

# Pocket Wet Playtime Games

Volume 1

**Jenny Mosley**

Including:

**Marco Polo**

**Granny's knickers**

**Secret agents**

**Fancy footwork**

**Reach the enchanted castle**



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## Introduction

Every member of the school community feels a sense of gloom when the sky turns grey and it starts to rain. Children can become so restless, excitable and edgy. However, with some creative forethought, wet playtimes can be full of fun and games, helping children to relax and enjoy themselves and making sure that nobody is at a loose end.

This booklet is full of lively and exciting games to delight and entertain children. Designed to stimulate a spirit of cooperation and healthy interaction, there are games to suit lots of different moods and interests. There are mind games where children can pit their wits against an opponent and physical games for letting off steam. There are also games of chance to help children understand that it's not about winning and losing, but playing the game and having fun with their friends.



## Top Tips

If you have children who normally take on the role of Playground Friends or Zone Managers out in the playground, make sure, for wet playtimes, that they are assigned to help in different classrooms with specific tasks. Ask them to wear their usual special caps, so you can check quickly, in the doorway, that they are in the right classroom ready to go. All these children will need regular training to ensure they know the games and activities to play with the other children.

Ask all the teachers to write a list of what children are, and are not, allowed to touch in the classroom. Laminate these and put them up by the light switch in each classroom.

Ensure that each class has a 'Wet Play' box – not the same box that you use for Golden Time – that is checked and refreshed regularly. In this box, put a list of what we all used to play on 'indoor' days – Noughts and Crosses, Battleships (where you join up the dots into squares with your initials and the one with the most initialled boxes at the end is the winner) and Hangman.

Consider using the library as a Film Club, so that each class gets a turn, every wet playtime, to see a DVD. Ask the Head to discuss with the children, in assembly, if they think it is fair that if they misbehave in Wet Play, they lose their turn to join in the treat when it comes round.

Have a working party of 'Playground / Wet Playtime Friends' (the children) and midday supervisors to regularly 'Plan, Do and Review'. Go through this booklet with the children and

midday supervisors, so they can decide which games would be best for KS1 and KS2. Make sure they themselves know how to play them. One practical tip; make sure you have a visual system for who decides when it's Wet Play.

Have a big green or red traffic light that can be viewed by everyone that either your senior midday supervisor is in charge of, or there is a rota for all the team to take their turn to make the 'Big Decision' – red display means 'fun for all inside!'

Some schools also put the hall on a rota system. The children who are Dining Hall Helpers (see resources at end of the book), help to quickly get the hall cleared up for the last twenty minutes or so – the long skipping rope, balls (to do 'two-balls' against the wall) are brought out and traditional 'ring' games etc., are organised.

Don't forget to have watertight proactive plans for those children who need to be kept very busy or otherwise their best game will be 'Wind up the Dinner Lady!' These children love helping in the nursery, in fact they love helping anybody. Perhaps the site manager would have jobs ready for rainy days. You could have a small supervised club where they teach younger children simple board games and then write 'thank you' certificates for each child to be handed to them at the end of every session. Soon, these children will be longing for rain!

Read the games before you play them, just to make sure they are suitable for your class or group.



## Fingers out

**Number of players:** Pairs – any number of.

**What you need:** Nothing.

**What you are learning:** Taking turns. Adding.

### How to play:

Each player in the pair hides one hand behind their back. To play the game, the children's hands can be displayed with a clenched fist, that has a score of zero or with one to three fingers extended with a relevant score – one finger has a score of 1, two fingers has a score of 2 and so on.

On the count of three they both show their hand to their partner and say a number (0 – 6). The number they say is a guess of the combined score of both hands.

For example, if child A presents two fingers and child B presents three fingers, the total score is 5 (2 + 3), or if child A presents a clenched fist and child B presents three fingers, the total score is 3 (0+3).

If a player has guessed the correct number they get a point and the first player to get 10 points is the winner.

The object of the game is to play quickly, so that no one has a chance to see their opponent's hand before playing their own.

## Initials

**Number of players:** Pairs – any number of – or a group.

**What you need:** Nothing.

**What you are learning:** To take turns.  
Mental agility.

### How to play:

The members of the pair take turns to choose a category e.g. pop stars. They then take turns to think of a pop star and say his/her initials for their partner to guess.

