



# Year 3 Home Learning:

Week Commencing: Monday 22nd June 2020

## English:

- Read a book, online article, newspaper or magazine for at least 30 minutes each day.

### Monday 22nd June 2020

#### Talk For Writing

Mission Possible - <https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission.pdf> - then complete the 'Characters in Stories' section on pages 11-15.

#### Reading

Wonder Woman is a caring, competitive super heroine, but many people do not know that her real name is Diana. Daughter of the Greek God Zeus, Wonder Woman is known as the Amazing Amazon Angel. As a member of the Justice League, she defends peace and equality. She has superior strength and superhuman agility. In addition to this, she uses her incredible, invisible plane to propel like a rocket into outer space. Wonder Woman's costume is red and blue with stars on as it was inspired by the American flag. Unfortunately, Wonder Woman would lose all her powers if her bracelets were ever tied together. Wonder Woman has faced a number of enemies over the years. Some of her evil enemies are Greek gods whereas others are those who want to hurt and destroy the environment.

1. What does the phrase 'she defends peace and equality' suggest about Wonder Woman?
  - a) she wants a world without conflict
  - b) she doesn't care about others
  - c) she wants to rule the world.
2. Why does the author use the phrase 'superior strength and superhuman agility'?
3. How does the author show that Wonder Woman's bracelets are extremely important to her?
4. What does the phrase 'a number of her enemies' suggest?

## Tuesday 23rd June 2020

### Talk For Writing

Mission Possible - <https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission.pdf> - then complete the 'Character Names' section on pages 16 and 17, thinking about and inventing names for your own characters.

### Reading

Green Goblin is a grotesque, greedy super villain, but many people do not realise that his true identity is Norman Osborn. To many people's surprise, Norman is the father of Peter Parker's best friend Harry. He possesses a rapid healing factor and superhuman strength because of the Goblin Formula he created.

Spider Man is a compassionate and intelligent superhero, but not everybody knows he is the alias of Peter Parker. After following his Uncle's advice, he decided to create his Spider Man costume to protect his identity and use his powers to fight crimes.

1. Find a similarity between Green Goblin and Spider Man. (1 mark)
- A) They are similar in age.
  - B) They both took advice from their uncle.
  - C) They both have hidden identities.

He is the arch enemy of Spider Man and pursues Spider Man like a tiger hunting his prey. He is as cunning as a fox and has cleverly developed a gas, so Spider Man's 'spider sense' can be slowed down. Green Goblin is a cowardly bully and his behaviour is due to jealousy.

After following his Uncle's advice, he decided to create his Spider Man costume to protect his identity and use his powers to fight crimes. Selflessly, he chooses to use his abilities to protect the people of New York from crime and evil.

2. Find a difference between Green Goblin and Spider Man. (1 mark)
- A) Green Goblin is weak, but Spider Man is strong.
  - B) Spider Man uses his powers for good, but Green Goblin uses them for evil.
  - C) Spider Man is weak, but Green Goblin is strong.

The face of the suit is a vile, evil goblin. It has pointy ears, piercing eyes and a large, nasty grin. Usually, the Green Goblin flies around standing on his Goblin Glider, which looks like a large, metallic bat.

Spider Man's costume is a lightweight, red and blue full body suit that provides protection. To many people's surprise, Spider Man does not have a specific weakness, but if he is given Ethyl Chloride pesticide it could dull his reflexes, speed and spider-sense.

3. Compare the appearance of the two characters. Are they similar or different?  
(2 marks)

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**Wednesday 24<sup>th</sup> June 2020**

Talk For Writing

Mission Possible - <https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission.pdf> - then complete the 'Character Names – Learning from other writers' section on pages 18 and 19.

Handwriting – words with silent letters

island

answer

write

wrapper

knife

knock

thumb

doubt

half

calm

## Thursday 25<sup>th</sup> June 2020

### Talk For Writing

Mission Possible - <https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission.pdf> - then complete the 'Your Characters' section on page 20.

### Spelling – The Suffix -ly

#### 1) Rule 16: Explanation

Usually just add '**ly**' to the end of the root word.

sad**ly** quickly properly usually

...Including when the root word ends in 'e'.

widely gravely bravely

BUT... if a root word ends in 'le', delete the 'e' and add '**ly**'.

gently possibly terribly

#### 1) Rule 16: Explanation

If a root word ends in 'y' remember:

**CHANGE IT** or **KEEP IT!**

happy > happily or happy**ly**? Why?

lazy > lazy**ly** or lazily? Why?

**TIP:** for the '**ly**' suffix you nearly always **CHANGE IT**.

#### 2) Rule 16: Examples

Where have I just added '**ly**'?

Which root words would have ended in 'y'?

Which would have ended in 'e'?

soft**ly** moodily totally  
gently extremely angrily  
usually loudly enormously

**THINK:** Some words end in '**lly**'. Why is this?

#### 3) Rule 16: Practice

Add the '**ly**' suffix to the root word.

