Year 5 home learning.

Y

Monday 11th May – Friday 15th May

Lessons can be found at BBC bitesize – daily lessons Year 5.

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1

Watch the lessons and then complete the tasks.

Monday

Year 5   Monday Timetable   11.5.2020

Time	Activity	Link/Notes
8:30	**Breakfast**	
9.00	Quiet **Reading** • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	**PE** with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
10:00	English - Monday English – BBC bitesize – 11th May – English- writing formal reports	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	**Break** Time	
11:15	Maths – Monday Maths – BBC Bitesize – 11th May – Introducing the formula for area	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	**Lunch**	
13:00	Purple mash work and emails	Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14.00	History – Monday History – BBC Bitesize – 11th May – Who is Tutankhamun?	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15.30	French – Language angels games	https://www.languageangels.com/schools/
16.00	**Relax**	

English

BBC Bitesize English Monday 11th May - writing formal reports

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/

Plan a report of a city of your choice, in Europe. Then, draft the first paragraph. (Use research for information facts)

Use the template to help you.

Title

Introduction

What is the report about?

Sub-heading

Add interesting facts and information below.

Sub-heading

Add interesting facts and information below.
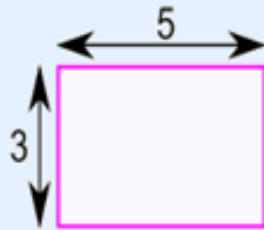
Picture/Diagram

Add a picture or labelled diagram.

Maths

BBC Bitesize Maths Monday 11th May - Area formula

Example: What is the area of this rectangle?
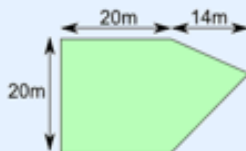
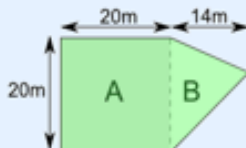The formula is:

$$Area = w \times h$$
$$w = width$$
$$h = height$$

The width is 5, and the height is 3, so we know **w = 5** and **h = 3**:

$$Area = 5 \times 3 = \mathbf{15}$$

Example: What is the area of this Shape?

Let's break the area into two parts:

Part A is a square:

➡ Area of A = a^2 = 20m × 20m = 400m²

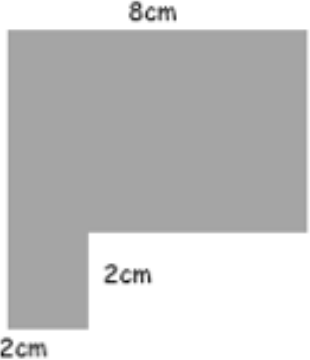Part B is a triangle. Viewed sideways it has a base of 20m and a height of 14m.
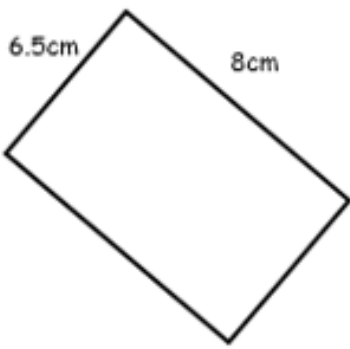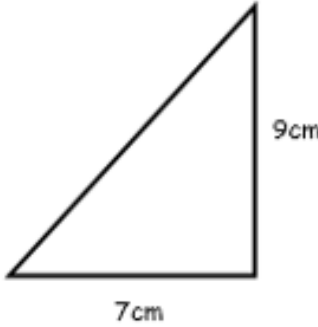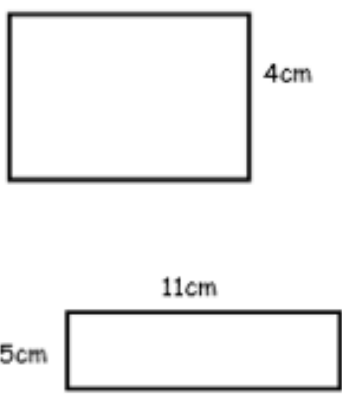
➡ Area of B = ½b × h = ½ × 20m × 14m = 140m²

So the total area is:
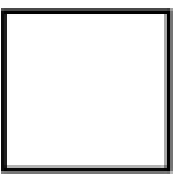
➡ Area = Area of A + Area of B

➡ Area = 400m² + 140m²
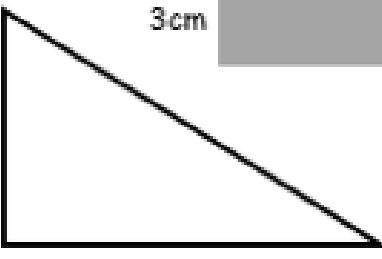
➡ Area = 540m²

What is the area of this rectangle?

