

# Stage 2

TERM 4

*Week 1, 2021*

LEARN-FROM-HOME PACK

**Name:**

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**Class:**

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# Instructions

- Complete your work each day
- Tick or colour each box when you complete the activity
- Ask an adult to sign next to the box when you have completed your daily reading if you can't find your Home Reading Log

| Monday   | Tuesday    | Wednesday   | Thursday   | Friday   |                        |  |                       |  |
|---|---|--|---|---|------------------------|--|-----------------------|--|
| Public Holiday  | Reading   |  | Reading   |   | Reading                |  | Reading               |  |
|   | Vocabulary: Word Chain  |  | Vocabulary: Word Cline  |   | Vocabulary: Word Chain |  | Vocabulary: Word Work |  |
|   | Sentences   |  | Sentences   |   | Sentences              |  | Grammar & Punctuation |  |
|   | Grammar & Punctuation   |  | Grammar & Punctuation   |   | Grammar & Punctuation  |  | Editing               |  |
|   | Number of the Day   |  | Number of the Day   |   | Number of the Day      |  | Numbers in the World  |  |
|   | Subtraction Strategies  |  | Addition Strategies   |   | Subtraction Strategies |  | Mass                  |  |
|   | 2D Shapes   |  | Fractions   |   | Time                   |  | Mindfulness: Yoga     |  |
|   | PBL: Tiny House   |  | PBL: Tiny House   |   | PBL: Tiny House        |  |                       |  |
|    |    |    |    |    |                        |  |                       |  |

# Welcome to Term 4 -

This first pack for the term will be a little larger than usual because there will be lots of explanations and reminders of how to tackle activities, however many of the tasks are familiar to students as we have been working on them throughout the year.

If you are able to access technology (computer, laptop, tablet or smartphone), Zoom meetings continue to be held every day:

9:30am for Year 3

10:00am for Year 4

These are an opportunity for class teachers to explain each day's work face-to-face and answer any student questions about the tasks. In addition, Zooms are a chance for a wellbeing check-in for students with each day focusing on a fun theme, a chance to see and connect with classmates and include a short, teacher-supervised student chat box, opened at the end of the session.

If you are unable to access Zoom but your student has questions about learning pack contents, please call the school. The office will contact your child's teacher who will call you back. As staff are working from home, caller ID will be blocked for return calls. Zoom session information remains the same as last term and is available from the office.

All Stage 2 students have logins and passwords to access online learning through Studyladder, PM Reader online and/or ReadTheory. If students have lost their logins/passwords, the school office can help you.

This term our learning from home will focus on literacy and numeracy skills (with these also combined into a special Tiny House project).

Each week, students will be given a new Tiny House booklet with detailed instructions on how to design, build and market their tiny house (designed for their teacher's needs). Please keep each Tiny House booklet at home until the end of the project as students will need to use them to check details.

Next week (Week 2) we will start our literature study, *Misery Guts* by Morris Gleitzman. *Misery Guts* novels will be included with the Week 2 pack if you have returned last term's *Fantastic Mr Fox* novel.

Let's get learning!

from your Stage 2 teachers – Miss Phillips, Mr Buffon, Mrs Walker, Ms Horton and Mrs Lenton

# Tuesday



## Activity 1: Reading

Online: If you have access to a tablet or computer, please complete the online reading activity every day: this is so your teacher can monitor your progress. The school office has a list of student logins for PM Reader and ReadTheory access.

**PM Reader online** at the level you have been set (this will be below the level you read with your teacher; please record your reading each day):

<https://app.pmecollection.com.au/login>;

If you have a microphone on your device (laptop, phone, computer), please record 2 pages of your reading (your teacher will be able to listen to your recording automatically):

- 1) Select your book
- 2) Press orange 'Read' button
- 3) Click the 'Settings' button (3 white horizontal lines in bottom left of screen)
- 4) Click 'Record'
- 5) Choose a page to read and click microphone icon
- 6) Start reading
- 7) Press (square) stop button when complete

OR

**ReadTheory** if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

## Activity 2: Vocabulary

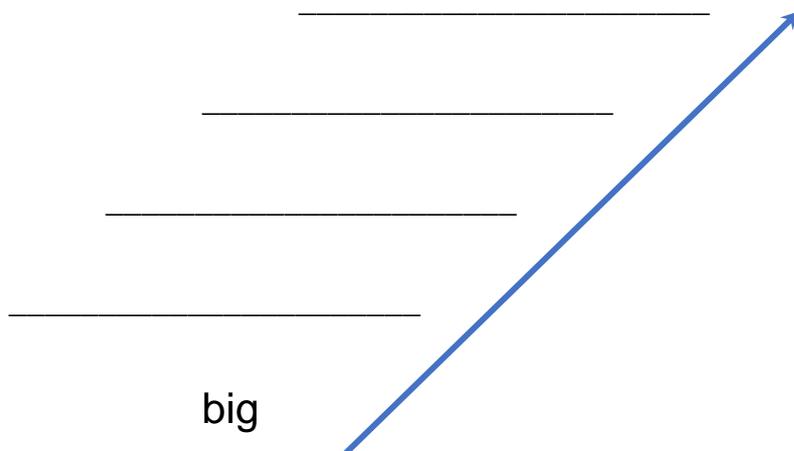
### Word Cline

Remember these?

