



Monday




Writing



Activity:
Look at both characters and think of as many interesting adjectives you can use to describe them.
Think about what they might be? What are they talking about? What are they reading about?
Use the table as a guide and complete in your book.

Learning Intention:
I am learning to plan an orientation paragraph using descriptive language.

Success Criteria:
* I can identify the who, what, when and where of an orientation.
** I can use interesting adjectives to describe my nouns.
*** I can use powerful verbs and carefully selected adverbs.
**** I can include similes or metaphors where appropriate.



Tuesday



Writing



Using your Monday plan, we are going to draft an opening paragraph (6-7 lines). Think about what should be included in your plan. Don't forget to include the who, what and where.


Don't forget to:

- Edit your work.
- Make sure you check your punctuation such as capital letters and full stops.
- Check your spelling – what can you do if you don't know how to spell a word? Where will you look?
- Make sure you work looks write, sounds right and makes sense.


Learning Intention:
We are learning to: write a draft description using our descriptive plan.

Success Criteria:
* I can use an idea from my plan and write a descriptive sentence.
** I can use an idea from my plan to write a descriptive opening statement.
*** I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a descriptive paragraph
**** I can include similes or metaphors where appropriate in my opening statement.

Wednesday



Writing



Read your orientation and think about what kind of problem your characters might come across next. Write 3 problems you think your characters could face. Choose 1 of your problems and write a problem or a complication that is going to happen in your story.


Don't forget to:

- Edit your work.
- Make sure you check your punctuation such as capital letters and full stops.
- Check your spelling – what can you do if you don't know how to spell a word? Where will you look?
- Make sure you work looks write, sounds right and makes sense.


Learning Intention:
We are learning to write a complication.

Success Criteria:
* I can use an idea from my complication plan and write a descriptive complication draft
*** I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a complication paragraph
**** I can include similes or metaphors where appropriate in my complication paragraph.

Thursday



Writing



Read your orientation and your complication paragraphs think about how are your characters going to solve the problem. Write 3 ways they could solve the problem. Choose 1 of your solutions and write a resolution paragraph where your characters can solve the problem.


Don't forget:

- Edit your work.
- Make sure you check your punctuation such as capital letters and full stops.
- Check your spelling – what can you do if you don't know how to spell a word?
- Where will you look?
- Make sure you work looks write, sounds right and makes sense.


Learning Intention:
We are learning to: Write a resolution.

Success Criteria:
* I can use an idea from my solution list and write a descriptive resolution draft.
** I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a resolution paragraph
*** I can include similes or metaphors where appropriate in my resolution paragraph.

Friday



Writing



Read your orientation and your complication paragraphs think about how are your characters going to solve the problem. Write 3 ways they could solve the problem. Choose 1 of your solutions and write a resolution paragraph where your characters can solve the problem.

Don't forget:

- Edit your work.
- Make sure you check your punctuation such as capital letters and full stops.
- Check your spelling – what can you do if you don't know how to spell a word?
- Where will you look?
- Make sure you work looks write, sounds right and makes sense.

Learning Intention:
We are learning to: Write a resolution.

Success Criteria:
* I can use an idea from my solution list and write a descriptive resolution draft.
** I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a resolution paragraph
*** I can include similes or metaphors where appropriate in my resolution paragraph.

Writing Prompt. Descriptive Writing



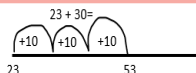
Monday



Watch the video on Class Dojo.

Activities:

Addition:
Roll the dice two times to make a 2-digit number.
Roll again to make another 2-digit number. Use jump strategy to find your answer.



Learning Intention:

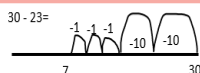
I am learning to use jump strategy to solve addition and subtraction problems.

Success Criteria:

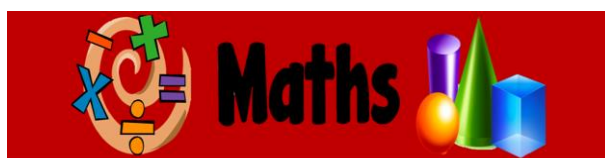
- * I can use jump strategy to add and subtract 2, 3, 4-digit numbers
- ** I can explain how to use jump strategy to add and subtract 2,3,4-digit numbers
- *** I can use and explain jump strategy to add and subtract 2,3,4-digit numbers

Subtraction:

Use the same numbers and complete subtraction. Put the bigger numbers on the other end of the empty number line. Use jump strategy to find your answer.

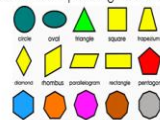


Tuesday



Activity:

Find as many 2D shapes in your home. Draw and name some of these 2D shapes.
Create a new shape using other 2D shapes.



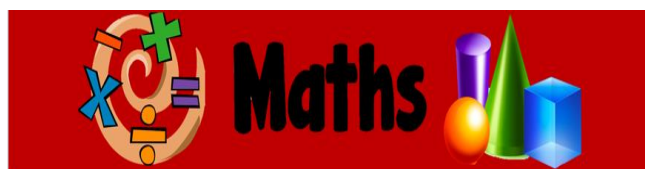
Learning Intention:

I am learning to identify, manipulate and sketch 2D shapes including special quadrilaterals (4 sides).

