



W/C 29.06.2020: Learning Project - Music

Nuresry

Welcome to week 12 of our home learning, this week we are learning about Music.

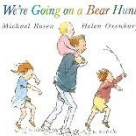
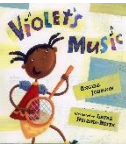


Next week we will be having a 'Sports Day Event' using the [Sockfest](#) activities: If your child is in school, please could they bring in a clean pair of socks to take part in the activities? If they are at home, do send photos of your child taking part!

You will see that there are now days added to the Home Learning, this is a suggested plan for the week, but you don't need to follow it rigidly. However, if your child is in school you might want to avoid repeating the same activities that we may be doing on their days in school.

Please remember that these are suggested activities, please do as much as you feel is appropriate for your child. And feel free to follow your child's own interests and fascinations.

Don't forget to send photos on EExAT or email them to me.

Mrs Haynes

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Story sound effects- Read a story together and add in your own musical sound effects e.g. make swishy swashy sounds with fabric to go with 'We're Going on a Bear Hunt'. You can repeat this with as many stories as you like!</p> 	<p>Monday- Play Fishy Phonics (Phase 2) or Alien Escape (phase 3) unscramble the sounds to make a word.</p>
<p>Tuesday- Read together the story of Violet's Music. encourage your child to join in with the different sounds and make up some actions to go with each one. Talk about the different musical instruments in the story, which was your favourite?</p> 	<p>Tuesday- Ask your child to find a stick from the garden and explore making music around the house by tapping, hitting and scraping. You could ask them to make loud sounds, quiet sounds, sounds that are short and long.</p> 
<p>Wednesday- Read and sing a variety of nursery rhymes with your child. Which one is their favourite? Do any of the rhymes have the same rhythm?</p>	<p>Wednesday- Play buried treasure. Fill a tray or box with a material such as, sand, sawdust, rice, shredded paper. Hide objects that can be sounded out, dog, cat, cup, shell, man etc. Sound out a word c-u-p for your child to find. If they are ready swap and ask your child to sound out an object for you to find. Make sure your child knows what objects are going in to start with then you can add surprise objects as they become more confident.</p>
<p>Thursday- Have a look at some of the different ways music is played. Are there CD's, vinyl records, tapes in the loft that you could show your child? Look at the writing on each and talk about how this gives people information about the music.</p>	<p>Thursday- Choose a letter of the alphabet. How many instruments or sounds can your child name that begin with that sound?</p> 

Friday- Have a look at and explore musical notes. Talk about how people read the different notes to play different musical instruments. Talk about the different instruments people can play. Which instrument would you like to be able to play?



Friday- Peg up individual lowercase letters along a washing line. Say the sound for your child to copy and go exploring for an object that begins with each sound. If your child is confident with this ask them if they can hear other sounds within the word. Write a label for the objects while your child watches.

Weekly Writing Tasks

Weekly Maths Tasks- Shape

Monday- Ask your child to think about how some musical instruments are played, for example bang a drum, tap a tambourine, shake the maracas. Write out the words (Lowercase) and encourage your child to trace them.

Monday- Sing these shape songs together: [2D shape song](#) and the [3D shape song](#). Then play the [Turtle Diary](#) online game.

Tuesday- Make an invitation to your own Family Music Show for a family member. They could watch the show on a video call.



Tuesday- Take your child on a shape hunt. Look around the house and garden for different objects that have: **2D shapes** – circle, square, triangle, rectangle (oblong) **3D shapes** – sphere, cube, cuboid, cylinder, pyramid. Record by drawing pictures or taking photos.

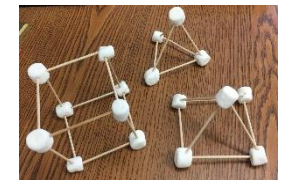
Only move on to 3d shapes if your child is confident to recognise and name 2d shapes. Square, triangle, circle, rectangle

Wednesday- Your child can draw a picture of the events from their favourite Nursery rhyme or song. **CHALLENGE:** Ask your child to write out the words to a part of the song or the song title.

Wednesday- Can your child draw around objects to create 2D shapes? Ask your child to name the shapes they have drawn. Can they cut the shapes out to make a 2D shape picture i.e. a house, rocket, robot?

Thursday- Ask your child to sing their favourite nursery rhyme. As they sing each line of the song, they can draw small pictures to help them remember the song.

Thursday- Make your own 2d or 3D shapes using cocktail sticks and sweets or pieces of playdough:



Build a model and talk about what shapes you have made.

Friday- Listen to a piece of classical music of your choice. Ask your child to draw/ paint along to the music. How does the music make them feel?

