



Scheme of Work		
<b>Years:</b> 1&2	<b>Title:</b> The Lonely Beast	<b>Weeks:</b> 6 weeks
<p><b>Rationale:</b> This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of The Lonely Beast as a meaningful vehicle for knowledge acquisition, communication and personal development. The unit is deliberately structured so that pupils encounter new vocabulary, practise early disciplinary thinking and apply knowledge through purposeful outcomes.</p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>engage with explicit teaching and guided practice</li> <li>use new vocabulary in spoken and practical contexts</li> <li>ask and answer simple questions</li> <li>apply knowledge through creative, practical and written outcomes</li> <li>develop confidence, independence and positive participation</li> <li>make links between lead subjects and wider application subjects</li> </ul> <p>This unit demonstrates a broad and balanced integrated curriculum in which subject integrity is preserved. Each lead subject has clear core knowledge, disciplinary knowledge and secure end-points, while application subjects give pupils additional opportunities to revisit and apply what they know.</p> <p>For SEMH learners, the unit is delivered through predictable routines, clear modelling, scaffolded tasks, visual supports, vocabulary rehearsal, emotional check-ins and regulation-aware teaching. Adaptation supports access to ambitious learning rather than reducing the curriculum expectation.</p>		
<p><b>Adaptive Teaching</b></p> <p><b>Examples of adaptation within this unit include:</b></p> <ul style="list-style-type: none"> <li>visual timetables and now/next supports</li> <li>vocabulary pre-teaching and rehearsal</li> <li>sentence stems and modelling</li> <li>chunked instructions and reduced cognitive load</li> <li>oral rehearsal before recording ideas</li> <li>alternative recording methods (drawing, practical outcomes, verbal responses)</li> <li>sensory and movement opportunities where needed</li> <li>emotional check-ins and regulation support</li> </ul> <p><b>Challenge and Greater Depth Opportunities</b></p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> <li>increasingly independent application of learning</li> <li>deeper questioning and higher-order thinking</li> <li>interpretation and evaluation of evidence</li> <li>more sophisticated use of disciplinary and subject-specific vocabulary</li> <li>extended reasoning and justification of ideas</li> <li>leadership, collaboration and peer-support opportunities</li> <li>greater complexity within written, practical and presentation outcomes</li> <li>opportunities to make connections across subjects and contexts</li> <li>explain how characters' feelings and actions change throughout the story</li> </ul>		



<ul style="list-style-type: none"> <li>justify ideas using evidence from texts and illustrations</li> <li>make connections between relationships, feelings and experiences</li> </ul>	
<p><b>Hook:</b> Pupils are introduced to The Lonely Beast through an immersive classroom experience using objects, images, story, discussion, sensory exploration or practical challenge. The hook is designed to build curiosity, reduce anxiety around new learning and give pupils an immediate reason to communicate, question and explore.</p> <p><b>Opening challenge</b> Can you become a Year 1 expert and create something that helps other people understand what you have learned?</p>	<p><b>Writing Outcomes</b> By the end of the unit pupils will:</p> <ul style="list-style-type: none"> <li>orally rehearse ideas before writing</li> <li>write labels and captions linked to characters, places and feelings</li> <li>sequence and write simple sentences about story events</li> <li>create simple descriptions of characters and emotions</li> <li>compose a short narrative response linked to friendship and belonging</li> <li>edit and improve work with adult guidance</li> </ul>
<p><b>Outcomes</b> By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> <li>a library display and sharing event with Year R to support transition into Year 1</li> <li>a collection of spoken, practical and written learning evidence</li> <li>vocabulary-rich classroom display work</li> <li>a shared outcome presented to an audience</li> </ul>	<p><b>Success Criteria</b> By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> <li>use topic vocabulary within discussion and learning activities</li> <li>describe characters, feelings and relationships</li> <li>compose and record simple sentences with support</li> <li>apply taught phonics within reading and writing activities</li> <li>participate in oral storytelling and discussion</li> <li>communicate learning confidently through a final outcome</li> </ul>
<p><b>Secure End Point</b></p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>explain how characters' feelings, actions and relationships change throughout a story</li> <li>identify similarities and differences between characters, experiences and emotions</li> <li>use evidence from texts, discussion and illustrations to explain ideas</li> <li>use vocabulary linked to feelings, relationships and belonging accurately</li> <li>communicate understanding confidently through spoken, practical and written outcomes</li> </ul>	
<p><b>Common Misconceptions</b></p> <ul style="list-style-type: none"> <li>everyone feels the same emotions in the same situations</li> <li>being alone always means being lonely</li> <li>friendships happen automatically</li> <li>people always show feelings on the outside</li> <li>differences stop people becoming friends</li> </ul>	<p><b>Sticky Knowledge (Non-negotiable Learning)</b></p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> <li>people and characters can experience different emotions</li> <li>friendships and relationships are important</li> <li>belonging helps people feel safe and valued</li> <li>actions can affect others</li> </ul>



