



Week 13: 15.06.2020: Learning Project - Music

Age Range: Year 1

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Listen to the programme Instruments Together. Design a poster for a concert – who will be performing? What instruments will be played?</p>	<p>Monday- List different musical words that begin with the letters M, U, S, I & C.</p>
<p>Tuesday- Read their favourite story or read Rumpelstiltskin here. When reading, play some classical music. https://www.youtube.com/watch?v=v0UcnIXGNM Talk about how it made them feel. Mind map their feelings after this e.g. relaxed, calm.</p>	<p>Tuesday- 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, pray, night, paint, fight, spray, day, may, tray. Look for objects in the house with these sounds.</p>
<p>Wednesday- Read along to the story Every Bunny Dance. Following this, list all of the instruments and dances that appeared in the book.</p>	<p>Wednesday- 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?</p>
<p>Thursday- Practise a favourite rhyme or poem. Learn the National Anthem for their country. Create actions and perform this to the family.</p>	<p>Thursday- Play this investigating ‘ai’ game.</p>
<p>Friday- Listen to 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. Draw thought bubbles showing this.</p>	<p>Friday- Write a list of musical words on paper/card. Play snap using these words. Rule: to be able to read the word to win!</p>
Weekly Writing Tasks	Weekly Maths Tasks- Shape
<p>Monday- Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences.</p>	<p>Monday- Complete the patterns on these sequencing games using 2D shapes. This will help your child to recognise 2D shapes and to problem solve.</p>
<p>Tuesday- Create fact files about musical instruments. This could include where they originate from, what they’re made from, etc. Your child can include an illustration of the instrument and label the parts.</p>	<p>Tuesday- 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?</p>
<p>Wednesday- Rewrite the events from Every Bunny Dance as a newspaper report. If this is too challenging, they could draw the events in a comic strip style using words such as ‘first’, ‘then’, ‘next’, ‘afterwards’, ‘before,’ and ‘after that’.</p>	<p>Wednesday- Practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.</p>
<p>Thursday- Write your own family song. When ready, they can perform it- perhaps to a family member on Facetime (with adult supervision).</p>	<p>Thursday- Go on a shape hunt around the house or on your daily walk. Label things that match the shape names they have been practising.</p>

Friday- Visit the Literacy Shed for this wonderful resource on [Once in a Lifetime](#) or your child can create an invitation for their family song performance.

Friday- Describe 2D shapes to your child based on their properties. Draw the shape or make the outline using pasta or rice.

Always check the Google classroom daily, for different activities and games.



Spell these words: **kettle, sketch, kit, skin, milk, skill, king, skip, full, house**

Learning Project - to be done throughout the week

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 London. Listen to some of their music. List what they like/dislike about the music. What genre 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 More Music!-** Use different parts of their body to make music e.g. clicking fingers, stamping feet (see below for an example). After this, design a new instrument. This could be an instrument that belongs to the woodwind or brass family. Draw and label their design and then make it using materials from the recycling. Does it work? Record 3 ways they could improve their design.
- **The Four Seasons-** Vivaldi wrote *The Four Seasons* during the early Classical period. Divide a piece of paper into 4 and get your child to draw each season in each box as they listen to the music [here](#). Discuss how each movement sounds different e.g. Spring is energetic and has a fast tempo.
- **What can I Hear?** 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, 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.

STEM Learning Opportunities #sciencefromhome

Making Instruments – Animal Sounds

- How many different animal sounds can you make with your voice?
- Make an instrument that sounds like a chicken. You will need: tin can/plastic cup, and some string.
- Make a small hole in the base of a tin can or plastic cup.
- Thread string through and tie a knot on the inside. Wet your fingers and run them down the string to produce a chicken noise.
- For more ideas take a look at the full resources [here](#).

Additional learning resources parents may wish to engage with

- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).

- [Numbots](#). Your child can access this programme with their school login.
- IXL- Click here for [Year 1](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#) Learning packs with different activities and lessons. Includes notes on how to do these activities with your children.
- [Y1 Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

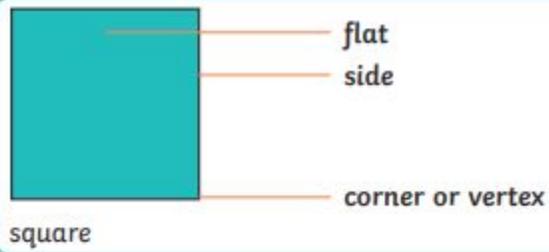
If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

#TheLearningProjects in collaboration with



www.robinhoodMAT.co.uk

Recognise and Describe 2D Shapes



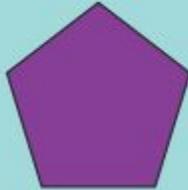
triangle



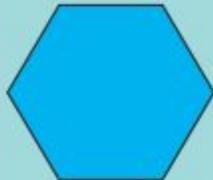
rectangle



circle



pentagon

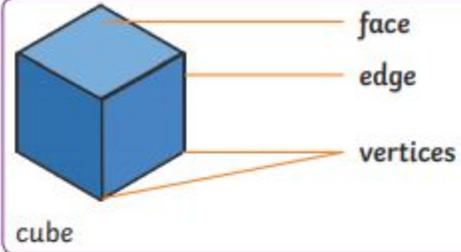


hexagon

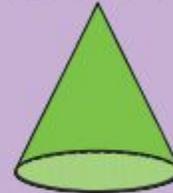


quadrilateral

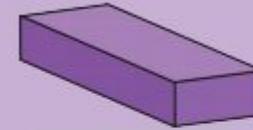
Recognise and Describe 3D Shapes



apex or vertex

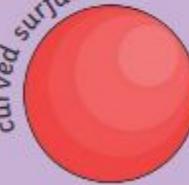


cone



cuboid

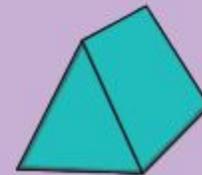
curved surface



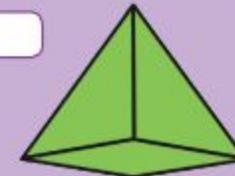
sphere



cylinder



triangular prism



square-based pyramid

Body Percussion Rainstorm

This great body percussion activity is perfect for children of all ages and it really does sound like a rainstorm. It works best with a group of five or more people. The sounds start off very quietly and build up to a noisy storm. Then, as the storm passes, the volume goes back down from loud to quiet.



1. Rub hands together.
2. Click fingers.
3. Pat thighs softly.
4. Pat thighs louder.
5. Clap softly.
6. Clap louder.



7. During loud clapping, make thunder sounds vocally (booms, rumbles, etc.).



8. Clap softly.
9. Pat thighs loudly.
10. Pat thighs softer.
11. Click fingers.
12. Rub hands together.



There are no specific timings - just go with the flow of the activity. Give time for all the children to hear the changes in sounds as the storm gets louder or quieter.

It also works best when the leader moves to the next action but doesn't announce it. This allows for a smooth and slow transition to the next storm sound and sounds much more natural.