



W/C 8.06.2020: Learning Project - Music

Age Range: Y3/4

Weekly Reading Tasks

Weekly SPaG Tasks

All previous SPaG learning can be found on the [Class 2 Archived Learning page](#) of the website.

Monday- Read through [this information](#) about different types and styles of music. Once you've read everything, choose a few different styles you are interested in and listen to some music that style. You might have some CDs in the house or you can try and find something on [YouTube](#).

Monday-
Year 3: Nouns, Step 1, 'Types of Nouns', powerpoint slides 5 and 6 (Introduction) then slides 7-14 before completing the Varied Fluency worksheets.

Year 4: Suffixes, Step 1, 'Word Families', powerpoint slides 4 and 5 (Introduction) then slides 6-13 before completing the Varied Fluency worksheets.

Please complete the first worksheet with red stars and the second sheet with blue stars, you can choose whether you want the extra challenge of also completing the third sheet with yellow stars. The answers are at the end of the worksheets so you can mark your work when you've finished.

Tuesday- Find the lyrics to your favourite song online and highlight some creative words used, finding out the meaning of new words. Don't have a favourite song? [Look here](#) for some inspiration!

Tuesday-
Year 3: Nouns, Step 1, 'Types of Nouns', powerpoint slides 15-22 before completing the Application and Reasoning worksheets.

Year 4: Suffixes, Step 1, 'Word Families', powerpoint slides 14-21 before completing the Application and Reasoning worksheets.

Please complete the first worksheet with red stars and the second sheet with blue stars, you can choose whether you want the extra challenge of also completing the third sheet with yellow stars. The answers are at the end of the worksheets so you can mark your work when you've finished.

Wednesday- Monday this week (8th June) was World Ocean Day so the comprehension activity this week is titled 'Plastic Pollution'. You can read more about World Ocean Day and other special days throughout this month [here](#).

Wednesday- Practise spelling these words: **measure, treasure, pleasure, enclosure**. What is the spelling rule for these words? Can you think of any other words that follow this same rule? Write a list of as many as you can then write a definition for each one.

Thursday- Listen to BBC School Radio music episodes [here](#). These episodes are based on Treasure Island and you'll learn new songs.

Thursday- Choose 12 [Common Exception](#) words and create a wordsearch with them. Ask someone at home to try and find the hidden words.

<p>Friday- Finish off anything that isn't complete and then have fun! I hope lots of you can join me today to say hello and share a piece of work or something you are proud of from this week (Year 3 catch up at 10:15 and Year 4 catch up at 11:00, each will last 20-30 minutes)</p>	<p>Friday- Finish off anything that isn't complete and then have fun! I hope lots of you can join me today to say hello and share a piece of work or something you are proud of from this week (Year 3 catch up at 10:15 and Year 4 catch up at 11:00, each will last 20-30 minutes)</p>
<p>Weekly Writing Tasks</p>	<p>Weekly Maths Tasks</p> <p>These tasks follow the White Rose Maths scheme and the links will take you to a video lesson to watch before you complete the worksheets but you can swap between this, Prodigy and BBC Bitesize lessons on the red button.</p>
<p>Monday- Visit the Literacy Shed for this wonderful resource on Once in a Lifetime</p>	<p>Monday- Year 3: Equivalent Fractions 1 https://vimeo.com/425556607 Year 4: Tenths as Decimals https://vimeo.com/425565433</p>
<p>Tuesday- Listen to the piece of music called Peter and the Wolf, written by Prokofiev. Whilst listening, list any words that come to mind eg elation, cheerfulness. What ideas do you have about the story being told through the music? What is happening? Record your ideas either with a simple mind map or list of bullet points.</p>	<p>Tuesday- Year 3: Equivalent Fractions 2 https://vimeo.com/425556750 Year 4: Divide 2 digits by 10 https://vimeo.com/425565628</p>
<p>Wednesday- Listen to Peter and the Wolf again and this time read the story as you are listening (you can read the story by clicking the link or by downloading it from the Class 2 Distance Learning page of the school website). Can you understand how the music fits the story? Look at this summary of the story that simplifies the events into a beginning, middle and ending and create a storyboard with pictures and captions to show and explain what is happening at each stage. There is a storyboard frame for you to use on the Class 2 Distance Learning page of the school website or you can use our own and there is a copy of the story summary with the storyboard frame in case you want to print it out.</p>	<p>Wednesday- Year 3: Equivalent Fractions 3 https://vimeo.com/425556923 Year 4: Hundredths as Decimals https://vimeo.com/425565862</p>
<p>Thursday- Invent a new instrument! Design an advert for when the instrument goes on sale. Your advert should be bright, colourful and eye-catching and should have a picture of your instrument but also need to contain information such as how much it will cost and how it is played.</p>	<p>Thursday – Year 3: Compare Fractions https://vimeo.com/425557120 Year 4: Divide 1 or 2 digits by 100 https://vimeo.com/425565990</p>

