Phase 2

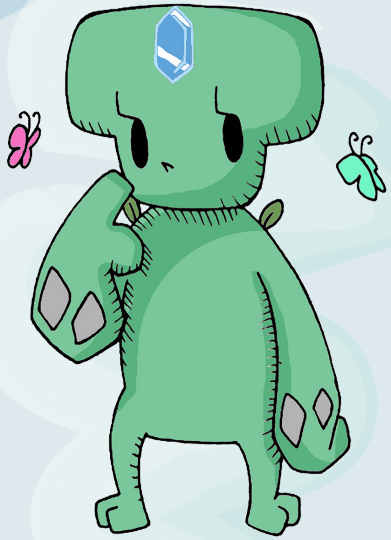
DORG'S LESSON

PSHE Lesson: *Staying cool and calm*
Literacy Lesson 2
Mathematics Lesson 2
Science (Practical)
Art Lesson 2
Physical Education

PSHE

Lesson 2

Staying cool and calm



Dorg

Made of rocks, Dorg is a small yet tough chap. But when he gets anxious he begins to get tense, grow in size and becomes rather hot under the collar. Then Dorg cannot think straight.

How can we help?

Take the time to speak with your child/children about how Dorg is feeling, why he may be feeling this way and if we have ever felt the same. Then explore how we can help him and/or ourselves.

Tips

Take deep long breaths and focus on an extended exhale to blow any stress or worry away.

Decorate your origami butterfly to make it personal to you, maybe add some go-faster stripes!

HOW TO HELP

THE ARASHIBAM

Made from Bamboo shoots found deep within a secret forest in Japan. When the handle is turned a huge fan spins releasing a mysteriously cool forest air.

TRANSLATION

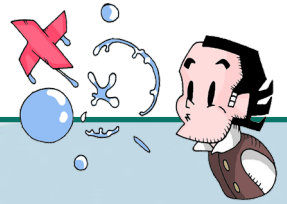
The Arashibam is made of Bamboo from the Arashiyama Bamboo Grove in Kyoto, Japan. The Grove is one of the most popular sites to practice a wellness practice called “Forest Bathing”, or “Shinrin-Yoku” in Japanese. It is about appreciation of nature, the act of literally breathing it in.
Go outside, walk slowly, breathe deep and open your senses.

ACTIVITY

BUTTERFLIES & BUBBLES

Deep breathing is an essential exercise to help calm an anxious mind. Have your child/ pupils blow bubbles and others blow butterflies (these are actually pinwheels, so they fly better) to pop them. Don’t forget deep breaths though.

- ✓ Make an origami butterfly [Tools and Resources section on website] that will be used to pop the bubbles.
- ✓ Have your child/one pupil in a pair blow as many bubbles as they can. Take it in turns to switch roles.
- ✓ You / the other pupil in the pair holds their butterflies out on the palm of their hand, takes a deep breath and blows. Watch the butterfly take off to pop as many bubbles as possible.



