

## Longman's Learning Project WEEK 9 : Music

Year Group: 1

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• <a href="#">DfE Online lessons from Oak National Academy</a> Have a go at the maths lessons available this week! Remember, we are now working on Week 7.</li> <li>• 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.</li> <li>• Ask your child to practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">DfE Online lessons from Oak National Academy</a> Have a go at the literacy lessons available this week! Remember, we are now working on Week 7.</li> <li>• Take part in the Letters and Sounds phonics lessons which are now available online. Click on the link <a href="#">Letters and Sounds</a> and work through the lessons in order completing one a day.</li> <li>• Practise a favourite rhyme or poem. Your child could learn the National Anthem for their country. Create actions and perform this to the family.</li> <li>• Ask your child to read a favourite story. 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</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Choose 5 common exception words and rainbow write them.</li> <li>• Play Washing Line spellings- Peg along a washing line, a number of different graphemes. Give your child a simple word and ask them to rearrange the graphemes to make that word. For example: /c/ /a_e/ /k/ = cake</li> <li>• Ask your child to write out the words to a part of a song or story that you listen to/read together.</li> <li>• Play some games on <a href="#">phonicsplay!</a></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Listen to the story of a <a href="#">poor musician and a stray dog</a>. 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?</li> <li>• Write an invitation to your own Family Music Show for a family member. They could watch the show on a video call.</li> <li>• Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences.</li> </ul>

## 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 a family song performance. They could also write a set of instructions for making your own musical shakers.



### 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



### **Recommended weekly breathing practice:**

This week try sitting/standing in mountain pose. If sitting down, make sure both feet are flat on the floor and that your back is resting on the back of the chair. If standing, feet should be hip width apart, toes pointing forward with hands resting by the side, palms facing forward. Close your eyes or focus on a point. Breathe in and out, thinking of your breath. Imagine you are a mountain, strong, big and still. Feel the earth beneath your feet and notice how solid it is. Continue to breathe like this for 2 minutes. Continue for longer if it feels right.

Fun fact: The Sanskrit word for mountain pose is *Tadasana*.



**Life skills:**

Prepare a healthy meal for yourself! Learning to make the right choices with our food is a life skill which even adults use daily. Remember the food chart we looked at in Science. We need one food from each group to make a balanced meal.

