



## Learning Project – Music

**Remember, take photos or use Google Docs to share your wonderful work with your teacher on Google Classroom!**

Age Range: Y5/6

**What are musicians' favourite crisps? Quavers!**

### **Idea for the week:**

During daily reading throughout the week, play different genres of music (classical, rock, jazz, pop...)

Which music do you prefer listening to when reading? OR do you prefer silence?

Try drawing/colouring in to music – do you prefer it?

### **YEAR 6 transition project!**

[The Be Awesome Go Big Transition Project | Hachette UK](#)

Be Awesome Go Big is a package to help Year 6 students transition into Year 7. It can be used by students and parents at home or in school with teachers in class. It is designed to be motivational, helpful and reassuring and to help young people feel valued, loved, encouraged and equipped for the journey ahead.

[www.hachetteschools.co.uk](http://www.hachetteschools.co.uk)

### **Daily Links:**

<https://www.lbq.org/home> CLICK – and select a lesson and objective for your child.

***Grammar, Spellings, Vocabulary, Reading, Maths, Science***

**BBC Bitesize Daily Lessons**

Weekly Reading Tasks	Weekly Spelling Tasks																						
<p><b>Monday-</b> Ask family members to share some of their favourite bands/musical artists/songs with you – do you like them? How do the songs make you feel? What can you imagine?</p>	<p><b>Monday-</b> Create a colourful poster – Following on from the reading task, use lyrics/words from a family members chosen song. Use colours, shapes and images which you feel relate to the song. (You can use your favourite song if you prefer!) Optional – use a dictionary to explore new vocabulary from the lyrics.</p>																						
<p><b>Tuesday-</b> Your child can listen or read along to the poem Cat Rap <a href="#">here</a>. Write your own version using a different noisy animal. Extra: record yourself reading an extract of Cat Rap or reading your own poem.</p>	<p><b>Tuesday-</b> Practise the Year group spellings (Look, say, cover, write, check)</p> <table><tr><th>Year 5</th><th>Year 6</th></tr><tr><td>boastful</td><td>deafening</td></tr><tr><td>faithful</td><td>piercing</td></tr><tr><td>doubtful</td><td>blaring</td></tr><tr><td>fearful</td><td>ear-piercing</td></tr><tr><td>thankful</td><td>raucous</td></tr><tr><td>beautiful</td><td>silent</td></tr><tr><td>pitiful</td><td>tranquil</td></tr><tr><td>plentiful</td><td>inaudible</td></tr><tr><td>fanciful</td><td>unobtrusive</td></tr><tr><td>merciful</td><td>peaceful</td></tr></table>	Year 5	Year 6	boastful	deafening	faithful	piercing	doubtful	blaring	fearful	ear-piercing	thankful	raucous	beautiful	silent	pitiful	tranquil	plentiful	inaudible	fanciful	unobtrusive	merciful	peaceful
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<p><b>Wednesday-</b> Click <a href="#">here</a> for a reading activity about <b>Music</b>. Day 1 – Read the text. If you do not know what some of the words mean, search for them in a dictionary.</p>	<p><b>Wednesday-</b> Practise spellings on <a href="#">Spelling Frame</a> or practise spelling words with silent letters on <a href="#">this game</a>.</p>																						
<p><b>Thursday-</b> Click <a href="#">here</a> for a reading activity about <b>Music</b>. Day 2 – answer the questions</p>	<p><b>Thursday-</b> Using the letters from the grid, how many words (3 letters or more) can you make?</p> <p>CHALLENGE: Can you find the 9 letter word related to music? (send your list of words to your teacher on Google Classrooms on Week 13's Assignment!</p> <table><tr><td>t</td><td>h</td><td>c</td></tr><tr><td>r</td><td>r</td><td>e</td></tr><tr><td>a</td><td>o</td><td>s</td></tr></table>	t	h	c	r	r	e	a	o	s													
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<p><b>Friday-</b> Complete the questionnaire. <a href="https://forms.gle/PTPMaYgr2HyN15su6">https://forms.gle/PTPMaYgr2HyN15su6</a> If the form does not work – let us know on Google Classroom</p>	<p><b>Friday-</b> Ask someone to test you on Year 5 / Year 6 spellings. If you have any that are incorrect, look at the tricky part and think of a way to remember it e.g. <u>d</u>oubtful ---- <u>o</u>, <u>u</u> <u>d</u>oubt me?</p>																						

