



**Music**  
**Subject Long Term Plan showing coverage across all year groups**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
<b>EYFS</b>	<p style="text-align: center;"><b><u>Ourselfs – How are we the same or different?</u></b></p> <p><b>Summary</b> Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music.</p> <p><b>Charanga links</b> <i>Action songs – Early Years</i></p>	<p style="text-align: center;"><b><u>How do we celebrate different events?</u></b></p> <p><b>Summary</b> Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music.</p> <p><b>Charanga links</b> <i>Christmas</i></p>	<p style="text-align: center;"><b><u>Around the World</u></b> <b><u>Which animals live in cold countries?</u></b> <b><u>Which animals live in hot countries?</u></b></p> <p><b>Summary</b> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p><b>Charanga links</b> <i>Different Places – I Go Africa!</i></p>	<p style="text-align: center;"><b><u>Let’s Pretend: Which setting would you like to visit?</u></b> <b><u>Fairy Tales / traditional stories: Which traditional tale do you like the best?</u></b></p> <p><b>Summary</b> Children sing songs and make music.  Children represent their own ideas, thoughts and feelings through music.</p> <p><b>Charanga links</b> <i>Nursery Rhymes. Jack and the Beanstalk, Cinderella</i></p>	<p style="text-align: center;"><b><u>Growing: What is growing all around us?</u></b></p> <p><b>Summary</b> Children experiment with ways of changing songs and music independently.</p> <p><b>Charanga links</b> <i>Changes, Growing and Us</i></p>
<b>1</b>	<p style="text-align: center;"><b><u>What is special about our area? (School/Hedon)</u></b> Geography</p> <p><b>Summary</b> Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise other old school hip hop tunes.</p> <p><b>Charanga focus</b> <i>Hey You! (Old school Hip Hop)</i></p> <p><b>Links to prior learning</b> <i>Formalises understanding of pitch and rhythm from EYFS.</i></p>	<p style="text-align: center;"><b><u>What makes the Xbox more fun than toys/games from the past?</u></b> History</p> <p><b>Summary</b> The learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). Children will listen with concentration to other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p><b>Charanga focus</b> <i>Rhythm in the Way we Walk / Banana Rap (Reggae / Hip Hop)</i></p> <p><b>Links to prior learning</b> <i>Developing an understanding of geographical diversity in music.</i></p> <ul style="list-style-type: none"> <li>• Year 1 Autumn 1 (Hip Hop)</li> </ul>	<p style="text-align: center;"><b><u>What did Flat Stanley do when he went to London?</u></b></p> <p><i>Spring 1</i></p> <p><b>Summary</b> 1) In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit they will also listen to a well-known song in that weeks’ style.</p> <p><b>Charanga focus (spring 1)</b> 1) <i>In the Groove (Blues / Latin / Folk / Baroque / Bhangra)</i></p> <p><b>Links to prior learning</b> <i>Developing an understanding of historical and geographical diversity in music.</i></p> <p><i>Spring 2</i></p> <p><b>Summary</b> The learning is focused around one</p>	<p style="text-align: center;"><b><u>Where do animals and plants come from?</u></b> Science</p> <p><b>Summary</b> The song is written to encourage children to use their imagination and create their own lyrics. Children will also listen to and appraise songs from stage and film musicals.</p> <p><b>Charanga focus</b> <i>Your Imagination (Film music / musicals / modern pop)</i></p> <p><b>Links to prior learning</b> <i>Begins to formalise composition focusing on lyrics.</i></p> <p><i>Developing awareness of a variety of musical styles and genres.</i></p> <ul style="list-style-type: none"> <li>• Year 1 Spring 2 (Film music)</li> </ul>	<p style="text-align: center;"><b><u>How easy is it to fly?</u></b> History/Science</p> <p><b>Summary</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Charanga focus</b> <i>Rewind</i></p> <p><b>Links to prior learning</b> <i>Developing an understanding of historical diversity in music.</i></p> <ul style="list-style-type: none"> <li>• All Year 1 units</li> </ul>