Dorg's Lesson - Literacy

Book of Beasties

Objectives		Extra Information
Lesson 2 – Parent/ Child Version. **L.O:** To Plan An Origin Story For My Beastie Showing The Cause Of Their Emotion.	**GUIDANCE –** Parents are going to have to get stuck in on this one, have your own Beastie with an emotion in mind (it could be an emotion you wish to elicit an organic conversation about with your child or if that is not necessary any you are comfortable with that is not the same as theirs) and be prepared to plan your own story just as your child will alongside them. Have ready your own blank story planner and choose the same number of boxes as you have for your child for consistency. **VCOP/S/G – Developing Powerful Adverbs. (15 Minutes)** Ask the children to get out the pictures of their Beasties. Remind them that yesterday the child/ children developed some amazing adjectives to describe their Beastie. Tell them today they are going to think of some powerful adverbs. Have each child look at their Beastie then close their eyes and imagine how they move. Whilst they have their eyes closed ask them can they think of an adverb to describe what they see and to open their eyes only when they have thought of one. Wait until all children have opened their eyes. Now their eyes are all open ask the child/children to tell you their adverb; draw on a piece of paper and ask the child/children if they can think of an even more amazing word to replace this one. Take some adverbs from around the child/children and repeat the process as necessary. Finally, tell each child to write their best adverb for how their Beastie moves on their page near the drawing. **MAIN TEACHING – Beastie Story Planning. (15 minutes)** Ask your child to remember the emotion their Beastie represents and keep that in their mind. Can they imagine what may have caused the Beastie to have such an emotion? Listen to what they have thought of and tell them what you have thought of for your Beastie – remember to tell them what your Beastie's emotion is. Tell your child you are both going to be planning your own stories showing how this happened. Tell them this is often called an 'origin story' because it tells how their Beastie **originally** became who they are. Again, each think of a short explanation of an origin story for your Beasties and take the time to comment on their idea and allow them comment on yours – if they are having trouble thinking of a story idea you may help them come up with one. Once they have done this, they should write a short outline of it under their Beastie as a bullet point (no more than three sentences max). Next following the same format ask them how others may react to that Beastie? And finally, what could happen to their Beastie to help with their emotion? (For each of these they should write a bullet point all no more than three sentences max).	**Materials Required:** ✓ Story planner for each pupil depending on level (you could print a surplus and allocate them based on pupil's confidence with the task in lesson - from tools and resources section on site) ✓ Drawing materials ✓ Pencil or pen depending on age and writing ability **Key Words:** Adjective Adverb Protagonist Emotion Conflict Resolution

Dorg's Lesson - Literacy

Objectives		Extra Information
	Next go on to explain the structure of a story. **GUIDANCE - if your child already knows this you can shorten this section to allow more time for planning.** Write the four sections names of a story on the piece of paper or whiteboard if you have one (as below). Then ask your pupils what happens in each section in turn. Write these as ideas under each section name. **GUIDANCE – examples have been included under each one of what you should be aiming for in case your discussion needs guidance.** **Introduction:** ✓ The Beastie is introduced and described. ✓ There should be a description of the environment the story is set in. ✓ Set the scene. What is the first thing to happen in the story. **Building Up the Action:** ✓ Develop your Beastie and introduce any other characters your story will have. (remind them they can use the other Beasties they have encountered as characters or make up their own). ✓ If there is a particular character that causes a problem for your Beastie introduce them now too – make sure to put some extra effort in describing them compared to other extra characters. ✓ Is the world your Beastie lives in causing their emotion? Describe the changes that are happening in their world. **The Conflict:** ✓ This is where the main event that changes your Beastie and gives them their characteristic emotion happens. ✓ How does the protagonist (character who causes the conflict if there is one) and other characters/Beasties react to this? **The Resolution:** ✓ This is where the problem is solved. Remind them to look at the third bullet point they wrote. This is where that should happen or if it is an object that helps their Beastie this is where it should be introduced. ✓ They should bring their story to a clear ending. Are the characters happy in the end? Is it a sad ending? This is their story they can make it happen the way they want it.	**Differentiation:** Different story planning templates provided for different groups (More story stages for MA and even more for HA). Parents are going to act as peer support providing the appropriate amount of intervention for their child's ability. Pupils have the opportunity to work further on their stories after the learning time independently or with an adult to develop their plan. **Traffic light expected lesson outcomes:** ✓ I planned a short story based on my Beasties. ✓ I planned a short story based on my Beastie displaying his/her emotion. ✓ I planned a short story based on my Beastie displaying his/her emotion whilst using adverbs creatively and correctly.