6.5cm
8cm

Find the area of this triangle. (Remember that we find the area of the rectangle then divide this by 2!)

9cm

7cm

What is the **total area** of these 2 shapes?

14cm

4cm

11cm

5.5cm

Draw accurately with a ruler, a rectangle with width 9cm, and length of 4.5cm and calculate its area.

What is the area of this compound shape?

8cm

8cm

2cm

2cm
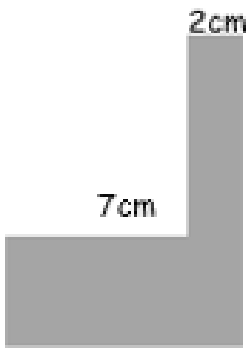
Colour the shape/shapes which have an area of 64cm².

8cm

8cm

2cm

7cm

11cm

3cm

8cm

16cm

7cm

11cm

4cm

4cm

8cm

4cm
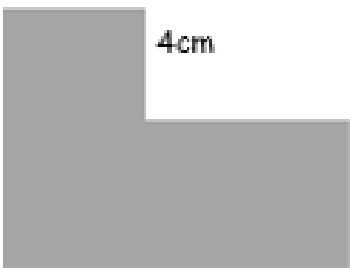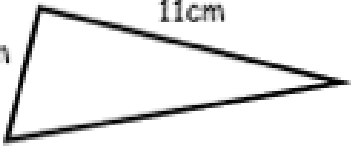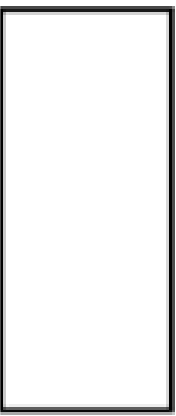
16cm

6cm

History

BBC Bitesize History Monday 11ᵗʰ May - Who is Tutankhamun?

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/

Your choice: **Choose between task 1 and task 2 to complete**

Task 1) You are an Historian. Your job is to research this prominent figure and create a report on his life.

Visit: http://www.primaryhomeworkhelp.co.uk/tut.html

Task 2)

The curse of Tutankhamun: Real or Myth

Carryout research, then give your own opinion based on your discovery

Name:_____

Birthdate:_____

Birthplace:_____

Died:_____

Why are they famous?:

_____

_____

_____

_____

_____

Interesting facts discovered

_____

_____

_____

_____

_____

Tuesday

8:30	Breakfast	
9.00	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
10:00	English - Tuesday English – BBC bitesize – 12th May –Writing a powerful speech	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break Time	
11:15	Maths – Tuesday Maths – BBC Bitesize – 12th May – Understanding the abstract method to find equivalent fraction	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	Lunch	
13:00	Purple mash work and emails	Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14.00	Geography – Tuesday -BBC Bitesize – 12th May – Sustainability and plastics	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15.30	Mathletics	https://login.mathletics.com/
16.00	Relax	