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.

- **Lean On Me** - Listen to [Lean On Me](#), a Soul/Gospel song by Bill Withers. Do you like it? What instruments can you hear? Can you clap a rhythm? Learn to sing the [lyrics](#) and have a go at performing the song. Perhaps you would like to research this famous artist in more detail and listen to more of his songs, creating an artist profile complete with portrait sketch. Perhaps you could perform the song to a family member via Facetime or Zoom etc (with adult supervision)? Or look through this list of the [best-selling songs of all time in the UK](#) to find some other options as the inspiration for this activity.
- **Musical Makes** - Try creating your own music instrument. You could make your own pan flute using straws, a cereal box guitar or some tin can drums. Or let your imagination go wild, create something completely new and different then use your design as the basis for Thursday's writing task. Plan your design first, source materials from around the house, write the steps to make the product and then evaluate it afterwards.
- **Feel the Beat** - Have a go at moving your body to different genres of music. As the music changes between Rock, Jazz, Hip Hop, Heavy Metal and Classical styles, how does the way you move your body change? How do the music and movements makes you feel? See if someone at home will join you so you can dance together to the beat of the music! **Recommendation at least 2 hours of exercise a week.**
- **Listen Together** – Ask your family members what their favourite song is. Play the song aloud and listen together. Can they explain why they like it so much? Perhaps it reminds them of a happy memory or has a special meaning for them. Spend some time as a family discussing what genre of music the songs belong to and how each piece of music makes you all feel.
- **Musical Movie Time** – Ask an adult at home to help you choose an age-appropriate musical or musical film (such as a Disney film) to watch. You may have access to some at home or Andrew Lloyd Webber is now posting filmed versions of his shows on his Youtube channel [The Shows Must Go On!](#) each week (a new musical is available every Friday and is available for 24 hours). Discuss the story behind the musical and try stepping into the shoes of different characters and imagine how they are feeling. Which is your favourite song from the film/show and why? Create a billboard poster advertising the show and perhaps design a ticket.
- **Just Like Being In School** – you'll recognise all these things from your weekly music lessons with Mr Thomas. If you have a ukulele at home you could practise some of the things you have learned in his lessons or if not you could try being creative with [drumbit](#) or singing some of these songs that you have learned with him in school: [Lava](#), [The Cat Came Back](#)

STEM Learning Opportunities

Making Instruments

- You will need a jar/bottle, some water and a pencil. Try tapping the side of an empty container with a pencil. What type of sound does it make? Partially fill the container with water, tap the container again. Has the sound changed? Try filling the container with different amounts of water. Can you play a tune? Look [here](#).
- Now try making a straw oboe. All you need is a drinking straw and some scissors. Cut the end of the straw into an arrow shape and blow gently. Once you get a duck type sound try altering the length of the straw. What do you notice?
- For more ideas take a look at the full resources [here](#).

Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- IXL online. Click here for [Year 3](#) or here for [Year 4](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y3 Talk for Writing Home-school Booklets](#) and [Y4](#) 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.

#CalderLearningProjects