**REMEMBER:** If it ends in 'y' **CHANGE IT** or **KEEP IT!**

##### Starter

slow  
quiet  
final  
bad  
swift

##### Challenge 1

friend  
joyful  
happy  
definite  
careful

##### Challenge 2

speedy  
possible  
absolute  
potential  
healthy

**THINK:** How many other words ending in '**ly**' can you think of?

#### 4) Rule 16: Further examples

##### Just add '**ly**'

quick wide  
slow close  
loud strong  
quiet rapid  
sudden bad  
recent firm  
fair most  
main deep  
sure definite  
large brief  
proper great  
polite live  
perfect absolute  
part pure

##### Just add '**ly**' (after 'l')

real  
actual  
usual  
final  
general  
normal  
careful  
equal  
total  
original  
occasional  
potential

##### Change 'y' to 'i' then add '**ly**'

easy tidy  
heavy merry  
ready pretty  
happy icy  
steady nasty  
hasty greedy  
lucky angry  
moody healthy  
grumpy funny  
busy cheeky  
noisy clumsy  
speedy steady  
sleepy day

##### Exceptions

For words ending in 'll' just add 'y'.

E.g. full > fully.

For words ending in 'ic' usually add 'ally'.

E.g. basically, automatically.

**EXP:** publicly.

Very few words keep the 'y' before '**ly**'. E.g. shyly, coyly.

Task – choose 10 words and use them in sentences. Remember to add the suffix -ly before you use them.

For example, quick becomes quickly then my sentence is 'My best friend ran quickly so that he was not late for the bus.'

## Friday 26<sup>th</sup> June 2020

### Talk For Writing

Mission Possible - <https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission.pdf> - them complete the 'Settings' section on pages 21 and 22.

### Spelling – The suffixes -sion and -tion

#### 1) Rule 17: Explanation

The 'shun' sound at the end of a word is often spelt 'tion' and the 'zhun' sound is usually spelt 'sion'.

If it ends in 'shun', shoot the ti – on!

vision explosion occasion

nation information donation

**THINK:** Listen carefully to the sound at the end of each word. Can you hear the two different sounds?

#### 2) Rule 17: Examples

**Remember:** If it ends in 'shun', shoot the ti – on!

option confusion addition

version emotion condition

education protection occasion

**THINK:** Is the 'tion' or 'sion' spelling more common?

#### 3) Rule 17: Practice

**Remember:** If it ends in 'shun', shoot the ti – on!

##### Starter

op\_\_\_\_\_  
men\_\_\_\_\_  
ver\_\_\_\_\_  
sta\_\_\_\_\_

##### Challenge 1

selec\_\_\_\_\_  
occa\_\_\_\_\_  
popula\_\_\_\_\_  
atten\_\_\_\_\_

##### Challenge 2

organisa\_\_\_\_\_  
competi\_\_\_\_\_  
conclu\_\_\_\_\_  
conversa\_\_\_\_\_

**THINK:** How many other words can you create by putting suffixes after 'select'?

#### 4) Rule 17: Further examples

##### - tion

action	injection	addition
lotion	nutrition	ambition
motion	selection	creation
nation	information	donation
option	population	fraction
potion	production	function
ration	application	location
caption	organisation	position
caution	competition	animation
emotion	introduction	attention
fiction	protection	condition
mention	conversation	direction
portion	description	education
station	explanation	infection

##### - sion

vision  
decision  
division  
television  
version  
occasion  
conclusion  
invasion  
confusion  
explosion  
supervision  
erosion  
illusion  
provision

##### Exceptions

Some words ending in the 'shun' sound are spelt with 'sion'.

pension  
extension  
tension  
expansion

The word 'question' does not end with the 'shun' sound.

**TIP:** The word 'vision' is contained in many other words.

**NOTE:** The 'shun' sound spelt 'ssion' & 'cian' is covered later.

Task: Underline any words that you do not know the meaning of and look them up in a dictionary. Can you use them in a sentence?

Can you think of any more -tion or -sion that break the rules like the word 'question' does?



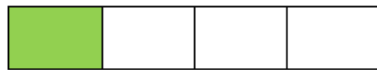
# Mathematics:

Monday 22nd June 2020

Today's number is 220	
100 more than 220 is	100 less than 220 is
$220 + 4 + 9 =$	$220 + 12 + 3 =$
$220 - 83 =$	$439 - 220 =$
$321 = 220 + \underline{\quad}$	$79 = 220 - \underline{\quad}$
Is 220 a multiple of 3, 4 or 8?	
Can you check your answers by completing the inverse operation?	

## Unit and Non-Unit Fractions

1) Complete the sentences to describe the images.



\_\_\_ out of \_\_\_ equal parts are shaded.

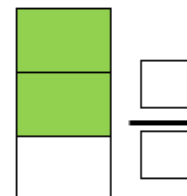
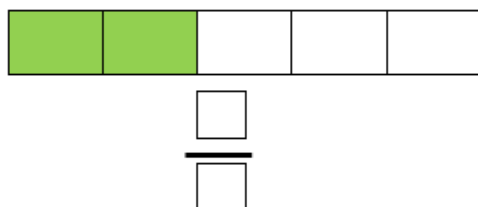
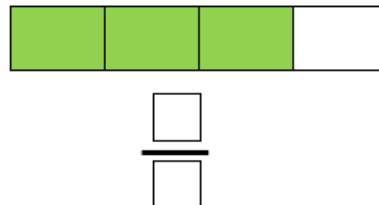


\_\_\_ out of \_\_\_ equal parts are shaded.