**A word cline** is a scale of (words) that go from weak (at the bottom) to strong (at the top). When we use interesting, more complex vocabulary in our writing, we better engage our readers and provide more information in our stories, ensuring our message is better understood. We can choose our words carefully to inform our readers exactly what we mean. For example, when we use **said** in our stories, we can provide more information for our readers by telling them how something was said. The word cline below provides some alternate words to **said** that you could use in your writing.

shrieked -  
screached -  
yelled -  
shouted -  
said -

**Complete** the word cline below, starting with the word big, and filling in the blanks, adding more complex and interesting words as you move up the cline.



## Activity 2: Sentence Writing

Remember this?

Every day, you will revise and practise your sentence writing. A sentence can be simple, compound, or complex. You will revisit how to write each of these sentence types (check the Monday example each week if you need reminding of how to do this). Keep the same parts of the sentence as you add each step.

Example:

|                 |  |
|-----------------|--|
| <b>Simple</b>   | <b>I did a puzzle during the holidays.</b>   |
| <u>Compound</u> | <b>I did a puzzle during the holidays</b> <u>because I was bored.</u>                                  |
| <i>Complex</i>  | <b>I did a puzzle during the holidays</b> , <i>which had 1000 pieces</i> , <u>because I was bored.</u> |

Now it's your turn:

|  |  |
|--|--|
| Simple                                   | <ul style="list-style-type: none"><li>Write a simple sentence about something you did during the holidays.</li></ul> |
| <br><br><br><br><br><br><br><br><br><br> |  |

|          |  |
|----------|--|
| Compound | <ul style="list-style-type: none"> <li>• Now write the same sentence again.</li> <li>• Instead of ending with a full stop, add a conjunction (a joining-word such as because, and, or, but or so): don't put a full stop yet.</li> <li>• Finish the sentence and check it makes sense.</li> </ul>  |
|          |  |
| Complex  | <ul style="list-style-type: none"> <li>• Now, write your simple sentence again (the top sentence).</li> <li>• Instead of a full stop, put a comma.</li> <li>• Write the word <i>which</i> after the comma.</li> <li>• Add some extra information about your simple sentence: don't put a full stop yet.</li> <li>• Add another comma.</li> <li>• Add the same conjunction and ending you used in your compound sentence.</li> <li>• Add a full stop and check that your sentence makes sense.</li> </ul> |
|          |  |

Extension: write a new clause for your complex sentence and rewrite your whole sentence below.

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## Activity 4: Grammar and Punctuation

Every day, you will practise grammar and punctuation by editing sentences then writing your own.

### Full Stops and Capital Letters

A sentence has three parts:

1. It must start with a capital letter.
2. It must end with a punctuation marker ( . or ? or ! )
3. It must make sense.

### Full Stops and Capital Letters

A full stop is a punctuation marker that shows the end of a sentence that is a statement or command.

*Example:*

*I have been looking forward to eating my lunch.*

**EDIT:** Add the full stop and capital letter to this sentence (just trace over the parts to change) –

protein is an important part of a healthy diet

Write your own sentence about food on the line below –

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## Activity 5: Number of the Day

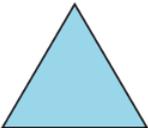
Complete the Number of the Day page (see separate sheet). Today's number (choose one):

99                    or                    699                    or                    1699                    or                    31 699

## Activity 6: 2D Shapes

Your task is to match various 2D shapes to their correct descriptions. You can either:

- Cut out the 2D shape and glue it
- Draw the 2D shape (use a ruler when drawing straight lines)

| 2D Shape  | Description   | Example In Real Life  |
|---|---|---|
|  | 3 Straight sides<br>3 vertices<br>This 2D shape is a<br>.....   |  |
|   | 6 Straight sides<br>6 vertices<br>This 2D shape is a<br>.....   |   |
|   | No Straight sides<br>No vertices<br>This 2D shape is a<br>..... |   |
|   | 4 Straight sides<br>4 vertices<br>This 2D shape is a<br>.....   |   |

|  |   |  |
|--|---|--|
|  | 4 Straight sides (same length)<br>4 vertices<br>This 2D shape is a<br>..... |  |
|  | 5 Straight sides<br>5 vertices<br>This 2D shape is a<br>.....               |  |