English -

BBC Bitesize English - Tuesday 12th May - Writing a powerful speech

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1
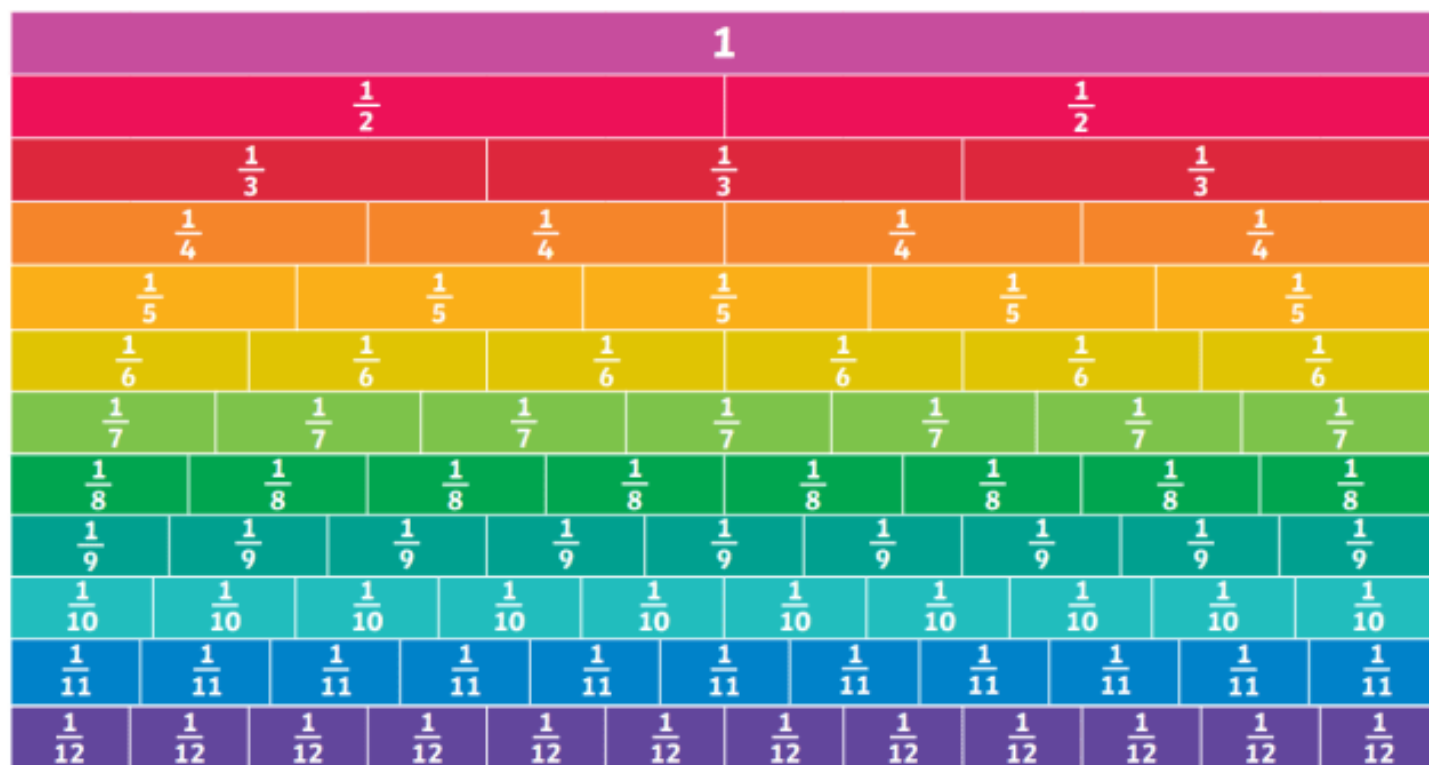
Annotate the speech to include:

- Where the King leaves a pause:
- Which words he emphasises: _____

**Write down FIVE WORDS that you associate with great delivery.**

Maths

BBC Bitesize Maths - Tuesday - 12th May - Understanding the abstract method to find equivalent fraction

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

Take two pieces of paper the same size.
Fold one piece into two equal pieces.
Fold the other into eight equal pieces.
What equivalent fractions can you find?

$$\frac{1}{2} = \frac{4}{8}$$
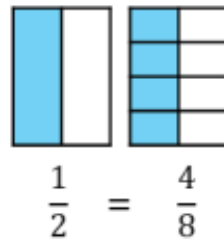
Use the models to write equivalent fractions.

Eva uses the models and her multiplication and division skills to find equivalent fractions.

$$\frac{1}{4} \overset{\times 4}{\underset{\times 4}{=}} \frac{4}{16}$$
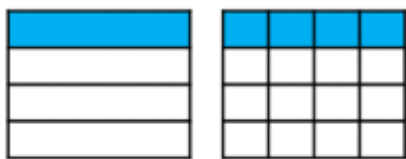
Use this method to find equivalent fractions to $\frac{2}{4}, \frac{3}{4}$ and $\frac{4}{4}$ where the denominator is 16

Eva uses the same approach to find equivalent fractions for these fractions. How will her method change?

$$\frac{4}{12} = \frac{\square}{3} \qquad \frac{6}{12} = \frac{\square}{4} \qquad \frac{6}{12} = \frac{\square}{2}$$

5

Rosie says,

> To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rosie has found for $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \qquad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \qquad \frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?
Does Rosie's method work?
Explain your reasons.

$\frac{4}{8} = \frac{1}{5}$ and $\frac{4}{8} = \frac{6}{10}$ are incorrect.

Rosie's method doesn't always work. It works when multiplying or dividing both the numerator or denominator but not when adding or subtracting the same thing to both.

