

# English planning and resources

Planning and Resources

School -

Year group (s) – 2

Teacher –

Text – The Lonely Beast

Term – Autumn 2

<b>A7</b>	POR 1+2 responding and role on the wall	POR 3 story telling – model text of story retelling	POR 4 boxing up	Tadpoling - Adverbial phrases – vocab	POR 8 hot seating – questions recap	The Lonely Beast by Chris Judge	Narrative retelling with different character and settings journey story
<b>A8</b>	POR 14 visualising – a new friend for beast	adjectives adverbs	POR 16 shared writing model plan for friend's journey	POR 17 shared writing model write opening build up and problem	Shared writing model resolution, ending and editing		
<b>A9</b>	Word classes – nouns verbs recap	Independent plan journey story – drama and oral rehearsal of story	Independent opening and build up (Hot task)	Independent problem resolution ending (hot task)	Edit, improve, perform		Newspaper report – to help beast find friends
<b>A10</b>	Model text of newspaper report – learn and box up	Conjunctions focus tadpoling	POR 11 – shared writing	POR 12+13 – shared writing	Recap 3rd person and past tense		
<b>A11</b>	Addition Conjunction s	Independent plan – oral rehearsal	Independent newspaper report – opening and next paragraph (hot task)	Independent next paragraph and closing (hot task)	Edit, improve, perform		
<b>A12</b>	POR 6 Model text poem learn The Jellyfish	Metaphor and simile	POR 7 – shared writing of poem innovated for different underwater creature	Independent plan and writing for own poem of sea creature (hot task)	Edit, improve, perform		Underwater creature poem

# Overview

# Writing outcomes and SPAG focus

## Writing outcomes

- \* Narrative retelling with different characters – journey story
- \* Formal newspaper report
- \* Poetry underwater

## SPAG focus

- \* word classes – adverbial phrases / adverbs / nouns / verbs
- \* conjunctions – additional subordinating
- \* questions
- \* metaphors and similes

# Genre objectives and NC objectives

## National Curriculum Writing Expectations Y2

Spell some words that sound the same, but are spelled differently.

Use an apostrophe to show that something belongs to somebody.

Use commas to show items in a list.

Spell words that end with ment, ness, full, less and ly.

Write letters in the correct size and joined.

Write capital letters and numbers in the correct size.

Leave finger space between words.

Write in sentences with expanded noun phrases.

Plan my work on paper.

Check my work for spelling, grammar and punctuation mistakes.

Check my work to make sure it makes sense.

Use statements, questions, exclamations and commands.

Join sentences with different words (and / or / but / because / when / if).

Use the past and present tense correctly.

## Journey Story Expectations Y2

Use time or place to start

Explain how the character feels

Explain how the character has changed or what they have learned

Choose adjectives for effect

Use alliteration to describe

Use similes to describe

Use 'said' plus an adverb

Use dramatic conjunctions

Opening - Main character goes on a journey

Build up - Something small goes wrong

Problem - Something worse happens

Resolution - The obstacles are overcome

Ending - Main character gets there in the end

**Year 2**  
**Newspapers**  
**Objective**

My introduction sets the scene with the  
five Ws;

Where? Why? Who? What? When?

I have recounted events in chronological  
order

My closing statement brings the writing  
to a conclusion

It has a neat last line to grab attention

It is in the past tense

I have used the third person

I have linked paragraphs using time  
connectives

# Please read the POR unit plan in full

- \* Link below

- \* [https://clpe.org.uk/system/files/The%20Lonely%20Beast\\_Teaching%20Sequence.pdf](https://clpe.org.uk/system/files/The%20Lonely%20Beast_Teaching%20Sequence.pdf)

# Links to other texts and resources

Links to other texts and resources: Display a range of stories, poetry and non-fiction in which there are beasts, wild creatures and monsters:

- ☐ 'Bedtime for Monsters' by Ed Vere (an EYFS Power of Reading text)

- ☐ 'Emily Brown and the Thing' by Cressida Cowell (another Power of Reading text)

- ☐ 'Ogres don't Dance by Ann Carey, illustrated by Chris Judge

- ☐☐ Display stories that involve challenging or arduous quests:

- ☐ 'The Princess and the White Bear King' by Tanya Robyn Batt (a KS1 Power of Reading text)

- ☐ 'Journey' and 'Quest' by Aaron Becker Other books by Chris Judge: 'The Brave Beast' 'The Great Explorer'