Extension – Can you think of another shape? Fill out the table below. You will need to provide your own description.

| 2D Shape | Description | Example In Real Life |
|----------|-------------|----------------------|
|          |             |                      |

Word Bank:

circle

hexagon

pentagon

rectangle

square

triangle



10 more

100 more

1000 more

10 less

100 less

1000 less

Number of the Day

[Large empty box for writing the number]

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

[ ] = [ ]

[ ] = [ ]

Number Story

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Activity 7: Subtraction Strategies

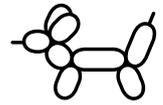
Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).

<http://mrw1.weebly.com/>

|   |  |
|---|--|
| Back Through 10 <b>15 - 6</b>           | Up Through 10 <b>15 - 8</b>            |
|   |  |
| Fact Families <b>14 - 7</b>             | Think Addition <b>12 - 7</b>           |
|   |  |
| Think Addition (2 digit) <b>62 - 47</b> | Jump (2 digit) <b>88 - 56</b>          |
|   |  |
| Compensation (2 digit) <b>69 - 47</b>   | Reconfiguring (2 digit) <b>56 - 28</b> |
|   |  |

|                           |           |
|---------------------------|-----------|
| Jump                      | 578 - 284 |
|                           |           |
| Compensation              | 489 - 265 |
|                           |           |
| Reconfiguring             | 775 - 428 |
|                           |           |
| Non-standard Partitioning | 460 - 283 |
|                           |           |
| Think Addition            | 327 - 145 |
|                           |           |

# Wednesday



## Activity 1: Reading

Online: PM Reader online and record your reading: <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

## Activity 2: Vocabulary

### Word Chains

Remember these?

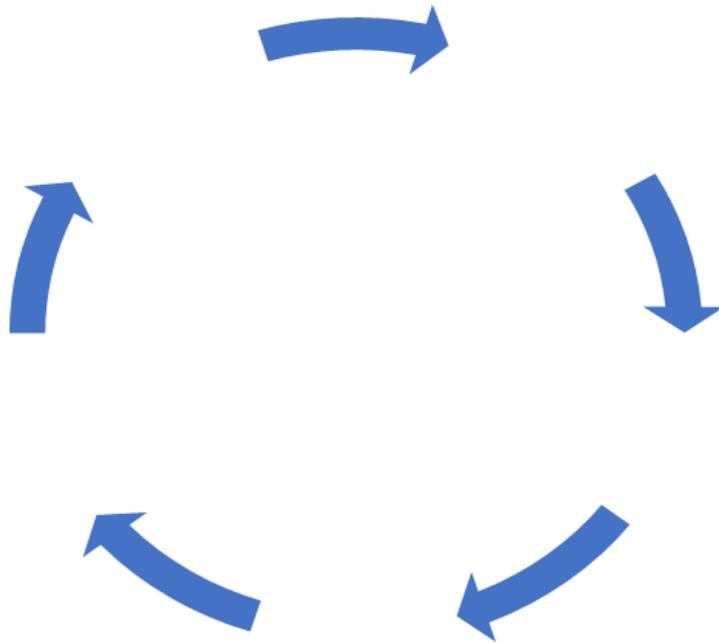
**Word Chains** are a means of using interesting vocabulary in your writing, on a particular topic. Start with a noun, for example, **shoes**. Place a picture (photo or drawing) in the middle of the circle, then surround the noun, **shoes**, with interesting, related adjectives that describe the noun, **shoes**. Eg:



Adding adjectives before the noun in a sentence provides additional information to the reader, making your writing more interesting.

Eg: These are my **very expensive, pointy-toed, leopard-skin** shoes.

Now, **it's your turn**. Make a word chain below, describing your favourite socks. Draw your socks in the middle of the circle and surround your socks with interesting adjectives that describe them.



Build noun groups by placing relevant adjectives in front of the noun – usually 3 will suffice (the rule of threes).

1. These are my \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ socks.
2. These are my \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ socks.
3. These are my \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ socks.