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?
Explain your answer.

Ron is wrong. For example $\frac{3}{9}$ can be simplified to $\frac{1}{3}$ and these are all odd numbers.

Here are some fraction cards.
All of the fractions are equivalent.

$$\frac{4}{A} \qquad \frac{B}{C} \qquad \frac{20}{50}$$
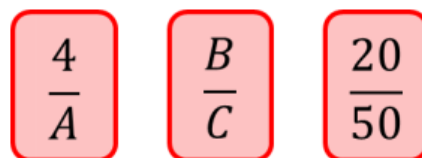
$A + B = 16$
Calculate the value of C.

A = 10
B = 6
C = 15

Geography

BBC Bitesize Geography - Tuesday - 12th May - Sustainability and plastics

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

Task

Use the fact sheet provided to draw a poster calling on people to protect the seas. You could choose to illustrate one of the facts from the fact sheet and think of a catchy slogan to go with it.

ACTIVITY 1

FACT SHEET:
WHY DO THE OCEANS MATTER?

WWF

1 Over 700 million people depend on fishing for their livelihoods.

2 Around 70 per cent of the world's people live within 60 kms of the sea. And around 80 per cent of all tourism takes place in coastal areas.

3 Around the world, approximately one billion people rely on fish and seafood for their main source of protein.

4 Many medical treatments have been developed from resources that are found in the sea. These have been used to treat asthma, arthritis and several types of cancer.

5 The sea is full of tiny microscopic organisms called phytoplankton. They absorb carbon dioxide and help to give out around half of the oxygen that we need to breathe.

6 Wave power is creating more renewable energy. It is thought that Scottish waters could generate around 10 per cent of Europe's wave power in the future.

7 The oceans are part of the water cycle. Water evaporates from the ocean surface and rises as water vapour. When this meets colder air, it condenses to form clouds and rain.

8 The ocean absorbs some of the sun's heat and carries it around the globe in ocean currents. This helps to regulate the climate of our planet.

9 The oceans provide a home to an incredible variety of wildlife, from the largest animal that has ever lived on the Earth, the blue whale, to the tiny krill that they eat.

10 The oceans provide transport routes. Around 90 per cent of all trade between countries is carried by ships.

Wednesday

Time	Activity	Link
8:30	**Breakfast**	
9.00	Quiet **Reading** • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	**PE** with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
10:00	**English** - Wednesday English – BBC bitesize – 13th May – Structuring a debate argument	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	**Break** Time	
11:15	**Maths** – Wednesday Maths – BBC Bitesize – 13th May – Converting improper fractions to mixed numbers	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	**Lunch**	
13:00	**Purple mash work and emails**	Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14.00	**Science** – Wednesday -BBC Bitesize – 13th May – Plant reproduction	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15.30	**Mathletics**	https://login.mathletics.com/
16.00	**Relax**	

English

BBC Bitesize English - Wednesday - 13th May - Structuring a debate argument

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

Write two points for and two points against each of these arguments. Make sure your work is balanced and fair.

School lessons shouldn't finish until 5' o clock.

Everybody should be given free chocolate off the Government.

Mobile phones should be allowed in school.

Having neat handwriting is important.

Watching television is a waste of time.

Mcdonalds should be banned.

Extension: **Turn the text below into a balanced argument.**

- Think of arguments against.
- Turn it into an impersonal voice.
- Use evidence to support your arguments.
- Write this in third person

<u>Why having pink hair is the best.</u>

People can have lots of different hair colours. Some people dye their hair to make it different colours. You can dye your hair lots of different colours, but I believe that the best colour you can have your hair is pink. I think that everyone should dye their hair pink and this is why.

I think that having pink hair is the coolest thing ever. I used to have pink hair, and when I did everyone thought I was amazing. It made me stand out from the crowd because it is different from all other natural hair colours.

Other hair colours are just boring. Babies are born with blonde and brown hair which means these colours do not look exciting. Pink hair is even better than other colours like green, red or blue, because pink is a good colour for girls and girls are much better than boys anyway.

In conclusion, I feel that dying your hair pink is the best decision you can make in your life ever. It is important that schools let everyone dye their hair pink, and that everyone goes out and does it straight away.