Dorg's Lesson - Literacy

Objectives		Extra Information
	MAIN TASK - (25 minutes) You should now both work independently to plan your stories using pictures and words to describe the key events following the structure from the main teaching. Both start by writing before moving on to the pictures. **Mini-Plenary:** You should use the first 15 minutes to observe your child and identify if they are successfully working independently or struggling. If all is well allow them to continue their work independently. If they are struggling partner with your child to help guide them in planning the rest of their story together. In the last 3 minutes reverse roles and have your child give the plan you created so far two stars (two things they really like) and a wish (something you could do better). (Other students can continue independently). **PLENARY - (5 minutes)** Have your child explain their story plan to another family member or friend, in person (if they are in your home), by phone or even video link. Have the family member or friend comment on the plan constructively and focus particularly on what they think of the ending. **Homework Task:** Ask your child to work on their plans after learning time that afternoon/evening to finish it off if they have not managed or to include as much detail as they can and beautiful colour drawings if they have. Tell them they should also concentrate on using powerful adverbs in their plan that they can use in the story they will write in the next lesson. If they have no space for these as they have finished writing they can write them around the rest of their page in one other colour pen.	

Dorg's Lesson - Literacy

Reflection	Child's Progress

Dorg's Lesson - Mathematics

Objectives

Lesson 2 – Parent/ Child Version.

L.O:

I Can Compare And Order Fractions.

STARTING ACTIVITY – Simple Column Subtraction Revision. (10 Minutes)

If you are unsure of the method for column subtraction there are many videos and articles explaining this available - a quick online search for 'column addition tutorial' will direct you to materials that will allow you to learn this skill in advance of this lesson if necessary.

Starting	Secure	Higher
1. 38-14=	1. 15-7=	1. 234-145=
2. 56-26=	2. 46-29=	2. 568-239=
3. 43-22=	3. 17-8=	3. 258-172=
4. 77-43=	4. 34-15=	4. 453-124=
5. 29-16=	5. 81-72=	5. 981-246=
6. 72-12=	6. 35-26=	6. 717-555=
7. 67-41=	7. 81-76=	7. 336-312=
8. 99-5=	8. 5-12=	8. 478-549=

Additional question can quickly be generated for further activities by using a number generator to produce 2 or 3 digit numbers and ensuring the larger number is placed first in the question. Another alternative is rolling two or three dice. Note: if your child is struggling crossing the barrier of 10, 100 or 1,000 ensure all digits in the first number are larger than the second.

Extra Information

Materials Required:

- ✓ Lined paper
- ✓ Pencil
- ✓ Fractions Worksheet

Key Words:

Column Subtraction
Fraction
Denominator
Numerator
Ascending
Descending

Traffic light expected lesson outcomes:

- ✓ I can put fractions with the same denominator in order.
- ✓ I can put fractions in order with support.
- ✓ I can put fractions in order independently.

Dorg's Lesson - Mathematics

Objectives		Extra Information
	MAIN TEACHING – Comparing Fractions. (10 Minutes) Start the lesson by reinforcing the previous lesson with your child by asking them to explain what numerators and denominators are. If your child seems unsure of the key vocabulary at this point, write an example fraction and explain the 'numerator' is the number at the top and the 'denominator' is the number on the bottom. Then write another example and when you say 'numerator' or 'denominator' have them say the number - repeat with a couple more examples until your child is secure in this learning). Explain to your child that fractions with the same denominator can be ordered by the value of their numerator. Tell your child there are two ways to order fractions 'ascending' and 'descending.' Ascending is when we order the numerators from smallest to largest and descending is when we order the numerators from largest to smallest. Use the example; 1/10, 7/10, 3/10, 2/10, 9/10. Ask your child to order the fractions in ascending order on their boxed maths paper. Check your child's answer with them and address any misconception. Ask your child now to repeat the above but in descending order. **MAIN TASK – (30 Minutes)** Ask the pupils to put the following in order independently: 1. 1/6, 3/6, 4/6, 2/6 (Ascending) 2. 3/13, 8/13, 1/13, 12/13, 4/13, 7/13 (Ascending) 3. 2/8, 8/8, 6/8, 3/8 (Descending) 4. 5/10, 1/10, 9/10, 7/10, 2/10, 8/10 (Descending) 5. 2/3, 3/3, 5/3, 1/3 (Ascending) 6. 6/7, 12/7, 1/7, 2/7 (Descending) 7. 1/15, 20/15, 15/15, 11/15, 5/15, 17/15, 45/15, 9/15 (Ascending) 8. 3/11, 12/11, 19/11, 10/11, 8/11, 6/11, 11/11, 14/11 (Descending)	**Differentiation:** During the main teaching exercise if your child is struggling to keep up with the learning. When it comes to the main task, support them until they can work through the questions independently. **HA Extension:** Write challenge questions for your child and have them do the same for you to push their learning further.

