

W/C 8.06.2020: Learning Project - Music

Age Range: Year 2

Weekly Reading Tasks	Weekly Phonics Tasks
<p><b>Monday-</b> Listen to the programme <a href="#">Instruments Together</a>. Your child can design a poster for a concert – who will be performing? What instruments will be played?</p>	<p><b>Monday-</b> Can your child list different musical words or instruments that begin with the letters <b>M, U, S, I &amp; C</b>? How many can they write? Can they identify rhyming words?</p>
<p><b>Tuesday-</b> Ask your child to read a favourite story or to read Rumpelstiltskin <a href="#">here</a>. 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><b>Tuesday-</b> 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.</p> <p>Look for objects in the house with these sounds and practice writing the words.</p>
<p><b>Wednesday-</b> Read along to the story <a href="#">Every Bunny Dance</a>. Following this, ask your child to list all of the instruments and dances that appeared in the book.</p>	<p><b>Wednesday-</b> Play this <a href="#">plural game</a> or this <a href="#">investigating 'ai' game</a> Draw and label pictures of the things listed below then draw more than one to label the plural. <a href="#">Mouse, fox, church, leaf, dog, sheep</a></p>
<p><b>Thursday-</b> Read this <a href="#">information about the instrument families</a>. Which instruments are they familiar/ unfamiliar with?</p>	<p><b>Thursday-</b> Ask your child to add the 'ing' suffix to these root words: beat, clap, dance, sing, hum e.g. <b>beat+ing = beating</b>. Where does the rule change?</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. Can your child draw thought bubbles showing this?



**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!

**Word Bank**  
**MUSIC**

**Question:** Which eight words below are musical instruments?



- |   |  |   |   |                             |                        |                                    |   |                                   |                  |                                    |                    |  |  |  |                     |  |   |                                |   |                     |
|---|--|---|---|-----------------------------|------------------------|------------------------------------|---|-----------------------------------|------------------|------------------------------------|--------------------|--|--|--|---------------------|--|---|--------------------------------|---|---------------------|
| <b>A</b> applaud v.<br>applause n.<br>audience n. | <b>B</b> band n.<br>blues n.<br>choir n. | <b>C</b> classical music n.<br>concert n.<br>conductor n.<br>country music n. | <b>D</b> DJ (disk jockey) n.<br>download v.<br>drum v.<br>drummer n.<br>duet n. | <b>E</b> electric guitar n. | <b>F</b> folk music n. | <b>G</b> guitar n.<br>guitarist n. | <b>H</b> harmonica n.<br>hip hop n.<br>hum v. | <b>I</b> instrument n.<br>iPod n. | <b>J</b> jazz n. | <b>K</b> karaoke n.<br>keyboard n. | <b>L</b> lyrics n. | <b>M</b> microphone n.<br>musical adj, n.<br>musician n.<br>music store n.<br>music video n. | <b>N</b> national anthem n.<br>note n. | <b>O</b> orchestra n.<br>organ n.<br>organist n. | <b>P</b> perform v. | <b>R</b> performance n.<br>performer n.<br>pianist n.<br>piano n.<br>pop music n.<br>radio station n.<br>rap music n.<br>recital n.<br>record n, v.<br>rhythm n.<br>rock music n.<br>sing v.<br>singer n.<br>solo adj, n.<br>song n.<br>soundtrack n.<br>tone n.<br>trumpet n. | <b>S</b> sing v.<br>singer n.<br>solo adj, n.<br>song n.<br>soundtrack n. | <b>T</b> tone n.<br>trumpet n. | <b>V</b> violin n.<br>violinist n.<br>vocal adj.<br>voice n.<br>volume n. | <b>W</b> whistle v. |
|---|--|---|---|-----------------------------|------------------------|------------------------------------|---|-----------------------------------|------------------|------------------------------------|--------------------|--|--|--|---------------------|--|---|--------------------------------|---|---------------------|

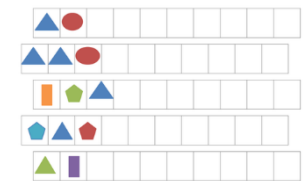
**Weekly Writing Tasks**

**Weekly Maths Tasks- Shape**

**Monday-** Visit the Literacy Shed for this wonderful resource on [Once in a Lifetime](#)



**Monday-** Can your child complete the patterns on [these sequencing games](#) using 2D shapes? This will help your child to recognise 2D shapes and to problem solve.



**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-** 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?



**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'.

**Wednesday-** Ask your child to practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.

**Thursday-** Task your child with writing their own family song. When ready, they can perform it- perhaps to a family member.

**Thursday-** Draw a shape monster. Label body parts that match the shape names they have been practising.



**Friday-** After today's reading task, rewrite a section of the story of [a poor musician and a stray dog](#)



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



**Circle**  
A perfectly round shape.



**Right-angled Triangle**  
A triangle with a right angle.



**Equilateral Triangle**  
A triangle with three equal sides.



**Isosceles Triangle**  
A triangle with two equal sides.



**Parallelogram**  
A four sided shape in which opposite sides are parallel and equal. Opposite angle are also equal.



**Trapezoid**  
A four sided shape in which two sides are parallel.



**Pentagon**  
A shape with five sides.



**Hexagon**  
A shape with six sides.

## 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 Birmingham. 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.
- **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.
- **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.

## 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

- These [eBug resources](#) are useful to help your child learn about the coronavirus and how they can keep themselves safe.
- [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- Click here for [Year 1](#) or here for [Year 2](#) . 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](#) and [Y 2](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

