



Learning Project - Music

Age Range: KS1

We also set work in Seesaw for each class, and your teacher will be checking in to see any work that you would like to share on this.

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- Y1- Revise alternative spellings for the 'igh' phoneme. The word 'tight' contains the 'igh' phoneme. Ask your child to list as many words as they can containing the 'igh' phoneme. Your child might identify words that contain an alternative spelling for 'igh' such as y/i-e. Sort the words into lists according to spelling patterns.</p> <p>Y2- Revisiting apostrophes:</p> <p>Show what happens when words are contracted by writing each letter of 'I have' on small separate pieces of paper. Ask children to experiment with putting these words in sentences and try saying the sentences slowly and quickly. Imagine saying these sentences very formally (shaking hands / bowing etc can help get in role) and also try saying them informally as if speaking to a friend. Discuss the fact that when we speak quickly and informally we don't tend to say both full words. Instead we contract them. Explain that, in writing, we use apostrophes to show that we have contracted a word. Ask children to identify general rules for using apostrophes for contraction. E.g. The apostrophe goes where the missing letters were.</p> <p>Children play a matching game - Apostrophe matching – printable resources or visit https://www.spellingplay.co.uk/y2_member/apostrophe_matching.html</p>
<p>Tuesday- Ask your child to read a favourite story or to read Rumpelstiltskin here. 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.</p>	<p>Tuesday- Y1- Continue to revise alternative spellings for the 'igh' phoneme. Play Phoneme spotter or Wordsort (Phonics play – Phase 5c Resources, Investigating Alternative Spellings) or practise spelling words: tight, right, fright, delight, kite, hide, shine, mice, dry, cry, fry.</p> <p>Y2- Recap yesterday. Show children https://www.spellingplay.co.uk/y2_member/apostrophes_with_appetite.html Then play Quickwrite. Read words out. Children write the word on a piece of paper. Show the correct spelling and read out the letters. Ask children to tick/cross each letter that they got right/wrong and correct any mistakes. Words: wouldn't, shouldn't, couldn't, weren't, hadn't, hasn't, shan't we'll, you'll, they'll we're,</p>

	<p>you're, they're I've, we've, you've, they've I'd, you'd, he'd, she'd, we'd, who'd, they'd</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- Y1- Revise alternative spellings for the 'oa' phoneme. The word 'boat' contains the 'oa' phoneme. Ask your child to list as many words as they can containing the 'oa' phoneme. Your child might identify words that contain an alternative spelling for 'oa' such as o-e/ow. Sort the words into lists according to spelling patterns.</p> <p>Y2- Possessive apostrophe – Explain that although possessive apostrophes look the same as apostrophes of contraction, they do a totally different job. You can work out what the word means and what job the apostrophe is doing by listening to all the words in the sentence. Watch https://www.spellingplay.co.uk/y2_member/possessive_apostrophe.html Ask child to walk around the room/house saying things such as 'this is Mum's coat', 'this is Dad's book'. Model writing it in a sentence.</p>
<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- Y1- Continue to revise alternative spellings for the 'oa' phoneme. Play Phoneme spotter or Wordsort (Phonics play – Phase 5c Resources, Investigating Alternative Spellings) or practise spelling words: boat, throat, groan, home, alone, those, slow, grow, window.</p> <p>Y2- https://www.spellingplay.co.uk/y2_member/pdf/apostrophes_1/a1_hat_shop.pdf Match up pictures of apostrophe monsters and hats that they could choose to buy from a hat shop. Write sentences about the matches using the possessive apostrophe. E.g. Posie's red hat is very flowery</p>
<p>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?</p>	<p>Friday- Y1- Practise spelling the tricky words: some, come, were, who. Which parts of the words are tricky? Why?</p> <p>Y2- Pretend to be palaeontologists on a quest to find evidence of a previously undiscovered dinosaur. Explain that a huge new footprint has just been discovered. Dictate an informal email to be sent to a friend and ask children to write it down. For example: "You've got to come now. We've found a huge footprint. It's got three claws but they aren't very long. The toes haven't been damaged but we think we've spotted a scar across the pad. We'd guess it's been injured in the past but we're sure you'll be able to tell us a lot more when you've seen it yourself."</p> <p>Y1 & Y2 - Spelling Shed – Practise your spellings here.</p>

Weekly Writing Tasks	Weekly Maths Tasks- Shape Choose a task or tasks from each day. These are to be used flexibly We are following White Rose Maths in school.
<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- 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 may want to look on this website to give you some ideas. Game – sit back to back with a partner – one of you describes the shape and you draw it. Try and include words such as sides and corners to help you.</p> <p>As an extra challenge – draw your own shape picture and describe it for your partner to complete using positional language such as above below, beside next to etc. You may want to share your shape pictures with your class teacher using Seesaw. White Rose Maths online daily maths lesson Bitesize Maths online daily maths lesson CODE Maths Hub Daily Fluency Activities - Day 1 Week 8</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- 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 square, circle, rectangle, pentagon (5 sides) hexagon (6 sides) and octagon (8 sides). You may also want to play this Pattern sequencing games using 2D shapes to reinforce these skills. 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 may want to share your collection of shapes with your class teacher using Seesaw. 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. Building with Solid Shapes by NRICH also has good discussion linked to this concept. White Rose Maths online daily maths lesson Bitesize Maths online daily maths lesson CODE Maths Hub Daily Fluency Activities - Day 3 Week 8</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 Seesaw.

Thursday- Using 3D shapes play [Shadow Play from NRICH](#). The attached sheet will give you details on how to play it. You will need a torch for this activity.

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


[Bitesize Maths](#) online daily maths lesson


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

Friday- Visit the Literacy Shed for this wonderful resource on [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? Or try some of the activities in the link.

Friday- Create your own Musical Shape Pattern like the one below where each shape indicates how many times the rhythm has to be played as seen below. You could also include a hexagon – 6 sides and an octagon 8 sides too.

 = 4 times as it has 4 sides

 = 3 times

 = 5 times

   = 12 claps

   = 10 claps

As an extra challenge create your repeating pattern – see if you can perform and continue it.

[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 and bands from UK – perhaps even from the South West and Cornwall. 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 at home musical learning! You can even join a [free virtual music festival on 23rd June!](#)

- **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.
- **Making More Music!-** Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet. After this, ask your child to design a new instrument. This could be an instrument that belongs to the 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](#). Or share them with your teachers using Seesaw.
- **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. 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.

Mindfulness

Help your child find a quiet space where they can lay 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 lay 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, now relax the tummy and the chest, followed by arms and hands.

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

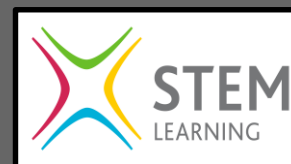
Making Instruments – Animal Sounds

- 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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