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| **Y3 Learning Project – MUSIC 29th June 2020** | |
| **Weekly English tasks** | **Weekly Maths Tasks** |
| Go to <https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english> and scroll down to find: **NEWSPAPER REPORT** | Go to <https://classroom.thenational.academy/subjects-by-year/year-3/subjects/maths> and scroll down to find: **MEASURES** |
| **Monday – reading comprehension** | **Monday – L1 Ordering mass** |
| **Tuesday** **– reading comprehension** | **Tuesday** **– L2 add and subtract mass** |
| **Wednesday – read the example and identify the key features** | **Wednesday** **– L3 solve problems involving mass** |
| Thursday - SPAG focus inverted commas | **Thursday - L4 Read a scale** |
| **Friday** – **to use key features to write your own composition** | **Friday – L5 Read capacity and volume** |
| **Additional Writing Tasks** | **Additional Maths Tasks (or if no internet)** |
| **Monday-** ​Visit the Literacy Shed for this resource ​[Once in a Lifetime](https://www.literacyshedplus.com/en-gb/resource/once-in-a-lifetime-ks2-activity-pack). **Tuesday-** Listen to the piece of music called ​[Peter and the Wol](https://safeyoutube.net/w/fTz6)​[f,](https://safeyoutube.net/w/fTz6)​ written by Prokofiev. Whilst listening, list any words that come to mind e.g elation, cheerfulness. You could also draw a picture of what you think the song represents. **Wednesday-** [Now read the story](https://www.google.com/search?q=peter+and+the+wolf&rlz=1C1RUCY_enGB687GB688&oq=peter+and+the+wolf&aqs=chrome..69i57j46j0j46j0l2j46j0.5318j0j9&sourceid=chrome&ie=UTF-8)​[.](https://www.google.com/search?q=peter+and+the+wolf&rlz=1C1RUCY_enGB687GB688&oq=peter+and+the+wolf&aqs=chrome..69i57j46j0j46j0l2j46j0.5318j0j9&sourceid=chrome&ie=UTF-8) ​ Write your own story that would be great told through music or draw a story map to represent this tale. Can you include speech too? **Thursday-** Make a mini-book about the instrument families.​Include: names of instruments within that family, famous musicians who use them, country of origin and labelled illustrations. **Friday-** Invent a new instrument! Write a fact file about your instrument or design an advert for when the instrument goes on sale. | **Monday-** ​Watch ​[this video](https://safeyoutube.net/w/Ykz6) ​[a](https://safeyoutube.net/w/Ykz6)bout angles and learn the names of different angles such as right angles, obtuse and acute angles. **Tuesday-** Become a shape scavenger! How many examples of​ different 2D and 3D shapes can you find around the home/garden? Can you create a tally and sort the shapes you find based on their properties? e.g. number of sides/edges, number of pairs of parallel lines. **Wednesday- W**rite your name in capital letters and see how​ many angles you can see in each letter. How many right angles? How many acute and obtuse angles? Repeat for other family names. **Thursday-** Write a times table song to help you learn your tables facts. Rehearse your song and incorporate a beat using a musical instrument. **Friday-** Practise multiplying multiples of 10 using known facts and place value, e.g.​ 70 x 3 = 210, I also know that 3 x 70 = 210.  Work on [Numbots](https://numbots.com) or [Times Table Rockstars](https://play.ttrockstars.com/auth/school)– you have your own login to access this. Or play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves, doubles and times tables. Or[**BBC Bitesize**​](https://www.bbc.co.uk/bitesize/dailylessons) **-** ​lots of videos and learning opportunities here! |
| **Spellings –** | **Weekly Reading Tasks** |
| lecture literature mature miniature mixture  puncture sculpture signature temperature texture  Practise the Year 3/4 ​[Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974)​words​​or ​[spelling rules for Year Year](https://spellingframe.co.uk/)​​[3/4](https://spellingframe.co.uk/)​ [**.**](https://spellingframe.co.uk/) ​[C](https://spellingframe.co.uk/)an you include some of these words in your writing tasks?  Also phonic games: [Phonics play](https://www.phonicsplay.co.uk/) [Top Marks](https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)  [Spelling](https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling) | **Monday-** ​Listen to a variety of music and identify your favourite music styles giving reasons for your choice. **Tuesday-** ​Find the lyrics to your favourite song and highlight some creative words used, finding out the meaning of new words​. **Wednesday-** Do you have any CDs or records in the house? If so, ask if you can organise them in alphabetical order or by genre! **Thursday-** ​Visit​​[Audible](https://stories.audible.com/discovery)​and choose a book to listen to. Write a review when you have finished (free audio books available). **Friday-** ​Your can listen to BBC School Radio music episodes ​[here](https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-index/z79jwty)​. These episodes are based on Treasure Island and you will learn new songs.  Enjoy reading some books on [Oxford Owls](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page).  **New Challenge:**  How about reading a book for your friends in Beech and Acorns and uploading the video to Seesaw? If you are happy for me to share this with the class please can you start the story by saying ‘I am happy for my friends to see this video’ and then I will make it available to all to watch.  Go on to Fiction Express <https://en.fictionexpress.com/> and read the new chapter of a book. Have a go at the Quiz and Activities for the chapter!​ |

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| **Learning Project - to be done throughout the week** |
| **The project this week aims to provide opportunities for you 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 - L**isten to ​[Lean On M](https://safeyoutube.net/w/qOy6)​[e](https://safeyoutube.net/w/qOy6), a Soul/Gospel song by Bill Withers. Do you like it? What instruments can you hear? Can you ​clap a rhythm? Learn to sing the lyrics and have a go at performing the song. Perhaps you 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 you could perform the song to a family members?  **Musical Makes** - Try creating your own music instrument. You could make your own pan flute using straws, a cereal box guitar, or ​some tin can drums. Plan your design first, source materials from around the house, write the steps to make the product and then evaluate it afterwards. Or you could research Kandinsky and create your own instrument art inspired by his work whilst listening to different genres of music.​  **Feel the Beat -**  Have a go at moving your body to different genres of music. As you change between Rock, Jazz, Hip Hop, Heavy​Metal and Classical music, how does the way you move your body change? Have a dance with someone to the beat of the music!  ***Recommendation at least 2***​ ***hours of exercise a week.***  **Listen Together - A**sk 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 you represent your results in a bar chart? You could ask family members to rank their favourite genres of music first.  **Musical Movie Time - C**hoose 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!](https://safeyoutube.net/w/1ez6)​ each week! Discuss the story behind the musical and step into the shoes of different characters​ and imagine how they are feeling. Which is your favourite song from the film/show and why? Can you create a billboard poster advertising the show?  Or perhaps design a ticket? |
| **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 [her](https://youtu.be/hoy-6i7ddh8)​[e.](https://youtu.be/hoy-6i7ddh8)​ * 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 [her](https://www.stem.org.uk/resources/elibrary/resource/34404/sounds-science)​[e](https://www.stem.org.uk/resources/elibrary/resource/34404/sounds-science).​ |
| **Additional learning resources you may want to look at** |
| Learn some dance moves with [Kidz Bop](https://www.youtube.com/results?sp=mAEB&search_query=kidz+bop) or relax with some yoga from [Cosmic Kids](https://www.youtube.com/results?search_query=cosmic+yoga)  Sing, dance, keep active and keep happy!! ☺ |