# Before starting the unit...

- ☐ Have a Big Book already made-up to use as a class reading journal. This should be added to as the story is read together. Use shared writing to write in children's comments as well as adding individual responses.
- ☐ Prepare a large wall display so that the story can be plotted on a 'map' as the Beast makes his journey to and from his home.
- ☐ Prepare a large Role on the Wall of The Beast.
  - ☐ Prepare a large 'Beast's Diary', including a couple of prepared extracts, in which the children can paste their own writing in role as the Beast.
- ☐ Have ready a large book/space in which to create an underwater poetry anthology or display.
- ☐ Consider a prominent space in the school in which the children's book reviews and Chris Judge / monster book recommendations can be displayed for the community to interact with.
  - ☐ Gather resources to make playdough in a range of colours and collect crafting and junk modelling materials.
- ☐ Make a collection of texts that feature beasts, monsters and creatures, a misunderstood or lonely character or a quest journey, including comics and folk tales. Also, gather a range of texts, in particular poetry books, that the children can read about underwater creatures in order to inspire their own compositions. These texts can be read independently by children in reading times, or used in group reading.



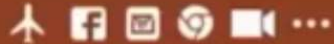
# Week 1 Monday

- \* Learning Outcome / Objective
- \* I can respond to an illustration.
- \* I can recognise different character aspects.

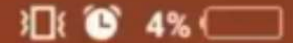
# Hook

\* Footprints found!

# Tell me... likes / dislikes / patterns / puzzles



21:15



Lonely Be...t 6 -9 tuổi

Have you heard of the Beasts?  
No, not many have. That's because they are  
very rare. This is the tale of one such Beast,  
whose determination to overcome his  
loneliness leads him to undertake a daring  
and dangerous quest to find others like him . . .

'The Lonely Beast heralds a brilliant new talent  
in the world of picture books.'

P.J. LYNCH

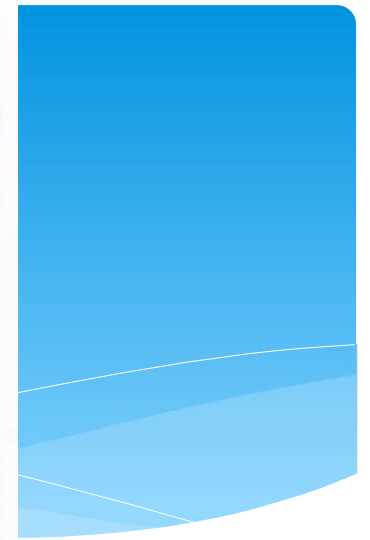


www.hodderandgordon.co.uk

## THE LONELY BEAST

CHRIS JUDGE





- What sort of story are you expecting? Why?
- What do you think this story might be about?
  - What sort of creature is this?
- Do you know any other monsters like this?

