

Year 3
Week 10: Learning Project - Music

If your child has lost their Times Table Rockstars/Numbots Password (they are the same), does not know their My Maths password or if there are any questions about the work set please email your child's class teacher at:

Juniper@whitebridge.essex.sch.uk

Maple@whitebridge.essex.sch.uk

You can also upload your child's work to ClassDojo – we look forward to seeing all the work you have been doing!

Weekly Reading Tasks

- Ask your child to find the lyrics to their favourite song and highlight some creative words used, finding out the meaning of new words.
- 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.
- Visit [Audible](#) and let your child choose a book to listen to. Ask them to write a review when they have finished (free audio books available).
- 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.
- Answers from last week's comprehension are below and there is a new reading comprehension for you to do.

Weekly Spelling Tasks

- Ask your child to learn to spell the names of an instrument from each of the instrument families (strings, woodwind, brass, keyboards, and percussion).
- Practise spelling these words: **measure, treasure, pleasure, enclosure**. Can your child write a definition for each of these words?
- Ask your child to unscramble these musical words: **empot, demloy, epslu, narhmoy & rrecsttuu**.
- Write as many of your spellings down from memory as you can. How many did you recall? Practise any you have missed.
- Practise your weekly spellings- See list below. Have a test at the end of the week. Can your child score more than the rest of the family?
- Practise the Y3/4 spellings (see below) in [this fun, interactive way](#). Encourage your child to note down any words they are unfamiliar with and clarify them.

Weekly Writing Tasks

- Visit the Literacy Shed for this wonderful resource on [Once in a Lifetime](#) or take part in a writing [masterclass](#).
- Listen to the piece of music called [Peter and the Wolf](#), 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.
- Research an instrument your child would love to be able to play (or can play) and get them to make notes using bullet points.
- Can your child turn their research into an information page (see below for template) or poster telling everyone about the instrument they have researched?
- Can your child invent a new instrument and write a fact file or make a poster about it? (See below for template).
- Ask your child what their favourite song is. Can they tell you why they like it? Why not write a letter to the class to explain why it is their favourite song and why their classmates should listen to it. (See letter template below)

Weekly Maths Tasks- Shape

- Encourage your child to watch [this video](#) about angles and learn the names of different angles such as right angles, obtuse and acute angles.
- Ask your child to become a shape scavenger! How many examples of different 2D and 3D shapes can they find around the home/garden? Can they create a tally and sort the shapes they find based on their properties? e.g. number of sides/edges, number of pairs of parallel lines.
- Ask your child to write their name in capital letters and see how many angles they can see in each letter. How many right angles? How many acute and obtuse angles? Repeat for other family names.
- Your child could write a song or rap about their favourite times table. Ask your child to rehearse their song and incorporate a beat using a musical instrument
- Practise multiplying multiples of 10 using known facts and place value, e.g. If I know $7 \times 3 = 21$ then I know $70 \times 3 = 210$, I also know that $3 \times 70 = 210$.
- [Times Table Rockstars](#), [Numbots](#) and [MyMaths](#) are also still available.

Learning Project - to be done throughout the week

This week we invite you to find out more about music. Learning may focus on famous musicians, appreciating and performing music from different genres, as well as making a musical instrument.

- **Let's Wonder** Have you ever wondered how we can hear music? Watch [some BBC videos](#) about how sound travels. Sound travels in waves. The vibrations pass through the molecules in solids, liquids and air until they reach your ear. Don't just take our word for it – investigate! To prove sound travels through solids, try making paper cup and string telephones – empty yoghurt pots work just as well. The sounds you hear are travelling through the string! How about through air? Cover the top of a bowl as tightly as you can with cling film. Carefully put some rice, sugar or ice cream sprinkles on the top. If you hum loudly next to the bowl what happens? How about if you bang a saucepan? Water is harder to demonstrate because it can be dangerous. If your adults agree, next time you have a bath put your ears under the water. What can you hear when you move about? How about if you tap the side of the bath?



- **Let's Create** This week let's have a go at making a musical instrument. You could make a shaker by filling an empty container with rice or dried peas, a string instrument using elastic bands and empty boxes or perhaps a drum.



- **Let's get Active** 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 change? Have a dance together to the beat of the music! **Recommendation at least 2 hours of exercise a week.**
- **Time to talk**
Ask everyone in your family to choose two favourite pieces of music. It could be a song you hear a lot on the radio, some classical music or even a tv show theme! What does each person like about the music they have chosen? How does it make them feel? Do you have similar tastes in music?
- **Downtime**
Hold a kitchen disco! Play your favourite music and dance!