Weekly Writing / Grammar Tasks	Weekly Maths Tasks- Shape and Angles Choose a task or tasks from each day. These are to be used flexibly
<p><b>Monday-</b></p> <p>Read the lyrics to Labi Siffre's 'Something inside so strong' (at the end of this document) If you can, listen to the song... <a href="https://safeYouTube.net/w/tssM">https://safeYouTube.net/w/tssM</a></p> <p>Labi wrote this song about racism and injustice in the world. Write your own verse or poem about something you feel passionate about – You may want to use things happening currently around the world to inspire you.</p>	<p><b>Monday-</b></p> <p>Get your child to practise measuring and reading angles with a protractor with this <a href="#">online game</a>. This <a href="#">game</a> is also good to play and you can choose to measure using a protractor or not.</p> <p><b>Bitesize Maths online daily maths lesson</b> <a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 1 Week 8</p>
<p><b>Tuesday-</b></p> <p>Listen to part of / all of '<a href="#">Toccata and Fugue in D Minor</a>'.</p> <p>Day 1 – Create a word map ---- colours, settings, the landscape (trees, waves, grass, flowers, rocks...), the weather, temperature, people / animals there, Verbs (actions)</p> <p>hat the setting might be and describe the atmosphere. Ask them to create two characters and think about what could be happening. Get them to write a short piece of dialogue between the characters that would go with this music</p>	<p><b>Tuesday-</b></p> <p>Work with your child to find the missing angle in the <a href="#">triangles</a>.</p> <p><b>Bitesize Maths online daily maths lesson</b> <a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 2 Week 8</p>
<p><b>Wednesday-</b></p> <p>Listen to part of / all of '<a href="#">Toccata and Fugue in D Minor</a>'.</p> <p>Day 2 – Using words from yesterday, create descriptive sentences that describe the setting with a character/animal doing something...</p> <p><b>Some ideas to help...</b></p> <p>1 beginning with an adverb – Violently, Slowly, 1 beginning with sounds – The howling.... Soft sounds of raindrops... , Hundreds of sycamore trees groaned as the wind.... 1 beginning with movement (verb) Falling Stretching Floating 1 beginning with a fronted adverbial for 'Where?' Above the thunderous grey clouds, Beside the sleepy house,</p>	<p><b>Wednesday-</b></p> <p>Play this <a href="#">game</a> to calculate finding angles around a point</p> <p><b>Bitesize Maths online daily maths lesson</b> <a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 3 Week 8</p>

### Thursday-

Listen to part of / all of '[Toccata and Fugue in D Minor](#)'.

Day 3 – Write a description to explain what is happening using paragraphs.

Ideas to help – PLAN

- 1) Starts with the sky changing from blue to dark grey/black clouds.
- 2) The temperature changes
- 3) The character is worried/happy/angry/scared...
- 4) Things happen – trees move in the wind, doors slam, walls bend and crack
- 5) What does the character do? (Run, freeze to the spot with fear, laugh)
- 6) What happens next?
- 7) Character's reactions
- 8) End – do things go back to being calm? Does it end with a lightning bolt?

### Thursday-

Practise finding the missing angles on a straight line by playing this [game](#).  
Stuck? – click on the red part of the missing angle to give you your answer.

**[Bitesize Maths](#) online daily maths lesson**

[CODE Maths Hub Daily Fluency Activities](#) - Day 4 Week 8

### Friday-

- 1) Edit and finish your description – hand it in on Google Classroom
- 2) After completing the online questions from the Reading task, create your own on Google Forms (Have a go!)

When you have finished, CLICK 'SEND' in the top right of the screen.  
Then CLICK on the LINK icon - shorten URL and then copy and paste the web address onto a document to hand in so the teacher can answer it.  
Don't go back and edit the form or else the web address may change!

X Send form

☐ Automatically collect respondent's Aspire Academy Trust email address

Send via



Link

Link

<https://forms.gle/zGs1V4L4mAa4igcEA>



Shorten URL

**Friday (theme)-** Ask your child to create a rhythm by clapping/clicking, e.g. **clap, clap, clap, click, clap, clap, clap, click etc.** Ask your child to predict what action they would do on the 15th beat. Can they work it out without having to do the rhythm? What about the 20th, 50th, 99th beat? Do they notice any patterns?

You may want to create a rhythm grid clip like the one below to help you and continue the pattern.

Clap 1	Clap 2	Clap 3	Click 4
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**[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.