# Book trailer...

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

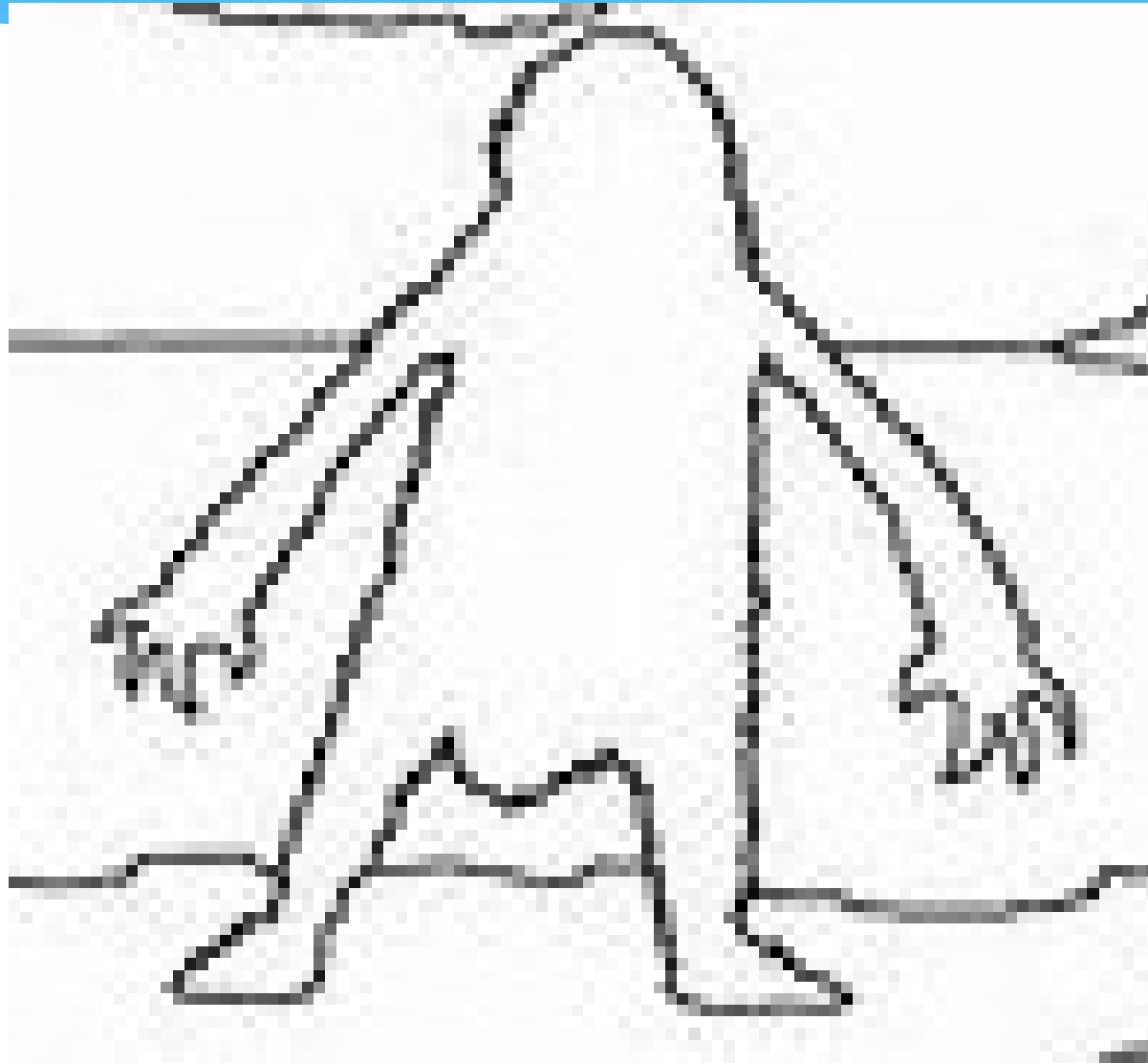
- \* What do you think now?
- \* Have your ideas about the story changed?
- \* Why?
- \* Why not?
- \* What do you think it is doing?
- \* Where is it going?
- \* Where has it come from?
- \* Does it remind you of anything?