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](#).

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.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- IXL online. Click here for [Year 3](#). There are interactive games to play and guides for parents.
- [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](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

#TheLearningProjects

Objective: To collect synonyms which will be useful in writing dialogue.

	A	B	C
1	said	stated	laughed
2	cried	replied	rejoiced
3	joked	begged	giggled
4	barked	bellowed	agonized
5	raged	insisted	claimed
6	added	screamed	demanded
7	agreed	preached	mumbled
8	fumed	argued	responded
9	began	denied	admitted
10	lied	growled	declared

Year 3 and 4 Common Exception Words

Aa

accident	breath	consider	enough	group	island	natural	popular	surprise
accidentally	breathe	continue	exercise	guard	Kk	naughty	position	recent
actual	build	Dd	experience	guide	knowledge	notice	possess	regular
actually	busy	decide	extreme	Hh	Ll	Oo	possession	reign
address	business	describe	Ff	heard	learn	occasion	possible	remember
although	Cc	different	famous	heart	length	occasionally	potatoes	sentence
answer	calendar	difficult	favourite	height	library	often	pressure	separate
appear	caught	disappear	February	history	Mm	opposite	probably	special
arrive	centre	Ee	forward	Ii	material	ordinary	promise	straight
Bb	century	early	forwards	imagine	medicine	Pp	purpose	strange
believe	certain	earth	fruit	increase	mention	particular	Qq	strength
bicycle	circle	eight	Gg	important	minute	peculiar	quarter	suppose
	complete	eighth	grammar	interest	Nn	perhaps	question	

Last Week's Comprehension Answers

Macbeth

Put these events in the order that they happen in the story.

- A. Macbeth is killed. 5
- B. Macbeth and Banquo see the witches. 1
- C. Macbeth's wife goes mad. 4
- D. Macbeth kills the king. 2
- E. Macbeth sees the witches. 3

The witches only say one thing to Banquo, but it scares Macbeth.

1. Why would Macbeth be worried about Banquo's children becoming kings? **The other things the witches said have come true. If Banquo's children are going to become kings, they will have to get rid of Macbeth and his children.**
2. Why would Fleance's escape make Macbeth even more scared? **Fleance escaping means that there is still a chance that what the witches said will come true. There is still someone from Banquo's family who could become king, and who might kill Macbeth to do it.**

Why does Macbeth go to the witches for a second time? **He needs their help and is worried.**

In the whole play the witches say that six things will happen or be true in the future.

1. What is the sixth thing they say? **That Macbeth is safe until trees move towards his castle.**
2. What happens which shows the sixth thing they say is true? **Macduff and Malcolm's army arrives at Macbeth's castle carrying tree branches.**

Macbeth is a play full of interesting characters.

1. Who do you think is the best or nicest character in the play? Why? **Various answers; must be justified.**
 2. Who do you think is the worst or meanest character in the play? Why? **Various answers; must be justified.**
-

Two of these sentences about the story are true and two are false. Put 'True' or 'False' next to the right sentences.

- A. The story takes place in Ireland. **False**
- B. William Shakespeare wrote the play. **True**
- C. Macduff was not born the normal way. **True**
- D. Macbeth kills Macduff. **False**

In this story the writer shows that every time a person decides to do something, other things happen because of what they do. What do you think is the biggest decision made by a character in the story? Why is the decision so important? Remember to think about what the decision leads to. **Various answers; must be justified.**

Whose body is found before Macbeth blames the servants? **King Duncan's body**

The text you have just read does not just tell a story. Find and explain one way that the writer has used a different type of writing. **The writer has written a factual/non-fiction introduction before starting the fictional narrative.**

When she is speaking to Macbeth about killing King Duncan, Macbeth's wife 'whispers' to him. What does the word 'whispers' tell you about the plan and how she is feeling? **She wants the plan to remain a secret and is nervous/concerned about being overheard and discovered. She knows how terrible it would be for their treachery to be discovered.**

This week's Comprehension

Edmund Hillary

Edmund Hillary was an explorer and mountaineer. He was born in Auckland, New Zealand in 1919. His grandparents came from Yorkshire.

At school, he was small for his age, and very shy. He liked reading. His favourite books were adventure stories. He had a long train journey to school each day and he spent the time reading and day-dreaming about his own adventures.



When he was 16 years old, he became interested in climbing. By then, he had grown very tall and strong. Although he wasn't very skilful, he did have lots of stamina. He climbed his first real mountain while he was at University in 1939. It was Mt Ollivier in New Zealand.