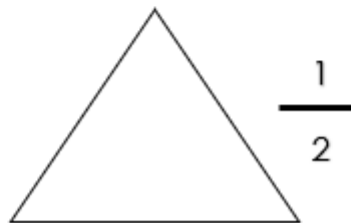
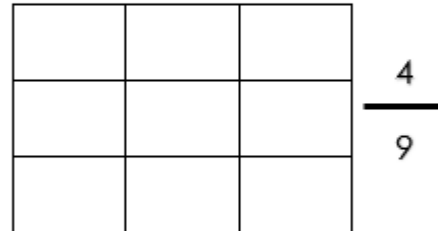
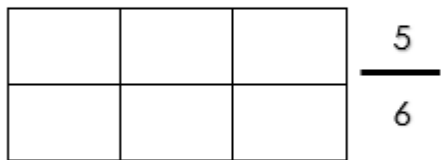
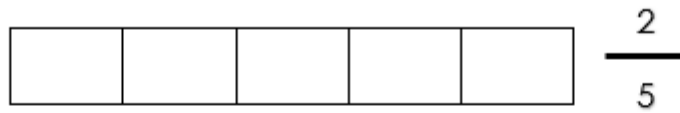


\_\_\_ out of \_\_\_ equal parts are shaded.

2) For each shape below, write the correct fraction. One has been done for you.



3) Shade the shapes in with the given fraction.



Challenge

**True or False?**



$\frac{2}{3}$  of the shape is shaded. Prove your answer.



**Tuesday 23<sup>rd</sup> June 2020**

Today's number is 348	
100 more than 348 is	100 less than 348 is
$348 + 4 + 9 =$	$348 + 12 + 3 =$
$348 - 83 =$	$439 - 348 =$
$321 = 348 - \underline{\quad}$	$79 = 348 - \underline{\quad}$
Is 348 a multiple of 3, 4 or 8?	
Can you check your answers by completing the inverse operation?	

**Unit and Non-Unit Fractions**

1) Complete the sentences to describe the images.



\_\_\_ out of \_\_\_ equal parts are shaded.

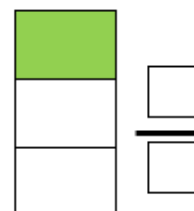
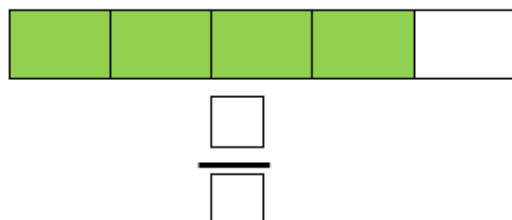
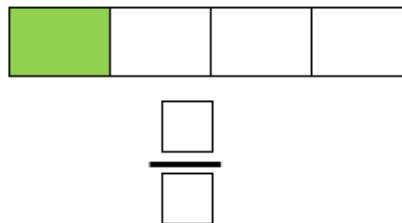
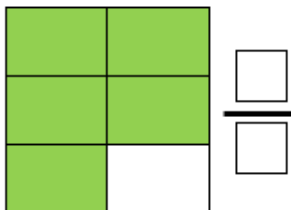


\_\_\_ out of \_\_\_ equal parts are shaded.

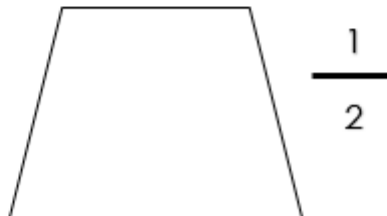
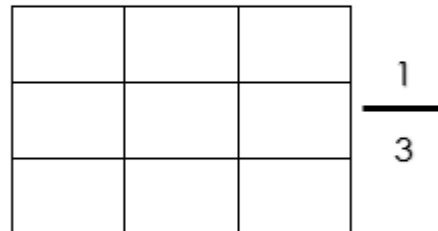
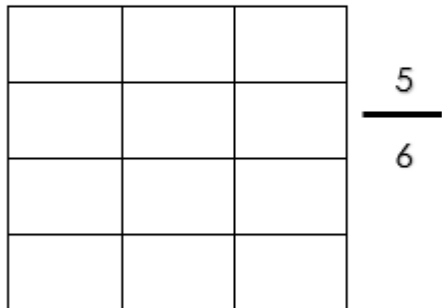
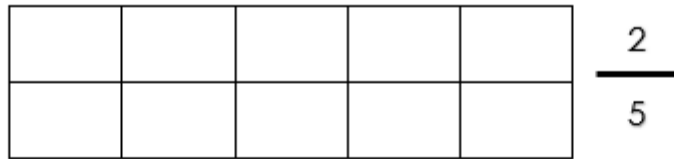


\_\_\_ out of \_\_\_ equal parts are shaded.

2) For each shape below, write the correct fraction.



3) Shade the shapes in with the given fraction.



**Challenge** Sort the fractions into the table.

	Fractions equal to one whole	Fractions less than one whole
Unit fractions		
Non-unit fractions		

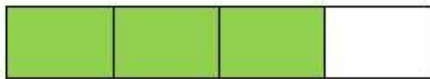
Are there any boxes in the table empty?  
Why?