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			<p>song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b>  <i>Formalises and combines singing and playing skills from EYFS and introduces technical language.</i></p> <p><b><u>Charanga focus (spring 2)</u></b>  <i>Round and Round (Latin / Bossa Nova / Film music / Big Band Jazz / Mash-up / Latin Fusion)</i></p>		
<b>2</b>	<p><b><u>What type of house would you like to live in?</u></b>            History</p> <p><b><u>Summary</u></b>            The learning is focused around one R&amp;B song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b><u>Charanga focus</u></b>  <i>Let Your Spirit Fly Y3 scheme (R&amp;B / Western Classical / Musicals / Motown / Soul)</i></p> <p><b><u>Links to prior learning</u></b>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Summer 1 (musicals)</li> </ul>	<p><b><u>Why can't a meerkat live in the North Pole?</u></b>            Science</p> <p><b><u>Summary</u></b>            Ho Ho Ho is a Christmas song. Children will listen to other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p><b><u>Charanga focus</u></b>  <i>Ho Ho Ho (Christmas / Big Band / Motown / Freedom Songs)</i></p> <p><b><u>Links to prior learning</u></b>  <i>Previous Christmas content</i>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Spring 2 (Big Band)</li> </ul>	<p><b><u>How do we know about The Great Fire of London?</u></b>            History</p> <p><b><u>Spring 1 Summary</u></b>            I Wanna Play In A Band is a rock song written especially for children. In this song they will learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise classic rock songs</p> <p><b><u>Links to prior learning</u></b>  <i>Developing vocal and instrumental skills from Y1</i></p> <p><b><u>Charanga focus (spring 1)</u></b>  <i>I Wanna Play in a Band (Rock)</i></p> <p><b><u>Spring 2 Summary</u></b>            The learning is focused around one reggae song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b>  <i>Developing understanding of dimensions and musical terminology</i></p>	<p><b><u>What do beaches have in common? (Bridlington &amp; Sydney)</u></b>            Geography</p> <p><b><u>Summary</u></b>            This unit and song is about being friends. It contains sections specifically focused upon listening &amp; appraising, improvisation and composition.</p> <p><b><u>Links to prior learning</u></b>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Spring 2 (Round and Round / Film Music)</li> <li>• Y1 Summer 1 (Your Imagination / Musicals)</li> </ul> <p><b><u>Charanga focus</u></b>  <i>Friendship Song (Pop / Soul / Film / Musical)</i></p>	<p><b><u>Why wouldn't a pirate make a good friend?</u></b>            History/geography – seas/oceans</p> <p><b><u>Summary</u></b>            This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b><u>Links to prior learning</u></b>  <i>Developing an understanding of historical diversity in music.</i></p> <ul style="list-style-type: none"> <li>• All Year 2 units</li> </ul> <p><b><u>Charanga focus</u></b>  <i>Rewind</i></p>



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			<p>from Y1 Historical context of musical styles:</p> <ul style="list-style-type: none"> <li>Y1 Autumn 2 (Rhythm in the Way we Walk / Reggae)</li> </ul> <p><b><u>Charanga focus (spring 2)</u></b> Zootime ( Reggae)</p>		
