



Learning Project – Music Online

Age Range: KS1

Please share learning on Google Classroom. We'd love to see how you are getting on. Ms Marshall, Mrs Perfect and Miss Livingstone ☺

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Listen to the programme Instruments Together. Your child can design a poster for a concert – who will be performing? What instruments will be played?</p>	<p>Monday- Can your child list different words that begin with the letters M, U, S, I & C? How many can they write? Can they identify any rhyming words? Extra challenge: can you think of musical words that start with these letters?</p>
<p>Tuesday- Ask your child to read a favourite story or to read Rumpelstiltskin here. When reading, play some classical music (perhaps Music for Reading on Youtube or some music by Debussy, Ravel or Satie). Talk to your child 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, ask your child to list all of the instruments and dances that appeared in the book. What musical words did they find?</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. Does the rule change? When do you have to double the consonant? When do you drop the 'e'?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Rule 1: For words that end in a silent (not pronounced) -e, drop the -e and add -ing. Example: smile → smiling</p> <p>Rule 2: For one-syllable words that end in consonant-vowel-consonant (except x and w), double the last letter and add -ing. Examples: sit → sitting run → running</p> <p>Rule 3: For most other words (including words that end in -y), add -ing with no changes. Examples: rain → raining send → sending</p> </div>
<p>Thursday- Practise a favourite rhyme or poem. Your child could learn the National Anthem for their country. Create actions and perform this to the family. There are some great examples of poetry being performed here.</p>	<p>Thursday- Play this plural game or this investigating 'ai' game. Practise these spellings.</p>

Y1	Y2
I'm	November
I'll	December
we'll	after
she'll	past
you'll	hour
they'll	half
we're	minute
you're	quarter
he's	month
they're	second

Friday- Listen to the story of [a poor musician and a stray dog](#). Stop the film at certain points, e.g. 1:40, 5:11 or 5:43. Discuss together what the different characters might be thinking. Can your child draw thought bubbles showing this?

Friday- Write a list of musical words on paper/card such as – clap, play, sing, tune, note, beat. Play snap using these words. Rule: to be able to read the word to win!

Weekly Writing Tasks

Weekly Maths Tasks- Shape

Choose a task or tasks from each day. These are to be used flexibly

Monday- Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs (clap, pluck, blow, hit, push). Use some of these in sentences.

Monday- Create your own 2D shape picture by cutting out pictures from a magazine or create your own picture focussing on these shapes square, circle, rectangle, pentagon (5 sides) hexagon (6 sides) and octagon (8 sides). You can make something recognisable (like a dinosaur) or an abstract picture. You may want to look on this [website](#) to give you some ideas.

Game – sit back to back with a partner – one of you describes a shape and the other person has to draw it. Try and include words such as sides and corners to help you.

As an extra challenge – draw your own shape picture and describe it for your partner to draw themselves using positional language such as above below, beside, next to (i.e. In between two squares, there is a small circle. Above the circle is an octagon etc.) You could share your shape pictures with your class teacher on Google Classroom.

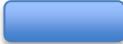


[White Rose Maths](#) online daily maths lesson

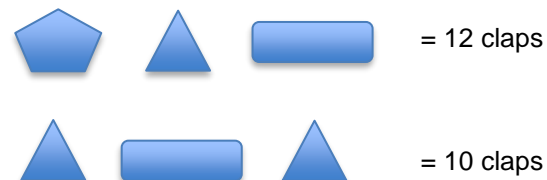
[Bitesize Maths](#) online daily maths lesson

[CODE Maths Hub Daily Fluency Activities](#) - Day 1 Week 8

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.

