



## FC Learning Project – Music

**Please continue to upload your home learning to Tapestry. We hope to see an update of your learning daily. However, as a minimum this should be at least weekly. Activities listed against days are for guidelines only. You do not need to do everything; you do not need to do things on the 'right' days. They are just ideas to support you.**

Maths	Reading
<p>Use the White Rose website to support:  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a></p> <p><b>Monday</b> - 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.</p> <p><b>Tuesday</b> - Sing these shape songs together: <a href="#">2D shape song</a> and the <a href="#">3D shape song</a>. Then play the <a href="#">Turtle Diary</a> online game.</p> <p><b>Wednesday</b> - 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?</p> <p><b>Thursday</b> - Make a clap beat for your child, can they repeat the clapping sequence? Can they make their own for you to follow?</p> <p><b>Friday</b> - 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?</p>	<p>Continue accessing stories on Oxford Owl to practise reading. Practise <b>red words</b>: <i>I of my to the no your said you he are me go all like want we be she her</i></p> <p><b>Monday</b> - 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><b>Tuesday</b> - Read together the story of Mr Big . Discuss with your child how Mr Big felt when the other animals didn't want to be around him.</p> <p><b>Wednesday</b> - 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><b>Thursday</b> - 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><b>Friday</b>- 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?</p>
Phonics	Writing
<p><u>Use some of these daily</u>: YouTube RWI – Set 1 and 2 sounds, Spelling, Red words 1, Hold a Sentence 1</p> <p><b>Monday</b> - Play <a href="#">Odd Sound Out</a>. Can your child identify which object doesn't begin with the same sound?</p> <p><b>Tuesday</b> - Choose a letter of the alphabet. How many instruments or sounds can your child name that begin with that sound?</p> <p><b>Wednesday</b> - Play Online <a href="#">Buried Treasure</a> - Click on the sounds your child is learning. Can your child explain what the real word means?</p> <p><b>Thursday</b> - Ask your child to find a stick from the garden and explore making music around the house by tapping, hitting and scraping. You could</p>	<p><b>Monday</b> - 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 and encourage your child to trace them.</p> <p><b>Tuesday</b> - Write an invitation to your own Family Music Show for a family member. They could watch the show on a video call.</p> <p><b>Wednesday</b> - Your child can draw a picture of the events from their favourite Nursery rhyme.</p> <p><b>CHALLENGE</b>: Ask your child to write out the words to a part of the song or the song title.</p> <p><b>Thursday</b> - 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.</p>

ask them to make loud sounds, quiet sounds, sounds that are short and long.

**Friday-** Peg along a washing line, or clothes airer, a number of different readable words. Give your child a simple sentence and ask them to rearrange the words to make that sentence. Simplify to sounds if needed.

**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? Write how they feel.

### 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. Can your child draw instructions on how to make a guitar for somebody else to follow?
- **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.
- **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 - [1920's](#) [1930's](#) [1940's](#) [1950's](#) [1960's](#) [1970's](#) [1980's](#) [1990's](#)  
Click on the links above and listen to a sample. Which era did your child find most enjoyable to listen to? Can they dance in the same style?

### **Making Instruments – Make Sound Shakers**

- Collect some different containers with lids, make sure you cannot see through them. 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

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS or CVDTWINKLHELPS  
[Phonicsplay.co.uk](#) - a range of phonics games (access: username: march20, password: home)  
<https://www.youtube.com> - Cosmic Kids Yoga; Dough Disco; RWI phonics lessons.

<https://themuddypuddleteacher.co.uk> – free subscription (initially for one month)  
[www.topmarks.co.uk](http://www.topmarks.co.uk)