$\frac{3}{4}$	$\frac{3}{5}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{2}{2}$	$\frac{4}{4}$	$\frac{2}{5}$	$\frac{1}{2}$
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**Wednesday 24<sup>th</sup> June 2020**

Today's number is 271	
100 more than 271 is	100 less than 271 is
$271 + 4 + 9 =$	$271 + 12 + 3 =$
$271 - 83 =$	$439 - 271 =$
$321 = 271 + \underline{\quad}$	$79 = 271 - \underline{\quad}$
Is 271 a multiple of 3, 4 or 8?	
Can you check your answers by completing the inverse operation?	

1) Complete the sentences below.



\_\_\_ out of \_\_\_ equal parts are shaded.

Another \_\_\_ out of \_\_\_ equal parts need to be shaded to make it whole



\_\_\_ out of \_\_\_ equal parts are shaded.

Another \_\_\_ out of \_\_\_ equal parts need to be shaded to make it whole



\_\_\_ out of \_\_\_ equal parts are shaded.

Another \_\_\_ out of \_\_\_ equal parts need to be shaded to make it whole

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2) Complete the question below.

Complete the sentences to describe the apples.



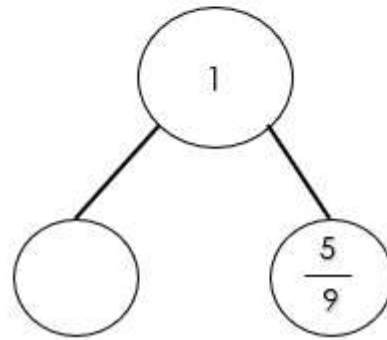
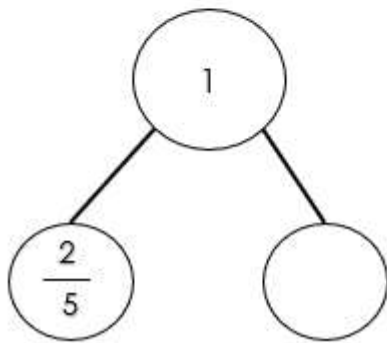
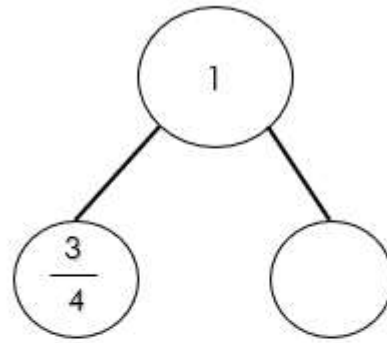
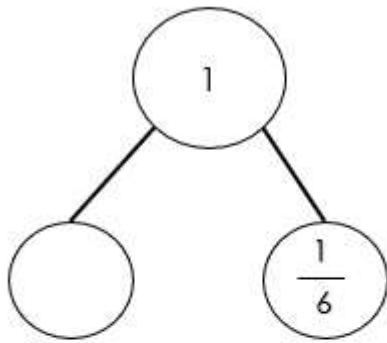
of the apples are red.

of the apples are green.

and  make one whole

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3) Fill in the missing parts to make 1 whole:



### Challenge

Teddy says,



I have one pizza cut into 6 equal pieces. I have eaten  $\frac{6}{6}$  of the pizza.

Does Teddy have any pizza left?  
Explain your answer.

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**Thursday 25<sup>th</sup> June 2020**

Today's number is 111	
100 more than 111 is	100 less than 111 is
$111 + 4 + 9 =$	$111 + 12 + 3 =$
$111 - 83 =$	$439 - 111 =$
$321 = 111 + \underline{\quad}$	$79 = 111 - \underline{\quad}$
Is 111 a multiple of 3, 4 or 8?	
Can you check your answers by completing the inverse operation?	

Fractions of an amount

1) Use and fill in the bar models below to solve the questions:

$\frac{1}{5}$  of 30



$\frac{1}{7}$  of 28



$\frac{1}{6}$  of 42



2) Solve the following question:

Find  $\frac{1}{5}$  of Eva's marbles.



I have divided the marbles into  equal groups.

There are  marbles in each group.

$\frac{1}{5}$  of Eva's marbles is  marbles.



I have divided the marbles into 5 equal groups (the value of the denominator).

There are 4 marbles in each group.

$\frac{1}{5}$  of Eva's marbles is one group which is 4 marbles.

3) Answer the following questions:

$$\frac{1}{5} \text{ of } 20 =$$

$$\frac{1}{9} \text{ of } 36 =$$

$$\frac{3}{5} \text{ of } 20 =$$

$$\frac{7}{9} \text{ of } 36 =$$

$$\frac{1}{3} \text{ of } 24 =$$

$$\frac{1}{8} \text{ of } 40 =$$

$$\frac{2}{3} \text{ of } 24 =$$

$$\frac{3}{8} \text{ of } 40 =$$

$$\frac{1}{4} \text{ of } 12 =$$

$$\frac{1}{7} \text{ of } 35 =$$

$$\frac{3}{4} \text{ of } 12 =$$

$$\frac{4}{7} \text{ of } 35 =$$



Challenge

Fill in the Blanks

$$\frac{1}{3} \text{ of } 60 = \frac{1}{4} \text{ of } \square$$

$$\frac{1}{\square} \text{ of } 50 = \frac{1}{5} \text{ of } 25$$

**Friday 26<sup>th</sup> June 2020**

Today's number is 492	
100 more than 492 is	100 less than 492 is
$492 + 4 + 9 =$	$492 + 12 + 3 =$
$492 - 83 =$	$492 - 439 =$
$321 = 492 - \underline{\quad}$	$79 = 492 - \underline{\quad}$
Is 492 a multiple of 3, 4 or 8?	
Can you check your answers by completing the inverse operation?	

