



# Boarshaw Primary School – Learning Project



## W/C 22.06.2020: This Week's Learning - Music

### Age Range: Year 4

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Weekly Reading Tasks	Weekly Spelling Tasks
Please use the <a href="#">Read Theory website</a> and remember to complete a minimum of <u>two</u> quizzes per week.	Log onto 'Spelling Shed' to get your weekly spelling list and play at least 3 games throughout the week.
<b>Monday-</b> Look with your child at <a href="#">this</a> poster pack of musical styles. Read through the information for each musical style and find a song to listen to. Ask your child to identify their favourite music styles giving reasons for their choice.	<b>Monday-</b> Ask your child to learn to spell the names of an instrument from each of the instrument families (strings, woodwind, brass, keyboards, and percussion).
<b>Tuesday-</b> Ask your child to find the lyrics to their favourite song and highlight some creative words used, finding out the meaning of new words using an online dictionary. Do you have any CDs or records in the house? If so, ask your child to organise them in alphabetical order or by genre. If not, provide them with a list of musicians where they can do the same thing.	<b>Tuesday-</b> Practise spelling these words: <b>measure, treasure, pleasure, enclosure</b> . Can your child write a definition for each of these words?
<b>Wednesday-</b> Visit <a href="#">Audible</a> and let your child choose a book to listen to. Ask them to write a book review when they have finished (free audio books available).	<b>Wednesday-</b> Ask your child to unscramble these musical words: <b>empot, demloy, epslu, narhmoy &amp; recsttuu</b> .
<b>Thursday-</b> Visit Literacy Shed* and watch <a href="#">Once in a Lifetime</a> again. Summarise the video to an adult. How does the music make you feel? Read the reading comprehension (with an adult for support) called 'The Sky Turtle' and answer the questions (page 1-2). Complete the sketching and labelling activity (page 3-4).	<b>Thursday -</b> Write as many of your spellings down from memory from this week as you can. How many did you recall? Practise any you have missed.
<b>Friday-</b> If the video Once in a Lifetime was a book, sketch what the front cover of this book would look like (page 5).	<b>Friday-</b> Practise the Y3/4 spellings in <a href="#">this fun, interactive way</a> . Encourage your child to note down any words they are unfamiliar with and clarify them.
Weekly Writing Tasks	Weekly Maths Tasks
Choose your favourite piece of handwriting from this week and send it via class dojo to your teacher.	Log into Times Tables Rockstars regularly throughout the week. All of the home learning tasks can be found on the <a href="#">White Rose Maths</a> website. This week we are following the lessons from <b>Summer Term Week 1 (dated as w/c 20<sup>th</sup> April on the website)</b> . Watch the video and then complete the sheet in the pack
<b>Monday-</b> Visit the Literacy Shed* for this wonderful resource on <a href="#">Once in a Lifetime</a> . As you watch the video work through questions provided on page 1,	<b>Monday- White Rose Maths – Lesson 1 – Make a whole</b>

pausing in the relevant places to allow for a discussion of your thoughts and ideas with an adult. Complete the activity 'odd ones out' on page 2 whilst watching the clip again. Discuss with an adult how the music in the video made you feel.	
<b>Tuesday</b> - Think about the feelings of the sky explorer from our video we watched yesterday. What do you think he would experience in terms of his senses whilst standing on the deck of the boat? Complete pages 3-4 and create a job description for the sky explorer.	<b>Tuesday- White Rose Maths – Lesson 2 –</b> Write decimals
<b>Wednesday</b> - Use pages 5-6 from your writing booklet. Read the sky explorer's log. Can you write your own version of this and explain what happened when you saw something in the sky you didn't expect. Maybe imagine a sky elephant or an orca.	<b>Wednesday- White Rose Maths – Lesson 3 –</b> Compare decimals
<b>Thursday</b> - Listen to the piece of music called <a href="#">Peter and the Wolf</a> , written by Prokofiev. Whilst listening, encourage your child to list any words that come to mind e.g. elation, cheerfulness. They could also draw a picture of what they think the song represents. <a href="#">Now read the story</a> . Ask your child to draw a story map using plain paper to represent this tale. Can they include speech too?	<b>Thursday- White Rose Maths – Lesson 4 –</b> Order decimals
<b>Friday</b> - Invent a new instrument. Ask your child to write a fact file about their instrument. What unique features will it have? Think of an imaginative name for your instrument.	<b>Friday- White Rose Maths – Challenge Time!</b> <b>Challenge 1, 2, 3, 4 and 5</b> are the most suitable for Year 4. Have a go at today's challenge. You could also get your family involved to help you!