<b>3</b>	<p><b><u>Early Civilisation- How did they influence our lives today?</u></b> History</p> <p><b><u>Summary</u></b> This unit introduces the children to learning about the language of music through playing the glockenspiel and recorder as well exploring and developing their playing skills.</p> <p><b><u>Links to prior learning</u></b> Formalising previous playing of tuned instruments</p> <p><b><u>Charanga focus</u></b> Glockenspiel Stage 1</p>	<p><b><u>Why Africa is a continent and what is significant about its history?</u></b> Geography</p> <p><b><u>Summary</u></b> Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Children will also listen to and appraise different styles of South African music.</p> <p><b><u>Links to prior learning</u></b> Developing understanding of dimensions and musical terminology from Y1 and Y2 Thematic links</p> <ul style="list-style-type: none"> <li>EYFS Spring (I Go Africa)</li> </ul> <p><b><u>Charanga focus</u></b> Hands, Feet, Heart <b>Y2 scheme</b> (South African Styles)</p>	<p><b><u>How has Ancient Greece changed the world?</u></b> History/Geography</p> <p><b><u>Spring 1 Summary</u></b> The learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p> <p><b><u>Links to prior learning</u></b> Historical context of musical styles:</p> <ul style="list-style-type: none"> <li>Y1 Autumn 2 (Rhythm in the Way we Walk / Reggae)</li> <li>Y2 Spring 2 (Zootime / Reggae))</li> <li></li> </ul> <p><b><u>Charanga focus (spring 1)</u></b> Three Little Birds (Bob Marley / Reggae)</p> <p><b><u>Spring 2 Summary</u></b> This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p><b><u>Links to prior learning</u></b> Geographical context of musical styles:</p> <ul style="list-style-type: none"> <li>Y1 Spring 2 (Round and Round)</li> <li>Y3 Autumn 2 (Hands, Feet, Heart)</li> </ul> <p>Thematic links</p> <ul style="list-style-type: none"> <li>Y2 Summer 1 (The Friendship Song)</li> </ul>	<p><b><u>Why did the AngloSaxons and Scots want to settle in Britain?</u></b> History</p> <p><b><u>Summary</u></b> This is a disco song about friendship, peace, hope and unity.</p> <p><b><u>Links to prior learning</u></b> Thematic links</p> <ul style="list-style-type: none"> <li>Y2 Summer 1 (The Friendship Song / pop)</li> </ul> <p><b><u>Charanga focus</u></b> Bringing Us Together (Disco / Anthem)</p>	<p><b><u>Why should rainforests be important to us all?</u></b> Geography/Science</p> <p><b><u>Summary</u></b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b><u>Links to prior learning</u></b> Developing an understanding of historical diversity in music.</p> <ul style="list-style-type: none"> <li>All Year 3 units</li> </ul> <p><b><u>Charanga focus</u></b> Rewind</p>



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			<p><b><u>Charanga focus (spring 2)</u></b>  <i>The Dragon Song (Music from around the world)</i></p>		
4	<p><b><u>How has the river Humber affected life in our area?</u></b>            History</p> <p><b><u>Summary</u></b>            As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p> <p><b><u>Links to prior learning</u></b>  <i>Formalising previous playing of tuned instruments</i></p> <p><b><u>Charanga focus</u></b>  <i>Mamma Mia (ABBA / pop)</i></p>	<p><b><u>What makes the earth angry? (Including pollution)</u></b>            Geography/science</p> <p><b><u>Summary</u></b>            The learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p><b><u>Links to prior learning</u></b>  <i>Developing understanding of dimensions and musical terminology from Y1, Y2 and Y3.</i>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Autumn 1 (Hey You! / Hip Hop)</li> <li>• Y1 Autumn 2 (Banana Rap / Hip Hop)</li> </ul> <p><b><u>Charanga focus</u></b>  <i>Stop! (Anti-bullying / rap)</i></p>	<p><b><u>How did life change from the middle ages to the Tudor period?</u></b>            History</p> <p><b><u>Spring 1 Summary</u></b>            This unit develops the children's understanding about the language of music through playing the glockenspiel and recorder as well exploring and developing their playing skills. This Unit of Work builds on the learning from Glockenspiel 1 in Year 3.