

## Charanga Long Term Plans- EYFS

| Unit  | 1  | 2   | 3   | 4   | 5                   | 6   |
|---|--|---|---|---|---------------------|---|
| Title   | Me!  | My Stories  | Everyone!   | Our World   | Big Bear Funk       | Reflect, Rewind & Replay  |
| <b>Main Songs</b>                               | Pat-a-cake<br>1, 2, 3, 4, 5, Once I<br>Caught a Fish Alive<br>This Old Man<br>Five Little Ducks<br>Name Song<br>Things For Fingers | I'm A Little Teapot<br>The Grand Old<br>Duke Of York<br>Ring O' Roses<br>Hickory Dickory<br>Dock<br>Not Too Difficult<br>The ABC Song | Wind The Bobbin<br>Up<br>Rock-a-bye Baby<br>Five Little Monkeys<br>Jumping On The<br>Bed<br>Twinkle Twinkle<br>If You're Happy And<br>You Know It<br>Head, Shoulders,<br>Knees And Toes | Old Macdonald<br>Incy Wincy Spider<br>Baa Baa Black<br>Sheep<br>Row, Row, Row Your<br>Boat<br>The Wheels On The<br>Bus<br>The Hokey Cokey | Big Bear Funk       | Big Bear Funk<br>Baa Baa Black Sheep<br>Twinkle Twinkle<br>Incy Wincy Spider<br>Rock-a-bye Baby<br>Row, Row, Row Your<br>Boat |
| <b>Cross-curricular /<br/>topic-based focus</b> | Growing, homes,<br>colour, toys, how I<br>look.  | Imagination,<br>Christmas,<br>festivals, fairies,<br>pirates, treasure,<br>superheroes, let's<br>pretend, once<br>upon a time.        | Family, friends,<br>people, music from<br>around the world.   | Animals, jungle,<br>minibeasts, night<br>and day, sand and<br>water, seaside,<br>seasons, weather,<br>sea, space.                         | Transition unit.    | Consolidate learning<br>and contextualise the<br>history of music.  |
| <b>Explore and<br/>Create</b>                   | Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.                                   |   |   |   |                     |   |
| <b>Games Track</b>                              | Find the pulse.  | Find the pulse as<br>one of the<br>characters from<br>the song.   | Invent ways to find<br>the pulse.   | Find the pulse and<br>show others your<br>ideas.  | Find a funky pulse. | Revise existing.  |

|   |  |   |   |   |  |                  |
|---|--|---|---|---|--|------------------|
| <b>Copy Cat Rhythm Games</b>                            | Copy-clap the rhythm of names.                                     | Copy-clap the rhythm of small phrases from the songs.         | Copy-clap some rhythms of phrases from the songs.                         | Copy-clap some rhythms of phrases from the songs.                         | Copy-clap 3 or 4 word phrases from the song.                                     | Revise existing. |
| <b>High and Low Games</b>                               | Explore high sounds and low sounds using voices and glockenspiels. | Explore high pitch and low pitch in the context of the songs. | Explore high pitch and low pitch in the context of the songs.             | Explore high pitch and low pitch using the images from the songs.         |  | Revise existing. |
| <b>High and Low Games</b><br><b>A. Play Together</b>    |  |   |   |   | Keep the beat of the song with a pitched note.                                   | Revise existing. |
| <b>High and Low Games</b><br><b>B. Pitch Activities</b> |  |   |   |   | Add pitched notes to the rhythm of the words or phrases in the song.             | Revise existing. |
| <b>High and Low Games</b><br><b>C. Extended Options</b> |  |   |   |   | Enjoy playing patterns using a combination of any of the three notes C, D and E. | Revise existing. |
| <b>Create your own Sounds using instruments</b>         |  | Invent a pattern to go with a song using one note.            | Use the starting note to explore melodic patterns using one or two notes. | Use the starting note to explore melodic patterns using one or two notes. |  | Revise existing. |

|                         |          |          |          |          |          |          |
|-------------------------|----------|----------|----------|----------|----------|----------|
| <b>Instrument Notes</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
|-------------------------|----------|----------|----------|----------|----------|----------|

|  |  |  |  |  |                                  |                  |
|--|--|--|--|--|----------------------------------|------------------|
|  |  | I'm A Little Teapot<br>C, C + D<br>The Grand Old<br>Duke Of York<br>C, C + D<br>Ring O' Roses<br>C, C + D<br>Hickory Dickory<br>Dock<br>C, C + D<br>The ABC Song<br>D, D + E | Wind The Bobbin<br>Up<br>D, D + E<br>Rock-a-bye Baby<br>D, D + E<br>If You're Happy And<br>You Know It<br>G, G + A | Old Macdonald<br>Incy Wincy Spider<br>G, G + A<br>Baa Baa Black<br>Sheep<br>D, D + E<br>Row, Row, Row Your<br>Boat<br>C, C + D<br>Wheels On The Bus<br>C, C + D<br>The Hokey Cokey<br>F, F + G | Big Bear Funk<br>D, D + E, D + C | Revise existing. |
|--|--|--|--|--|----------------------------------|------------------|