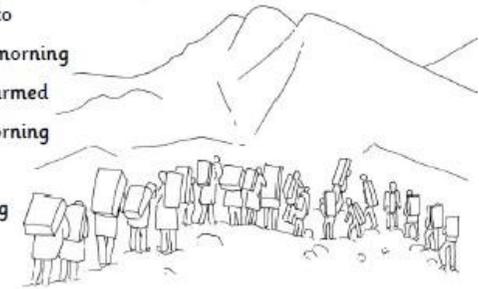
Then World War Two broke out. Edmund Hillary was a pacifist and did not want to fight in the war. However in 1943, the young men in his country were told that they had to join the military. He joined the New Zealand Royal Air Force. He was sent to Fiji and the Solomon Islands, but he was badly burned in an accident so was sent back home.

After the war was over, he climbed the highest mountain in New Zealand, Mount Cook. It is 3,724 metres high. There's a ridge on this mountain which has been named Hillary Ridge in honour of him.

In 1953 he joined a British expedition to climb Mount Everest in Nepal. This is the highest mountain in the world. There were over 400 people in the expedition team. There were other climbers and also 362 porters who carried equipment and luggage.

The porters were Sherpas – the people who live in the region of Mount Everest. The team made a base camp in March, and by May they made a final camp high up on the mountain. Two

climbers – Hillary and Tenzing – were chosen to go even further and get to the top. The next morning Hillary's boots were completely frozen. He warmed them up, and they set off. At 11.30 in the morning on May 29th 1953, he was standing at the highest point on our planet. What an amazing feeling!



However, the news of their triumph did not reach the outside world until 4 days later. This was the day that the Queen was being crowned in England. All the newspapers said that the British team's success was a 'gift' for the new Queen. In return the successful climbers were given a special medal from the Queen.



After reaching the top of Mount Everest, Hillary went home to New Zealand, but he later had many more adventures. He climbed many other mountains. He travelled the whole length of the River Ganges in India. He went to Antarctica several times. He visited both the South and the North Pole.

He always loved Nepal, where he had so many adventures in the mighty Himalaya Mountains. He set up a charity to help the Sherpa people in Nepal by building schools and medical clinics. He always said that these were the most worthwhile things he had done – more than his climbing and expeditions..

However, he never forgot his home. He said that it was always good to be going home to New Zealand, and that he wanted to end his days in Auckland.

Edmund Hillary died in 2008, in Auckland.

Edmund Hillary

What do these words mean? Match them with the correct definition. (AF2)

explorer	strength, endurance
stamina	success
pacifist	adventurer
triumph	someone who loves peace

WHEN and WHERE was Edmund Hillary born? (AF2)

What is interesting about the books Hillary liked to read as a child? (AF3)

Was Edmund Hillary keen to join the air force during World War Two? (AF2)

Name THREE mountains that Hillary climbed. (AF2)

“There’s a ridge on this mountain called Hillary Ridge *in honour of him.*”
Underline the phrase below which matches the meaning of “in honour of him.”
(AF2)

- ...to remember his achievements by
- ...to make him seem clever
- ...to make people like him

Why do you think there were so many people in the expedition team? (AF3)

Why is there an exclamation mark (!) at the end of the sentence “What an amazing feeling!”? (AF4)