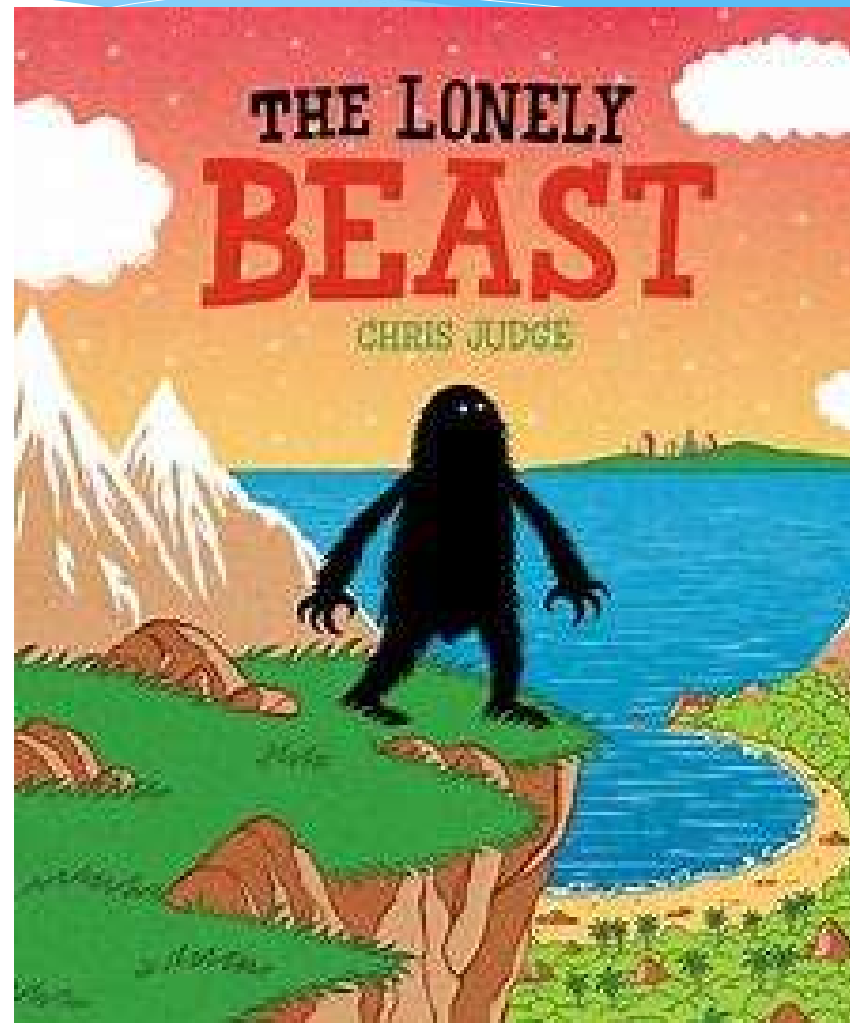
# The Lonely Beast



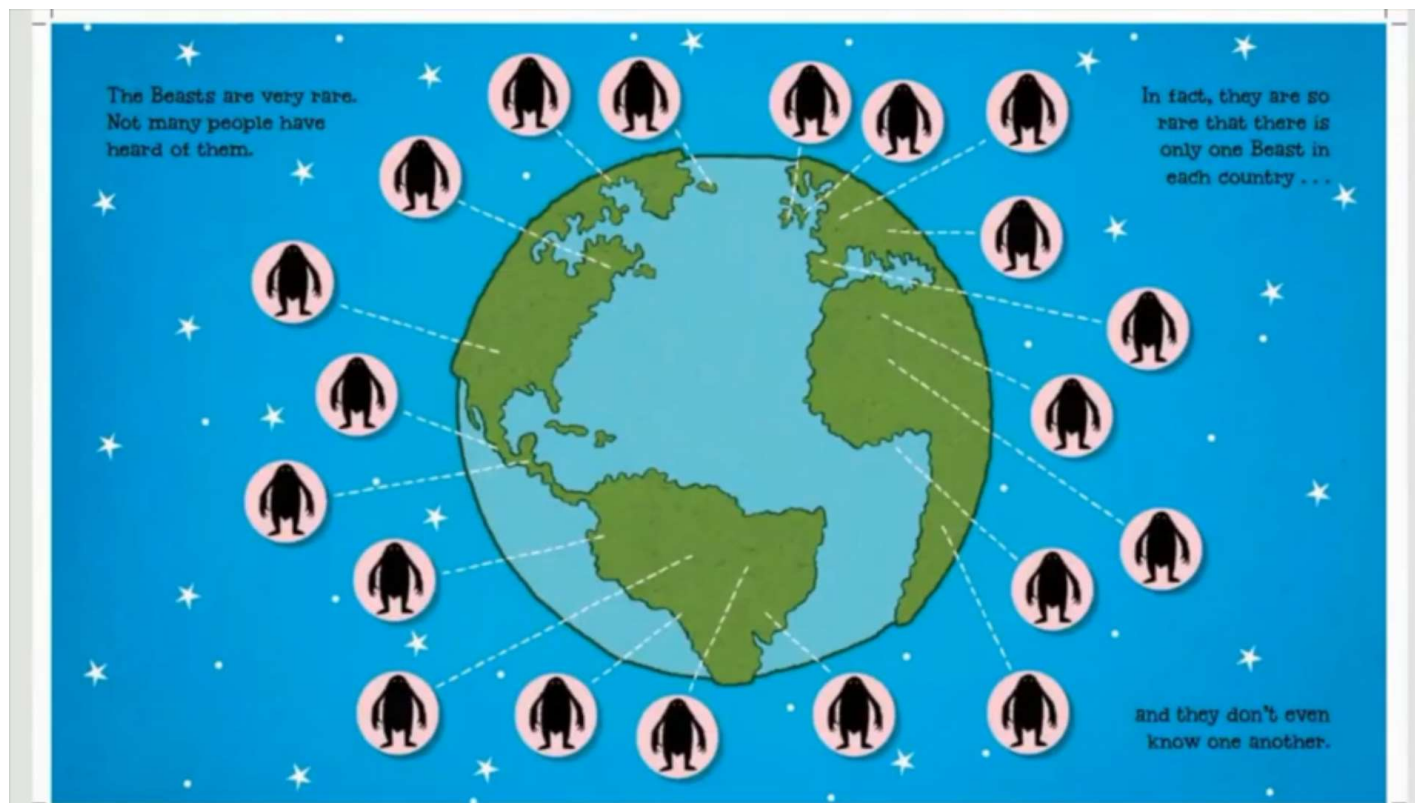
- - What does it mean to be lonely?
- Why do you think he is lonely?
- Why is he standing at the cliff's edge? What can he see?
- What is he thinking about?