If the guess is correct, that player wins a point, but if the player fails to guess the correct identity their partner wins the point.

The first player to 10 wins the game and a new category is chosen.

If the game is played in a group, anyone can guess the identity and players each have a turn to choose the pop star.

## Two dice lotto

**Number of players:** The more the merrier.

**What you need:** Paper and pencils or wipe-clean boards and marker pens. Two dice.

**What you are learning:** Counting. A positive disposition to participate in a group activity.

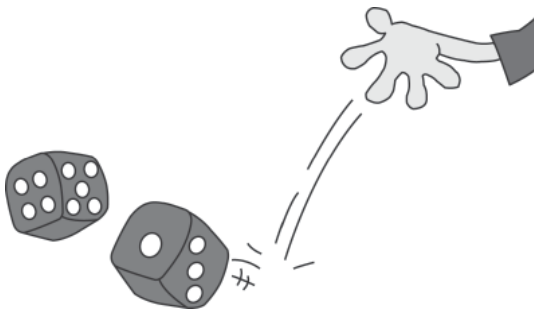
### How to play:

Each player writes down four numbers from 2 to 12 on their paper or wipe-clean boards.

Either the adult in charge or the players themselves take turns to throw the two dice. The cumulative score is added, so for example, if one die reads 4 and other die reads 6, the score would be 10.

Any player with the score written down, crosses out that number. The game continues with the dice being thrown again and again until a player has crossed out all four of their numbers.

The players write down four new numbers and the game recommences.



## Who has the button?

**Number of players:** 6+

**What you need:** A large, flattish button.

**What you are learning:** Group cooperation and team spirit.

### How to play:

One player is chosen to be the 'guesser' and stands with their back facing the other players, so that they are unable to see the actions behind them.

The remaining players decide who will hold the button. They stand in a row with hands together, as if they are praying. One player will hold the button between their palms. When they have done this, they call 'Ready' and the guesser is allowed to turn round.

The players in the row chant,

**Riddle-me-ree, riddle-me-ree.**

**Who has the button, stroke and see.**

The guesser walks up and down the row and can stroke the players' hands to try and ascertain who is holding the button. The players in the row must keep a straight face and not indicate in any way who is holding the button.

The guesser is allowed two tries to guess the identity of the button holder. If correct, the button holder becomes the new guesser. If the guesses are incorrect, the guesser turns away from the players again and a new button holder is chosen.

The guesser can have two or three attempts before being changed.

## Marco Polo

**Number of players:** 6+

**What you need:** Chairs to create a confined space. A blindfold.

**What you are learning:** To listen carefully and concentrate.

### How to play:

A space is created that is large enough for players to mingle in, but not too big, otherwise the player who is wearing the blindfold won't have a fair chance to capture another player.

One player is chosen to wear the blindfold and is turned three times on the spot to disorientate them. The remaining players move around the space and try and avoid being captured.

The player with the blindfold can call out at any time, **'Marco.'** To which the other players reply, **'Polo.'**

This indicates their whereabouts. When the player in the blindfold captures someone, they can also ask this player to respond to, **'Marco.'** They then have two guesses at the captive's identity. If they guess correctly, the players swap places. If the guesses are incorrect, the captive is released and play resumes.

The player in the blindfold can have two or three tries to capture someone and correctly guess their identity, before being replaced.



## Granny's knickers

**Number of players:** The more the merrier.

**What you need:** Nothing.

**What you are learning:** To be imaginative and inventive. Team spirit.

### How to play:

The players form a row. One player is chosen to stand in front, facing the other players.

The other players think of questions to ask the player in the front, who can only answer, **'Granny's knickers.'**

The idea is to ask questions that will make the response humorous e.g. **'What did you eat for breakfast?'**, **'What do you wear on your head?'**, **'What is your dog called?'**

The object of the game is to make the player in the front laugh. If this is achieved, a new player is chosen to stand in the front.

It may be a good idea to limit the time out front to two minutes per player so that the game does not become boring if someone is good at keeping a straight face.