## Activity 3: Sentence Writing

Today you will write your sentences about a place you'd like to visit:

Example:

|                 |   |
|-----------------|---|
| <b>Simple</b>   | <b>I would like to visit Uluru.</b>   |
| <u>Compound</u> | <b>I would like to visit Uluru <u>because it looks interesting.</u></b>   |
| <i>Complex</i>  | <b>I would like to visit Uluru, <i>which is in the Northern Territory</i>, <u>because it looks interesting.</u></b> |

Now it's your turn:

|          |  |
|----------|--|
| Simple   | <ul style="list-style-type: none"><li>• Write a simple sentence about a place you'd like to visit.</li></ul>   |
|          |  |
| Compound | <ul style="list-style-type: none"><li>• Now write the same sentence again.</li><li>• Instead of ending with a full stop, add a conjunction (a joining-word such as because, and, or, but or so): don't put a full stop yet.</li><li>• Finish the sentence and check it makes sense.</li></ul>  |
|          |  |
| Complex  | <ul style="list-style-type: none"><li>• Now, write your simple sentence again (the top sentence).</li><li>• Instead of a full stop, put a comma.</li><li>• Write the word <i>which</i> after the comma.</li><li>• Add some extra information about your simple sentence: don't put a full stop yet.</li><li>• Add another comma.</li><li>• Add the same conjunction and ending you used in your compound sentence.</li><li>• Add a full stop and check that your sentence makes sense.</li></ul> |
|          |  |

Extension: write a new clause for your complex sentence and rewrite your whole sentence below.

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## Activity 4: Grammar and Punctuation

### Full Stops and Capital Letters

When there is more than one sentence grouped together, the new sentence must start with a capital letter and end with a full stop.

*Example:*

*Breakfast is the most important meal of the day. It gives you the energy to focus during class.*

**EDIT:** The sentence below is missing some full stops and capital letters. It is your job to decide where they go. Remember:

- Start each sentence with a capital letter
- Finish each sentence with a full stop (read the passage aloud to help you hear where the full stop belongs)
- Ask yourself, “Does this make sense?”

pancakes are a popular breakfast item they can be either sweet or savoury

Write two sentences of your own about your favourite food that you enjoyed in the holidays. Do not start a new line for each sentence –

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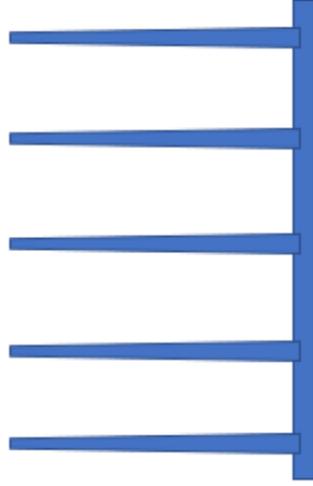
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## Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

11            or            711            or            2711            or            42 711

### Place Value Stacks



### Base 10

Number of the Day



### Regrouping

Number of ones

\_\_\_\_\_ ones

Number of tens

\_\_\_\_\_ tens + \_\_\_\_\_ ones

Number of hundreds

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ ones

Number of thousands

\_\_\_\_\_ thousands + \_\_\_\_\_ ones

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ ones

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

### Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

### Spelling

Number Line



## Activity 6: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter. If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help). These numbers are different to the numbers on the videos.

<http://mrw1.weebly.com/>

|              |           |               |           |
|--------------|-----------|---------------|-----------|
| Bridge to 10 | $6 + 5$   | Doubles       | $5 + 8$   |
|              |           |               |           |
| Compensation | $9 + 4$   | Partitioning  | $7 + 5$   |
|              |           |               |           |
| Split        | $47 + 25$ | Jump          | $58 + 34$ |
|              |           |               |           |
| Compensation | $83 + 27$ | Reconfiguring | $72 + 36$ |
|              |           |               |           |

|                           |             |
|---------------------------|-------------|
| Split                     | $481 + 385$ |
|                           |             |
| Jump                      | $573 + 294$ |
|                           |             |
| Compensation              | $578 + 216$ |
|                           |             |
| Reconfiguring             | $233 + 186$ |
|                           |             |
| Non-standard Partitioning | $670 + 500$ |
|                           |             |



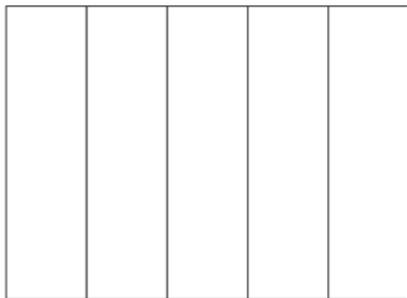
# Activity 7: Fractions

Online: StudyLadder – log in and complete the Angles activity in the pod  
 Information about fractions - <https://www.youtube.com/watch?v=yT1WuyxTCmo>  
<https://www.youtube.com/watch?v=Qbkibi-N9Qs>

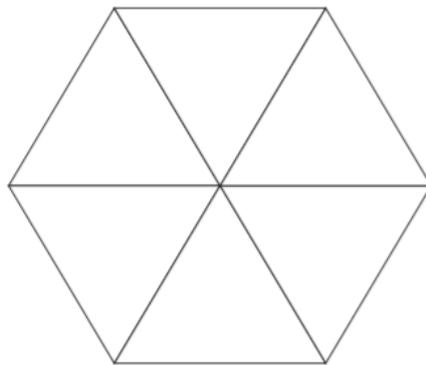
Paper: Complete the following activity. There is a colour sheet at the back of your pack to help.