Success Criteria:

- * I can correctly identify and name some common 2D shapes including special quadrilaterals.
- ** I can correctly identify, name and draw common 2D shapes including special quadrilaterals.
- *** I can correctly identify, name and draw common 2D shapes in the environment including special quadrilaterals.

Wednesday



Activity:

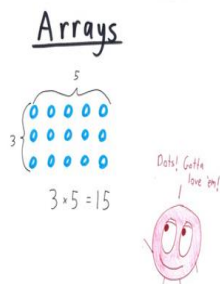
Roll the dice 2 times and make the arrays in your book.

Learning Intention:

I am learning to skip count and use arrays in multiplication.

Success Criteria:

- * I can correctly skip count my 2s and 3s.
- ** I can correctly skip count and attempt an array.
- *** I can use skip counting and arrays to work out my answers.



Thursday



Watch split strategy video on Class Dojo.

Activity:

Roll the dice two times and make a 2-digit number.
Roll the dice twice again to make a 2-digit number.
Use split strategy to find the answer.

$$\begin{array}{r} 23 + 45 \\ \begin{array}{l} \text{20} + \text{40} = 60 \\ \text{3} + \text{5} = 8 \\ \hline 68 \end{array} \end{array}$$

Learning Intention:

I am learning to use split strategy to solve addition and subtraction problems.

Success Criteria:

- * I can use split strategy to add and subtract 2,3,4-digit numbers.
- ** I can explain how to use split strategy to add and subtract 2,3,4-digit numbers.
- *** I can use and explain split strategy to add and subtract 2,3,4-digit numbers.

Friday



Activity:

Roll the dice two times and make a 2-digit number.
Roll the dice again to make a -3 digit number.
Roll the dice again to make a -4 digit number.
Place answers in a place value chart

Place Value Chart - Thousands			
Thousands	Hundreds	Tens	Ones

Learning Intention:

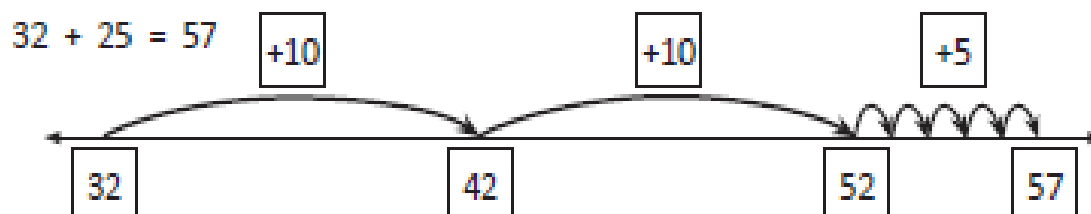
I am learning to use place value up to 4 digits

Success Criteria:

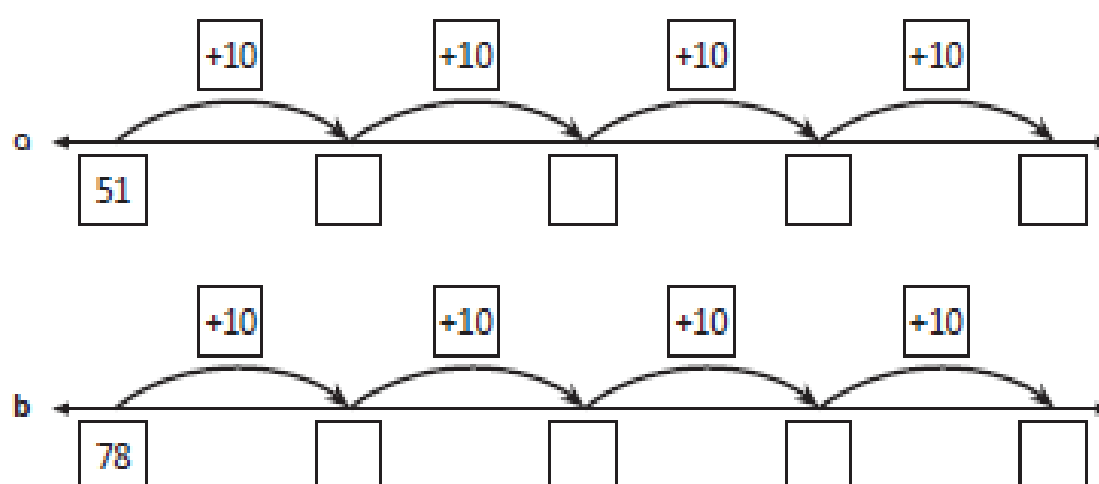
- * I can use abacus to place 4 digit numbers
- ** I can draw my own place value chart and place 2-3 digit numbers in a Place value table.
- *** I can use and explain place value using 4 digits in a place Value chart.

Addition mental strategies – jump strategy

The jump strategy is when you use a number line to jump in tens and then units.



1 Practise jumping along the number line in tens:



2 Add these using the jump strategy. Show your working on each number line:

a $57 + 35 = \square$



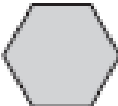
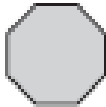
b $54 + 28 = \square$

c $62 + 35 = \square$

Investigating 2D shapes – properties of shapes

In this topic, we are looking at the properties of 2D shapes.