Fractions of an amount

1) Use and fill in the bar models below to solve the questions:

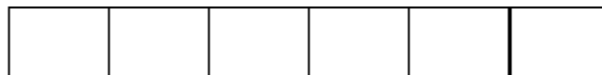
$\frac{4}{5}$  of 30



$\frac{2}{7}$  of 28



$\frac{5}{6}$  of 42



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2) Solve the following question:

Find  $\frac{2}{5}$  of Eva's marbles.



I have divided the marbles into  equal groups.

There are  marbles in each group.

$\frac{2}{5}$  of Eva's marbles is  marbles.

---





I have divided the marbles into 5 equal groups (the value of the denominator).

There are 4 marbles in each group.

$\frac{2}{5}$  of Eva's marbles is two groups which is 8 marbles.

3) Answer the following questions:

$$\frac{1}{5} \text{ of } 55 =$$

$$\frac{1}{9} \text{ of } 54 =$$

$$\frac{3}{5} \text{ of } 55 =$$

$$\frac{7}{9} \text{ of } 54 =$$

$$\frac{1}{3} \text{ of } 36 =$$

$$\frac{1}{8} \text{ of } 56 =$$

$$\frac{2}{3} \text{ of } 36 =$$

$$\frac{3}{8} \text{ of } 56 =$$

$$\frac{1}{4} \text{ of } 32 =$$

$$\frac{1}{7} \text{ of } 70 =$$

$$\frac{3}{4} \text{ of } 32 =$$

$$\frac{4}{7} \text{ of } 70 =$$



### Challenge

Ron has £28

On Friday, he spent  $\frac{1}{4}$  of his money.

On Saturday, he spent  $\frac{2}{3}$  of his remaining money and gave £2 to his sister.

On Sunday, he spent  $\frac{1}{5}$  of his remaining money.

How much money does Ron have left?

What fraction of his original amount is this?






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# Wider curriculum:

## Monday 22<sup>nd</sup> June 2020: Project day – Kings and Queens

The Romans ruled Britain for nearly 400 years. They left in AD410. This left Britain unguarded with no army to fight off invaders. The Anglo-Saxons invaded Britain from northern Germany, Denmark and the Netherlands. They divided Britain into small kingdoms. Each kingdom had its own king. By AD600 there were seven main Anglo-Saxon kingdoms. These were East Anglia, Essex, Kent, Northumbria, Mercia, Sussex and Wessex. They often fought each other. From AD787, the Vikings also started to invade Britain. They sailed over in longships from Scandinavia. They fought the Anglo-Saxons and stole from the wealthy monasteries. Fighting continued between the Vikings and the Anglo-Saxons for many years. The first king over all of Anglo-Saxon England was King Egbert in AD827.

There have been 61 monarchs of England and Britain spread over a period of approximately 1200 years. We will look at just a very small selection of them. If you want to find out about the others, have a look at this website <https://www.historic-uk.com/HistoryUK/KingsQueensofBritain/> or to hear the names of all the monarchs since 1066, listen to this Horrible Histories song <https://www.youtube.com/watch?v=vC6okzIKQvg>.

		
<p>William the Conqueror invaded England and defeated Harold II at the Battle of Hastings. He had absolute power. He created the feudal system and built many castles to protect his kingdom.</p>	<p>King John is the only king ever to be called John. He is famous for being greedy and not very nice. He was forced to sign the Magna Carta by his advisors. By signing it, this meant that monarchs had to listen to their advisers.</p>	<p>King Edward I was given the nickname 'Longshanks' because he was very tall. He was also called the "Hammer of the Scots" as he spent years fighting wars with Scotland. He battled to bring Wales under his rule and named his first son 'Prince of Wales'; a tradition that has continued ever since.</p>
		
<p>It is believed by some historians that Richard III killed his nephews, as he may have wanted to stop either of them becoming king instead of him. He was killed in battle by Henry Tudor, who believed he should be king. He then became King Henry VII.</p>	<p>Henry VIII was famous for marrying six times and creating the Church of England. He was also power hungry so he closed the monasteries, strengthened the Royal Navy and made laws without parliament.</p>	<p>Elizabeth I was intelligent, brave and loved by her people. She spoke many languages and sponsored playwrights like William Shakespeare. She never married and proved that a woman could rule a kingdom alone. She supported explorers and defeated the Spanish Armada.</p>



While Charles was in power, a civil war started in England when people fought over who should rule the country. Oliver Cromwell took charge for the next 11 years after having Charles' head chopped off!



Queen Victoria reigned for 63 years. She supported charities, new technologies and inventions and increased the size and power of the British Empire. She was married to Prince Albert and had nine children.



Elizabeth II is the current monarch and the Head of the Commonwealth. She performs many royal duties, such as opening parliament and giving awards. She leads the country's celebrations, supports charities and hosts state banquets and garden parties.

