**St John’s Church of England Primary School **

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| **W/C 8.06.2020: Learning Project - Music** |
| **Y2** |
| **Weekly Reading Tasks** | **Weekly Phonics Tasks** |
| **Monday-** Listen to the programme [Instruments Together](https://www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-5-all-instruments/z447qp3). Can your child design a poster for a concert – who will be performing? Which instruments will be played? | **Monday-** Can your child list different musical words that begin with the letters **M, U, S, I** & **C**? How many can they write? Can they identify rhyming words? |
| **Tuesday-** Ask your child to read a favourite story or read Rumpelstiltskin h [ere](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query&amp;type=book&amp;age_group=Age%2B6-7&amp;level&amp;level_select&amp;book_type&amp;series). 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. | **Tuesday-** 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 and tray. Look for objects in the house with these sounds. |
| **Wednesday-** Read along to the story E [very Bunny Dance.](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-dance/) Following this, ask your child to list all of the instruments and dances that appeared in the book. | **Wednesday-** Ask your child to add the ‘**ing**’ suffix to these root words: beat, clap, dance, sing and hum e.g. beat+ ing **= beating**. Where does the rule change? |
| **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. | **Thursday-** Play this [plural game](https://www.phonicsplay.co.uk/PondLifePlurals.html) or this [investigating ‘ai’ game](https://www.phonicsplay.co.uk/aiAltSpellings.html). |
| **Friday-** Listen to the story of [a poor musician and a stray dog](https://safeyoutube.net/w/M5j6). 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! |
| **Weekly Writing Tasks** | **Weekly Maths Tasks- please see White Rose Maths videos and sheets.** |
| **Monday-** Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences. | **Monday-Unit fractions** |
| **Tuesday-** Create fact files about musical instruments. This could include where they originate from, what they are made from etc. Your child can include an illustration of the instrument and label the parts. | **Tuesday- non-unit fractions** |
| **Wednesday-** Can your child rewrite the events from [Every Bunny Dance](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/everybunny-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-find a half** |
| **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). | **Thursday-find a quarter** |

**Friday-challenge!**

**Friday-** Visit the Literacy Shed for this wonderful resource on O [nce in a Lifetime](https://www.literacyshedplus.com/en-gb/resource/once-in-a-lifetime-ks1-activity-pack) or your child can create an invitation for their family song performance.

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| **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 Kingston. 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 three ways they could improve their design.Share at **#TheLearningProjects.**
* **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](https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc). 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/park/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.
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| **Coronavirus and Wellbeing** |
| **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 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** |

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| * Does your child have any questions about what school will be like when they eventually return? Discuss the changes that will be in place when they return 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](https://www.childline.org.uk/toolbox/games/balloon/) or [Aeroplane](https://www.childline.org.uk/toolbox/games/aeroplane/) game to encourage your child to record their worries about returning to school.
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| **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 a 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](https://bit.ly/3berawB).
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| **Additional learning resources parents may wish to engage with** |
| * [**Y2**](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Unit.pdf) This is an excellent resource to support your child’s speaking and listening, reading and writing skills.
* Padlet page-<https://padlet.com/mbrierley3314/co2zi3v9pq1wpbqz>
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