1 Draw a line to match each shape to its name.



square

triangle

rectangle

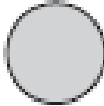



pentagon

hexagon

circle

octagon

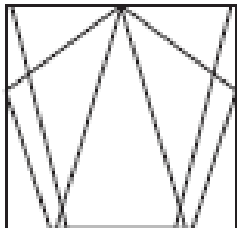
rhombus



2 Complete this table for five of the shapes shown above.

	Name	Number of sides	Number of corners
a	rhombus		
b	pentagon		
c	triangle		
d	octagon		
e	hexagon		

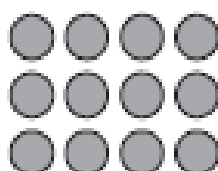
3 Which shapes can you see in this diagram?



Multiplication facts – 4 times table

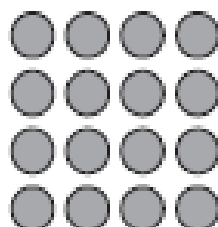
Practise your 4 times table.

1 Write the multiplication fact for each array:



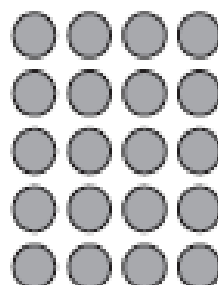
a 3 fours

$$\square \times 4 = \square$$



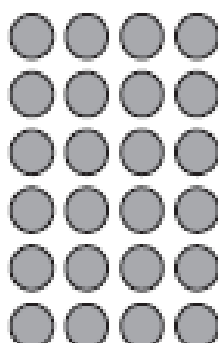
b 4 fours

$$\square \times 4 = \square$$



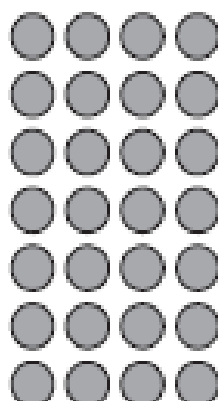
c 5 fours

$$\square \times 4 = \square$$



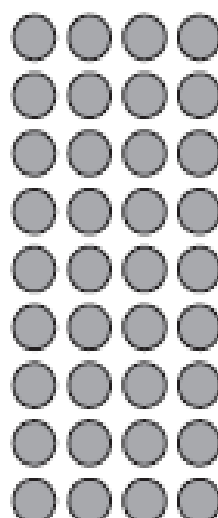
d 6 fours

$$\square \times 4 = \square$$



e 7 fours

$$\square \times 4 = \square$$



f 9 fours

$$\square \times 4 = \square$$

2 How many cupcakes are there on:

a 4 plates?

$$\square \times 4 = \square$$

b 3 plates?

$$\square \times 4 = \square$$



c 7 plates?

$$\square \times 4 = \square$$

d 9 plates?


$$\square \times 4 = \square$$

e 2 plates?


$$\square \times 4 = \square$$


Addition mental strategies – split strategy version 1


When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.


$57 + 46$  $\rightarrow 57 + 40 = 97 \rightarrow 97 + 6 = 103$

1 Practise separating these numbers into tens and ones. The first one has been done for you.

a 22 

b 57 


c 65 

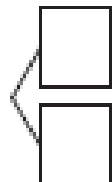


d 96 

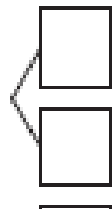


2 Practise adding tens to these numbers:

+	10	50	20	30	60
21					
48					

3 Use the split strategy with these problems:

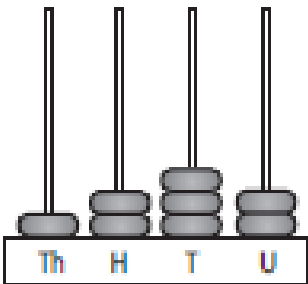
a $38 + 34$  \rightarrow  \rightarrow 

b $29 + 28$  \rightarrow  \rightarrow 

c $75 + 14$  \rightarrow  \rightarrow 

Place value of whole numbers – place value to 4 digits

We can show the value of a 4 digit number on an abacus and also with base ten blocks.



1 is worth 1 000 or one thousand.
2 is worth 200 or two hundreds.
3 is worth 30 or three tens.
2 is worth 2 or two units.

1 Below are 4 different numbers written in 3 different ways. Find the 3 that match and colour them the same:

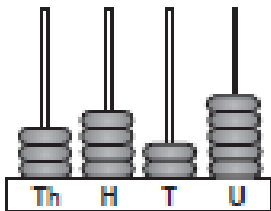
Thousands	Hundreds	Tens	Units
5	4	3	2
5	3	4	3
4	5	2	4
4	3	8	8

- Five thousand, four hundred and thirty two
- Four thousand, five hundred and twenty four
- Five thousand, three hundred and forty three
- Four thousand, three hundred and eighty eight