- **Carnival Time-** The Rio carnival is a spectacle of samba, costumes and dance and takes place every year. [Here are](#) some of the pictures from this year's parade. Challenge your child to research the samba inspired costumes and headdresses worn during the parades. Ask them to design, label and make their own mask or headdress taking inspiration from the research completed.
- **Expression- Kandinsky** felt that he could express emotions and music through colours and shapes within his painting. Ask your child to create a piece of artwork inspired by their favourite piece of music. Encourage them to listen to the music several times and feel free to draw or paint the emotion they feel at the time.
- **I'm with the Band!** Ask your child to create their own musical instrument. This could be a cereal box guitar, drums or shakers. They may even want to make a range of instruments to create a family band. Ask your child to decorate their instruments to make them appealing. After this, your child can research which famous musicians perform with their chosen instrument and watch videos of their performance to inspire their own!
- **Mindfulness** - Find a quiet space where you can sit or lay down comfortably without interruptions. This is your special mindfulness time which helps to keep your brain and body healthy. You are safe to close your eyes and relax. Focus on relaxing your body as you listen to the music. Start by relaxing your toes, then your legs, next your stomach and chest, followed by your arms and hands. Finish by making sure your face is completely relaxed. Now just focus on feeling your breath enter and leave your body as you listen to the music. Stay here, just listening and relaxing for as long as you like. [Click this link for a music suggestion.](#)

## STEM Learning Opportunities #sciencefromhome

### Making Instruments

- A kazoo is a simple wind instrument that allows the player to create sound by humming.  
You will need a cardboard tube, square of grease proof paper and an elastic band. Cover the end of the tube in paper and secure it in place using the elastic band. Hum a tune into the open end of the kazoo. What happens to the kazoo? What happens to the sound of your voice?  
Learn more about sound by researching how ears work and different ears are adapted to different environments. Find out why elephants have such big ears. For more ideas take a look at the full resources [here](#).

## Additional learning resources parents may wish to engage with

- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 5](#) or here for [Year 6](#). There are interactive games to play and guides for parents.
- <https://www.topmarks.co.uk/maths-games/daily10> - arithmetic challenges
- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Y5 Talk for Writing Home-school Booklets](#) and [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills..

# Cat-rap

Lying on the sofa  
all curled and meek  
but in my furry-fuzzy head  
there's a rapping beat.  
Gonna rap while I'm napping  
and looking sweet  
gonna rap while I'm padding  
on the balls of my feet

Gonna rap on my head  
gonna rap on my tail  
gonna rap on my  
you know where.  
So wave your paws in the air  
like you just don't care  
with nine lives to spare  
gimme five right here.

Well, they say that we cats  
are killed by curiosity,  
but does the moggie mind?  
No, I've got suavity.  
When I get to heaven  
gonna rap with Macavity,  
gonna find his hidden paw  
and clear up that mystery.

Nap it up  
scratch it up  
the knack is free  
fur it up  
purr it up  
yes that's me.

The meanest cat-rapper you'll ever see.



If you could learn any instrument, what would you choose? \*

## **"(Something Inside) So Strong"**

**by Labi Siffre**

The higher you build your barriers  
The taller I become  
The farther you take my rights away  
The faster I will run  
You can deny me  
You can decide to turn your face away  
No matter, cos there's....

Something inside so strong  
I know that I can make it  
Tho' you're doing me wrong, so wrong  
You thought that my pride was gone  
Oh no, something inside so strong  
Oh oh oh oh oh something inside so strong

The more you refuse to hear my voice  
The louder I will sing  
You hide behind walls of Jericho  
Your lies will come tumbling  
Deny my place in time  
You squander wealth that's mine  
My light will shine so brightly  
It will blind you  
Cos there's.....

Something inside so strong  
I know that I can make it  
Tho' you're doing me wrong, so wrong  
You thought that my pride was gone  
Oh no, something inside so strong  
Oh oh oh oh oh something inside so strong

Brothers and sisters  
When they insist we're just not good enough  
When we know better  
Just look 'em in the eyes and say  
I'm gonna do it anyway [x4]

Something inside so strong  
And I know that I can make it  
Tho' you're doing me wrong, so wrong  
You thought that my pride was gone  
Oh no, something inside so strong  
Oh oh oh oh oh something inside so strong

Brothers and sisters  
When they insist we're just not enough  
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Just look 'em in the eyes and say  
I'm gonna do it anyway [x4]

Because there's something inside so strong  
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Its eye....