pottery Piece - YouTube</a> <u>TASK</u> Use the clay to create your greek vase. If you are at home for this project you could make a 3 D model of a vase using the card from a breakfast cereal box. Cut and stick you vase or choose to draw/paint a greek inspired vase.</p> <p><b><u>PE</u></b> <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u> Warm up - running in different directions, skipping, hopping and jumping. , How wide, tall and</p>	<p><b><u>PSHE</u></b> <u>WALT: be able to identify worries and suggest ways of dealing with them</u> We are all still thinking how to keep safe and this sometimes might worry our friends. What different activities would you enjoy doing to relax yourself or your friends We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity? Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity! NOW Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn. <i>If you are at home please ask an adult to read the <b>Calming Script</b> to you</i></p>



[The Little Gym UK at Home:](#)  
[Primary School 6 to 12 years](#)  
[Lesson 1 - YouTube](#)

**Star and star jumps**- Arms and legs stretched out wide.

**Pike** - Sitting tall, with legs together and straight, arms stretched out above legs.

**Straddle** - Sitting tall, with legs out wide and straight, arms stretched out above legs

**Arched shape**- Your feet and hands are the base of the arch and your body is in a curved shape.

small can you be? Running in different directions bouncing and catching the ball.

Activity 1 - 'Turn about Catching' Place 3 cones, 3 metres apart in a straight line.

Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player.

Increase/decrease distances between cones

One handed catching

Use weaker hand to catch and throw

3 cones per group and 2 balls per group

Activity 2 - 'Near, Middle, Far'

Set out activity with up to 6 hoops per group, 2 balls and 2 cones.

First player stands by cone with 2 hoops spaced out in front of them with other player standing opposite by other cone. First throw the ball and tries to bounce the ball into the hoop for the other player to receive. The second player then repeats. Use under arm and then progress to over arm.

## FRENCH

WALT be able to use conversational French to describe life in school.

Watch the power point in the link here.

Access this lesson using pin code: **O10283** at [Twinkl Go](#)

## NOW

After looking at this power point can you write three sentences that describe a French school?





2. Draw lines to show which item Perseus borrowed from each god.

God	Item borrowed
Hermes	Mirror shield
Hades	Winged sandals
Athene	Helmet of invisibility

3. (a) Which word tells you how fast Perseus flew to meet the Gorgons?

(b) What does the word mean?

4. Write three words from paragraphs 3, 6 and 7 which the author uses to make the reader think of the Gorgons as animals.

5. Describe how Perseus used each of the gods' belongings to kill Medusa:

a. Winged sandals

b. Helmet of invisibility

c. Mirror shield

6. Do you think Perseus was wise to trust Pegasus? Yes / No  
Explain your answer fully, referring to the text.

7. 'her stony glance pierced the seagull like an arrow' (paragraph 2). Give two reasons why the author chose to use the word 'stony'.

8. Legends generally have heroes. Who is the hero of this legend?

9. (a) Why do you think the text is called 'The Winged Horse'? What other titles could you give the text?

(b) Suggest an alternative title and explain why you chose it.

## The Winged Horse

Rosalind Kerven

1 A lone seagull was flying over the barren country of Kisthene, swooping, soaring, a bright white streak in the gathering dusk.

3 All at once, there was a movement below. Medusa the Gorgon darted out of hiding, and her stony glance pierced the seagull like an arrow, and turned it into solid rock. The bird fell headlong out of the sky.

6 Medusa and her sister Gorgons ran capering over the rocks, snarling and clawing as they fought over the dead bird. Stone prey: their joy and their delight since time began.

8 A thousand miles away, Perseus sat talking with three gods: Hades, Hermes and Athene.

9 'Perseus,' said Athene, 'you must kill Medusa, and bring back her sliced-off head. Borrow Hermes' winged sandals, to carry you to her lair. Take Hades' helmet of invisibility to help you creep up on her unseen. And take my mirror-shield to save you from her stony glance.'

12 The gods vanished, and Perseus buckled on his sword, and put Hades' helmet on his head and Hermes' sandals on his feet. Then he took Athene's glittering shield and flew, wind-fast, to Kisthene and the Gorgons' lair.

15 The three Gorgons were snuffling and snorting in their cave, asleep. Their snake-hair bristled at the whirr of Perseus' winged sandals, but he was invisible: unaware of the danger, Medusa and her sisters slept on.

18 Perseus turned his back on the Gorgons. Then he held up Athene's mirror-shield to guide his movements behind his back. He listed his sword and sliced off Medusa's head. It fell on the floor and the deadly eyes flickered open. If Perseus had been looking straight at them, he would have been turned to stone.

22 He stuffed the head into a sack. Then he jumped back in amazement. Out of the blood from Medusa's neck a winged horse, Pegasus, was appearing and growing before his eyes.