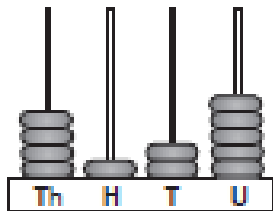
- 4 524
- 5 432
- 4 388
- 5 343

2 Write the number shown on each abacus:

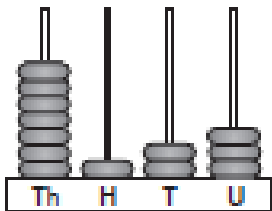
a



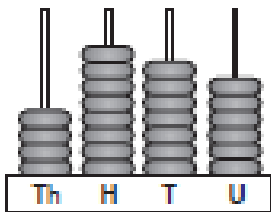
b



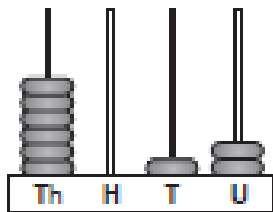
c



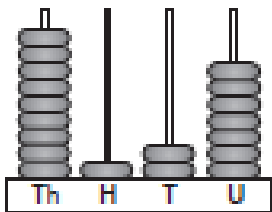
d



e



f



Place Value Chart - Thousands

Thousands	Hundreds	Tens	Units/Ones

Monday



Today we will be revising what are primary and secondary sources.

Activity:

1. You will need to find at least 1 primary and 1 secondary source at home. Take a photo of it.
2. Make a family tree using these sources from home.

Learning Intention:

I am learning to identify different sources and make a family tree.

Success Criteria:

- * I will be successful if I can create my own family tree and find 1 primary source at my house.
- ** I will be successful if I can find 2-3 primary or secondary sources at my house and create a family tree.
- *** I will be successful when I can both primary and secondary sources and create my own family tree.

Friday



Dream time stories: Why are stories important in history?

Activity:

Today we are going to watch the video of Tiddalick the Frog. Answer questions on Tiddalick and then create your own style of a dream time story about an event in your life. Use animals or plants as characters.

Learning Intention:

I can understand and interpret dream time stories.

Success criteria

- * I can draw my own dream time story
- ** I can draw and label my own dream time story
- *** I can write and draw pictures of my own dream time story

Monday



It is important to know what art means to understand how it can be enjoyed.

Activity: Complete the drawing of the rainbow serpent.

Learning Intention:

I am learning that art has meaning and that we can send a message through art.

Success Criteria:

- * I can draw in pencil and outline in sharpie.
- ** I can discuss my artwork and its meaning.
- *** I can draw simple pictures and symbols inspired by Aboriginal Art.



Wednesday



It is important to know what art means to understand how it can be enjoyed.

Activity: Complete the drawing of the turtle.

Learning Intention:

I am learning that art has meaning and that we can send a message through art.

Success Criteria:

- * I can draw in pencil and outline in sharpie.
- ** I can discuss my artwork and its meaning.
- *** I can draw simple pictures and symbols inspired by Aboriginal art.



Tuesday



Activity:

Watch the video and learn the words and actions (<https://funmusicmembers.com/at-home/311-1/>).

Practice until you can sing the song and perform the actions without the words. Teach someone in your family.

Learning Intention:

I am learning to revise the song "A Ram Sam Sam" and revising the un-tuned percussion parts.

Success Criteria:

- * I can repeat a simple singing pattern.
- ** I can repeat a single singing pattern and use actions while singing.
- *** I can play a rhythm using body percussion.

Thursday



Activity:

Watch and learn each of the clapping parts or tapping on your lap while you watch the video <https://funmusicmembers.com/at-home/311-2/>.

For the tambourine = clap, triangle = click and drum = pat your lap

Practice until you can sing the song and perform the actions without the words. Teach someone in your family.

Learning Intention:

I am learning to revise the song "A Ram Sam Sam" and revising the un-tuned percussion parts.

Success Criteria:

- * I can repeat a simple singing pattern.
- ** I can repeat a single singing pattern and use actions while singing.
- *** I can play a rhythm using body percussion.

Tiddalick the Frog

The following story is based on a traditional Aboriginal Dreamtime story about a frog called Tiddalick.

Once upon a time in the Dreaming, there lived a frog called Tiddalick. Tiddalick lived in the Wollombi Valley in the Creation era. He was a greedy frog. He wanted to be the biggest frog in all the land. One very hot day, Tiddalick became very thirsty. He wandered down to the billabong, where there was plenty of water. Tiddalick was so thirsty that he began to drink and drink until all the water in the billabong was gone.



When all the other animals came to the billabong for a drink, they discovered that there wasn't any water left. They were so hot and thirsty too. They knew that it was the greedy frog, Tiddalick, who had drank all the water. They became very angry at him. The animals knew that they had to get the water back somehow. If they wanted to get all the water out of Tiddalick and back onto the billabong, they would have to make him laugh. The wise owl suggested that if he laughed, all the water would come out.



First, the echidna tried to make him laugh. The echidna rolled down the hill into the dried up billabong. Tiddalick didn't laugh.

Tiddalick the Frog

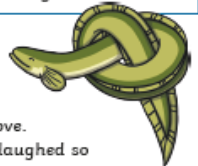
Next, the kookaburra, who was perched high up in the gum tree, pretended to fall out. Tiddalick still didn't laugh.



After that, the wombat started dancing some very funny moves. But still Tiddalick didn't laugh.

The animals were so confused that they didn't know what to do. They were still very thirsty.

Finally, the eel decided to give it a try. He danced and danced and danced until he tied himself into a big knot.



Suddenly, Tiddalick's mouth started to move. He could not stop laughing at the eel. He laughed so much that all the water came out, and ran back into the dried up billabong.

From that day, Tiddalick was never greedy again and he only drank what he needed.