## Copy the leader

**Number of players:** 12+

**What you need:** Nothing.

**What you are learning:** A positive disposition to participate in a group activity. Concentration.

### How to play:

The players sit crossed-legged in a circle. One player is chosen to be the guesser and leaves the room. Once the guesser has gone, another player is chosen to be the leader.

The leader carries out simple movements for the other players to copy e.g. tap knees. Once the movement is established with all players joining in, the guesser is invited back into the room and stands in the centre of the circle, while the group continues with the actions.

At regular intervals, the leader changes the movement e.g. tap head or tap shoulders, clap hands. The other players must remain vigilant and change their movements to copy the leader as quickly as possible.

The object of the game is for the guesser to correctly identify the leader. However, the other players must try and make this difficult by not looking directly at the leader. The leader also tries to make the task difficult by changing the movement when the guesser is facing away.

The guesser is allowed three tries to identify the leader. If correct, the leader becomes the new guesser. If incorrect, the guesser must go outside again while a new leader is chosen.

The guesser is replaced after two turns.

## Afloat in a boat

**Number of players:** 12+

**What you need:** A beanbag.

**What you are learning:** Concentration.  
Numeracy and Estimation.

### How to play:

The players sit crossed-legged in a circle. They pass the beanbag around the circle from player to player whilst saying the following chant.

\_\_\_\_ (Number of players) **were afloat in a boat**  
**There was a loud shout and one fell out.**

On the word '**out**', the player who is holding the beanbag, goes to sit in the centre of the circle.

The chant is repeated and play resumes, but beforehand, the player in the centre is allowed to guess who will be out next time. If the guess is correct, they are allowed back into the boat.

Each time the chant is repeated, the number at the beginning must be altered to allow for players leaving or re-entering the boat.

Before each round, all the players in the centre guess who will be out next time.

Play continues until the circle becomes too small for play to be viable.





## Clap and call

**Number of players:** 12+

**What you need:** Nothing.

**What you are learning:** A positive disposition to participate in a group activity. Concentration.

### How to play:

The players sit crossed-legged in a circle. The players all clap twice and one player (A) calls the name of another player (B).

The players clap twice again and (B) calls the name of a third player (C). The game continues in this way.

The players have to try to set up an uninterrupted rhythm of clapping and calling. If a player hesitates or fails to respond to their name, play stops then re-starts with that player as first caller.

## Target practice

**Number of players:** 4+

**What you need:** 6 plastic plant pots or suitable containers and 6 beanbags.

**What you are learning:** Spatial awareness and accurate throwing.

### How to play:

Set the pots out in the following formation: a row of three at the front, a row of two behind this row and a single pot at the back.

The pots each have the following score value: front row 10, middle row 20 and back pot 50.

Mark a throwing spot, some distance from the targets according to age and ability. Each player has a turn to throw the six beanbags into the targets and their total score is added up.

The winner is the player with the highest score.

## Six by six

**Number of players:** Pairs – any number of.

**What you need:** Prepared grids – one for each pair – of 6 squares by 6 squares, numbered as follows: top row 11-16, second row 21-26, third row 31-36 and so on until final row 61-66; two dice for each pair and fifteen counters (different colours) for each player.

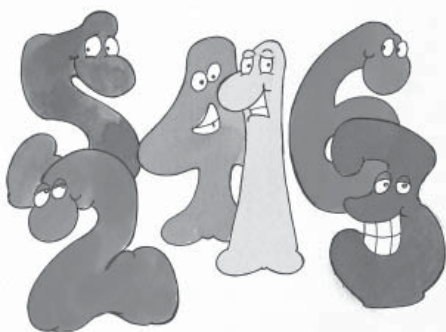
**What you are learning:** Turn taking and numerals.

### How to play:

The players take turns to throw the two dice. The numerals shown can be put together either way. For example, if a 2 and a 5 are shown, this could be either 25 or 52.

The players put a counter on their chosen number on the grid. If counters are already placed on both the numbers that they are able to make, they cannot go.

The first player to place all their counters on the grid is the winner.



