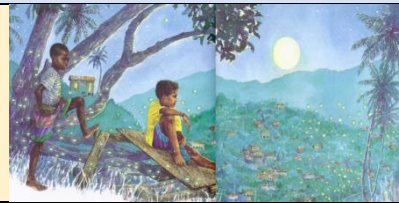


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	Lesson focus/objective (I can....)	Activity and/or instructions
Reading/Phonics	I can retrieve information from a given text.	<ol style="list-style-type: none">1. Re-read 'Making Sounds' on page 2.2. Answer the questions page 33. Check your answers on page 8.
Mathematics	I can find and recall doubles to 20 and 100.	<ol style="list-style-type: none">1. Find all the doubles of numbers from 1-10.2. Use the facts from task 1 to find larger doubles.3. Challenge – find the doubles of multiples of 5 and explain what patterns you notice.
Writing	I can write words and phrases to describe an image	Look at the image from the book. Lennox and Gregory are up on a hill. Write down words and phrases to describe the image on page 5. Can you include them in a short descriptive paragraph? 
computing	I can create a popular song using online tools	<ol style="list-style-type: none">1. Listen to the song 'Frere Jacques'.2. Use pages 6 and 7 to help you recreate the song using the melody maker.

Please read daily and complete your reading record. You can access Accelerated Reader clicking [here](https://ukhosted2.renlearn.co.uk/1894742/) and putting in your user name and password: <https://ukhosted2.renlearn.co.uk/1894742/> You may find that some of your books at home are also on Accelerated Reader, so re-read them and give the quiz a go.

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Making Sounds

Sound occurs when a vibrating object creates sound waves. Sound waves then travel through the air and create a similar vibration in a person's ear, enabling them to hear the sound. Because the ear vibrates in the same way as the original sound source, it can detect a whole range of different types of sound. The pitch of the sound is affected by the speed of vibration, fast vibrations producing high-pitched sounds and slow vibrations producing low-pitched sounds.

Larger or looser objects vibrate more slowly, smaller or tighter ones vibrate more quickly. This can be seen most clearly on instruments which have strings, regardless of whether the sound is produced by hitting, plucking or scraping the string. On instruments with strings, the lower notes are produced by thicker strings.

Similarly, the lowest strings on a piano, and on a harpsichord or harp, are much longer than those producing the higher notes. It is this that gives the grand piano, the harpsichord and the harp their distinctive shape, the curved side being created by the gradually-increasing length of the strings as the notes get lower. The same principle applies to different types of wind instruments so, for example, the tuba, which plays deep notes, is far larger than the trumpet, which plays higher ones, and the bassoon, which plays low notes, is far larger than the clarinet, which plays higher ones.

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Questions

1. How does sound occur?
2. What is the similarity between the ear and the sound that allows us to hear?
3. What is the main factor that affects the pitch of a sound?
4. Complete this sentence: Larger or looser objects will vibrate_____
5. On instruments with strings, what allows for lower notes to be produced?
6. Why are harpsicords and pianos curved in shape?
7. Name 2 instruments that are built to produce low- pitched notes.
8. Name two instruments that are built to produce high- pitched notes.
9. What is the main difference between the instruments that play low or high notes?
10. What types of strings will produce higher notes?

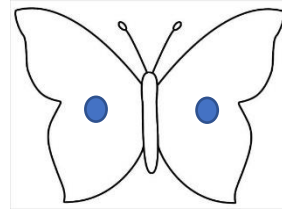
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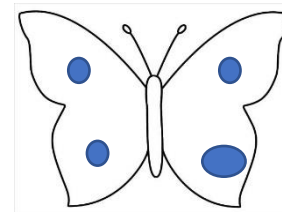
Task 1

Find all the doubles of numbers 1 -10.

You can do this on butterflies or ladybirds.



Double 1 is 2.



Double 2 is 4.

Put a number of dots on one wing and the same number on the other. This will give you the double of that number.