Dorg's Lesson - Mathematics

Objectives		Extra Information
	Mini-Plenary: (15 Minutes) Display an example of two different fractions with a numerator of one (e.g. 1/5 and 1/3). Ask your child which one is larger of the two. If any answer correctly, ask them to explain why they think that is. Draw three identical boxes on the boxed paper and then split those boxes into 3, 4 and 5 equal parts and shade in one part. Explain that those boxes represent 1/3, 1/4 and 1/5 respectively. Show them that the shaded area in 1/5 is smaller than that of 1/3. Explain to your child that when the numerators are equal, a greater denominator makes the fraction smaller. Ask your child if they understand this. Ask the pupils to put the following in order independently on their worksheet: 1. 1/4, 1/5, 1/3, 1/1 (Ascending) 2. 1/6, 1/3, 1/2, 1/5, 1/4, 1/8 (Ascending) 3. 3/4, 3/3, 3/2, 3/6 (Descending) 4. 2/2, 2/8, 2/3, 2/6, 2/5, 2/4 (Descending) 5. 3/4, 3/6, 3/2, 3/5 (Ascending) 6. 4/8, 4/3, 4/6, 4/4 (Descending) 7. 4/5, 4/8, 4/3, 4/6, 4/1, 4/2, 4/4, 4/10 (Ascending) 8. 6/6, 6/4, 6/8, 6/10, 6/3, 6/12, 6/2 (Descending) **PLENARY – (10 Minutes)** Display an example series of equal fractions with different numerators and denominators (e.g. 2/3, 8/12, 4/6). Again, draw equal sized boxes on the boxed paper, divide them as needed and shade in the appropriate number of sections and ask them which fraction is bigger. Explain that fractions with different numerators and denominators can be harder to compare and to do so you can either use the box method, which can take too long, or find common denominators, which we will be going over in a future lesson. Using the following examples, as a class put the fractions in order: 1. 2/3, 1/2, 1/6 , 5/2 (ascending) 2. 5/6, 2/1, 1/7, 2/9 (descending) 3. 3/5, 9/3, 2/5, 7/12 (descending)	

Dorg's Lesson - Mathematics

Book of Beasties

Reflection	Child's Progress

Dorg's Lesson - Science

Objectives

Lesson 2 – Parent/ Child Version.

L.O:

To Separate A Mixture In Water.

To Witness And Understand A Change Of State.

GUIDANCE – This lesson will need to be held with a 90-minute break after the starter. Before the lesson you will need to mix the water and soil (any soil will do as long as it does not pose a risk to your child). Give them a shake before the lesson to ensure when children enter the contents are well mixed.

STARTING ACTIVITY – Purifying Water. (30 Minutes)
Ask your child, is tap water just water or is there anything else in it (show them an example of tap water as you do this)? Take their opinion and if they do not pick up on it organically in the discussion explain there are chemicals in tap water that keep it free from bacteria – it is not pure water.

Explain that this shows not all mixtures we can see. Explain today they are going to purify water but they are going to use some water that is a bit more obviously contaminated (direct them to their water bottle of water mixed with soil). Discuss when it is necessary to purify water?