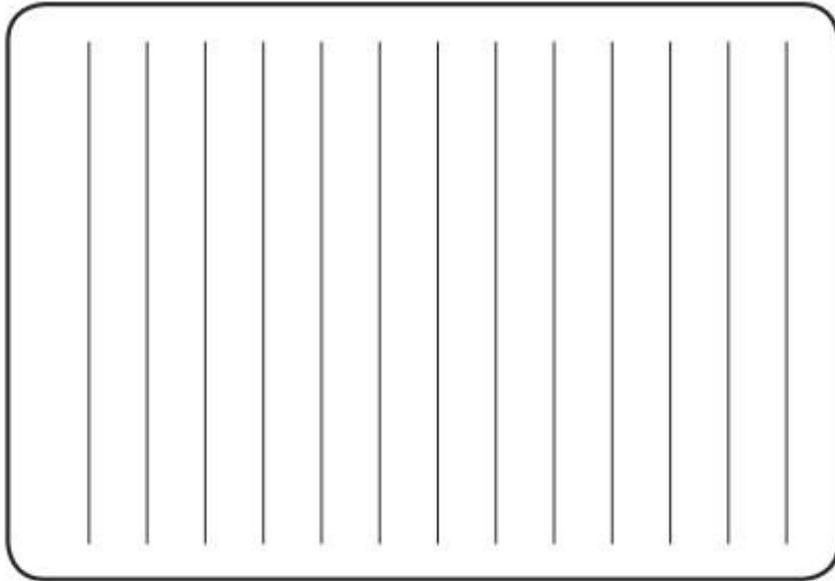
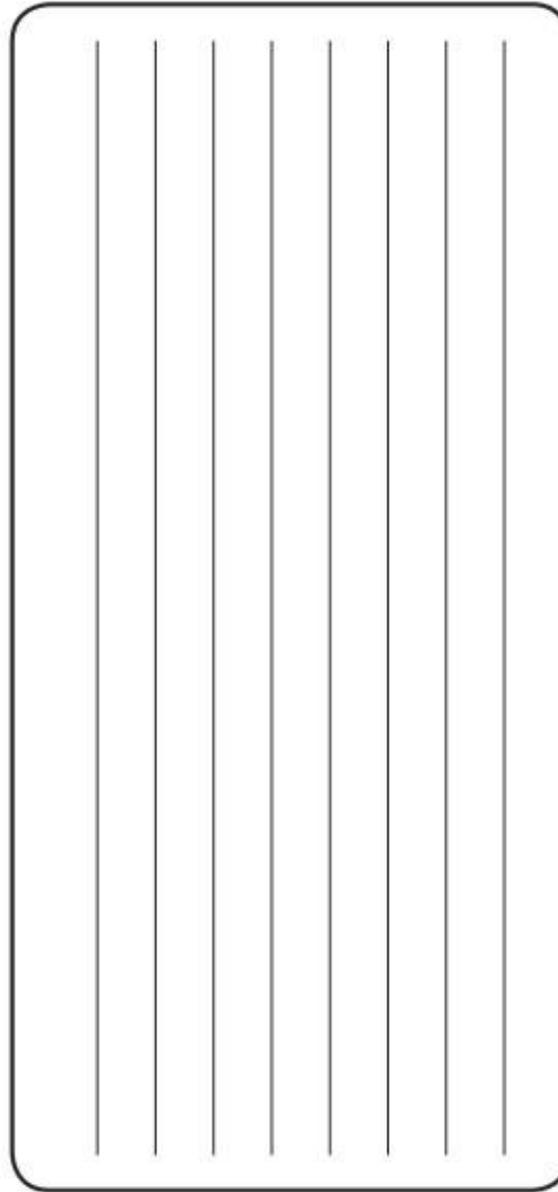
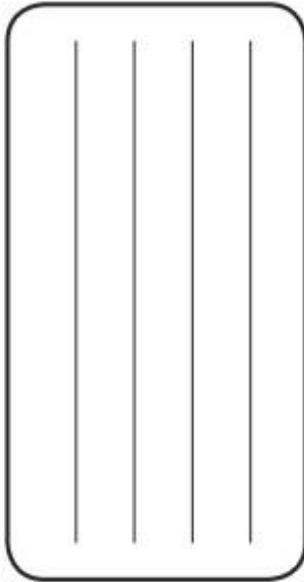
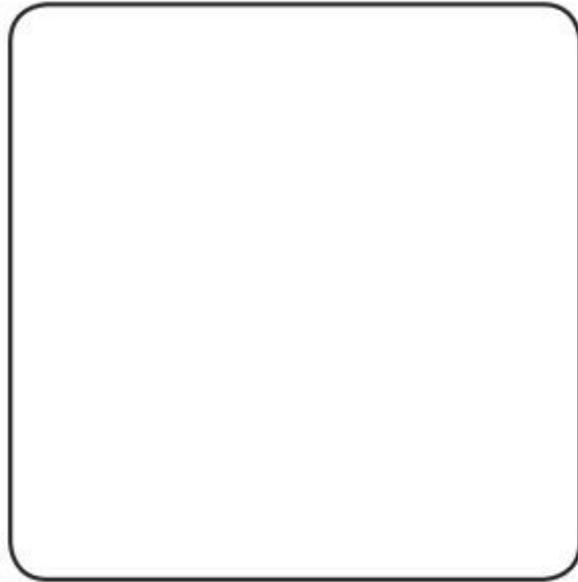
Why did the climbers receive a special medal from the Queen? (AF2)

Find TWO adventures that Hillary had after he’d climbed Mt Everest. (AF2)

Find and copy a phrase which proves that Hillary was a kind man as well as a good mountaineer. (AF3)

Do you admire Edmund Hillary? Give ONE reason why (or why not). (AF6)

Fact file/ Information Page template



Letter template