## How many eggs are in the nest?

**Number of players:** Pairs – any number of.

**What you need:** 10 marbles for each player.

**What you are learning:** Turn-taking. Counting.

### How to play:

The players take turns to put a chosen number of their marbles into their clasped hands without the other player seeing. They rattle the marbles in their hands and ask the other player, **'How many eggs are in the nest?'**

The guesser responds by saying the number of marbles they believe their partner is holding.

If the guess is correct, they take the marbles. If the guess is incorrect, they have to give their partner the difference from their marble stash. For example, if their partner was holding 6 marbles and they guessed 4, they would have to give their partner 2 marbles. If their partner was holding 3 marbles and they guessed 6, they would have to give 3 marbles.

If a player loses all their marbles, their partner is the winner. Otherwise, the player with the most marbles at the end of the game is the winner.

An alternative, but similar game is 'Odds and Evens'. Players have to guess whether their partner is holding an odd or even number of marbles. If correct, they win all the marbles in their partner's hands. If incorrect, they must give their partner one marble.

## Honey pots

**Number of players:** 13+ (there should be an odd number of players).

**What you need:** Nothing.

**What you are learning:** Cooperation.

### How to play:

One player is chosen to be the 'buyer'. The remaining players form pairs. The pairs stand one player behind the other in a row.

The front player in each pair crouches down and clasps their hands under their legs – they are the 'honey pots'. All the players, except for the buyer say the following chant:

***Honey pots, honey pots all in a row.***

***Which will you buy?***

***Choose one and try.***

The buyer chooses a honey pot saying, '**This one looks good!**'

The buyer and the chosen honey pot's partner stand either side of the crouched player. They each put an arm through one of the honey pot's arms and try to lift them off the ground.

If they are successful and the honey pot's hands remain clenched, the pot is 'good' and becomes the new buyer and the buyer takes their place. If the honey pot's hands become unclenched and the player cannot be lifted off the ground, the pot is not good and another one is chosen until a successful 'purchase' is made.

The honey pots change position with their partners every other go.

## Concentration

**Number of players:** 2+ (can also be played in pairs).

**What you need:** Nothing.

**What you are learning:** Concentration.  
Turn-taking.

### How to play:

If played in pairs, the players face each other, otherwise players form a circle. They set up a rhythm of:

*Slap thighs, clap, click fingers.* (If the players are unable to click fingers you can replace this with a second clap)

Once this has been established a chant is introduced as follows:

**Concentration** (*slap thighs, clap, click/clap*)

**Start with** (*slap thighs, clap, click/clap*)

**Determination** (*slap thighs, clap, click/clap*)

**If so** (*slap thighs, clap, click/clap*)

**Let's go** (*slap thighs, clap, click/clap*)

At this point, a designated leader says a word and a game of word association begins between partners or around the group, with each player in turn naming a word. For example:

**Apples** (*slap thighs, clap, click/clap*)

**Pears** (*slap thighs, clap, click/clap*)

**Strawberries** (*slap thighs, clap, click/clap*)

If the list of fruit is exhausted, the category could be changed by a player saying an associated word e.g. 'Cream' after 'Strawberries'.

If the rhythm is broken or a player hesitates, the chant begins again with that player starting a new word association.

## What am I?

**Number of players:** 6+

**What you need:** A selection of picture cards in a given category e.g. animals, food (These can be cut from magazines and laminated for durability.) Sticky tape.

**What you are learning:** To work out clues to a given answer.

### How to play:

Players take turns to have a card attached to their backs with sticky tape. They ask the other players questions about their picture until they can guess its identity.

It is a good idea to discuss suitable questions with the children if the game is new to them. For example, if the category was animals they might ask the following questions:

**Where does it live?**

**How many legs does it have?**

**What colour is it?**

**What does it eat?**

**Does it have fur?**



## I went on holiday and packed...

**Number of players:** 6+

**What you need:** Nothing.

**What you are learning:** Concentration. Short term memory training.

### How to play:

The players form a circle. One player begins by saying:

**'I went on holiday and packed ... (naming an item e.g. a swimsuit).'**

The next player repeats the sentence and adds a new item e.g.

**'I went on holiday and packed a swimsuit and some sunglasses.'**

The next player repeats this sentence and adds a new item e.g.

