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|  **Reception Learning Project WEEK 13- Music****WB 29.6.20** |
| **Hello my wonderful Barn Owls. Can I just say what a fantastic job you are all doing on seesaw. I love seeing all of your wonderful work on there. Here are the next set of activities for you to get stuck into. I am looking forward to seeing some of you in school soon. Keep up the good work. love Mrs Astley**  |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| For Maths and English this week we are using the national academy online-classroom, which has some high quality resources. Please follow the links below to find the lessons that we wish you to follow. You will need a pencil and a workbook or paper to record your work. The additional activities are voluntary. |
| **The topic this week will be**: Addition and Subtractionhttps://www.thenational.academy/online-classroom/reception/maths#subjects | **Story:** Engineering https://www.thenational.academy/online-classroom/reception/english#subjects |
| **M** | Lesson1 – Investigating quantities using more or fewer | **M** | Lesson 1 – Language focus inventions |
| **T** | Lesson 2- Exploring the concept of doubles | **T** | Lesson 2- Engineering listen to a story |
| **W** | Lesson 3 – Finding half of numbers to 20  | **W** | Lesson 3- – The engineering process |
| **Th** | Lesson 4- Estimating and counting | **Th** | Lesson 4- – Writing instructions  |
| **F** | Lesson 5- Reviewing addition and subtraction | **F** | Lesson 5- Following instructions |
| **Record your work on paper and upload it to Seesaw for us to see how well you are doing! ☺** |
| **Additional ideas:** 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?   Make a clap beat for your child, can they repeat the clapping​ sequence? Can they make their own for you to follow? 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?   | **Additional topic based ideas:** Write an invitation to your own Family Music Show for a family​ member. They could watch the show on a video call.  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? ​**CHALLENGE:**  Can they write onto their picture how it made them feel?   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.  |
| **Weekly Phonics/Spellings Tasks**  | **Weekly Reading Tasks**  |
| Our spellings this week are phase 3 tricky words: He, she, we, me, beI would like you to be really confident with spelling and reading these words. Try to put these words into sentences.This is day by day planning for those of you who would like more detail. If not just play the games on phase 4 and phase 5. <https://www.phonicsplay.co.uk/member-only/Planning.htm> | 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!  Read together the story of ​[Mr Big](https://safeyoutube.net/w/fkX5%22%20%5Ct%20%22_blank)​[.](https://safeyoutube.net/w/fkX5) Discuss with your child how Mr Big felt when the other animals didn’t want to be around him.  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?  |
| **Learning Project - to be done throughout the week:**  |
| **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.

 **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).

**Making Instruments – Make Sound Shakers** * Collect some different containers with lids, make sure you cannot see through them.  The small plastic containers from inside chocolate eggs work really well. 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?
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