	<ul style="list-style-type: none"> <li>vocabulary helps communicate thoughts and feelings</li> </ul>
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<p><b>Retrieval Opportunities</b></p> <ul style="list-style-type: none"> <li>Recall emotions and relationships from <i>Uniquely Me</i></li> <li>Revisit descriptive vocabulary and character language</li> </ul> <p><b>Week 1</b> - prior knowledge discussion and introduction to key vocabulary  <b>Week 2</b> - recall characters and emotions vocabulary  <b>Week 3</b> - sequence story events  <b>Week 4</b> - compare characters and relationships  <b>Week 5</b> - explain ideas using topic vocabulary  <b>Week 6</b> - revisit key learning and reflect on progress</p>
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<p><b>Prior Learning</b></p> <p><b>Pupils revisit and apply learning from Unit 10: Sustain</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>retrieve and discuss information from texts</li> <li>identify key messages and themes</li> <li>discuss how texts communicate ideas and viewpoints</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>write simple pledges and persuasive responses</li> <li>communicate ideas for a purpose and audience</li> <li>explain actions and choices</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>organise ideas into linked sentences</li> <li>use increasingly precise and persuasive vocabulary</li> </ul> <p><b>Spoken Language / Oracy</b></p> <ul style="list-style-type: none"> <li>discuss ideas and viewpoints respectfully</li> <li>explain choices and suggestions</li> <li>justify simple viewpoints using topic vocabulary</li> <li>communicate learning confidently</li> </ul>
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<p><b>Spelling</b> Pupils apply:</p> <ul style="list-style-type: none"> <li>phonemes and graphemes taught through Read Write Inc.</li> <li>common exception words appropriate to Year 1</li> </ul>	<p><b>Grammar and Punctuation Focus</b> Pupils develop:</p> <ul style="list-style-type: none"> <li>capital letters and full stops (retrieval)</li> <li>adjectives for describing characters, emotions and relationships</li> </ul>
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<ul style="list-style-type: none"> <li>• topic vocabulary linked to feelings, belonging and friendship</li> <li>• oral segmenting and blending strategies</li> <li>• spelling through repeated reading and writing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• conjunctions including <i>and, because, so</i> and <i>when</i></li> <li>• expanded noun phrases</li> <li>• vocabulary linked to feelings and belonging</li> <li>• oral sentence rehearsal before recording ideas</li> <li>• apostrophes for simple contractions and possession</li> <li>• if/that/when</li> </ul>
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<p><b>Computing Integration</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>• follow and create simple instructions</li> <li>• identify and correct errors in a sequence</li> <li>• explain how changing instructions changes outcomes</li> </ul> <p><b>NC:</b></p> <ul style="list-style-type: none"> <li>• programming</li> <li>• debugging</li> </ul>	
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<p><b>Independence</b></p> <p><b>Pupils move from:</b></p> <ul style="list-style-type: none"> <li>• adult-led exploration and heavily modelled responses</li> <li>• supported emotional regulation during new or unfamiliar learning</li> <li>• using vocabulary mainly through repetition and guided talk</li> <li>• needing support to organise materials, ideas and responses</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• increasingly independent participation in discussion and practical learning</li> <li>• using topic vocabulary with greater confidence</li> <li>• selecting resources and applying learning with reduced prompting</li> <li>• sharing outcomes with pride and beginning to reflect on progress</li> </ul> <p><b>By the end of the unit pupils can:</b></p> <ul style="list-style-type: none"> <li>• recall key vocabulary and simple sticky knowledge</li> <li>• explain what they have made, found out or learned</li> <li>• participate in a purposeful final outcome</li> <li>• show increased confidence, communication and independence</li> </ul>	<p><b>Thinking</b></p> <p><b>This unit develops:</b></p> <ul style="list-style-type: none"> <li>• communication and listening</li> <li>• observation and noticing</li> <li>• comparison and classification</li> <li>• creative thinking</li> <li>• early reasoning and explanation</li> <li>• self-reflection and emotional awareness</li> <li>• empathy and perspective taking</li> <li>• belonging and identity</li> <li>• reflection and self-awareness</li> </ul> <p><b>Cognitive progression</b></p> <p><b>Week 1:</b> Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge, teaching key vocabulary and engaging pupils through practical exploration.</p> <p><b>Week 2:</b> Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.</p> <p><b>Week 3:</b> Application - Pupils focus on applying new knowledge through practical, creative, spoken and written outcomes.</p> <p><b>Week 4:</b> Deepening - Pupils focus on deepening understanding through comparison, questioning, collaboration and independent practice.</p>
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**Week 5:** Outcome Preparation - Pupils focus on preparing final products through rehearsal, refinement, editing, making or presentation.

