

<b>Learning Project WEEK 6 – Music</b>	
<b>Age Range: KS1</b>	
<b>Weekly Maths Tasks (Aim to do 1 per day)</b>	<b>Weekly Reading Tasks (Aim to do 1 per day)</b>
<ul style="list-style-type: none"> <li>● Access the mymaths website and complete homework tasks. You can also choose a specific area and watch a tutorial on this. <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></li> <li>● White Rose Maths online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally). <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></li> <li>● Mastery Mathematics Learning Packs Learning packs with different activities and lessons. Includes notes on how to do these activities with your children. <a href="https://www.mathematicsmastery.org/free-resources">https://www.mathematicsmastery.org/free-resources</a></li> <li>● Can your child complete the patterns on these sequencing games using 2D shapes? This will help your child to recognise 2D shapes and to problem solve. <a href="https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns">https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</a></li> <li>● Look at the tins/cartons of food in your cupboards. Discuss with your child which ones are cylinders, which are cubes and which are cuboids. Sort them into groups. Which 3D shape do they think makes the best packaging and why?</li> <li>● Practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.</li> <li>● Go on a shape hunt around the house or on your daily walk. Label things that match the shape names they have been practising. Describe 2D shapes to your child based on their properties. Ask your child to draw the shape or make the outline using pasta or rice.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch the story of a poor musician and a stray dog. Stop the film at certain points, e.g. 5:11 or 5:43. Discuss together what the characters might be thinking. Can your child draw thought bubbles showing this? <a href="https://safeyoutube.net/w/M5j6">https://safeyoutube.net/w/M5j6</a></li> <li>● Ask your child to read a favourite story or to read Rumpelstiltskin <a href="https://www.mileskelly.net/blogs/blog/18852703-read-rumpelstiltskin-story-by-the-brothers-grimm">https://www.mileskelly.net/blogs/blog/18852703-read-rumpelstiltskin-story-by-the-brothers-grimm</a> (there is a free download on this page). When reading, play some classical music. Talk to your child about how it made them feel. Mind map their feelings after this e.g. relaxed, calm.</li> <li>● Read along to the story Every Bunny Dance. Following this, ask your child to list all of the instruments and dances that appeared in the book. <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/</a></li> <li>● Practise a favourite rhyme or poem. Create actions and perform this to the family.</li> </ul>
<b>Weekly Phonics / Spellings Tasks (Aim to do 1 per day)</b>	<b>Weekly Writing Tasks (Aim to do 1 per day)</b>
<ul style="list-style-type: none"> <li>● Look at the following sounds: ai, ay, igh. Read the following words out and your child can match the correct sound to the word: nail, light, play,</li> </ul>	<ul style="list-style-type: none"> <li>● Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences.</li> </ul>

pray, night, paint, fight, spray, day, may, tray.  
Look for objects in the house with these sounds.

- Ask your child to add the 'ing' suffix to these root words: beat, clap, dance, sing, hum e.g. beat+ing = beating. Where does the rule change? Children could collect a range of words using the 'ing' suffix and sort them into 'rules' about how and why the words change.

- Play the ADD game to practise adding -ing: Write these words onto some cards:

Lick, splash, tape, get, hop, make, fetch, rush, fuss, hide, sit, run, tap, phone, bend, swim, skip, ride.

Remember the three rules of what we have to do to the verb when adding -ing: 1. Nothing 2. Double the final consonant 3. Drop the e

Your child will need a pen, paper and a larger piece of paper with three columns labelled as above – nothing, double the final consonant, drop the e. S/he takes one card from the pile, decides which column the word belongs in and tries the word on his/her paper. S/he puts the word in the column they think is correct. Which column fills up first?

- Look at the top 100 high frequency words and learn 5 new words to spell (year 1)

- Look at the next 200 high frequency words and learn 5 new words to spell (Year 2)

- Look at the spelling list for Year 2 (in their homework books), learn 5 new words to spell.

- Create a fact file about musical instruments. This could include where they originate from, what they're made from, famous people who have played them, famous examples of one, etc. Your child can include an illustration of the instrument and label the parts.

- Can your child rewrite the events from Every Bunny Dance (see reading tasks) as a newspaper report? For a simpler challenge, they could draw the events in a comic strip style using words such as 'first', then, and 'after that' or starting simple sentences with these words.

- Task your child with writing their own family song. When ready, they can perform it- perhaps to a family member on Facetime (with adult supervision).

### **Learning Project - to be done throughout the week – Music**

**The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.**

- **Famous Musicians**

Find out about famous singers and bands from Liverpool or Manchester. Listen to some of their music. Ask your child to list what they like/dislike about the music. What genre (style) of music is it? Does it remind them of any singers or bands that they know? Create a fact file about the musician/s.

### ● Making Music

Task your child with making a variety of shakers. Using empty bottles from the recycling, fill them with different dry foods/things from the garden. How can they make the shakers sound different? Ask your child to use the shakers during their family song performance (see above). They could also write a set of instructions for making your own musical shakers.

### ● The Four Seasons

Vivaldi wrote *The Four Seasons* during the early Classical period. Divide a piece of paper into 4 and ask your child to draw each season in each box as they listen to the music . Discuss how each movement sounds different e.g. Spring is energetic and has a fast tempo. Encourage them to write musical words around each picture about how the music sounds and is related to the season it represents.

<https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc>

You can find out more about Vivaldi here: <https://www.classicsforkids.com/>

### ● Be a Musical Explorer!

Visit <https://www.classicsforkids.com/> . Click on **Music**. Choose **Hear the Music** from the menu. Scroll right to the bottom of the list and choose Antonio Vivaldi's *Spring*. What is the name of the piece of music? Name an instrument you hear. How does the music make you feel? Draw a picture that shows how you are feeling. Click on **Home** Click on **Past Shows** Pick the Composer, Vivaldi, from the list. Read the Composer's bio or listen to the program **About the Composer**. Where did the composer live? Name one more thing you learned about the composer.

### ● What can I Hear?

Ask your child to visit different places in the home and garden. Get them to list all of the different sounds that they can hear e.g. the humming of the fridge. Which room is the noisiest? Encourage them to use words such as volume, tempo, pitch and beat. After this, ask your child to record the sounds and play them to the family. Can the family guess where the sound is coming from? Alternatively, your child can replicate the sound and the family could guess this way instead.