Task 2: use your doubles to 10 to help you double these numbers:

Double 20 →	Double 30 →	Double 40 →	Double 50 →
Double 22 →	Double 33 →	Double 44 →	Double 55 →

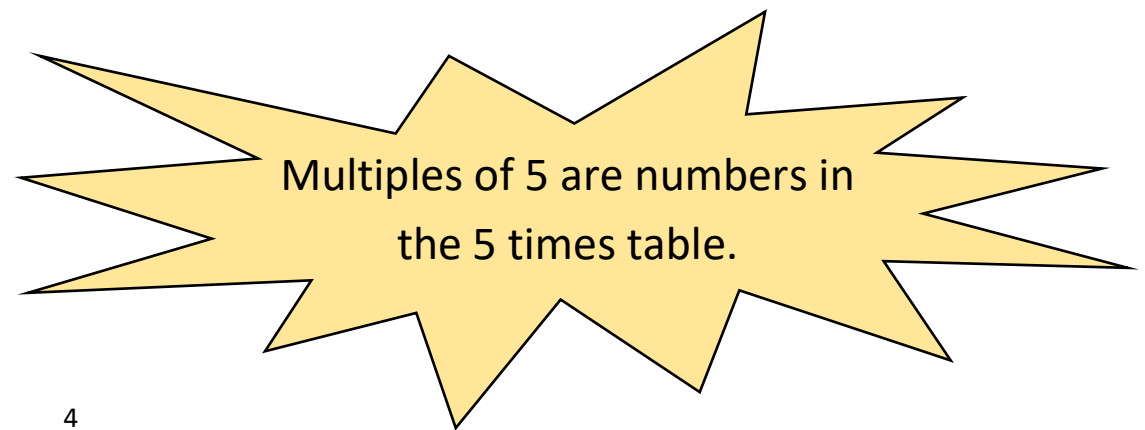
Challenge!

Pick a multiple of 5. Double it.

What is your answer? How many 10s is this?

Can you spot any patterns?

Can you explain the patterns?