Activity Breakdown:

1. Ask your child to start by getting all their equipment ready. They will need their contaminated water bottle, a beaker, a funnel, cotton wool, charcoal powder and sand.
2. Tell your child to plug the funnel with a small amount of cotton wool, explain that this is to stop the filter materials from falling into our purified water.
3. Get them to place the funnel in the beaker, they may need to support the funnel throughout this experiment depending on your set up so make sure they have everything they will need to hand.
4. Tell your child to pour in even layers of sand, charcoal, sand, charcoal, and finally sand. It may help to display this. As they do this make sure they are doing this correctly and also aren't over filling their funnel as they will need to leave space for water to be poured on top.
5. Tell your child to slowly pour their contaminated water into the funnel.

Extra Information

Materials Required:
- ✓ Freezer
- ✓ A water Bottle per pupil (Ask parents to help collect these the 500ml size works best)
- ✓ Beaker
- ✓ Funnel
- ✓ Water
- ✓ Soil
- ✓ Sand
- ✓ Cotton Wool
- ✓ Charcoal Powder (you can grind up normal charcoal for this)

Key Words:
Filtration
Filter
States of Matter
Solid
Liquid
Gas
Contamination
Purify
Variable
Insoluble
Mixture
Bacteria
Charcoal Powder
Variables
Uncontrolled Variables

Dorg's Lesson - Science

Objectives		Extra Information
	Explain the process as the water is slowly filtering through; the sand filters out the insoluble particles while the charcoal is very absorbent and absorbs the organic and mineral materials in the water. Take time to mention that the water is still not safe to drink! Explain that this filter is ineffective against bacteria and that boiling is necessary to further purify this water. Have the child/children use the original water bottle after washing with the now purified water. Explain you will be taking their water bottles to the freezer for 90 minutes and then end the first section of the lesson. **MAIN TEACHING – Changes of State (Instant Ice). (10 Minutes)** Tell your child they will be attempting to turn water into ice 'instantly' when they remove the water bottle from the freezer and hit it, it will change from water to ice in front of them. It can help if the experiment fails to either try again later or to find an example of this experiment on the internet. It may be a good idea to explain to your child that the following experiment doesn't always play out as expected (the water could be too cold and freeze early, or not cold enough and stay water). Use this as an opportunity to explain uncontrolled variables in experiments (things that can influence the experiment negatively that we can't control). Ask your child what possible uncontrolled variables might exist in this experiment. Suggest things like temperature of the room, temperature of the freezer, temperature of the water. If you have time you could also discuss the controllable variables (e.g. bottle size and shape, position in freezer etc..). **MAIN TASK – (10 minutes)** **Activity Breakdown:** 1. Quickly and gently remove the bottles from the freezer, it may be best for you to do this as disturbing the bottle too much can start the reaction 2. Once your child has their water bottle, tell them to wipe away the condensation to improve visibility and hit or slam the bottle to start the reaction. 3. It's entirely possible nothing happens; in which case they can place their water bottles back in the freezer and try once more at the end of the lesson. 4. If successful the water should instantly turn to ice.	**Traffic light expected lesson outcomes:** ✓ I can set up an experiment to filter water through charcoal. ✓ I can perform and explain the charcoal/sand filtration process. ✓ I can explain and perform a charcoal/sand filter as well as understand and explain the process of water freezing.

Dorg's Lesson - Science

Objectives		Extra Information
	Mini-Plenary : Ask your child what they think happened and why, lead them towards the idea of change of state. Ask them if they know why things change state at different temperatures. Refer to the previous lesson and explain that as a material gets colder the particles move less and so it turns into a solid. **PLENARY – (10 minutes)** Ask your child to make a mind map of the other 'changes of state' they can think of. Then discuss some examples you can think of to add to their mind map - Ask your child to give their favourite example and explain what it looks like or how it happens. Discuss any suggestions they have made.	

Dorg's Lesson - Science

Reflection	Child's Progress

Dorg's Lesson - Art

Objectives

Lesson 2 – Parent/ Child Version.

L.O:

I Can Plan A Castle Using A Drawing.

I Understand How To Draw Objects Using Textures.