**'I went on holiday and packed a swimsuit, some sunglasses and sun lotion.'**

The game continues in this way, repeating the previous sentence and adding a new item each time, until a player can't think of a new item or forgets previous items.

The player begins again with a different category e.g.

**'I went on a picnic and took ...'**

**'I went to the zoo and saw ...'**





## Draw in the dark

**Number of players:** 2+

**What you need:** Paper and a pencil for each player.

**What you are learning:** Concentration and imagination.

### How to play:

Players think of something simple to draw, such as a tree, a house, or a dog. They sit on the floor and put the paper behind their backs. They make their drawing without looking at the paper.

Players show their drawings to other players and ask them to guess what they have drawn.

As an extension to this game, children can hold a piece of paper behind their back and can tear the paper into a shape that others have to guess.



## Count me in

**Number of players:** 12+

**What you need:** Nothing.

**What you are learning:** Counting. Odd and even numbers and multiples.

### How to play:

Players stand in a circle. Number them consecutively around the circle and ask them to count by saying their numbers in turn twice.

Count in twos (only the children with even numbers speak). Count around the circle in odd numbers (only the children with odd numbers speak). You could then ask the players who are multiples of three, then four, to speak.

If your children are capable you could give simple sums for the correct player to answer e.g.  $3+2=?$ ,  $6-4=?$

Have fun by asking even numbers to swap places, then odd numbers. Ask the players to see how quickly they can arrange themselves in a row in the correct numerical order. You could try this several times and use a stopwatch to time them.



## Opposites

**Number of players:** 2+ (can also be played in pairs).

**What you need:** Nothing.

**What you are learning:** Adjectives and opposites.

### How to play:

If played in pairs, players stand opposite one another. If played with more than two, players form a circle and take turns to speak.

Start the activity by getting the players to clap twice together, then leave a beat.

Once they have achieved a good rhythm, a designated leader thinks of an adjective e.g. **'hot'**.

All the players clap twice and the next player must say the opposite word i.e. **'cold'**.

The players all clap twice again then the third player thinks of a different adjective e.g. **'tall'**. The players all clap twice and the fourth player says the opposite i.e. **'short'**.

Play continues in this way. If a player hesitates or the rhythm is lost, play stops then starts again.

## Secret agents

**Number of players:** Pairs – any number of.

**What you need:** Each pair will need a set of the following: a large sheet of paper with the alphabet printed on (underneath each letter write either a number, a symbol or a different letter), – the sheet can be laminated for extra durability – paper and pencils.

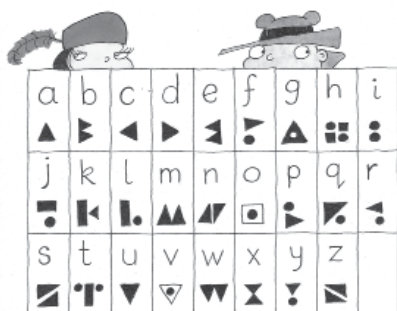
**What you are learning:** Concentration and imagination.

### How to play:

Each player writes a message in code for their partner.

Once a player has decoded their message, they write a response in code.

Players can also invent their own codes and write messages to each other in these.



## Red or black

**Number of players:** 2-4

**What you need:** An ordinary pack of playing cards with the jokers removed.

**What you are learning:** Turn-taking. Counting.

### How to play:

The cards are shuffled and placed face downwards on a table. Players take turns to guess whether the top card will be a black one (Spades, Clubs) or a red one (Hearts, Diamonds).

They pick up the card. If they have guessed correctly, they keep the card. If the guess was incorrect they give the card to their partner or the next player in the group.

When all the cards are gone from the pack, the players count their cards to see who has the most.

Older children can make the game more difficult by naming the suit they think the top card will be.



## Ten things to think of

**Number of players:** 4+

**What you need:** Paper and pencils (one of each for every player).

**What you are learning:** Counting. Imagination and thinking.

### How to play:

Players are given different categories and asked to write down ten items in each one.

Some ideas for the categories are:

**Things that are red.**

**Things that are smaller than a mouse.**

**Things that taste horrible.**

**Things you might find in a giant's castle.**

**Things that are shiny or sparkly.**

**Things from under the sea.**

The first player/team to write down ten suitable items wins a point.