Maths

BBC Bitesize Maths - Wednesday - 13th May - Converting improper fractions to mixed numbers

To change an improper fraction to whole, or mixed numbers, we can divide the numerator by the denominator. That will tell us how many whole numbers we can make up. If there are any remainders, they will be the fractions that are left over:

$\frac{10}{6} = 1\frac{4}{6}$ 6 goes into 10 once, with 4 left over. The 4 becomes the numerator and the denominator is still 6.
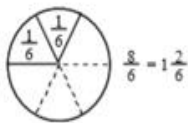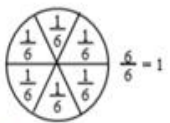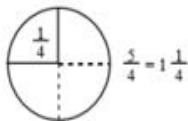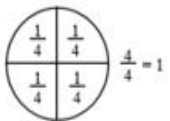
1) 23/10 =
2) 13/6 =
3) 14/8 =
4) 27/5 =
5) 36/8 =
6) 28/5 =
7) 23/2 =

Convert the following improper fractions into whole, or mixed numbers:

Improper Fractions

1) Ring or write down any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2\frac{2}{3}$	$4\frac{1}{3}$	$5\frac{1}{3}$	$4\frac{2}{3}$	$2\frac{2}{3}$
$\frac{14}{4}$	$3\frac{2}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$	$4\frac{1}{4}$	$2\frac{1}{2}$
$\frac{16}{10}$	$1\frac{4}{10}$	$1\frac{2}{5}$	$1\frac{3}{5}$	$1\frac{6}{10}$	$1\frac{8}{10}$
$\frac{20}{6}$	$2\frac{2}{3}$	$3\frac{2}{6}$	$3\frac{2}{3}$	$2\frac{1}{3}$	$3\frac{1}{3}$
$\frac{19}{5}$	$4\frac{1}{5}$	$4\frac{2}{5}$	$3\frac{4}{5}$	$3\frac{3}{5}$	$5\frac{1}{5}$

Science

BBC Bitesize Science - Wednesday - 13th May - Plant reproduction

Key Words

Reproduction - the process that produces babies, young animals or new plants.

Flower - the part of the plant where seeds are made.

Fruit - the part of the plant that contains the seeds.

Pollen - visible to the naked eye as dust like powder, often yellow.

Nectar - sugary solution which insects drink to give them energy.

Ovule - found in the ovary and develops into a seed after fertilisation.

Fertilisation - joining of male and female cells.

Pollination - the transfer of pollen from the stamen to a stigma.

Self pollination occurs when pollen lands on the stigma of its own flower or another flower on the same plant.

Cross pollination occurs when pollen is transferred to the stigma of a flower on another plant of the same species.

SEQUENCING ACTIVITY: PLANT LIFE CYCLE

Organise and write these statements into your books, in the correct order.

The plant starts to grow - the stem grows up and leaves unfold.	Seeds are scattered away from the parent plant by animals, wind, water or by self-dispersal.
Insects carry pollen with them to the next flower they visit.	As insects collect nectar from the flower, pollen brushes onto their legs and bodies.
Some of the seeds that have been dispersed start to germinate.....and so the cycle begins again.	Pollen travels to the female part of the flower where seeds are made.
The male part of the flower produces pollen.	A seed is planted or falls in the soil.
A flower bud forms and the flower opens up.	Brightly coloured petals and the scent of the flower attract insects.
With water and a suitable temperature the seed swells and begins to make a new plant.	Seeds form in the female part of the flower.

Design a Flowering Plant

Design your own flowering plant. Label the parts and annotate your drawing with information on the features and functions e.g. colouring and patterns on the flower to attract insects, large leaves to get lots of sunlight for photosynthesis, juicy fruits to attract animals for seed dispersal.

Extension: Plant Parts Enquiry

Are there the same number of petals, sepals, stamens and carpels on each flower? Or is there a pattern?

Plan your own enquiry to answer this question

Thursday

Year 5   Thursday Timetable   14.5.2020

8:30	Breakfast	
9.00	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
10:00	English - Thursday English – BBC bitesize – 14th May – Writing a recount	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break Time	
11:15	Maths – Thursday Maths – BBC Bitesize – 14th May – Compare and order fractions whose denominators are multiples of the same number	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	Lunch	
13:00	Purple mash work and emails	Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14.00	Design and Technology – Thursday -BBC Bitesize – 14th May – Sustainability and plastics	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15.30	Mathletics	https://login.mathletics.com/
16.00	Relax	

English – BBC Bitesize English - Thursday 14th May - Writing a recount

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

Find examples of these features in the example recounts below. Underline in the colours shown:

(You can write the features in your books with the example word or sentence next to them)

Chronological order words- red
First or third person- green
Past tense (6 examples)- blue
Descriptive language- brown or pencil

Floods in Pakistan

The summer of 2010 produced Pakistan's worst flooding in 80 years. The number of people affected, who need food, shelter and clothing to face a harsh Pakistani winter, is 20 million.