24 Pegasus stretched his wings. Whinnied and pawed the ground. Then, to Perseus' surprise, he spoke human words. 'Quick, Perseus! Jump on my back. Hurry!'

26 Perseus scrambled onto Pegasus' back, and Pegasus reared and beat his wings for take-off. The sound woke the sleeping Gorgons, and he soared away just in the nick of time, leaving them clawing angrily at empty air.

29 Pegasus carried Perseus safely home, and set him down in a grassy field. Then he soared away to his master Zeus, high in Olympus. Perseus watched him climbing higher and higher, like a dazzling constellation in the sky.


## EXTRACT from *Train to Impossible Places*

They both lay there for a moment, catching their breath.

“Thank you,” said Suzy. “I think you just saved my life.”

“Really?” Wilmot gave an embarrassed little smile. “Well, I’m happy to be of service, and I—” He broke off, and his face went pale. “What am I saying?” He sprang to his feet. “This isn’t allowed! You’re not supposed to be here.” He ran in a little circle, flapping his hands in panic. “I need to call Mr Stonker. I need to call HQ.”

“Please don’t,” said Suzy, getting up. “I don’t want them to send me back.”

“But they have to! You’re in breach of regulations. Only authorized personnel are allowed in here  you’re *unauthorized!*”



Add the missing punctuation to the dialogue below:

please don't said suzy getting up I don't want  
them to send me back

but they have to you're in breach of  
regulations

only authorised personal are allowed in here  
you're unauthorised

# Y5 Instructions: Example Text Annotated

## Genre Features

### How to Fix a Puncture on a Monster Truck

Have you ever had a puncture on a bicycle or seen a flat tyre on a car? Imagine if the puncture was on the huge tyre of a monster truck. How would you fix the puncture and get the truck back on track performing stunts and crushing cars? Follow these instructions and you will find out how to fix it!

#### You will need:<sup>1</sup>

- + a very large container of warm water (a paddling pool would be ideal)
- + a strong rubber patch
- + a piece of sandpaper
- + some chalk
- + a coloured wax crayon
- + rubber solution (similar to glue)



#### Method<sup>2</sup>

1. Firstly, remove<sup>3</sup> the tyre from the truck with the help of several strong people, who are able to help to lift the truck off the ground.
2. Perform<sup>4</sup> a thorough check to see if any sharp objects remains stuck in the tyre and carefully remove them if necessary. This is particularly important if the truck has been driving over other vehicles.<sup>5</sup>
3. If the source of the puncture is not clear<sup>6</sup>, you will need to locate<sup>6</sup> it by reinflating the tyre with air. An electrical pump could speed up this process considerably.<sup>7</sup>
4. After inflating, try looking or listening for any air leaking out. This may involve the use of a small stepladder to reach the top of the tyre.<sup>8</sup>
5. Alternatively, submerge<sup>9</sup> the tyre under water<sup>9</sup> in a very large container such as a paddling pool. Any leaking air can be identified by bubbles rising to the surface of the water.

<sup>1</sup>use organisational devices to structure writing

<sup>2</sup>include an introduction with questions to interest the reader

<sup>3</sup>include what is needed and a method or list of steps

<sup>4</sup>put the steps in chronological order

<sup>5</sup>use imperative verbs

<sup>6</sup>include accurate descriptions and technical language

<sup>7</sup>include tips and extra advice for the reader

<sup>8</sup>include a conclusion directed at the reader

6. Once the puncture is located, mark<sup>8</sup> the affected area with a piece of chalk or wax crayon. Keep the chalk nearby for later.

7. Next, take<sup>9</sup> the sandpaper and lightly rub around the damaged area to roughen the surface.<sup>9</sup>

8. Spread<sup>9</sup> the rubber solution over the area then allow a few seconds for it to become tacky and achieve the correct consistency.

9. Use<sup>9</sup> the chalk, which you set aside earlier, to absorb any excess water or liquid.<sup>9</sup>

10. Remove<sup>9</sup> the patch from its packet, making sure not to get any dirt on it, then place it over the puncture and smooth it down carefully until securely stuck down. Be sure to apply it meticulously into any deep ridges of the tyre.

Your tyre is now ready to be returned into place and your truck should be ready to go crushing again!<sup>9</sup>

Warning: If you ever actually own or drive a monster truck, always remember to ask an expert before trying to fix any part of it yourself!



Ursel flexed her shoulders and gave a decisive nod before turning and lumbering back toward the cab. Suzy wasn't sure it was possible for bears to wink, but she was sure Ursel gave her one as she went.

A few seconds later, steam hissed from between the driving wheels. The boiler rattled and the whole train lurched forward an inch, straining against the brakes. Wilmot turned and dashed back toward the rear coach, his coattails flapping behind him.