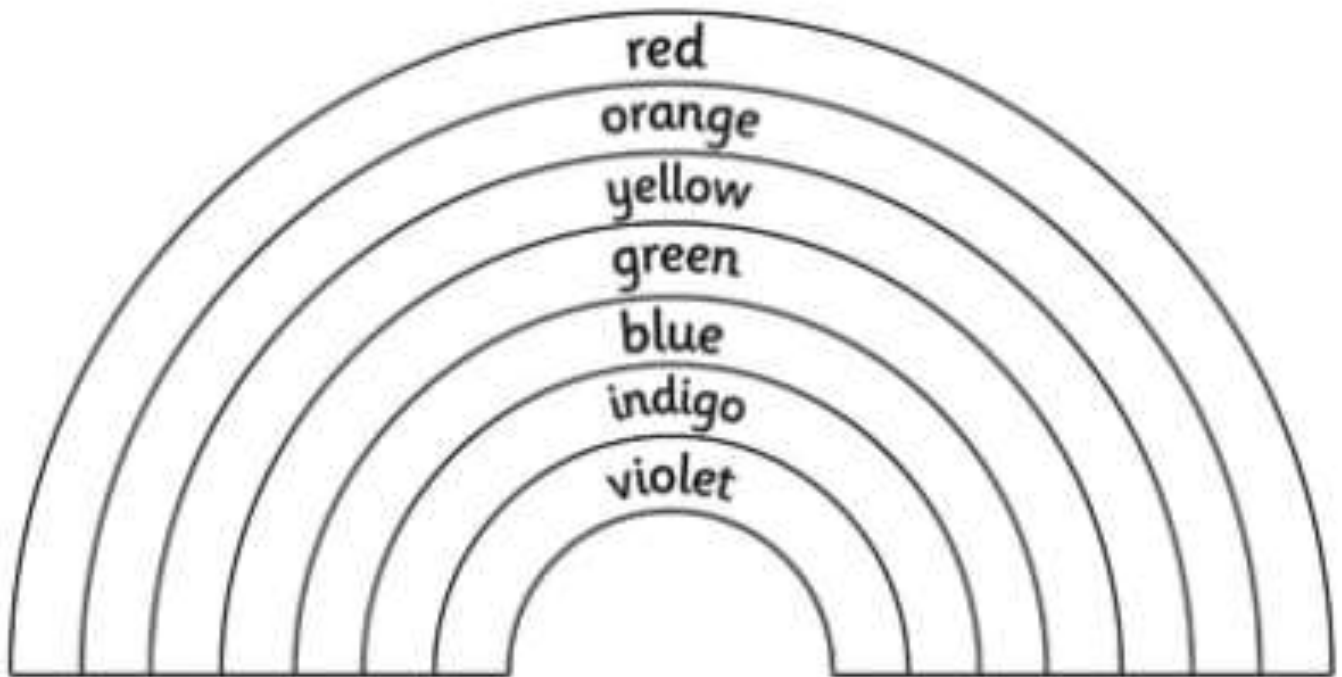
#### Activities:

- Find out more about some of the other Kings and Queens
- Create a timeline of Kings and Queens
- Which King or Queen was the best? What makes you think this?
- Which King or Queen would you like as your monarch? Why?
- Compare the monarchs above. What similarities or differences can you find? Think about the information and the pictures. Some are wearing crowns whilst others are not, why do you think this is? Two of the kings are holding swords and one has a sheet of paper, why doesn't everyone have a sword? What is written on the paper? Can you recreate it?
- Find your favourite monarch and try to create your own portrait of them.

**Tuesday 23<sup>rd</sup> June 2020: Outdoor learning – Colour walk**

If you are able, go out for a walk and see if you can spot items for each colour of the rainbow. If you are not able to go for a walk, look around you or look out of the window. Can you draw, write or even stick your objects in each colour band and complete the rainbow?