Create your own Dream time story about an invent in your life.

Tiddalick the Frog

Use the following words to fill in the missing parts of the story.

kookaburra	thirsty	Tiddalick	dried	danced
needed	hot	greedy	echidna	move
knot	Dreaming	owl	laugh	wombat
eel	water	angry	drank	rolled

Once upon a time in the _____, there lived a frog called Tiddalick. Tiddalick lived in the Wollombi Valley in the Creation era. He was a _____ frog. He wanted to be the biggest frog in all the land. One very hot day, Tiddalick became very thirsty. He wandered down to the billabong where there was plenty of water. Tiddalick was so _____ that he began to drink and drink and drink until all the _____ in the billabong was gone.



When all the other animals came to the billabong for a drink, they discovered that there wasn't any water left. They were so _____ and thirsty too. They knew that it was the greedy frog, _____, who drank all the water. They became very _____ at him. The animals knew that they had to get the water back somehow. If they wanted to get all the water out of Tiddalick and back onto the billabong, they would have to make him _____. The wise _____ suggested that if he laughed, all the water would come out.



First, the _____ tried to make him laugh. The echidna _____ down the hill into the dried up billabong. Tiddalick didn't laugh.

Next, the _____ who was perched high up in the gum tree pretended to fall out. Tiddalick still didn't laugh.

After that, the _____ started dancing some very funny moves. Still, Tiddalick didn't laugh.

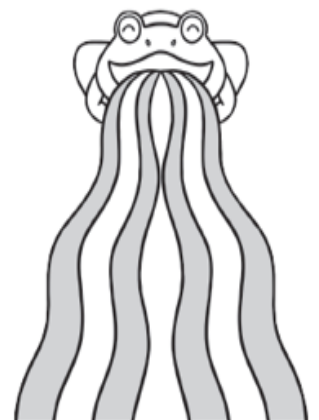
Tiddalick the Frog

The animals were so confused that they didn't know what to do. They were still very thirsty. Finally, the _____ decided to give it a try. He danced and danced and _____ until he tied himself into a big _____.



Suddenly Tiddalick's mouth started to _____. He could not stop laughing at the eel. He laughed so much that all the water came out, and ran back into the _____ up billabong.

From that day, Tiddalick was never greedy again and he only _____ what he _____.



Fast-Finisher Activities

1. Use the word 'Tiddalick' and create an acrostic poem. Illustrate your poem.
2. Use a dictionary to find the meaning of the following words: billabong, creation, perched, pretended and suggested.
3. Write a beautiful poem about the day Tiddalick gave back all the water.
4. Draw your favourite part of the story and write a paragraph explaining why it is your favourite.

Art Work



LI: We are learning that art has meaning and that we can send a message through art.

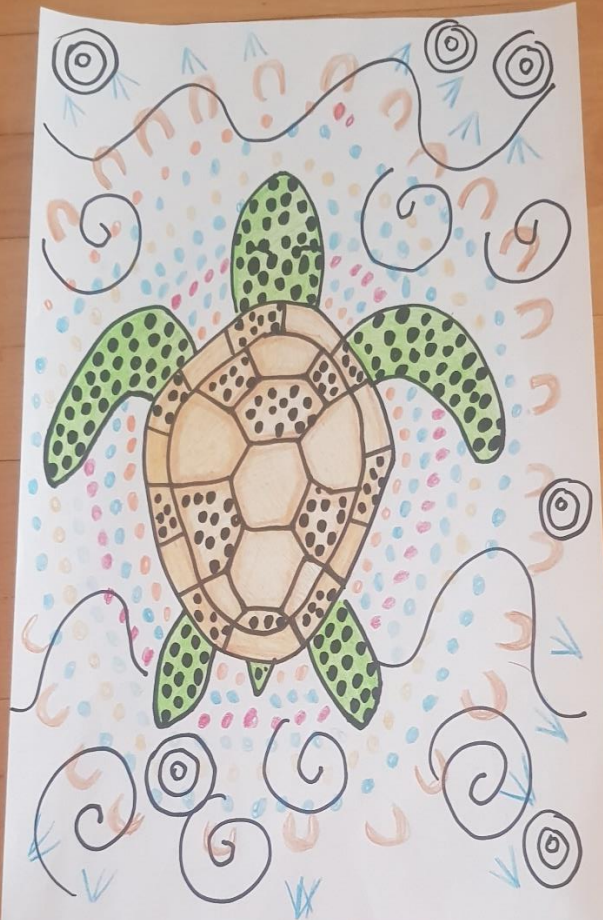
Purpose: We are learning this because it is important to know what art means and to understand how it can be enjoyed.

Success Criteria:

* I can draw in pencil and outline in sharpie.

** I can discuss my artwork and its meaning.

*** I can draw simple pictures and symbols inspired by Aboriginal Art



LI: We are learning that art has meaning and that we can send a message through art.

Purpose: We are learning this because it is important to know what art means and to understand how it can be enjoyed.

Success Criteria:

* I can draw in pencil and outline in sharpie.

** I can discuss my artwork and its meaning.

*** I can draw simple pictures and symbols inspired by Aboriginal Art

Tuesday



There are many materials in our everyday life that are used for different things.