</p> <p><b><u>Links to prior learning</u></b></p> <ul style="list-style-type: none"> <li>• A direct extension of the Year 3 unit (Autumn 1)</li> </ul> <p><b><u>Charanga focus (spring 1)</u></b>  <i>Glockenspiel Stage 2</i></p> <p><b><u>Spring 2 Summary</u></b>            The learning is focused around one soul / gospel song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / soul)</li> <li>• Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / Western Classical)</li> <li>• Y2 Summer 1 (Friendship Song / soul)</li> </ul> <p><b><u>Charanga focus (spring 2)</u></b>  <i>Lean on Me (Gospel)</i></p>	<p><b><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u></b>            History</p> <p><b><u>Summary</u></b>            The learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b>  <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Summer 1 (Your Imagination / pop)</li> <li>• Y2 Summer 1 (Friendship Song / pop)</li> <li>• Y3 Spring 1 (Bob Marley / Reggae)</li> <li>• Y4 Autumn 1 (ABBA / pop)</li> </ul> <p><b><u>Thematic links</u></b></p> <ul style="list-style-type: none"> <li>• Y3 Summer 2</li> </ul> <p><b><u>Charanga focus</u></b>  <i>Blackbird (The Beatles / pop)</i></p>	<p><b><u>What is different about Fairtrade food?</u></b>            Geography</p> <p><b><u>Summary</u></b>            This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b><u>Links to prior learning</u></b>  <i>Developing an understanding of historical diversity in music.</i></p> <ul style="list-style-type: none"> <li>• All Year 4 units</li> </ul> <p><b><u>Charanga focus</u></b>  <i>Rewind</i></p>





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<b>5</b>	<p><b><u>How has the Victorian period affected our lives?</u></b> History</p> <p><b><u>Summary</u></b> The learning is focused around one rock song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p><b><u>Links to prior learning</u></b> <i>Developing understanding of dimensions and musical terminology from previous years.</i> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y2 Spring 1 (I Wanna Play in a Band / rock)</li> <li>• Y4 Summer 1 (Beatles / pop)</li> </ul> <p><b><u>Charanga focus</u></b> <i>Livin' on a Prayer (Rock)</i></p>	<p><b><u>How do rivers differ?</u></b> Geography</p> <p><b><u>Summary</u></b> In this unit, the learning is focused around two tunes and improvising.</p> <p><b><u>Links to prior learning</u></b> <i>Developing improvisation skills.</i> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Spring 2 Round and Round / jazz)</li> </ul> <p><b><u>Charanga focus</u></b> <i>Classroom Jazz</i></p>	<p><b><u>How has Egypt changed since ancient times?</u></b> History</p> <p><b><u>Spring 1 Summary</u></b> The learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballads.</p> <p><b><u>Links to prior learning</u></b> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Summer 1 (Your Imagination / pop)</li> <li>• Y4 Autumn 1 (ABBA / pop)</li> <li>• Y4 Summer 1 (The Beatles / pop)</li> </ul> <p><b><u>Charanga focus (spring 1)</u></b> <i>Make You Feel My Love (Pop Ballads)</i></p> <p><b><u>Spring 2 Summary</u></b> All the learning is focused around one old school Hip Hop song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y1 Autumn 1 (Hey You! / Hip Hop)</li> <li>• Y1 Autumn 2 (Banana Rap / Hip Hop)</li> <li>• Y4 Autumn 2 (Stop! / rap)</li> </ul> <p><b><u>Charanga focus (spring 2)</u></b> <i>Fresh Prince (Hip Hop)</i></p>	<p><b><u>Will the next space travel be similar to the moon landing?</u></b> History/science</p> <p><b><u>Summary</u></b> The learning in this unit is focused around one Motown song: Dancing In The Street. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b><u>Links to prior learning</u></b> <i>Developing understanding of dimensions and musical terminology from previous years.</i></p> <p><i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>• Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / soul)</li> <li>• Y2 Autumn 2 (Ho Ho Ho / Motown)</li> <li>• Y4 Summer 1 (The Beatles / pop)</li> </ul> <p><b><u>Charanga focus</u></b> <i>Dancing in the Street (Motown)</i></p>	<p><b><u>What will our coast look like in 20 years' time?</u></b> Geography/Science</p> <p><b><u>Summary</u></b> This Unit of Work is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Children will listen to and appraise a range of Western Classical music as well as continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p><b><u>Links to prior learning</u></b> <i>Developing an understanding of historical diversity in music.</i></p> <ul style="list-style-type: none"> <li>• All Year 5 units</li> <li>• Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / Western Classical)</li> </ul> <p><b><u>Charanga focus</u></b> <i>Rewind</i></p>