## Supporting Songs and Styles

| 1   | 2  | 3  | 4  | 5  | 6   |
|---|--|--|--|--|---|
| <b>Me!</b> by Joanna Mangona  | <b>My Stories</b> by Joanna Mangona  | <b>Everyone!</b> by Joanna Mangona   | <b>Our World</b> by Joanna Mangona   | <b>Big Bear Funk</b> by Joanna Mangona   | <b>Reflect, Rewind and Replay</b>   |
| Wide variety of musical styles as an introduction.  | Wide variety of musical styles as an introduction.   | Wide variety of musical styles as an introduction.   | Wide variety of musical styles as an introduction.   | Funk.  | Classical.  |
| Celebration by Kool And The Gang<br><br>Happy by Pharell Williams<br><br>Sing by The Carpenters<br><br>Sing A Rainbow by Peggy Lee<br><br>Happy Birthday by Stevie Wonder<br><br>Our House by Madness | Roll Alabama by Bellowhead<br><br>Boogie Wonderland by Earth Wind And Fire<br><br>Don't Go Breaking My Heart by Elton John and Kiki Dee<br><br>Ganesh Is Fresh by MC Yogi<br><br>Frosty The Snowman sung by Ella Fitzgerald<br><br>Spiderman sung by Michael Bublé | We Are Family by Sister Sledge<br>Thula Baba by Hlabalela Ensemble<br><br>ABC by The Jackson 5<br><br>My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions<br><br>Conga by Miami Sound Machine<br><br>Horn Concerto No 4: Third Movement – Rondo by Mozart | Lovely Day by Bill Withers<br><br>Beyond The Sea sung by Robbie Williams<br><br>Mars from The Planets Suite by Gustav Holst<br><br>Frog's Legs And Dragon's Teeth by Bellowhead<br><br>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral<br><br>Singing In The Rain performed by Gene Kelly | Big Bear Funk by Joanna Mangona<br><br>I Feel Good by James Brown<br><br>Don't You Worry 'Bout a Thing sung by Incognito<br><br>My Promise by Earth Wind And Fire<br>Superstition by Stevie Wonder<br><br>Pick Up The Pieces by Average White Band | William Tell Overture by Rossini<br><br>Dance Of The Sugar Plum Fairy by Tchaikovsky<br><br>Flight Of The Bumblebee by Rimsky-Korsakov<br><br>Jupiter, The Bringer Of Jollity by Gustav Holst<br>Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams<br><br>E.T. Flying Theme by John Williams |

## Listen and Respond

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"><li>• To know twenty nursery rhymes off by heart.</li><li>• To know the stories of some of the nursery rhymes.</li></ul> | <ul style="list-style-type: none"><li>• To learn that music can touch your feelings.</li><li>• To enjoy moving to music by dancing, marching, being animals or Pop stars.</li></ul> |

## Explore and Create (Musical Activities)

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"><li>• To know that we can move with the pulse of the music.</li><li>• To know that the words of songs can tell stories and paint pictures.</li></ul> | <p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"><li>• <b>Activity A Games Track</b><br/>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li><li>• <b>Activity B Copycat Rhythm</b><br/>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li><li>• <b>Activity C High and Low</b><br/>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li><li>• <b>Activity D Create Your Own Sounds</b><br/>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li><li>• <b>Extension Activity</b><br/>Adding a 2-note melody to the rhythm of the words.<br/>Playing with two pitched notes to invent musical patterns.</li></ul> |

## Singing

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"><li>• To sing or rap nursery rhymes and simple songs from memory.</li><li>• Songs have sections.</li></ul> | <ul style="list-style-type: none"><li>• To sing along with a pre-recorded song and add actions.</li><li>• To sing along with the backing track.</li></ul> |

## Share and Perform

| Knowledge   | Skills   |
|---|--|
| <ul style="list-style-type: none"><li>• A performance is sharing music.</li></ul> | <ul style="list-style-type: none"><li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li><li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li><li>• Record the performance to talk about.</li></ul> |