

Friends Across the World

© Matt Norman
with Paul Wilson, Rebecka Slater Lyons and Marilyn Tucker



With a strong beat ♩ round 98

Chorus

F F/A B \flat C

Friends a - cross the world, I got friends — a - cross the world,

3 D \flat F/A B \flat /C F

How do I know I got friends — a - cross the world? My friends —

5 F F F F

— a - cross the sea know my friends — a - cross the sea town street My friends

7 F F B \flat /C F

a - cross the street know me. (click click)

Chorus

Friends across the world
I got friends across the world
How do I know I got
Friends across the world?

Final Extra Chorus

Friends across the world
I got friends across the world
That's how I know
I got friends across the world

Verses

- 4 **My friends across the world**
- 3 **know my friends across the sea**
- 2 **My friends across the sea**
- 1 **Know my friends across the town**
- 2 **My friends across the town**
- 1 **Know my friends across the street**
- 1 **My friends across the street know me**

This is a cumulative song, each verse has lyrics added to it to make it longer
 Start with the Chorus and then sing the line marked 1
 2nd time through sing the chorus again, then start at the line marked 2 + 1 again
 3rd time through Chorus then 3 + 2 + 1 4th time through Chorus then 4 + 3 + 2 + 1
 Finish the whole thing with a Chorus followed straightaway with the Final Extra Chorus

Try clapping or nodding heads just before each chorus (“click, click”) this can help with the timing of the rests, too.



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Chorus

**Friends across the world
I got friends across the world
How do I know I got
Friends across the world?**

Verse 1

My friends across the street know me

Chorus

Verse 2

**My friends across the town
Know my friends across the street
My friends across the street know me**

Chorus

Verse 3

**My friends across the sea
Know my friends across the town
My friends across the town
Know my friends across the street
My friends across the street know me**

Chorus

Verse 4

**My friends across the world
Know my friends across the sea
My friends across the sea
Know my friends across the town
My friends across the town
Know my friends across the street
My friends across the street know me**

Chorus

Final Chorus

**Friends across the world
I got friends across the world
That's how I know I got
Friends across the world**

*"I got" is used deliberately, but please change it to
"I've got" if it's better for you.*

Friends across the World

Some suggestions on how to use this song

This song was written by Matt Norman, one of the musicians at Wren Music. It is a really good song for large groups e.g. classes or assemblies. If you are singing to an audience, then teach them the chorus first, so they can join in.

Make large size (A4 or A5) symbols of the 'places' where we have friends e.g. world, sea, town &c. You can include other places local to you or familiar to your learners – clubs, schools, horse riding, shops or restaurants.

Some volunteer learners can come to the front and hold up the symbols so that the singers know the order of the words. Or you can tape several A4 symbols together to make a long banner. Or you can stick hook velcro on the back and place them on a Velcro fabric covered board.

Practise the signs for the key words – friend – across – world – know – me – how – street - &c. (you can find these signs in 'Signing Resources'.)

Sing the song at a pace that gives everyone time to make the signs.

AAC (ICT) singers who use a voice output communication aid can sing the last phrase i.e. "and my friends across the street know me" each time it comes around. Other learners can clap twice and then repeat the phrase.

Notes written by Shan Greabe Speech & Language Therapist

Friends Across The World

Geography – KS 1&2

RE – KS1&2

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

Unit 1 Ongoing Skills

Unit 4 Feel the Pulse and rhythm

Unit 5 Taking Off – Exploring Pitch

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

Unit 15 Ongoing Skills

Unit 19 Songwriter – Exploring lyrics and melody

Unit 21 Who Knows? – exploring musical processes

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support