"I'm sorry there's no more time for pleasantries," Stonker called over the rising noise. "I'll leave you in Fletch's capable hands."

Fletch grunted.

"But I still don't understand what all this means," Suzy protested. "Where did it all come from? Where are you

Here is an extract from our book : *The Train To Impossible Places*'.

Look carefully at the punctuation of the dialogue to see how it should be set out.

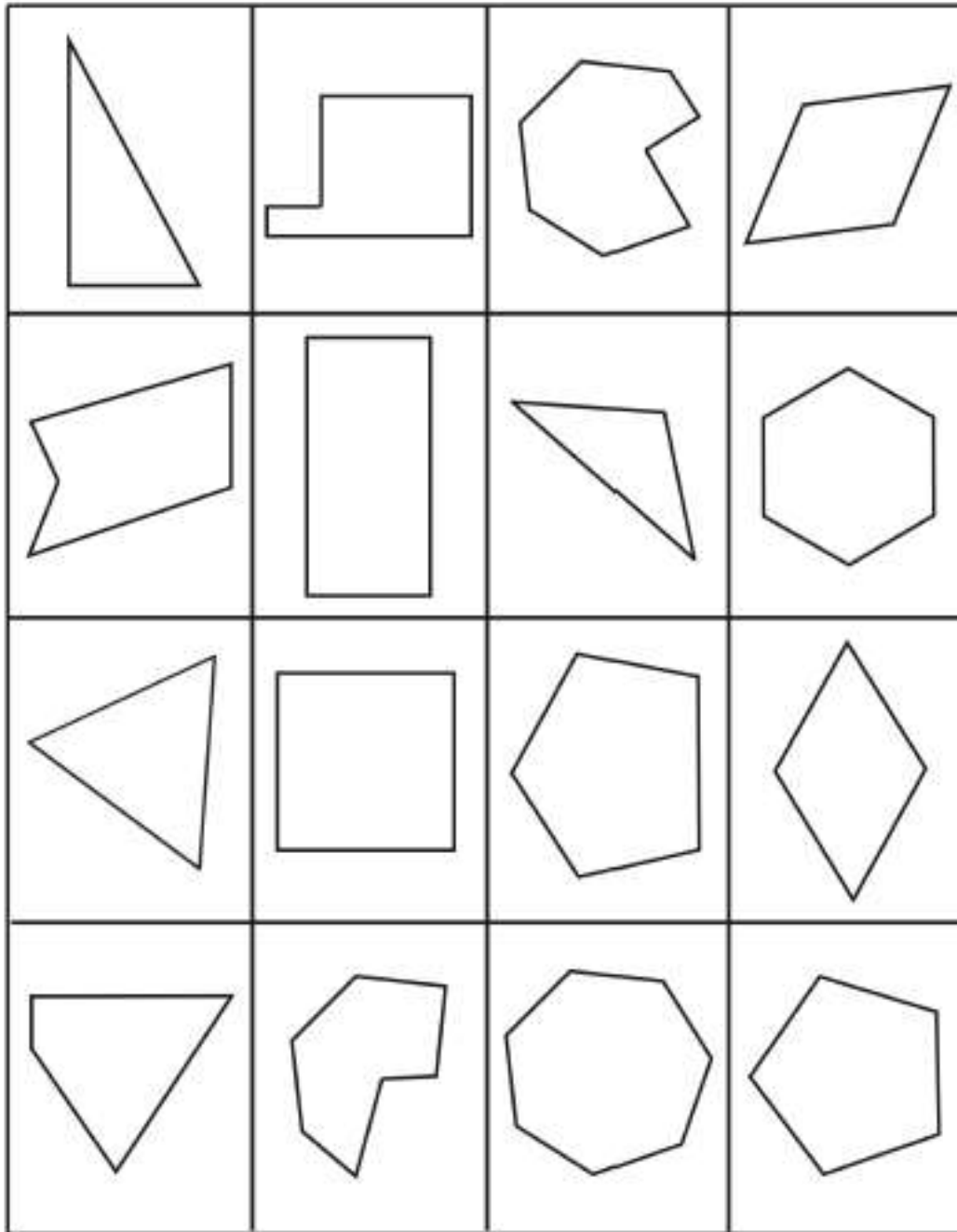
## Y5 Instructions: Formal Genre Features Checklist



Did I include...	Child	Friend	Teacher
Structure and Language			
organisational devices to structure my writing?			
an introduction with questions to interest the reader?			
what is needed and a method or list of steps?			
steps in chronological order?			
imperative verbs?			
accurate descriptions and technical language?			
tips and extra advice for the reader?			
a conclusion directed at the reader?			