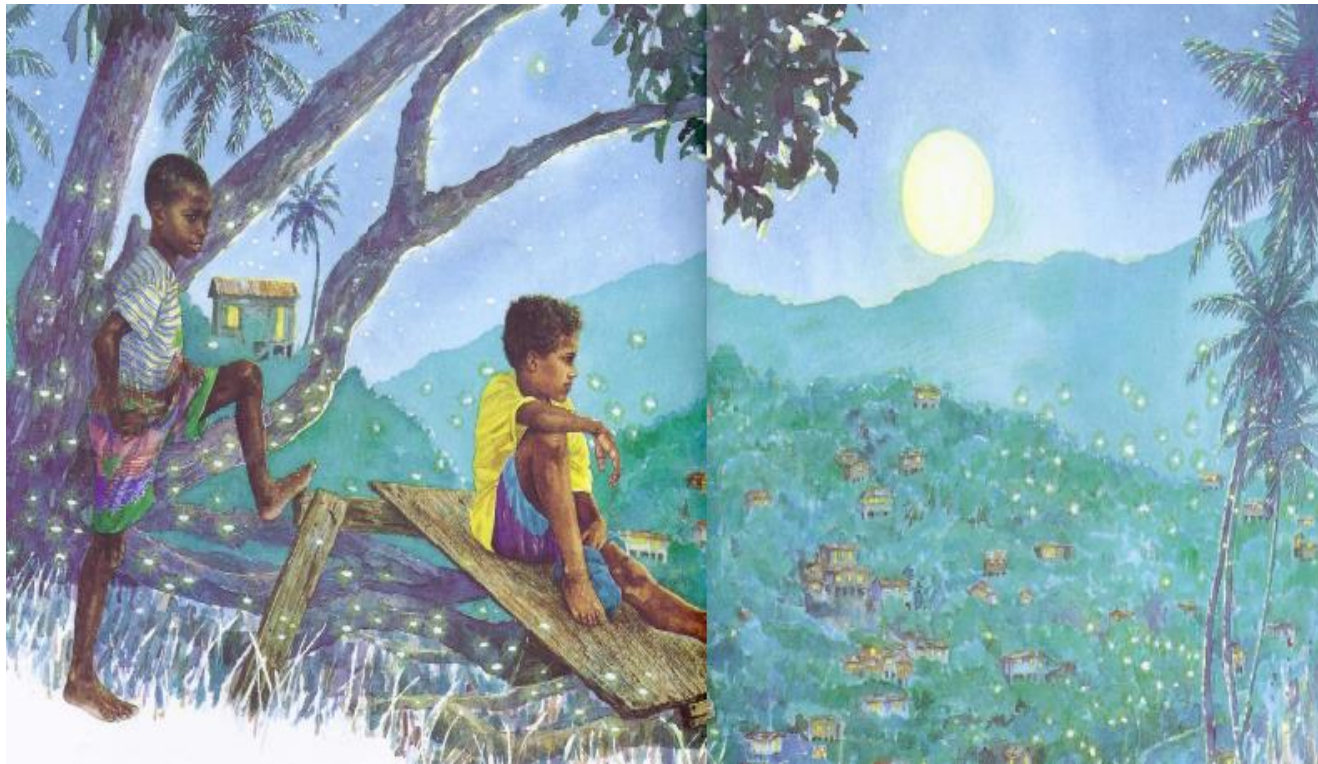


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Look at this page from the book. Write down words and phrases to describe this image.

Think of what time of the day it is, what the two boys can see, hear, how do they feel and why.



Can you write a short descriptive paragraph using the words and phrases you have written down?

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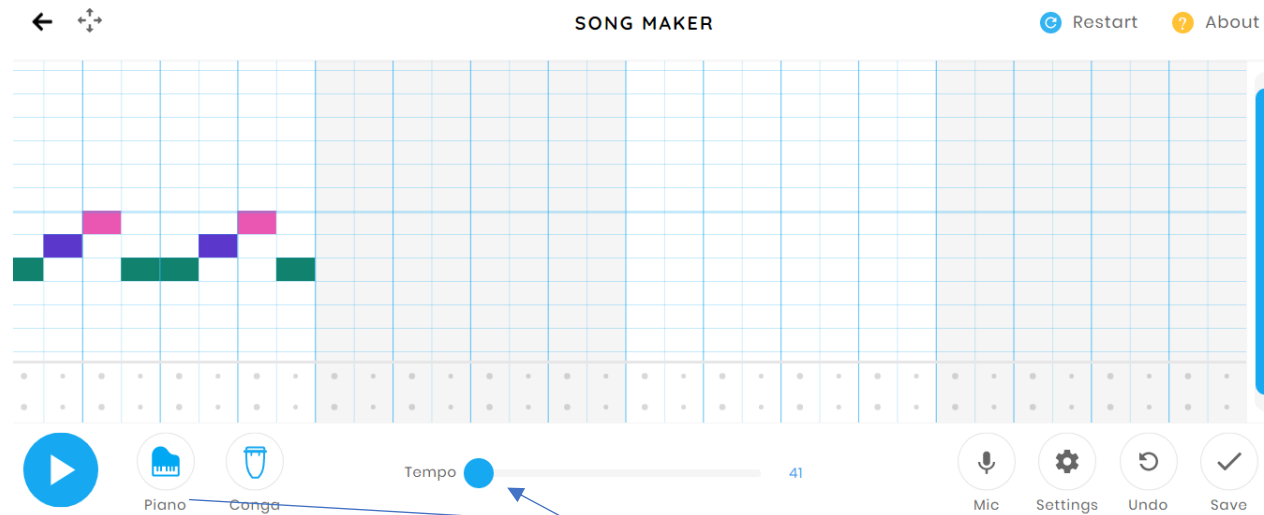
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Listen to the song 'Frere Jacques' here. Can you sing along with the melody?