Activity: Find 5 plastic materials in your house. Think about what they feel like and sound like. Are there any differences between the plastics? Take a picture on Class Dojo Portfolio and explain what you have found.



Learning Intention:

I am learning to find plastic materials in my everyday life and explain differences between them.

Success Criteria:

- * I can find objects made of plastic and describe how it looks.
- ** I can find objects made of plastic and describe the differences between them.
- *** I can find objects made of plastic and explain how they are different.

Wednesday



There are many materials in our everyday life that are used for different things and made with certain materials on purpose.

Activity: How are plastic water bottles made? Research information and write a paragraph in your workbook about how it is made. Draw an image of the process.



Learning Intention:

I am learning to research how an object is made.

Success Criteria:

- * I can find out how a water bottle is made.
- ** I can draw the process of how a water bottle is made.
- *** I can write a paragraph and draw an image of how a water bottle is made.

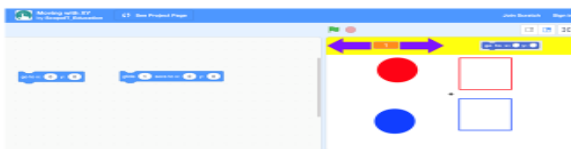
Thursday



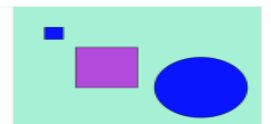
Activity:

YEAR 3 -Scratch: Use Scratch.mit.com to practice using the x and y coordinates. Bounce a sprite across the page. <https://scratch.mit.edu/projects/106637372/editor/>

YEAR 4 - Khan Academy: Use Khan Academy New Project to make a snowman. Remember to add colour. Try to use variables.



```
1 var hello = 50; //variable
2
3 background(100, 200, 255); //background colour
4
5 fill(178, 75, 255); //shape colour
6
7 rect(100, 100, 100); //square shape
8
9 fill(255, 0, 255); //shape colour
10
11 ellipse(100, 100, 150, 150); //circle shape
12
13 rect(hello, hello, 50, 50); //square with the use of my variable
14
15
16
```



Learning Intention:

I am practicing my coding skills that I have learnt in Scope IT.

Wednesday



Think of all the skills you have learnt over the past year, they can be things like skipping, jumping, moving up in reading levels, drawing, and even the skills you have gained outside of school, such as shooting hoops in basketball and dribbling a ball in soccer.

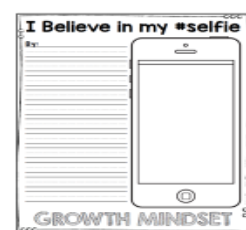
Activity: Name 5 of these skills and draw a picture of yourself! If you cannot print this sheet, that is okay. Just draw it in your workbook.

Learning Intention:

I am learning to identify skills I have gained in the last year.

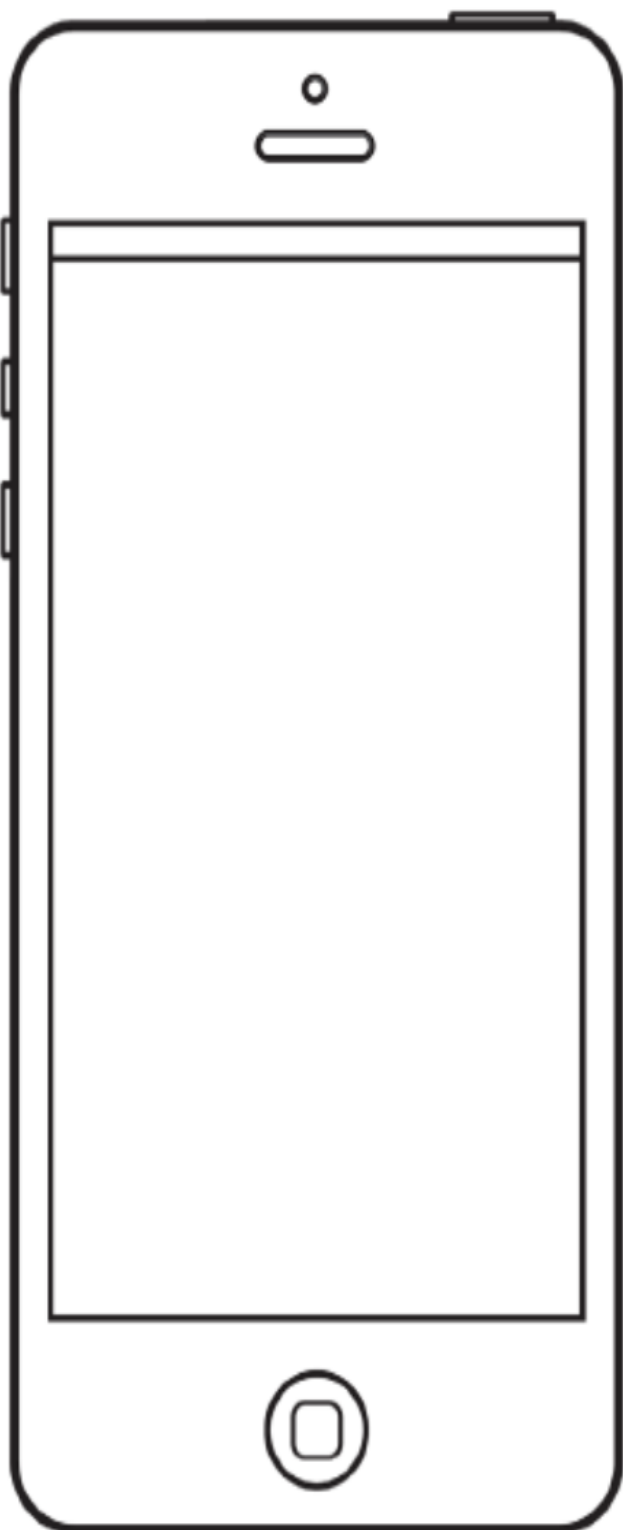
Success Criteria:

- * I can list 2 skills I have gained this year.
- ** I can list 3 skills I have gained this year.
- *** I can list skills I have gained this year.



I Believe in my #selfie

By:

[illegible]

GROWTH MINDSET



Reading



This week choose a book you have at home and complete one of the tasks below daily.

Write your answers in your book.

Logical - Mathematical	Verbal - Linguistic	Interpersonal	Intrapersonal	Naturalist	Visual – Spatial	Musical – Rhythmic and Harmonic	Bodily - Kinaesthetic
Construct a timeline relating to events in the text.	Retell an interesting part of the text in your own words.	In a group, make a list of the five most important parts in the text.	Explain in a diary entry how the text makes you feel.	Draw a landscape/animal/plant described in the text.	Make a collage using images, words, topics from the text.	Make a playlist for the text – assign songs that would suit the different parts in your text.	Write and present a play or skit about the text.
Draw a plan/map to scale relating to a room or scene in the text.	Write a newspaper article about a topic from the text.	Conduct an interview with another person who has read the text. Use the questions you asked to write a magazine article.	Make a mind map about yourself in relation to the topic/characters in the text.	Find photos from magazines of scenes that could be in the text. Write a description about how they are related.	Design a bookmark about the text. Include the title, author and a summary of the text. Decorate it with pictures about the text.	Choose a passage from the text. Read aloud and make sound effects with different objects.	Act out a section of the text – do what the character would be doing.
Design a survey and graph the results relating to an issue in the text.	Write a radio advertisement for the text telling people why they should read it.	Plan a pamphlet to promote reading. Mention the text as a good book for students to read.	Make some predictions about what types of books students will read in the future.	Draw and write attributes for an animal that could be found in the text.	Draw and label a map of one of the areas, rooms or landscapes in your text.	Make up a song about the text.	Make a model of one of the characters from the text.
Create a code relating to the text. Use numbers or design your own symbols to represent the letters.	Make a list of words relating to the text using all of the letters from A-Z.	Write a biography about one of the characters. Mention personal qualities, achievements, challenges etc.	List positive information or interactions between characters in the text.	Create a manual about how to care for/live with one of the plants/animals in the text.	Design a new front cover for the text. Make it visually appealing and related to the text.	Make a list of the music genres each of the main characters would like. Decide who their favourite artist would be and why.	Use your face to create some of the emotions portrayed by characters. Take pictures and label the emotions.



Fitness



Fitness and wellbeing Monday to Friday

FMS

SKIPPING



 Healthier heart, stronger lungs, muscles and bones.

 Learning through movement and increases body awareness.

 I try new things.

AGE 2-110

1



Stand with your feet hip-width apart and your knees slightly bent, eyes facing forward, head and body stable.

2



Step forward with one foot, raise your other foot while bending your knee and hop.

3



Step and hop, step and hop, step and hop.

4



Your support leg bends to prepare for the hop and you can use the arm opposite to your support leg to help maintain your balance.

+

- You can play music to help with rhythm.
- It may help to count the two sounds each foot makes as you skip: one-two, one-two, one-two.

++

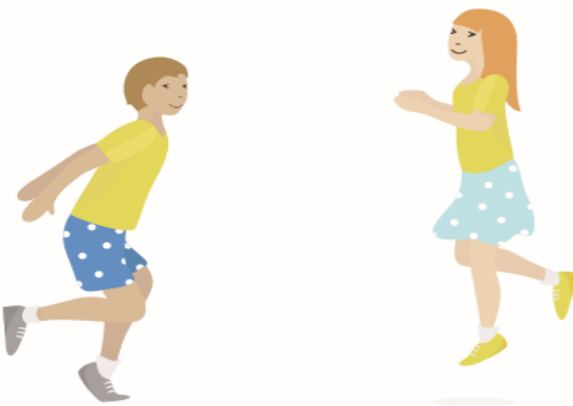
- Lift your knee so it is parallel to the ground and hop as high as possible.
- Can you skip backwards?
- Practise skipping at different speeds.


?


- How does skipping help our sprint technique?
- Do you think skipping could help to cheer someone up? Why?
- Skipping helps you in dance, sprinting and gymnastics. Can you think of any other games or sports where skipping might help you?


FMS

HOPPING



 Improves balance, muscle tone and strengthens heart and lungs.

 Higher brain function and develops decision-making skills.

 I am trusting.


AGE 2-110

1




Stand with your feet hip-width apart and your knees slightly bent, eyes facing forward, head and body stable.

2




Transfer your weight and balance onto one leg, and then gently lift the other leg. Make sure the foot of the lifted leg is behind your body and not in front of it.