# Shapes for Symmetry



## LINES OF SYMMETRY

Can you cut these shapes out and fold them over exactly in half. Draw a line along the fold you have created to show the line of symmetry. Some shapes might have more than one line but some shapes might not have any lines of symmetry.

## HOW WELL DO YOU KNOW YOUR SPELLING?

### Statutory Spelling List for children of Year 5 and Year 6

accommodate	conscience	explanation	neighbour	shoulder
accompany	conscious	familiar	nuisance	signature
according	controversy	foreign	occupy	sincere
achieve	convenience	forty	occur	sincerely
aggressive	correspond	frequently	opportunity	soldier
amateur	criticise	government	parliament	stomach
ancient	curiosity	guarantee	persuade	sufficient
apparent	definite	harass	physical	suggest
appreciate	desperate	hindrance	prejudice	symbol
attached	determined	identity	privilege	system
available	develop	immediately	profession	temperature
average	dictionary	interfere	programme	thorough
awkward	disastrous	interrupt	pronunciation	twelfth
bargain	embarrass	language	queue	variety
bruise	environment	leisure	recognise	vegetable
category	equipped	lightning	recommend	vehicle
cemetery	equipment	marvellous	restaurant	yacht
committee	especially	mischievous	rhyme	
communicate	exaggerate	muscle	rhythm	
community	excellent	necessary	sacrifice	
competition	existence		secretary	

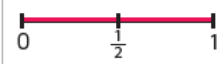
Maths ANSWERS for the White Rose worksheets can be found here:

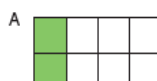

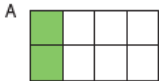
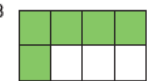

Tuesday <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-ANS5-Lines-of-symmetry-2020.pdf>

Wednesday <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-6-ANS1-Describe-position-2020.pdf>

Thursday <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-ANS1-Recognise-tenths-and-hundredths-2019.pdf>

Friday Problems of the Day

Mastery	Mastery with Greater Depth
<p>Mark and label on this number line where you estimate that <math>\frac{3}{4}</math> and <math>\frac{3}{8}</math> are positioned.</p> 	<p>Russell says <math>\frac{3}{8} &gt; \frac{3}{4}</math> because <math>8 &gt; 4</math>.</p> <p>Do you agree?</p> <p>Explain your reasoning.</p>
<p>Choose numbers for each numerator to make this number sentence true.</p> $\frac{\square}{15} > \frac{\square}{10}$	<p>Which is closer to 1?</p> $\frac{7}{8} \text{ or } \frac{23}{24}$ <p>Explain how you know.</p>
<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate <math>1\frac{1}{2}</math> of his sandwiches.</p> <p>Caroline ate <math>\frac{5}{4}</math> of her sandwiches.</p> <p>Draw diagrams to show how much Chiz and Caroline each ate.</p> <p>Who ate more? How much more?</p>	<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate <math>1\frac{1}{4}</math> of his sandwiches.</p> <p>Caroline ate <math>\frac{5}{4}</math> of her sandwiches.</p> <p>Fred said Caroline ate more because 5 is the biggest number.</p> <p>Tammy said Chiz ate more because she ate a whole sandwich.</p> <p>Explain why Fred and Tammy are both wrong.</p>

Mastery	Mastery with Greater Depth										
<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday?</p> <p>A  B </p>	<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>A  B </p> <p>Sam says he ate <math>\frac{7}{8}</math> of a bar of toffee.</p> <p>Jo says Sam ate <math>\frac{7}{16}</math> of the toffee.</p> <p>Explain why Sam and Jo are both correct.</p>										
<p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$	<p>Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{\square} + \frac{\square}{\square} =$										
<p>Graham is serving pizzas at a party. Each person is given <math>\frac{3}{4}</math> of a pizza. Graham has six pizzas.</p> <p>How many people can he serve? Draw on the pizzas to show your thinking.</p>  <p>Write your answer as a multiplication sentence.</p>	<p>Graham is serving pizzas at a party. Each person is given <math>\frac{3}{4}</math> of a pizza.</p> <p>Fill in the table below to show how many pizzas he must buy for each number of guests.</p> <table><tr><th>Guests</th><th>Pizzas</th></tr><tr><td>4</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>8</td><td></td></tr><tr><td>10</td><td></td></tr></table> <p>When will he have pizza left over?</p>	Guests	Pizzas	4		6		8		10	
Guests	Pizzas										
4											
6											
8											
10											

### Calming script

Calm, quiet minds feel better... so, let's see if we can quieten our minds down.

Take your *Calm Me* positions... sit nice and straight on the floor, see if you can sit up with a straight and dignified spine. Both feet are out in front of you and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing of the sounds around you...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now.