**Week 6:** Celebration and Reflection - Pupils focus on sharing outcomes, revisiting key vocabulary, assessing understanding and reflecting on progress.

**Building on Previous Learning**

Pupils may draw upon:

- previous experiences of stories, friendships and emotions
- vocabulary linked to feelings and relationships
- discussions about belonging and kindness
- prior storytelling and imaginative activities

**3 Lead Subjects National Curriculum Links**

**Subject 1: English**

**Core Knowledge**

- Sounds and letters combine to create words that carry meaning.
- Simple sentences communicate complete ideas.
- Stories, poems and information texts can be listened to, discussed and retold.
- Oral rehearsal supports writing and helps pupils organise ideas before recording them.

**Disciplinary Knowledge**

- Apply phonic knowledge to decode and spell simple words.
- Compose sentences orally before writing.
- Sequence simple ideas to create short narratives or explanations.
- Use talk to clarify thinking, ask questions and share responses.

**Secure End Point**

Pupils can use phonics, spoken language and simple sentence writing to communicate ideas clearly.

Area	Coverage within this unit
Reading	narrative reading; retrieval and discussion; empathy and emotional literacy; simple inference; identifying themes and messages; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; narrative responses; descriptions of characters and feelings; reflections and personal responses; shared writing
Spelling	application of phonics taught through Read Write Inc.; common exception words; topic vocabulary
Grammar and Punctuation	capital letters and full stops; adjectives for description; conjunctions including <i>and</i> , <i>because</i> , <i>so</i> and <i>when</i> ; expanded noun phrases
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

**Subject 2: Geography**

**Core Knowledge**



- Places have human and physical features.
- Weather, seasons and environments can be observed and described.
- Maps, photographs and fieldwork help us understand places.

**Disciplinary Knowledge**

- Use simple maps, photographs and observations.
- Describe locations using basic geographical language.
- Compare familiar and contrasting places.

**Geographical enquiry opportunities**

- observing environments and locations in stories
- identifying similarities and differences between places
- using maps, images and visual information
- discussing environments and journeys

**Secure End Point**

Pupils can describe features of places and use simple geographical vocabulary and observations.

**Subject 3: Art**

**Core Knowledge**

- Art communicates ideas, feelings and experiences visually.
- Artists use line, colour, shape, pattern, texture and form.
- Materials can be explored and selected for different creative purposes.

**Disciplinary Knowledge**

- Use drawing, painting and making techniques with increasing control.
- Explore materials and describe choices.
- Respond to the work of artists, craft makers and designers.

**Secure End Point**

Pupils can create purposeful artwork and talk about the materials, colours and choices they used.

**Application Subjects**

**PDL**

- Reinforce emotional literacy, belonging and positive participation.
- Practise cooperation, turn-taking and reflection.
- Connect learning to personal confidence and relationships.
- Recognising emotions in self and others
- Discussing friendship and belonging
- Practising empathy and respectful communication

**ICT**

- Use simple digital tools with support.
- Recognise that technology can help create, record or share learning.
- Practise safe and respectful use of devices.

This mixed Year 1/2 curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Year 1 pupils secure foundational knowledge while Year 2 pupils deepen learning through greater independence, vocabulary and challenge.