## The Rainbow

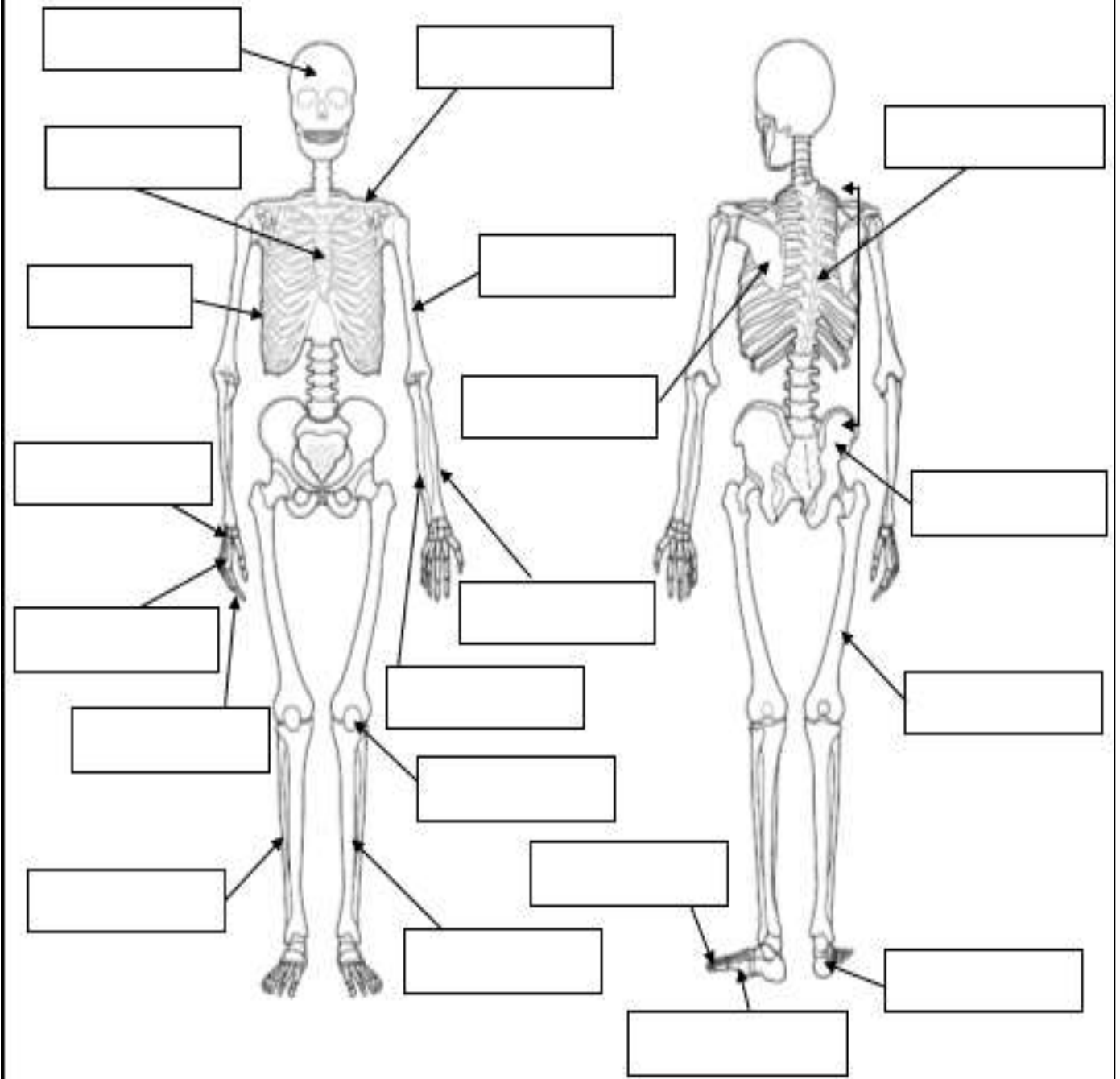


**Wednesday 24<sup>th</sup> June 2020: Science – Animals - Skeletons**

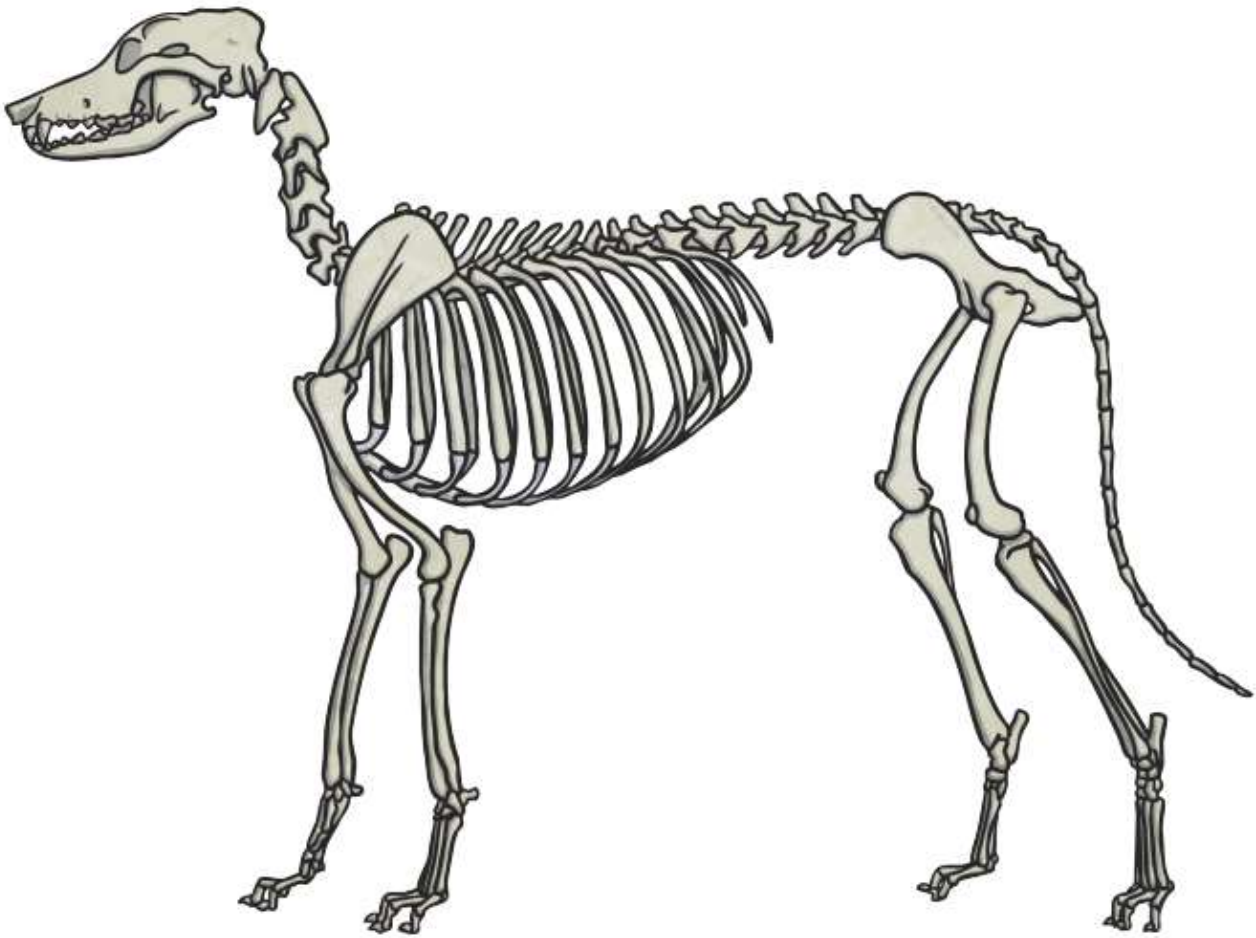
Use the word bank below to label the skeleton, use the **proper names** rather than the **description**.