STARTING ACTIVITY – My Castle Material. (15 Minutes)
Tell your child they will be looking at how texture can change your drawing. Texture is how the surface of something looks when we see it or how it feels when we touch it and can help turn your drawing from being full of blank space to being rough, smooth or bubbly and full of all kinds of amazing details.

Bricks and mortar - bricks are one of the first things you'll need to think about as they are what make a castle walls strong. The mortar, which is a kind of cement, is used for sticking our bricks together.

Not all castles need to be the same. Maybe your castle needs more stretch or bounce because you enjoy gymnastics? Or maybe you would like yours to be shiny metal to allow light to reflect inside while you get creative with your arts and crafts. Think about what your castle will be made of to help you be the best possible version of yourself! But take into consideration what materials you have available to build this in the next lesson.

Look at the examples of brick textures and have a go at drawing on a piece of paper what kinds of textures you could use.

MAIN TEACHING – Planning my Castle. (5 minutes)
Tell your child, now let's put all this knowledge together and draw our castle out on the page using our own artistic flair! Think about the texture and shape of the bricks and mortar whether it will have towers or a bridge. You could also think about whether your castle is low down among the trees or high up on something called a motte - which is like a mound or hill so that you can see far and wide from your castle walls. Relate this back to the unique features they identified in lesson 1 and reinforce that they will have to build what they draw so think practically.

Extra Information

Materials Required:
- ✓ Pencil
- ✓ Coloured pencils or other forms of colour drawing tool
- ✓ Paper
- ✓ Examples of different kinds of textures

Key Words:
Texture
Mortar
Motte

Traffic light expected lesson outcomes:
- ✓ I can design a castle thinking practically about how I will create my model of it.
- ✓ I can design a castle thinking practically about how I will create my model of it whilst considering texture.
- ✓ I can design a castle in 3D thinking practically about how I will create my model of it whilst considering texture.

Dorg's Lesson - Art

Objectives		Extra Information
	MAIN TASK – (30 minutes) Reinforce that your child is about to draw a plan for their castle that they will go on to build using practical everyday materials in the next lesson. So they must think about what is available (provide them with a list so they can consider this during this planning stage). This time should then be all used for the pupils to draw their castles. **Mini Plenary:** At an appropriate time stop your child and have them talk to you about their plan so far. Direct them back on track if you feel their design so far is impractical for you to support them in making in the next lesson. **PLENARY – (5 minutes)** Have your child explain how they will build what they have drawn.	**Differentiation:** During the main task the teacher will take a HA group to instruct them on how to design in 3D. *This session will follow the plan below:* ✓ You could also show them some of the 3D brick exercises provided on the website. Get them thinking about any key features of their design and how the different perspectives will inform each other and the final design. ✓ Support them through the drawing of their 3D design. ✓ Instruct your child/children to draw a line dividing the page and think of the design of their castle from a bird's eye perspective as well as a horizontal view.

Dorg's Lesson - Art

Reflection	Child's Progress

Dorg's Lesson - Physical Education

Objectives

Lesson 2 – Parent/ Child Version.

L.O:

To Develop A Basic Understanding Of The Practice Of Yoga.

STARTING ACTIVITY – **Deep Breathing and Safety. (10 Minutes)**
Before exploring yoga ask your child to stand quietly and focus on their breathing. **Discuss with them the importance of deep breathing and how it can impact your mind and body.** Practice taking 10 deep breath in a row together and then challenge your pupils to see if they can take 20 whilst remain still and quiet. Tell your child they should do this in between each position as you move through these in the lesson and continue to breathe deeply as they perform the poses.

Reinforce that throughout this lesson your child should move slowly, only attempt what they feel they can do and stop if they experience any discomfort or pain. Remind them that if they do, they can take a break and a sip of water before re-joining the session at the next position.

MAIN TEACHING – Introduction to yoga positions. (5 minutes)
Tell your child that now you are going to guide them through a series of yoga positions and that the performance of these alongside the breathing exercises in between is what makes a simple yoga session.