## Identifying Parts of a Whole

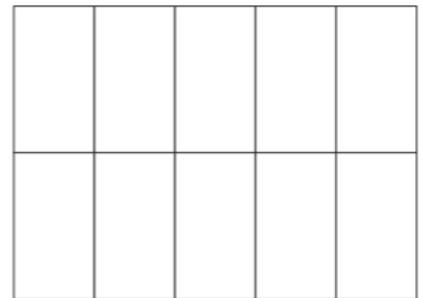
Colour in the correct parts below



- $\frac{1}{5}$ : red
- $\frac{2}{5}$ : green
- $\frac{2}{5}$ : blue

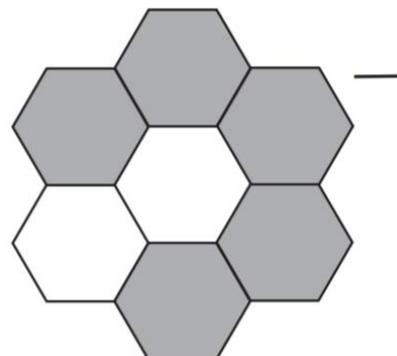
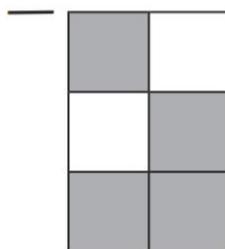
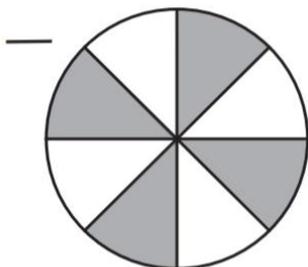
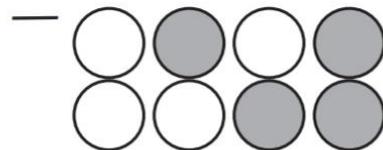
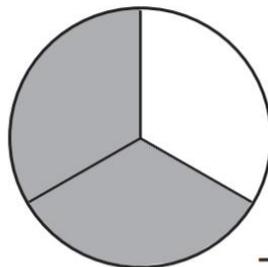
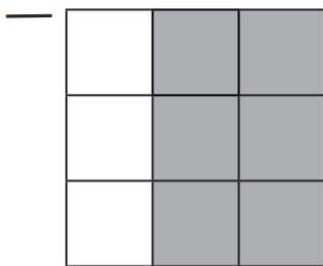


- $\frac{1}{6}$ : green
- $\frac{2}{6}$ : yellow
- $\frac{3}{6}$ : blue



- $\frac{1}{10}$ : blue
- $\frac{2}{10}$ : yellow
- $\frac{3}{10}$ : red
- $\frac{4}{10}$ : green

Write the correct fraction to match each shaded area below...



# Thursday



## Activity 1: Reading

Online: PM Reader online: <https://app.pmecollection.com.au/login>;

OR

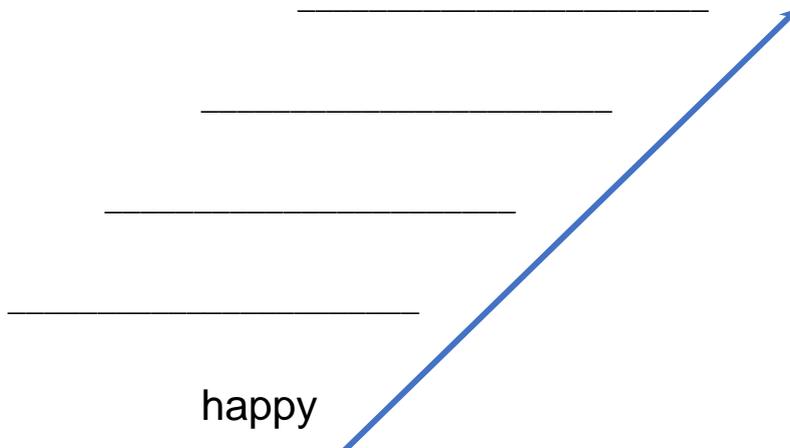
ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

## Activity 2: Vocabulary

### Word Cline

**Complete** the word cline below, starting with the word happy, and filling in the blanks, adding more complex and interesting words as you move up the cline.