If you think that this would be too difficult for some players, they can be in pairs or teams.

## What's your favourite...?

**Number of players:** 8+

**What you need:** A large softball.

**What you are learning:** Imagination and concentration.

### How to play:

The players sit or kneel in a circle.

One player begins the action by rolling the ball to another player and asking for their favourite in a named category e.g.

### What's your favourite dinner/drink/game/animal/colour/vegetable/place?

The activity continues like this with players rolling the ball to one another and asking a favourites question.

## Fancy footwork

**Number of players:** 6+

**What you need:** Nothing.

**What you are learning:** Concentration and short term memory work.

### How to play:

Players stand in a circle. They say the following chant:

***Fancy footwork 1, 2, 3.***

***Watch this very carefully.***

***Can you do the same as me?***

One of the players performs a sequence of movements with their feet. For example, they might do a jump, three hops on the right foot and a turn on the left foot.

The other players try to copy the sequence exactly.

Each player has a turn at creating a sequence for the other players to copy.



## Pirate treasure

**Number of players:** 12+

**What you need:** As many yellow or gold coins or counters as there are players.

**What you are learning:** A positive disposition to participate in a group activity.

### How to play:

The coins/counters are placed on a table in the centre of the room. The players are pirates and move around next to the walls of the room.

When you shout, **'treasure ahoy'** all the pirates race to the table to pick up one gold coin/counter each.

They place them back on the table and move away to the edges of the room again. After each turn, remove one of the coins/counters. The player who fails to pick up a coin/counter is out, until there is a winner.

## Reach the enchanted castle

**Number of players:** Pairs – any number of.

**What you need:** A grid (8 squares by 8 squares) – with a castle drawn in the 4 centre squares. 32 card squares with one compass point written on each, so 4 cards for each of the following compass points: N, NE, E, SE, S, SW, W, NW (it might be helpful to have a diagram of the compass points to show the different directions). 4 counters (of a different colour) for each player. The grid and cards can be laminated for durability.

**What you are learning:** Compass directions.

### How to play:

The card squares are shuffled and placed face down on the table in a pack. Each player places their 4 counters on any 4 outer squares on the grid.

The players take turns to pick up a card from the pack. They can move any of their counters in the direction indicated. The object is to place all 4 of their counters on the castle squares.

They must move a counter, even if it means that they are moving away from the centre. The only time they don't move is if it would mean placing their counter outside of the grid.

The first player to have all 4 counters on the castle squares is the winner.



## **Training & resources**

### **Book Jenny Mosley for training and conferencing**

We deliver conference days and training for positive behaviour, training for self-esteem, training for teachers, training for MDSAs by holding open conferences and INSET in behaviour, INSET for primary schools, INSET for early years and lunchtimes training. Our open conference days are open to all.

Jenny's training and INSET days aim to cover key policies, inspire positive change, raise self-esteem, improve morale, help schools and settings function well and address non-curriculum areas.

Browse Training & Conferencing at [www.circle-time.co.uk](http://www.circle-time.co.uk) or call 01225 767157 or email [circletime@jennymosley.co.uk](mailto:circletime@jennymosley.co.uk)

### **Resources**

Resources can help your initiatives come to life. A poster on the wall can speak up for you when you are busy working in other areas. We have carefully designed resources especially for schools, all of which are displayed in our catalogue and on our website.

All resources can be ordered through Positive Press shop at [www.circle-time.co.uk](http://www.circle-time.co.uk) or call 01225 719204 for a full catalogue.

# Pocket Wet Playtime Games

Pocket Wet Playtime games is crammed full of great ideas to ensure nobody groans when it is Wet Play! In fact, let's hope, as the ideas from the book embed in your classrooms, there is a warm flow of delight at the chance to be inside with different types of activities.

Jenny Mosley is highly acclaimed for her pioneering work in dining halls and playgrounds. Her ideas are embedded in thousands of primary schools, many of whom attribute Ofsted success in these areas to her common sense and flair for knowing what children and adults need to be calm and happy.

**Jenny Mosley's Pocket books  
are perfect for playtimes.**



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