Tuesday- Go on a shape hunt around the house or on your daily walk. Then create your own shape poster showing shapes in the home using the shapes below:

	<p>square, circle, rectangle, pentagon (5 sides) hexagon (6 sides) and octagon (8 sides).</p> <p>You may also want to play this pattern sequencing game using 2D shapes to reinforce these skills.</p> <p>White Rose Maths online daily maths lesson Bitesize Maths online daily maths lesson CODE Maths Hub Daily Fluency Activities - Day 2 Week 8</p>
<p>Wednesday- Can your child 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, and 'after that'.</p>	<p>Wednesday- Go on a 3D shape hunt around the house or on your daily walk. See if you can find examples of a cube, cuboid, cylinder, cone, sphere, square based pyramid. You could share your collection of shapes around the house with your class teacher on Google Classroom. From this explore the different ways in which you can sort them by some of these categories - if it rolls/does not roll, if it can be stacked, the shape of its faces i.e. a square face, if it has more than 4 edges, if it has vertices, if it has any curves.</p> <p>Building with Solid Shapes by NRICH also has good discussion linked to this concept.</p> <p>White Rose Maths online daily maths lesson Bitesize Maths online daily maths lesson CODE Maths Hub Daily Fluency Activities - Day 3 Week 8</p>
<p>Thursday- 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). Or they could share it with their teacher using Google Classroom.</p>	<p>Thursday- Using 3D shapes, play Shadow Play from NRICH. You will need a torch for this activity.</p> <p>White Rose Maths online daily maths lesson Bitesize Maths online daily maths lesson CODE Maths Hub Daily Fluency Activities - Day 4 Week 8</p>
<p>Friday- Visit the Literacy Shed for this wonderful resource - Once in a Lifetime. Collect verbs – flying, soaring, gliding and adverbs – silently, gently, serenely to do with floating and sailing gracefully. Or the children could write an ending to the story, where do these turtles take him? Your child could try some of the activities in the link.</p>	<p>Friday- Create your own Musical Shape Pattern like the one below where each shape indicates how many times you have to clap as seen below. You could also include a hexagon and an octagon too.</p> <div style="text-align: center;">  = 4 claps as it has 4 sides  = 3 claps  = 5 claps </div>



As an extra challenge, choose different speeds for each shape (i.e. triangle - three fast claps, square – four slow claps).

[White Rose Maths](#) online daily maths lesson

[Bitesize Maths](#) online daily maths lesson

[CODE Maths Hub Daily Fluency Activities](#) - Day 5 Week 8

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, composers and bands from the UK – perhaps even from the South West and Cornwall (Fisherman's Friends, Alex Parks, Michael Tippett, Malcolm Arnold, Mick Fleetwood from Fleetwood Mac). Listen to some of their music. Ask your child to 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.
- **Local Music** – visit [this website](#) and explore the Cornwall Music Education Hub. There is a selection of links to some useful resources and activities to help with your musical learning at home.
- **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 musical shakers.
- **Making More Music!-** Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet, whistling, tapping cheeks, ululation? After this, ask your child to design a new instrument. This could be an instrument that belongs to the string, woodwind or brass family. They can draw and label their design and then make it using materials from the recycling. Does it work? Ask your child to record 3 ways they could improve their design. Share at [#TheLearningProjects](#) and/or share them with your teachers Google Classroom.
- **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 [here](#). Discuss how each movement sounds different e.g. spring is energetic and has a fast tempo.
- **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, cars passing, the wind, water dripping. Which room is the noisiest? Encourage them to use words such as **volume**, **tempo** (speed) and **pitch**

(high/low). 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.

Mindfulness

- Help your child find a quiet space where they can lie down comfortably.
- Today we will use music as a tool to help us relax.
- Explain to your child that you will play some music for them to listen to as they lie still and focus on taking big, slow breaths.
- You could help them to relax further by guiding them first to relax their toes, then the rest of their legs, working your way up to the tummy and chest, followed by arms, hands and fingers. Finally relax every part of the face. Now the entire body is completely relaxed.
- Your child can stay here, just listening and relaxing, for as long as they feel comfortable.

[Click this link for a music suggestion.](#)

STEM Learning Opportunities #sciencefromhome

Making Instruments – Animal Sounds

- How many different animal sounds can you make with your voice?
- Try making 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 with and 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.
- [Numbots](#). Your child can access this programme with their school login.
- IXL- Click here for [Year 1](#) or here for [Year 2](#) . There are interactive games to play and guides for parents.
- [Y1 Talk for Writing Home-school Booklets](#) and [Y2](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

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