Flooding began on July 22, 2010, in the area of Baluchistan. The swollen waters then poured across in the northwest before flowing south into Punjab and Sindh. Estimates of the death toll of the floods range from 1,300 to 1,600.

Even as Pakistani and international relief officials scrambled to save people and property, they despaired that the nation's worst natural calamity had ruined just about every physical strand that knit the country together — roads, bridges, schools, health clinics, electricity and communications.

The flooding, which began with the arrival of the annual monsoons, eventually affected about one-fifth of the country — nearly 62,000 square miles — or an area larger than England.

Six weeks after the floods began, as rivers continued to devour villages and farmland in the southern province of Sindh, aid workers warned of a triple threat: loss of crops, loss of seed for the next planting season and loss of a daily income. There was widespread worry that the disaster will destabilize the country and aggravate its problems.

Read the introduction paragraphs in the example recount. In your books, write down the 5Ws for the recount

You could set it out like this:

Floods in Pakistan
Who?:
What?:
When?:
Where?:
Why?:

Use this as a model for writing your own introduction paragraph about a recent holiday or day out.

First, make a list of the 5Ws for that day

Maths

BBC Bitesize Maths - Thursday 14th May - Compare and order fractions whose denominators are multiples of the same number

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

These fractions are all out of order. Write them in order of smallest to largest. Place any equivalent fractions next to each other.

There is a space for you to rename the fractions on each card if this will help.

$\frac{1}{2}$ $\frac{\Box}{16}$

$\frac{6}{8}$ $\frac{\Box}{16}$

$\frac{1}{4}$ $\frac{\Box}{16}$

$\frac{12}{16}$ $\frac{\Box}{16}$

$\frac{13}{16}$ $\frac{\Box}{16}$

$\frac{15}{16}$ $\frac{\Box}{16}$

Comparing Fractions Worksheet

Compare the fractions, and write >, < or = in the box.

1 a. $\frac{5}{11}$ $\Box$ $\frac{1}{2}$

1 b. $\frac{1}{9}$ $\Box$ $\frac{4}{9}$

2 a. $\frac{1}{2}$ $\Box$ $\frac{7}{12}$

2 b. $\frac{5}{11}$ $\Box$ $\frac{7}{11}$

3 a. $\frac{6}{11}$ $\Box$ $\frac{1}{2}$

3 b. $\frac{1}{10}$ $\Box$ $\frac{1}{9}$

4 a. $\frac{2}{8}$ $\Box$ $\frac{2}{4}$

4 b. $\frac{1}{12}$ $\Box$ $\frac{1}{4}$

5 a. $\frac{3}{9}$ $\Box$ $\frac{1}{2}$

5 b. $\frac{1}{2}$ $\Box$ $\frac{11}{12}$

Design and technology

BBC Bitesize D&T - Thursday 14th May - How we build

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

https://www.beyondthechalkboard.org/activity/the-incredible-egg-egg-drop-challenge/

Lesson objectives:

- To know that products are designed for different purposes.

- To know that the products purpose affects the materials used.

Before we start to plan our product, we need to investigate products that have already been made. Research egg drop challenge products.

Using your research, answer the following questions.

Which materials are used to make the products you have seen?

_____
_____
_____

List the features that you think are important for your product.

_____
_____
_____
_____

Which design features from your research might you want to use in your own design?

_____
_____
_____

Why?

_____
_____
_____

I am designing...

_____
_____
_____

For my product to be successful, I need to...

_____
_____
_____

My product should not...

_____
_____
_____

What materials am I going to use?

-
-
-
-
-
-

My Design Idea

You are now going to start designing a product for your egg.

Ideas

Use this page to write or draw down any ideas you may have.