**National Curriculum Focus (English)**

**Reading**

- retrieve and discuss information from stories
- make simple inferences about characters and feelings
- discuss themes and messages within texts

**Writing**

- compose narrative responses and reflections
- describe characters, feelings and relationships
- communicate ideas for a purpose and audience

**Grammar and Punctuation**

- organise ideas into linked sentences
- use increasingly precise vocabulary and description

**Spoken Language / Oracy**

- discuss feelings and ideas respectfully
- explain responses and viewpoints
- explain characters' feelings and motivations
- communicate learning confidently

**Mixed-age Challenge (Year 2 depth)**

**Reading**

- explain characters' actions and motivations
- make simple inferences using evidence from stories and illustrations

**Writing**

- write three or more linked sentences independently
- include descriptive and emotional detail

**Grammar**

- apply expanded noun phrases independently
- use conjunctions including *and*, *because*, *so* and *when*

**Future Learning**

**Pupils will use this learning to:**

**Reading**

- make increasingly detailed inferences about characters, relationships and events
- discuss themes, messages and viewpoints within texts
- explain ideas using evidence from stories and illustrations

**Writing**

- communicate ideas and responses with increasing independence



- organise ideas into increasingly detailed sentences and short narratives
- use descriptive vocabulary to communicate meaning effectively

**Grammar and Punctuation**

- apply sentence structures and vocabulary with increasing accuracy
- use a wider range of conjunctions and punctuation within writing

**Spoken Language / Oracy**

- participate confidently in discussion and collaborative activities
- justify opinions and responses respectfully
- explain ideas using increasingly precise vocabulary

**Curriculum Progression and National Curriculum Links**

**PDL**

**Year 1**

- identify characters and feelings
- discuss relationships

**Year 2 extension**

- explain motivations and viewpoints
- make inferences using evidence

**Disciplinary progression**

- identify → infer → reflect

**Future learning**

Pupils will apply these skills in KS2 through increasingly independent discussion, reading and writing.

**Application Subject Progression and National Curriculum Links**

**Art**

**Year 1**

- represent characters and emotions visually

**Year 2 extension**

- select techniques intentionally

**Disciplinary progression**

- represent → communicate → reflect



**Music**

**Year 1**

- perform rhythm and storytelling through sound

**Year 2 extension**

- select sounds to communicate ideas

**Disciplinary progression**

- explore → perform → create

**Cross-curricular links**

Subject	Application
English	narrative writing, vocabulary development and sentence composition
Geography	environments, places and journeys
Art	creating visual responses to characters and themes
ICT	recording and presenting learning
PDL	emotional literacy, belonging and relationships

**National Curriculum Coverage Audit**

Subject	Coverage within this unit
English	narrative understanding, character exploration and writing
PDL	relationships, belonging and emotions
Art	character design and visual response
Spoken Language	storytelling and discussion

**Anchor Texts:**

- The Lonely Beast
- Beegu
- The Invisible Boy

**Supporting texts/recommended reads**

- stories linked to friendship and belonging
- books exploring emotions and identity
- visual information texts
- poetry linked to feelings and relationships

**Reading Focus:**

- empathy and emotional literacy
- retrieval and simple inference
- character understanding, motivations and relationships
- vocabulary linked to emotions and identity
- themes of belonging and friendship

**Disciplinary Reading Opportunities**

Pupils engage in discussion, retrieval, vocabulary exploration, prediction, sequencing and inference activities linked directly to the wider curriculum topic.



Genre	Coverage
Narrative	friendship and belonging stories
Picture books	emotions and relationships
Poetry	repeated language and performance
Visual texts	illustrations and character exploration

**Reading Spine Unit: The Lonely Beast (KS1 Cycle 1)**

**Reading focus areas:**

- empathy and emotional literacy
- retrieval and simple inference
- character understanding and relationships
- vocabulary linked to emotions and identity
- themes of belonging and friendship

**Fluency approaches:**

- echo reading
- oral storytelling
- repeated reading
- performance reading

**Retrieval focus:**

- recalling characters and emotions vocabulary
- sequencing story events
- identifying themes and repeated ideas

**Future Learning (English)**

Pupils are preparing for future learning in KS2 by developing increasingly independent reading, writing and communication skills.