MAIN TASK – (35 minutes)
Demonstrate the poses and have your child watch you first whilst performing their inter-exercise deep breaths, the second time have your child follow you in this exercise. As you do this tell them the potential benefits of each pose.

1. **Tree Pose:**
   Hold the pose for 10 - 15 deep breathes (2.5 minutes).
   Stand on one leg with the other bent, the sole of your foot rested on your inner thigh.

   Potential benefits:
   - ✓ Improves balance and stability
   - ✓ Strengthens the bones in hips and legs
   - ✓ Builds self-confidence and esteem
   - ✓ Helps increase concentration

Extra Information

Materials Required:
- ✓ P.E kit
- ✓ Full water bottle

Key Words:
Yoga

Differentiation:
The differentiation for this lesson is built into each yoga position and the extent to which each child can perform them.

Traffic light expected lesson outcomes:
- ✓ I can perform some basic yoga positions.
- ✓ I can perform some basic yoga positions confidently.
- ✓ I can perform all the yoga positions introduced confidently.

Tree Pose

Dorg's Lesson - Physical Education

Objectives		Extra Information

2 Flower Pose:
Hold the pose for 10 - 15 deep breathes (2.5 minutes).
Sit on your bum with a straight back, legs off the ground and balance on your sitting bones. Ensure the souls of your feet are touching then wrap your arms under your legs.

Potential benefits:
- ✓ Increase balance and coordination
- ✓ Strengthen arms
- ✓ Develop core muscles
- ✓ Boost energy

Flower Pose

3 Butterfly Pose:
Hold the pose for 10 - 15 deep breathes (2.5 minutes).
Sit on the floor with your back straight, soles of your feet together, breathe in deeply. Exhale slowly, relax and gently lower your knees towards the ground.

Potential benefits:
- ✓ Restores and calms your mind
- ✓ Helps intestine and bowel movement
- ✓ Ease fatigue
- ✓ Increase blood flow
- ✓ Improves overall flexibility

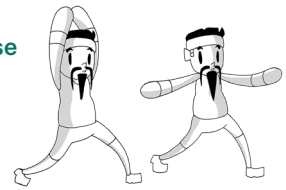
Butterfly Pose

4 Cat Pose:
Hold the pose for 10 - 15 deep breathes (2.5 minutes).
On hands and knees breathe in deeply as you raise your head and push your belly towards the floor. Exhale, lower your head, arch your back, just like a cat.

Potential benefits:
- ✓ Relieve stress and calm the mind
- ✓ Massage digestive organs and improves digestion
- ✓ Tones the abdomen
- ✓ Improves blood circulation

Cat Pose

Dorg's Lesson - Physical Education

Objectives		Extra Information
	⑤ **Warrior Pose:** *Hold the pose for 10 - 15 deep breathes (2.5 minutes).* Stand with one foot forward and lung, leaning on your knee, slowly raise your arms above your head and hold that position. **Potential benefits:** ✓ Improve focus and stability ✓ Energise whole body ✓ Opens your chest and lungs ✓ Stretches your whole body ③ **Egg Pose:** *Hold the pose for 10 - 15 deep breathes 2.5 minutes.* Sit on the floor with your knees up to your chest and hug your legs. Lift your feet off the ground and lean back. (Make sure to find your balance.) Straighten your back and tense your tummy muscles, role your shoulders back and hold. **Potential benefits:** ✓ Encourage reflection ✓ Peaceful mind ✓ Improve core strength and balance **PLENARY – (10 minutes)** Have some of your child perform their favourite position for the class. Ask them if they used any techniques to help them perform this that could help others? Tell your child that Yoga originated more than 5,000 years ago and was developed by a tribe called the Indus-Saravati in Northern India. Ask them the following questions about India: ✓ What other things can you think of that come from India? ✓ Where in the World is India? ✓ What Language do they speak in India?	Warrior Pose  Egg Pose

Dorg's Lesson - Physical Education

Book of Beasties

Reflection	Child's Progress