Friday- Find and talk about recycled 3D shape objects e.g. boxes, bottles, tubes, Do they roll? Can you build the shapes on top of each other to make a tower? Can you see any 2D shapes? **Can you make a model out of 3D recycling? You might like to make a palace like in [Princess Mirror-Belle](#)**

RE

Share Scripture:

29th June is the feast of St Peter and St Paul.

Find out more about St Peter and learn how he was chosen by Jesus.

[Jesus Calls Peter](#)

Discuss with your family how you would feel to be chosen by Jesus.

Prayer:

Learn the following 'Here's the Church' rhyme. This rhyme combines words with hand actions, providing opportunity to increase a child's manual dexterity, coordination, and encourage imagination. For demonstration click here: [Here is the church' - a finger game and rhyme](#)

Here is the Church,

And here is the steeple

Open it wide and see all the people.

Here is the Priest Climbing the stairs

Here he is saying his prayers.

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.

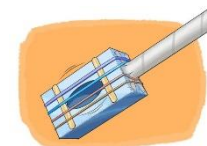
Drummers Drumming

- Using pots, pans and baking trays from the kitchen lay out your own 'drum kit'. Allow your child to explore by banging and tapping the pans to see the different sounds they make. Extend this activity by tapping out a rhythm and asking your child to listen to it then repeat it. You could make this more difficult by adding in a blindfold so they have to rely on the sound to identify which pot or pan they need to hit to copy.



Make your own Music

- Your child could create a guitar using a plastic tub with elastic bands wrapped around it. For more musical instrument ideas take a look at this activity [Make a musical instrument](#)



Play 'What's that Sound?'

- Game 1-** Hum a song to your child that they are likely to know. Can they guess which song it is from the tune alone? Take it in turns to hum out a tune.
- Game 2-** Go into a room of the house while your child listens outside of the door. Make a sound or play a rhythm out on an item in the room e.g. tapping on the table. Open the door and ask your child to find what you used to make the sound.

Body Percussion

Explore how many sounds you can make using your body, e.g clapping, tapping knees. Use this activity to use body percussions to make a [rainstorm](#)

A Family Music Show

- Ask each member of the family to prepare a song and then put on a singing performance. You could select someone to be the judge or ask a family member to watch on a video call and decide on the winner. Don't forget to send the invite first (see writing task).

Discovering Different Eras

Explore music from different decades, using the following music as examples:

1920's	1930's	1940's	1950's	1960's	1970's	1980's	1990's
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- Click on the links above and listen to a sample of music from different decades. Which era did your child find most enjoyable to listen to? Research more songs from those decades. Can they dance in the same style as different decades of music?

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Ask your child to think about how they are feeling about returning to or being at school. Can they list two or three feelings? Explain to your child that it is okay to feel like this and many children across the world are most likely feeling the same. Your child could draw a heart or a rainbow for other children and list kind words for them.

Talk

- Does your child have any questions about what school will be like when they eventually return whether that be now or in September? Or any questions about what they have noticed since returning? Discuss the changes that will be in place when they return or the changes that are already in place e.g. more handwashing, how to social distance, etc. Then talk about all of the things that will remain the same e.g. wearing the same uniform, seeing the same teachers, etc.

Do

- The thought of returning to school will fill many children with a mixture of excitement and apprehension. Why not make a positivity box? Your child could add items to this box that make them feel safe and provide comfort e.g. a smooth stone to hold. When they are feeling apprehensive, they could choose an item from the box to hold and think about a time when they felt calm.

Visit

- Use this [Balloon](#) or [Aeroplane](#) game to encourage your child to record their worries about returning to school.

STEM Learning Opportunities #sciencefromhome

Making Instruments – Make Sound Shakers

- Collect some different containers with lids, make sure you cannot see through them. The small plastic containers from inside chocolate eggs work really well. Put different materials in the containers. (Stones, rice, sugar, paper clips etc.)
- How many shakers can you make? Do they all sound the same? Can you make a shaker that is difficult to recognise? Can you make loud and quiet sounds with them?
- 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.

[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

Talk for Writing Home-school Booklets are an excellent resource to support your child's speaking and listening, reading and writing skills:

Choose from [Mavis The Magical Cat](#) or [The Amazing Adventures of Max](#)

[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.

This Learning Project is based on the **Early Years Foundation Stage curriculum expectations**. It may be that your child finds the tasks set within the Learning Project too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for Year 1. If you need any support please do contact Mrs Hampton using the reception class email address: receptionstm@dbmac.org.uk

#TheLearningProjects