### 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.

- **Lean On Me** - Encourage your child to listen to [Lean On Me](#), a Soul/Gospel song by Bill Withers. Do they like it? What instruments can they hear? Can they clap a rhythm? Learn to sing the lyrics and have a go at performing the song. Perhaps your child would like to research this famous artist in more detail and listen to more of his songs, creating an artist profile complete with portrait sketch. Perhaps they could perform the song to a family member via Facetime (with adult supervision)? Share your performance at [#TheLearningProject](#).
- **Musical Makes** - Ask your child to try creating their own music instrument. They could make their own pan flute using straws, a cereal box guitar, or some tin can drums. Encourage them to plan their design first, source materials from around the house, write the steps to make the product and then evaluate it afterwards. Or they could research Kandinsky and create their own instrument art inspired by his work whilst listening to different genres of music.
- **Feel the Beat** - Why not ask your child to have a go at moving their body to different genres of music. As you change between Rock, Jazz, Hip Hop, Heavy Metal and Classical music, how does the way they move their body change? Have a dance together to the beat of the music! **Recommendation at least 2 hours of exercise a week.**
- **Listen Together** - Encourage your child to ask each family member what their favourite song is. Play the song aloud and listen together. Spend some time as a family discussing what genre of music the songs belong to and how each piece of music makes you feel. Which genres of music were the most popular? Can your child represent their results in a bar chart. They could ask family members to rank their favourite genres of music first.
- **Musical Movie Time** - Allow your child to choose an age-appropriate musical to watch. Andrew Lloyd Webber is now posting filmed versions of his shows on his Youtube channel [The Shows Must Go On!](#) each week! Discuss the story behind the musical and ask your child to step into the shoes of different characters and imagine how they are feeling. Which is your child's favourite song from the film/show and why? Can they create a billboard poster advertising the show? Or

perhaps design a ticket?

- Your child can listen to BBC School Radio music episodes [here](#). These episodes are based on Treasure Island and your child will learn new songs. Choose your favourite song and explain why to an adult.

## STEM Learning Opportunities #sciencefromhome

### Making Instruments

- You will need a jar/bottle, some water and a pencil. Try tapping the side of an empty container with a pencil. What type of sound does it make? Partially fill the container with water, tap the container again. Has the sound changed? Try filling the container with different amounts of water. Can you play a tune? Look [here](#).
- Now try making a straw oboe. All you need is a drinking straw and some scissors. Cut the end of the straw into an arrow shape and blow gently. Once you get a duck type sound try altering the length of the straw. What do you notice?
- For more ideas take a look at the full resources [here](#).

## Computing

### Log into [Purple Mash](#) and go to '2Code'.

Start your coding journey by accessing the **CHIMP** level. Move onto **GIBBON** and **GORILLA** as you become confident and develop your coding skills. Remember to save your progress in your class folder so your teacher can see how well you are doing!



## Staying Safe Online

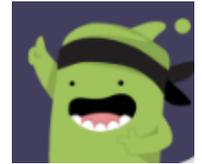
Staying safe online is called 'digital literacy' and this means having the skills and knowledge to use the internet safely and responsibly. It is where someone can manage online content and communication, spot possible risks, and find ways to protect themselves from these risks. You can find out more by visiting [Childnet](#).

Your child could have a go at entering The Childnet Film Competition which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme 'We want an internet where we're free to...' The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. Find out more [here](#).



## Celebrate Your Learning

Please remember to share your weekly fantastic learning with your class teacher via Class Dojo. You can either send it via a photograph within a message or upload it your own unique portfolio. If you are not connected via Class Dojo then send your photographs to your teacher via email.



### Additional learning resources parents may wish to engage with

- [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.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y3 Talk for Writing Home-school Booklets](#) and [Y4](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

## #TheLearningProjects in collaboration with



[www.robinhoodMAT.co.uk](http://www.robinhoodMAT.co.uk)

### **PLEASE NOTE**

\*The Literacy Shed website should ALWAYS be used under the supervision of an adult. There are some clips on the site which are only suitable for use with Year 6 children or KS3. Please ensure that children do not search the website independently.