**Reading**

- make increasingly detailed inferences about characters and events
- discuss themes and viewpoints within texts

**Writing**

- communicate ideas and responses with increasing independence
- organise ideas into increasingly detailed sentences

**Grammar and Punctuation**

- apply vocabulary and sentence structures with increasing accuracy

**Spoken Language / Oracy**

- discuss ideas respectfully and confidently
- explain responses using increasingly precise vocabulary

**Vocabulary Development**



Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered vocabulary:

**Tier 1:** friend, lonely, happy, home

**Tier 2:** belong, share, care, welcome, community

**Tier 3:** empathy, relationship, identity, inclusion

**Oracy & Fluency**

Pupils develop fluency, communication and confidence through:

- echo reading to model expression and language patterns
- repeated reading to develop fluency and familiarity with texts
- oral storytelling and retelling of key events and ideas
- partner discussion and structured talk opportunities
- vocabulary rehearsal through sentence stems and discussion
- opportunities to perform, present and communicate learning to others
- discussion of emotions, relationships and belonging

**SEMH Reading Approach**

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence.

**Visits and Visitors:**

- Topic-linked visitor, workshop or adult expert where appropriate.
- Use of local environment, school grounds or community links.
- Practical enrichment experience to deepen vocabulary, curiosity and real-world connection.

**Home Learning:**

- Family discussion prompt linked to the topic vocabulary.
- Simple creative or practical activity to reinforce retrieval.
- Optional object, photograph, drawing or spoken contribution to bring back into class.
- Short reading, talk or observation task to support confidence and home-school connection.

**Home Reading Opportunities**

Families are encouraged to revisit key texts together, practise repeated reading and discuss emotions, vocabulary and themes.

**Assessment opportunities:**

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Area	Assessment opportunities
Vocabulary	Observation of accurate use of topic vocabulary during discussion, practical learning and final outcomes
Sticky Knowledge	Retrieval discussions, questioning and recall of key non-negotiable learning
Reading	Shared reading, questioning, retrieval, sequencing and discussion linked to anchor texts



Writing	Review of labels, captions, sentences and final written outcomes
Spoken Language / Oracy	Observation of discussion, storytelling, explanation and presentation opportunities
Practical Application	Observation of practical tasks, creative outcomes and application of knowledge
Independence	Observation of participation, confidence, regulation and increasing independence
PDL	Discussions of emotions, friendship and belonging
Final Outcome	Evaluation of pupils' ability to communicate and apply learning within the final outcome

Week	Assessment Focus	Evidence
Week 1	prior knowledge and vocabulary	discussion and observation
Week 2	use of new vocabulary	oral responses
Week 3	sentence composition	written work
Week 4	understanding characters and emotions	practical and written outcomes
Week 5	preparation of final outcome	discussion and completed work
Week 6	final outcome and communication	presentation and completed work

**Assessment Checkpoints**

Teachers monitor whether pupils can:

**Knowledge**

- identify key characters, events and themes within the story
- recall vocabulary linked to emotions, relationships and belonging
- explain how characters change during the story

**Disciplinary Thinking**

- use evidence from texts and illustrations to explain ideas
- make predictions and connections
- discuss similarities and differences between experiences and feelings

**Application**

- communicate understanding through spoken, practical and written outcomes
- explain ideas using vocabulary linked to emotions and relationships
- apply learning independently within the final outcome

**Leaders Monitor Impact Through**

- pupil voice discussions linked to key learning and experiences
- work scrutiny of written, practical and creative outcomes
- observation of vocabulary used during discussion and learning activities
- retrieval opportunities and recall of sticky knowledge
- review of final outcomes and presentations
- reading discussions linked to anchor texts and reading experiences
- observation of communication, confidence and participation
- monitoring of independence, engagement and regulation needs
- assessment information and teacher observation



- observation of discussion around emotions, relationships and belonging

**Links to Whole-School Policies**

**This unit should be delivered in line with:**

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



## Appendix 1: Storybrook Implementation Notes

### Adults say

#### Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

#### Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

#### Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

#### Reflection

- “Has your thinking changed?”

### Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

### Adults look for

#### Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

#### SEMH

- engagement
- regulation
- confidence
- participation

#### Independence

- reduced adult support
- ownership of learning
- increasing resilience