3



Bend your support leg and then straighten it so that you take off. Aim to land on the same foot you take off from. Repeat the movement.

4



As you land, allow the ankle and knee of your landing leg [and hips] to bend to absorb the shock of the landing.

+

- Keep your foot behind your body as you are hopping.
- Hop on both legs. You can hold onto a wall or fixed object to help you hop.

++

- Hop over a line and back again.
- Hop in patterns, for example: three to the left, two to the right and one forwards.
- Play hopscotch.
- How many hops can you do in a row?

?

- What muscles or body parts do you use when you are hopping?
- What can we do if we find something difficult?
- Did you notice a smile on your face while hopping?
- Hopping helps you in dance, touch football and basketball. Can you think of any other games or sports where hopping might help you?

GALLOPING



Healthier heart, stronger lungs, muscles and bones.



Learning through movement and increases body awareness.



I am fun.



1

Stand with your feet hip-width apart and your knees slightly bent, eyes facing forward, head and body stable.



2

Turn your head and feet in the direction you want to travel. Step forward. Your back leg will swing through to meet your front leg. Transfer your weight to the leg that will move first again, and repeat the movement.



3

The same foot will always lead and the back foot quickly catches up.



4

The movement should be rhythmic and relaxed. Bring your knees up nice and high.



- It might help to point to the foot you are going to lead with.
- Gallop at different speeds and in different directions.



- Click your tongue for rhythm, pretending you are riding a horse.
- How far can you gallop?



- Does galloping make you smile?
- Did you prefer to use one leg over the other?
- Why is it good for us to change our lead leg?
- Galloping helps you in ballet, gymnastics and athletics. Can you think of any other games or sports where galloping might help you?



SPELL YOUR NAME WITH BELLY BREATHS



Sitting quietly, cross-legged on the floor or comfortably in a chair.

TAME your  by sitting in your Mindful Body.
Take a breath, **A**lign the spine, **M**ind on breath, **E**yes closed or gently lowered.



Build Self-Awareness and Self-Management



1. Take a breath in. As you breathe out, silently say the first letter of your name. If your name is Jane, after breathing in, you would exhale and say 'J', then on the next exhale 'A' and so on. Continue until you have spelled your whole name.
2. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.



- It is okay if your mind wanders. Just refocus your attention with kindness.



- Do you feel different to how you felt before the activity?
- Did your mind wander while you were spelling your name?
- When would it be useful to use this activity?



Develops coordination and awareness of the body and breath.



Higher brain function, increases awareness and focused attention.




I am calm.



BALLOON BREATH



Sitting quietly, cross-legged on the floor or comfortably in a chair.

TAME your  by sitting in your Mindful Body.
Take a breath, **Align** the spine, **Mind** on breath, **Eyes** closed or gently lowered.



Build Self-Awareness and Self-Management



1. Place one hand on your chest and one hand on your belly. Pretend you have a beautiful balloon in your belly. It can be any colour you like.
2. Breathing in through your nose, feel the balloon in your belly start to slowly and gently fill. As you are breathing out, feel the balloon slowly and gently deflating. Continue breathing in through your nose and out through your nose, noticing each time you breathe in. Each breath and each balloon will be different and unique – just like you and I.
3. If your mind wanders off, gently direct your attention back to your breath and start over.
4. Continue to breathe in through your nose and notice the balloon filling up, then gently deflate as you breathe out. See if you can sit like this for one minute and focus your attention on your balloon inflating and deflating.
5. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Open your eyes slowly and quietly.



- Practise to keep your balloon belly soft and relaxed.
- You do not want your balloon to feel as though it could burst.
- Breathe slowly and gently.



Do you feel different to how you felt before the activity?
What did you notice while doing your balloon breaths?
Think of a time when you might use the balloon breath to help you feel more relaxed or calm.



Improves posture and develops awareness of body and breath.



Higher brain function, increased awareness and focused attention.



I am calm.



MINDFUL WALKING



Standing in a circle.

TAME your  by standing in your Mindful Body.
Take a breath, **Align** the spine, **Mind** on breath, **Eyes** soften.



Build Self-Awareness, Self-Management and Physical Awareness



1. Stand in a circle with enough space around you to focus on just your body in the room.
2. Begin to walk in a clockwise direction at a standard pace.
3. Gradually slow your walking. Notice every sensation. First, how the floor feels under your feet, and which part of your foot hits the ground first.
4. Notice what happens to your arms, your shoulders, your hips and your knees as you slow your walking down to the pace of a snail. Come to a stop with both feet hip-width apart. Gently close your eyes and spend a moment noticing your body and how it feels to be still.
5. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.



- Do the activity indoors or outdoors.
- To extend the activity, walk in different ways (e.g. like you are balancing books on your head; like you are walking in snow or on thin ice; like you are a busy business person; like you are walking through a beautiful place; like you are on your way somewhere very exciting; like you are confident; like you are shy). You can use any example you like.



What did you notice?
How does the way we move convey how we feel?
Can you describe any sensations you had in your feet, legs and arms as you were walking?
Was it challenging to focus your attention just on your body as you were walking?
How would you describe the way your body and mind feel after doing this activity?



Develops coordination and awareness of the body.



Higher brain function, increases awareness and focused attention.



I am confident.

