



St Gregory's Catholic Primary School
'Walking Together in the Light of the Lord'

St Gregory's Home Learning

Learning Project WEEK 12

Music

Age Range: Year 1 and Year 2

Weekly Maths Tasks (aim to do 1 per day)

- 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.
- 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?
- Ask your child to practise spelling the names of these 2D and 3D shapes- square, circle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, pyramid.
- Go on a shape hunt around the house or on your daily walk. Label things that match the shape names they have been practising.
- 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.

Weekly Reading Tasks (aim to do 1 per day)

- Listen to the programme [Instruments Together](#). Your child can design a poster for a concert – who will be performing? What instruments will be played?
- Ask your child to read a favourite story or to read Rumpelstiltskin [here](#). 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.
- Read along to the story [Every Bunny Dance](#). Following this, ask your child to list all of the instruments and dances that appeared in the book.
- Practise a favourite rhyme or poem. Your child could learn the National Anthem for their country. Create actions and perform this to the family.
- 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 that show this?

Weekly Phonics Tasks (aim to do 1 per day)

- 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?
- 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. Look for objects in the house with these sounds.
- Ask your child to add the 'ing' suffix to these root words: beat, clap, dance, sing, hum e.g. **beat+ing = beating**. Where does the rule change?
- Play this [plural game](#) or this [investigating 'ai' game](#).
- 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 (aim to do 1 per day)

- Make an A-Z list of musical vocabulary. This could include instruments, artists or musical verbs. Apply some of these into sentences.
- 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.
- 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'.
- Task your child with writing their own family song. When ready, they can perform it.
- Visit the Literacy Shed for this wonderful resource on [Once in a Lifetime](#) or your child can create an invitation for their family song performance.

Learning Project – to be completed 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.

Additional resources you may wish to engage with:

- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 1](#) or here for [Year 2](#). There are interactive games to play and guides for parents.
- Pacesetter Sports and Wellbeing. Our Sports provider, [Pacesetter@Home](#), gives three activities each weekday for the children to participate in. Each activity is approximately 15 minutes long. It's a great way to get the 2 hours of recommended exercise each week in.

We would love to see examples of the children's work.

Please send your photos to the School Office: admin@sgcps.org for us to include in the weekly Keep In Touch Bulletin.

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