<https://www.youtube.com/watch?v=RXI7KEUbSxM>

Access the song maker here: <https://musiclab.chromeexperiments.com/Song-Maker/>

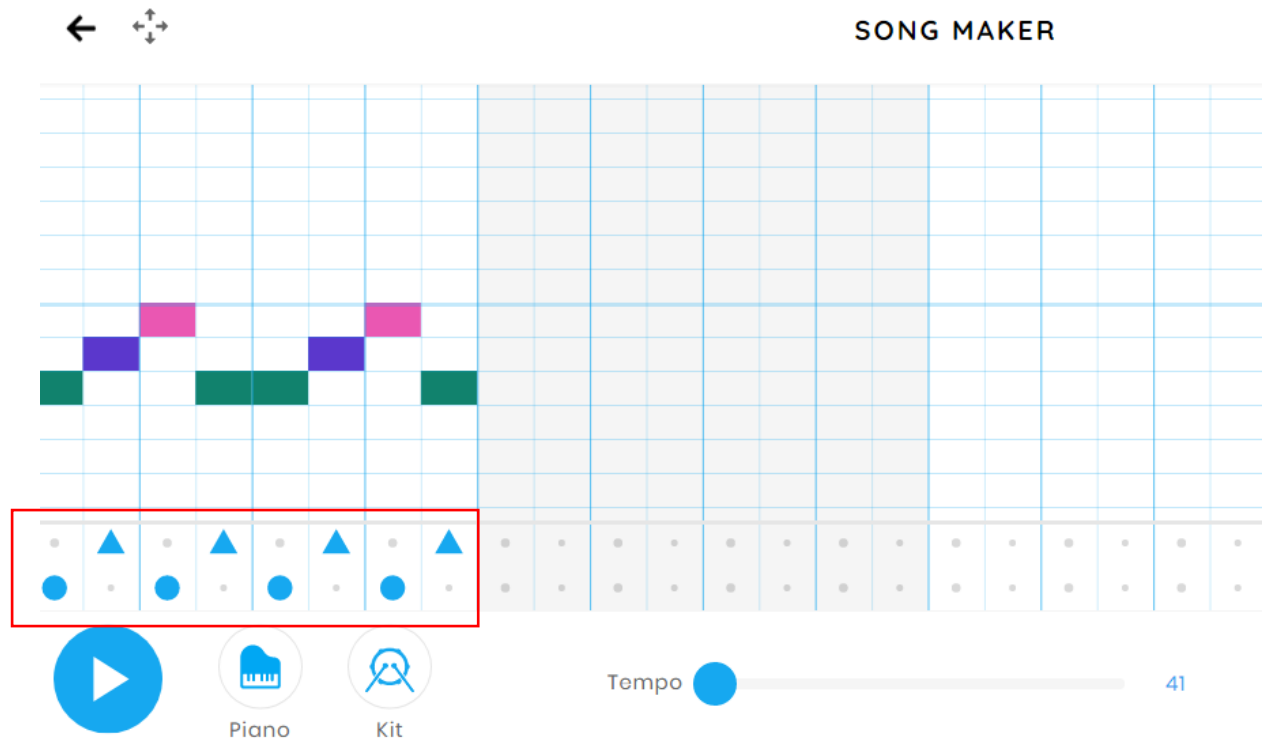
Copy the colours below to make the beginning of the song. Can you complete the next part of the melody by yourself?



To make it easier for yourself, Slow the temp down (to around 40 bpm) and start by selecting the piano to play the melody.

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Once you are confident and have completed the next part of the song, look to add a steady rhythm using the drum section as the bottom. You can copy my pattern to start with, then try to create your own.

Once you have experimented with recreating 'Frere Jacques'- use this tool to try and create a part of one of your favourite songs. You can send video to me, or a picture of your notes like the one above- We will try to guess which song you have recreated!

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1. How does sound occur? **When a vibrating object creates soundwaves.**
2. What is the similarity between the ear and the sound that allows us to hear? **The ear vibrates in the same way as the sound, allowing us to hear.**
3. What is the main factor that affects the pitch of a sound? **The speed of the vibration.**
4. Complete this sentence: Larger or looser objects will vibrate **more slowly.**
5. On instruments with strings, what allows for lower notes to be produced? **Thicker strings.**
6. Why are harpsicords and pianos curved in shape? **The gradually-increasing length of the strings.**
7. Name 2 instruments that are built to produce low- pitched notes. **The tuba and bassoon.**
8. Name two instruments that are built to produce high- pitched notes. **The trumpet and clarinet.**
9. What is the main difference between the instruments that play low or high notes? **Their size- Bigger instruments produce lower notes**
10. What types of strings will produce higher notes? **Thinner, shorter strings**