<b>Ulna</b> lower arm	<b>Tarsals</b> ankle	<b>Radius</b> lower arm
<b>Pelvis</b> hipbones	<b>Cranium</b> skull	<b>Carpals</b> wrist
<b>Femur</b> thigh	<b>Humerus</b> upper arm	<b>Scapula</b> shoulder blade
<b>Tibia</b> lower leg	<b>Ribs</b> chest	<b>Vertebral Column</b> spine
<b>Fibula</b> lower leg	<b>Patella</b> knee cap	<b>Sternum</b> breast bone
<b>Metacarpals</b> hand	<b>Clavicle</b> collar bone	<b>Phalanges</b> fingers
<b>Metatarsals</b> foot	<b>Phalanges</b> toes	

Fill in the missing blanks!



The bones in animal skeletons have the same names. Can you use the word bank to help label this skeleton of a dog?



#### Other activities

- Draw a picture of your pet or favourite animal and label the bones.
- Cut out and make a moving skeleton.
- Write the bone names on sticky notes and stick them on a willing relative in the correct places.
- Find out more at BBC Bitesize <https://www.bbc.co.uk/bitesize/clips/ztfncw>
- Kitchen science about bones [https://www.bbc.co.uk/iplayer/episode/m000jybp/operation-ouch-do-try-this-at-home-1-bones?xtor=CS8-1000-\[Discovery\\_Cards\]-\[Multi\\_Site\]-\[SL08\]-\[PS\\_IPLAYER~N~~P\\_DoTryThisAtHome\]](https://www.bbc.co.uk/iplayer/episode/m000jybp/operation-ouch-do-try-this-at-home-1-bones?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL08]-[PS_IPLAYER~N~~P_DoTryThisAtHome])



## Thursday 25<sup>th</sup> June 2020: PSHE – Empathy and Kindness

### **Definition activity: What are understanding and empathy?**

Think about the word “understand”. What does it mean to understand something or someone?

Understanding how people feel is sometimes called “empathy” - this means you can imagine how they feel. Do you think it is kind to try to show empathy and understand how people feel? Why is it kind? What can you do to help you understand how someone feels?

### **Roleplay activity: Imagine it was you...**

Imagine how the people described below might feel and write it down. Has this ever happened to you? Have you ever felt this way?

- your friend doesn't understand the homework, they think it is too difficult for them. The teacher has explained but, they still don't understand. The teacher won't explain it again in a different way.
- your family member wants to share a story with the family about something important to them. Nobody is listening to them.
- someone in your class is being told off for something they didn't do. The adult won't listen to their side of the story. They are blaming them because they just think they are a “troublemaker”.
- someone is calling your friend names. Other people are laughing.

Can you understand how these people might feel? How does understanding them help them to feel better? If you understand how they feel, can you help support them better?

### **Reflection activity: We could be friends.**

Think about this sentence by the poet Maya Angelou: “If we try and understand each other, we may even become friends” What do you think this means? How can understanding someone help you to be friends with them? Think about the friends you have. What kind of things do you do for your friends? Draw a picture of you and your friends and write the things you know about them. What kind things do you do to help them and to show you understand them?

### **Creative activity: The empathy tree.**

Imagine that empathy is a seed. That seed can grow into a tree. It has roots and also branches. Draw this seed on a piece of paper. Underneath draw the roots. Write five kind things we can do to build empathy and understanding with others inside or underneath each root. Now draw the tree. Draw branches and leaves. On each leaf write a positive thing that can come from understanding people. Think about how it can be positive for you, for the other person, the community and the wider world.

Think about empathy, kindness and understanding. What did you learn?

## Friday 26<sup>th</sup> June 2020: Your time

- Cosmic Yoga
- Watch your favourite TV show
- Go Noodle
- Drawing or colouring
- Read a book
- Meditate
- Play in the garden
- Play a board game
- Baking