<u>Friday</u>

8:30	Breakfast	
9.00	Quiet **Reading** • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
10:00	**English - Reading**	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	**Break** Time	
11:15	**Maths – Friday Maths – BBC Bitesize – 15th May** – challenge and exam questions	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	**Lunch**	
13:00	**Purple mash work and emails**	Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14.00	**Art and design – Friday – BBC bitesize – 15th May** – media and materials	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15.30	PSHE- Mindfulness meditation	
16.00	**Relax**	

English

BBC Bitesize English - Friday 15th May - Reading

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

BBC bitesize

Reading lesson: Percy Jackson and the Lightning Thief

 by Rick Riorda

Then, complete the following tasks:

Log onto scholastic and read the book that has been assigned to you.

Then, complete the quiz questions for that book. Next, complete a book review on purple mash for the book.

Maths

BBC Bitesize Maths - Friday 15th May - Challenge of the week

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

$7.03 \times 10 =$

1 mark

$2.8 + 0.6 =$

1 mark

Here is a train timetable.

Halifax	13:47	13:59	14:14	14:25
Bradford	14:00	14:12	14:27	14:38
Leeds	14:22	14:34	14:49	15:00
Micklefield	14:43	14:55	15:10	15:21
York	15:07	15:19	15:34	15:45

Hassan needs to be in Leeds by 14:45

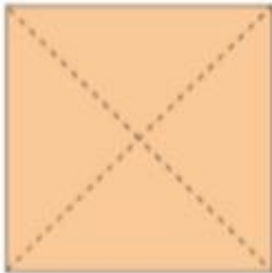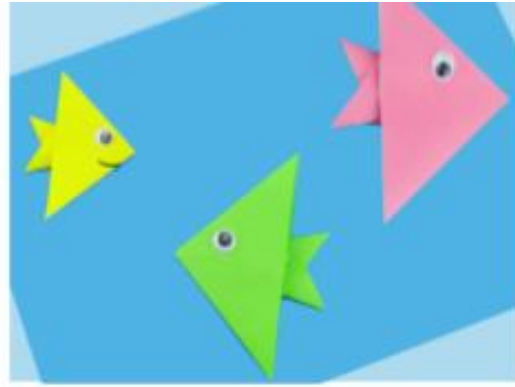What time does he need to get the train from Halifax?

1 mark

Art and design

BBC Bitesize – Art and design - Friday 15th May - Media and materials

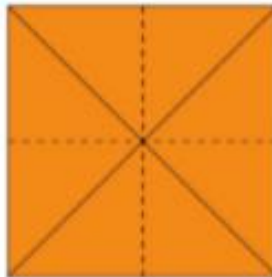https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1

You will need:

- 1 square piece of paper (at least 12cm x 12cm)
- black felt tip pen

1. Fold the two diagonals.

2. Turn the paper over and fold the vertical and the horizontal line.

3. Hold the paper on both sides and push it together at the folded lines.

4. This creates a triangle.

5. Fold the right corner to the middle to create a fin.

6. Finally fold the left corner on top of the right corner. Turn around the fish and use your black pen to draw an eye.

OR

Create your own flip-book animation

Using just two basic materials, a pack of memo notes and a pen, this is a straightforward demonstration of how to create an apparently moving image through a very basic but easily accessible animation technique. A repeated image with slight alterations to each frame drawn on the following memo notes creates a moving image, scene or character which could be adapted to any theme, story or topic.

Visit the web page: https://www.youtube.com/watch?v=iExiCGV7jzI

Watch the video and follow instructions

PSHE-

Mindfulness meditation

1. Start with the breath.

Breathing deeply slows the heart rate, relaxes the muscles, focuses the mind and is an ideal way to begin practice. Breathe in deeply, and exhale completely, watching the rise and fall of your chest as you breathe well.

2. It is quite common for beginners to think, 'Why can't I just quieten my mind?' When this happens, really focus in on your breath and let the frustrated feelings go.

3. Experiment with different positions.

Although many of us think of effective meditation as sitting cross-legged with eyes closed, beginners can be more experimental and try different types of meditation. Try sitting, lying, eyes open, eyes closed, etc.

4. Notice your body parts.

A great practice for beginning meditators is to take notice of the body when a meditative state starts to take hold. Once the mind quiets, put all your attention to the feet and then slowly move your way up the body (include your internal organs).

5. Try visualisation.

Picture an idyllic setting in your mind. Focus on the picture and let yourself be in the moment, in your ideal place.

6. Be grateful for your practice.

Once your practice is through, spend 2-3 minutes feeling appreciative of the opportunity to practice, and your mind's ability to focus.

You could take this moment after meditation as the opportunity to **write a gratitude list** to express gratitude for all you are grateful for.