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<b>6</b>	<p><b><u>How did WW2 impact the local area?</u></b> History</p> <p><b>Summary</b> The learning in this unit is focused around one song: Happy, a pop song in a Motown style by Pharrell Williams</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b>Links to prior learning</b> <i>Developing understanding of dimensions and musical terminology from previous years.</i> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>Y2 Summer 1 (The Friendship Song / pop)</li> <li>Y4 Summer 1 (Beatles / pop)</li> <li>Y5 Summer 1 (Dancing in the Street / Motown)</li> </ul> <p><b>Charanga focus</b> <i>Happy (Pop / Motown)</i></p>	<p><b><u>How is England important in Europe?</u></b> History/Geography</p> <p><b>Summary</b> In this unit, the learning is focused around two tunes and improvising skills, and builds upon the learning from the previous year.</p> <p><b>Links to prior learning</b> <i>Developing improvisation skills.</i> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>Y5 Autumn 2 (Classroom Jazz)</li> </ul> <p><b>Charanga focus</b> <i>Classroom Jazz 2</i></p>	<p><b><u>What did the Romans ever do for us?</u></b> History</p> <p><b>Spring 1 Summary</b> All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works</p> <p><b>Links to prior learning</b> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / Western classical)</li> </ul> <p><b>Charanga focus (spring 1)</b> <i>A New Year Carol (Western classical)</i></p> <p><b>Spring 2 Summary</b> All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b>Links to prior learning</b> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>Y1 Summer 1 (Your Imagination / pop)</li> <li>Y4 Autumn 1 (ABBA / pop)</li> <li>Y4 Summer 1 (The Beatles / pop)</li> </ul> <p><i>Y5 Spring 1 ( Adele / pop ballads)</i></p> <p><b>Thematic links</b></p> <ul style="list-style-type: none"> <li>Y2 Summer 1 (The Friendship Song)</li> <li>Y3 Summer 1 (Bringing us Together)</li> </ul>	<p><b><u>Why are the Americas so diverse?</u></b> Geography</p> <p><b>Summary</b> Throughout this series, children will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p> <p><b>Links to prior learning</b> <i>Historical context of musical styles:</i></p> <ul style="list-style-type: none"> <li>Y1 Autumn 1 (Hey You! / Hip Hop)</li> <li>Y1 Autumn 2 (Banana Rap / Hip Hop)</li> <li>Y4 Autumn 2 (Stop! / rap)</li> <li>Year 5 Spring 2 (Fresh Prince / Hip Hop)</li> <li>Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / Western classical)</li> <li>Y6 Spring 1 (A New Year Carol / Western classical)</li> <li>Y2 Autumn 1 (Let Your Spirit Fly <b>Year 3 scheme</b> / soul)</li> <li>Y2 Summer 1 (Friendship Song / soul)</li> <li>Y4 Spring 2 (Lean on Me / Gospel)</li> </ul> <p><b>Thematic links</b></p> <ul style="list-style-type: none"> <li>Y2 Summer 2 (The Friendship Song)</li> <li>Y3 Summer 1 (Bringing us Together)</li> <li>Y6 Spring 2 (You've Got a Friend)</li> <li>Y5 Spring 1 (Adele)</li> </ul> <p><b>Charanga focus</b> <i>Music and Me (Hip Hop, Classical,</i></p>	<p><b><u>What happened to the Mayans?</u></b> Geography/History</p> <p><b>Summary</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Links to prior learning</b> <i>Developing an understanding of historical diversity in music.</i></p> <ul style="list-style-type: none"> <li>All Year 6 units</li> </ul> <p><b>Charanga focus</b> <i>Rewind</i></p>
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			<b><u>Charanga focus (spring 2)</u></b> <i>You've Got a Friend</i>	<i>Electronic, Soul, Contemporary)</i>	
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