## Activity 3: Sentence Writing

Today you will write your sentences about your favourite animal:

Example:

|                 |  |
|-----------------|--|
| <b>Simple</b>   | <b>My favourite animal is a fox.</b>   |
| <u>Compound</u> | <b>My favourite animal is a fox <u>because it is fluffy.</u></b>                             |
| <i>Complex</i>  | <b>My favourite animal is a fox, <i>which is very soft,</i> <u>because it is fluffy.</u></b> |

Now it's your turn:

|          |  |
|----------|--|
| Simple   | <ul style="list-style-type: none"><li>• Write a simple sentence about a your favourite animal.</li></ul>   |
|          |  |
| Compound | <ul style="list-style-type: none"><li>• Now write the same sentence again.</li><li>• Instead of ending with a full stop, add a conjunction (a joining-word such as because, and, or, but or so): don't put a full stop yet.</li><li>• Finish the sentence and check it makes sense.</li></ul>  |
|          |  |
| Complex  | <ul style="list-style-type: none"><li>• Now, write your simple sentence again (the top sentence).</li><li>• Instead of a full stop, put a comma.</li><li>• Write the word <i>which</i> after the comma.</li><li>• Add some extra information about your simple sentence: don't put a full stop yet.</li><li>• Add another comma.</li><li>• Add the same conjunction and ending you used in your compound sentence.</li><li>• Add a full stop and check that your sentence makes sense.</li></ul> |
|          |  |

Extension: write a new clause for your complex sentence and rewrite your whole sentence below.

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## Activity 4: Grammar and Punctuation

### Full Stops and Capital Letters

**EDIT:** The sentence below is missing some full stops and capital letters. It is your job to decide where they go. Remember:

- Start each sentence with a capital letter
- Finish each sentence with a full stop (read the passage aloud to help you hear where the full stop belongs)
- Ask yourself, "Does this make sense?"

being active is part of good health my favourite physical activity is dancing

Write two sentences of your own about your favourite physical activity. Do not start a new line for each sentence –

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## Activity 5: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

25            or            825            or            3825            or            53 825

10 more

100 more

1000 more

10 less

100 less

1000 less

Number of the Day

[Large empty box for number entry]

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

[ ] = [ ]

[ ] = [ ]

Number Story

Four horizontal lines for writing a number story.

## Activity 6: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below):

<http://mrw1.weebly.com/>

|   |  |
|---|--|
| Back Through 10 <b>15 - 6</b>           | Up Through 10 <b>15 - 6</b>            |
|   |  |
| Fact Families <b>14 - 7</b>             | Think Addition <b>16 - 7</b>           |
|   |  |
| Think Addition (2 digit) <b>84 - 47</b> | Jump (2 digit) <b>88 - 56</b>          |
|   |  |
| Compensation (2 digit) <b>87 - 63</b>   | Reconfiguring (2 digit) <b>56 - 38</b> |
|   |  |

Jump

578 - 284

Compensation

489 - 265

Reconfiguring

775 - 428

Non-standard Partitioning

460 - 283

Think Addition

327 - 145

# Activity 7: Time

Online: StudyLadder – log in and complete the Volume and Capacity activity in the pod  
More information - [https://www.youtube.com/watch?v=Jhgm\\_ipgFQ4](https://www.youtube.com/watch?v=Jhgm_ipgFQ4)

Paper: Complete the following activity

## Clock Making

Below are the materials required to make your very own clock. Once constructed, it will be used for time-related activities throughout the term.

Items included in the pack:

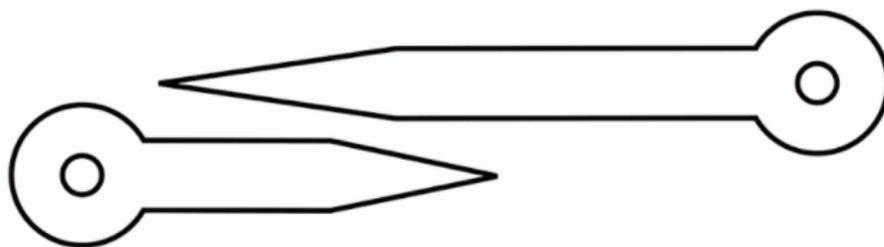
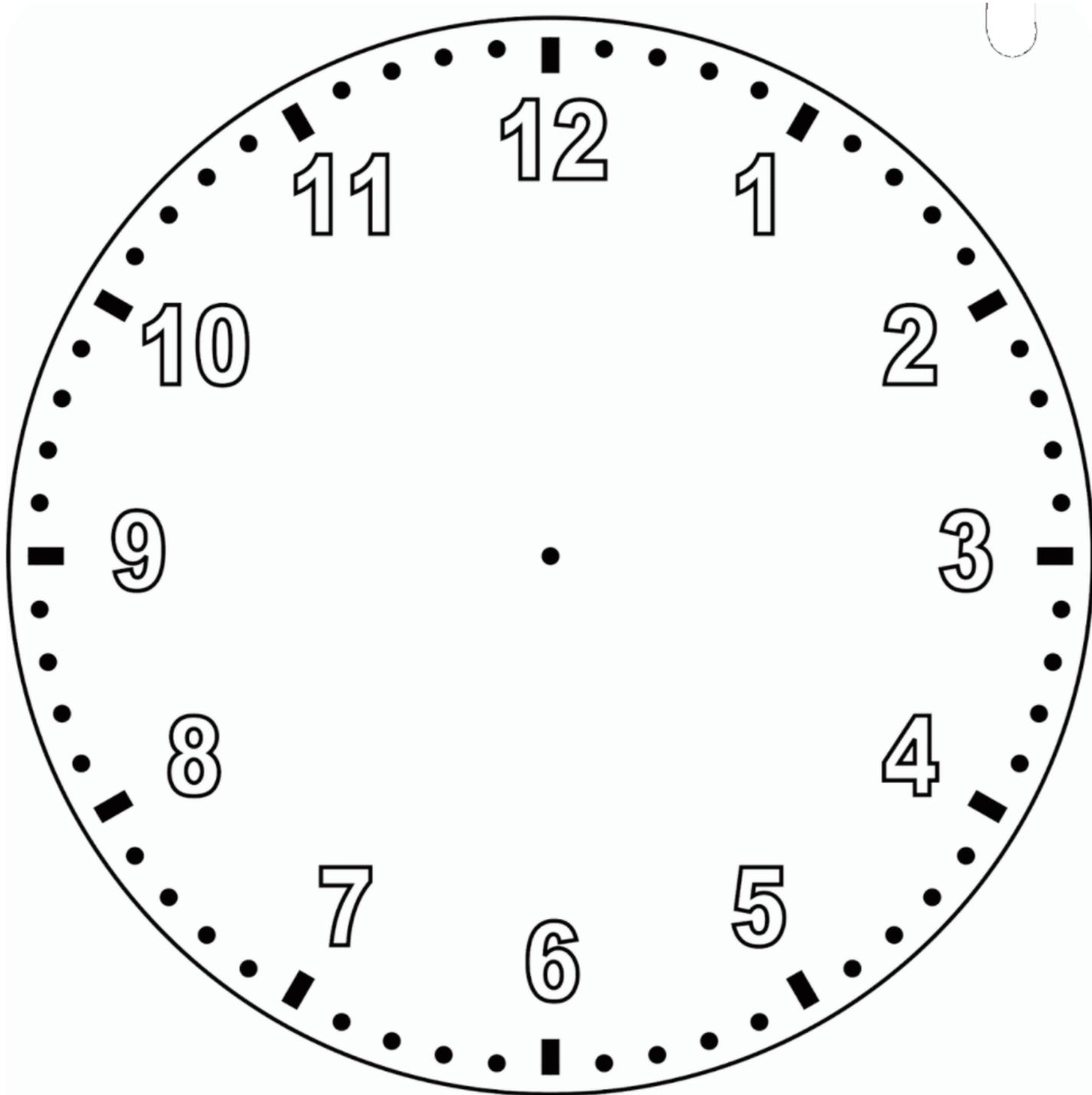
- Clock template
- Push pin

You will also need:

- Scissors
- Coloured markers/ pencils
- Cardboard reinforcements (optional)

- Step 1– Cut out each component of the clock template. Take your time!
- Step 2 – Colour the numbers on your clock. Choose a colour that’s going to stand out.
- Step 3 – Colour the minute (longer one) and hour (shorter one) hands. If possible, use two different colours. This will help you to distinguish one from the other.
- Step 4 (OPTIONAL) - Cut out matching bits of cardboard (e.g., cereal box, leftover parcel packaging) and stick them to the back of your clock. You may also like to do this with the minute and hours hands. This will make your clock more rigid and less likely to tear.
- Step 5 – When all your pieces have been coloured, place the holes of both the hour and minute hands on the black dot of the clock. With adult supervision, use your push pin to gently break the surface of the paper, gliding the pin through. Once it has pushed all the way through, open the pin. This may take some fiddling around to achieve the perfect fit.

There you have it. You now have your very own adjustable clock!



# Friday



## Activity 1: Reading

Online: PM Reader online: <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

## Activity 2: Vocabulary

### Word Work

Each Friday you will complete a Word Work sheet (see over the page). The target word is taken from our literature text this term, *Misery Guts*. You will need to:

- DRAW a picture which shows you understand what the word means
- WRITE a definition (meaning) in your own words, NOT copied from a dictionary. You can use a dictionary to help you understand the word but you need to explain what it means in your own words. Remember, a definition is not an example (don't say, "It's like when . . .")
- WRITE a sentence which shows you understand the word. Don't write "I don't know what *definition* means".
- WRITE other words built from the root word. A good way to start is to add 's', 'ed' or 'ing'. Say the new word in a sentence to check that it makes sense. Challenge – can you add prefixes to the root word?

## Activity 3: Editing

Add the full stops and capital letters to this passage. Read the passage aloud so you can hear where the full stops belong. When you have edited, read the passage again, pausing where you have added your full stops. Check your editing makes sense.

There are 4 full stops (add these first).

There are 4 capital letters.

he looked at his watch mum will be awake soon he pulled his  
collar up around his ears to keep warm dad will be back from  
the market at eight

What other words can you make from the root word?

*adhere*

Write a definition in your own words

*adhesive*

Write a sentence

Draw a picture

## Activity 4: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

25      or      925      or      1925      or      21 925

## Activity 5: Numbers in our World

Think about all the different ways you could show this number, then write, draw or explain them.

**21** is

Examples:

- odd
- 2 tens and 1 ones
- twenty one
- $3 \times 7$
- made up of factors being 1, 21, 3, 7
- a composite number
- two longs and a one
- 21 candles on a cake (draw)



# Activity 6: Mass

Online: StudyLadder – log in and complete the Mass activity in the pod

Paper: Complete the following activity

## Familiar Items

What is mass? (write your thoughts below)

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Search your home and make a list of objects that you would measure in kilograms.

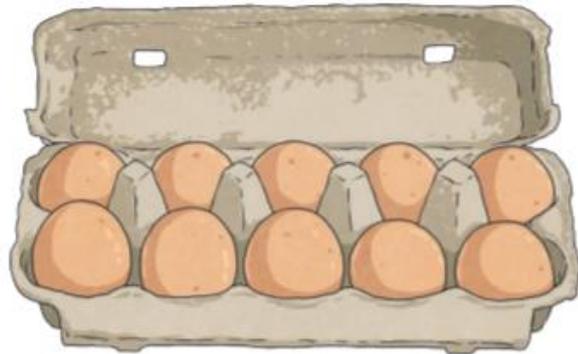
| Name of object and mass (in kilograms) | drawing |
|--|---------|
|  |         |
|  |         |
|  |         |
|  |         |
|  |         |

Extension:

Problem 7

A small egg weighs 33 grams.

How much would 3 small eggs weigh?



Problem 14

One book weighs  $\frac{1}{4}$  kg.

What would be the weight of 8 books?



# Activity 7: Mindfulness

Each week you can try a mindfulness activity to help you relax and de-stress. Enjoy.

## Yoga

Yoga is great for stretching and for relaxation. It can help clear your mind and ease stress.

It is important when trying yoga poses to be very careful not to strain on your neck or back. When doing yoga, a gentle stretch or pull on the muscles is what we should be aiming for. If you experience any sharp or sudden pain, stop immediately. Children should be supervised by an adult when doing this activity.

1. Ensure that you have enough space around you.
2. Take 2 minutes to jog on the spot, do some arm circles and shoulder rolls to loosen up.
3. If you have a yoga mat, bring it out. If you do not, find somewhere that is not a hard surface.
4. Choose 10 exercises from the next page and hold each pose for 30 seconds.

For some safe and child-friendly yoga videos, visit Cosmic Kids on their website or YouTube channel. If you would like to continue yoga Cosmic Kids also have an app which has a free 14-day trial.

<https://cosmickids.com/watch/>

<https://app.cosmickids.com/>

<https://www.youtube.com/c/CosmicKidsYoga/videos>

# YOGA POSE UNIVERSE



Aeroplaner



Hero



Bowl



Butterfly



Digging



Telephone



Dinosaur



Archer



Boat



Chair



Dog



Spider



Happy Baby



Flying



Candle



Dolphin



Bear Walks



Giraffe



Dancer



Eagle



Door



Lizard



Crab



Pigeon



Fish



House



Bicycle



Shark



Horse



Lion



Cat Cow



Snake



Mountain



Deer



Crow



Dragonfly



Wizard



Star



Surfer



Hot Air Balloon



Washing Machine



Camel



Crescent Moon



Mouse



Sandwich



Whale



Becoming a Kriya