# Role on the wall









The Beasts are very rare.  
Not many people have  
heard of them.

In fact, they are so  
rare that there is  
only one Beast in  
each country . . .

and they don't even  
know one another.

They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens ...



drinking tea ...



walking in the snow ...



They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens . . .



drinking tea . . .



walking in the snow . . .



This is the story of one such Beast who,  
one day, suddenly felt very lonely.



# Tell me...

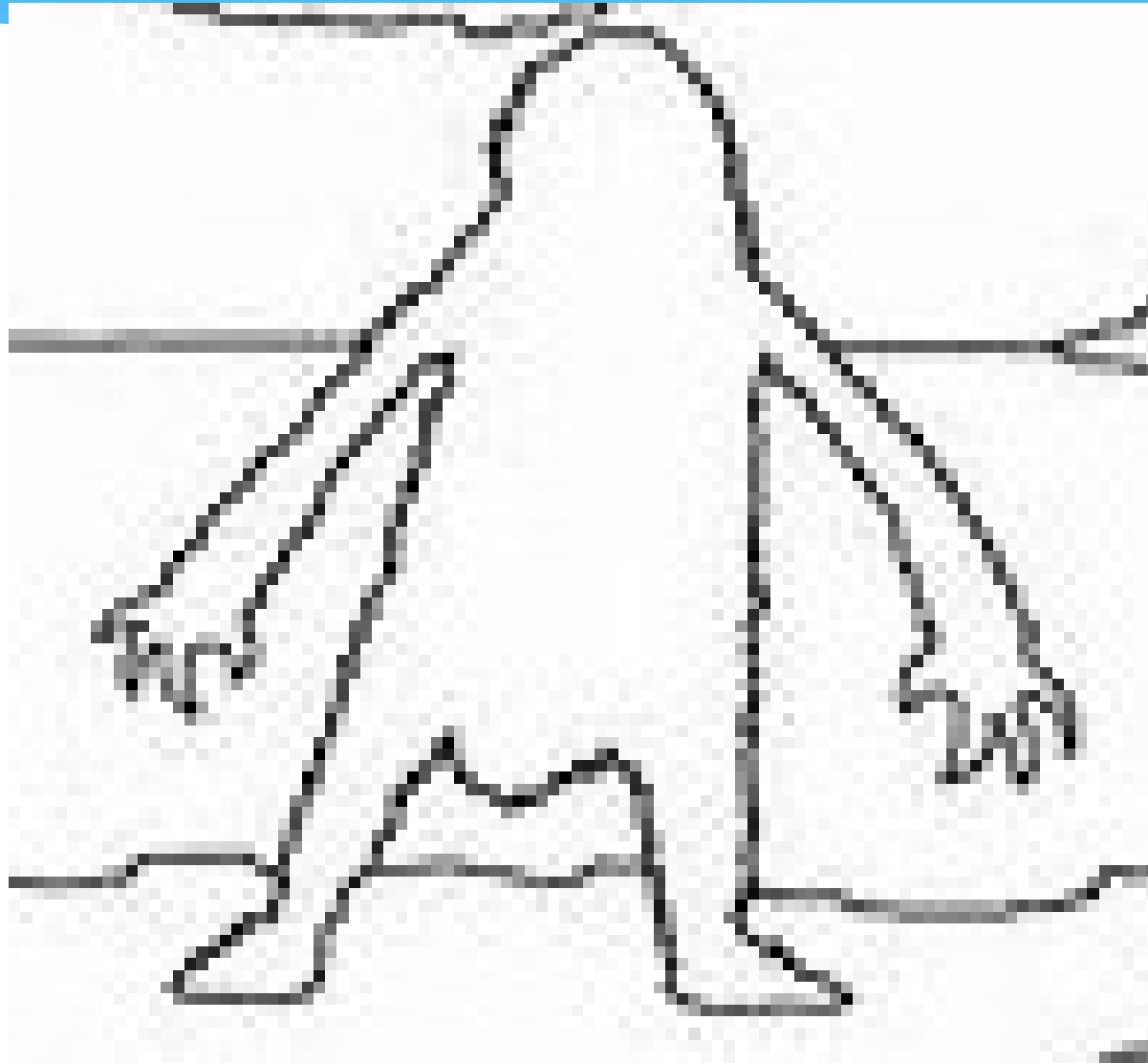
- \* What did you like?
- \* What did you dislike?
- \* What patterns did you find?
- \* What puzzles you?

# Why did we stop here?

In partners, predict what might happen next.



# Role on the wall





Press  to exit full screen



He crossed a  
dangerous river . . .



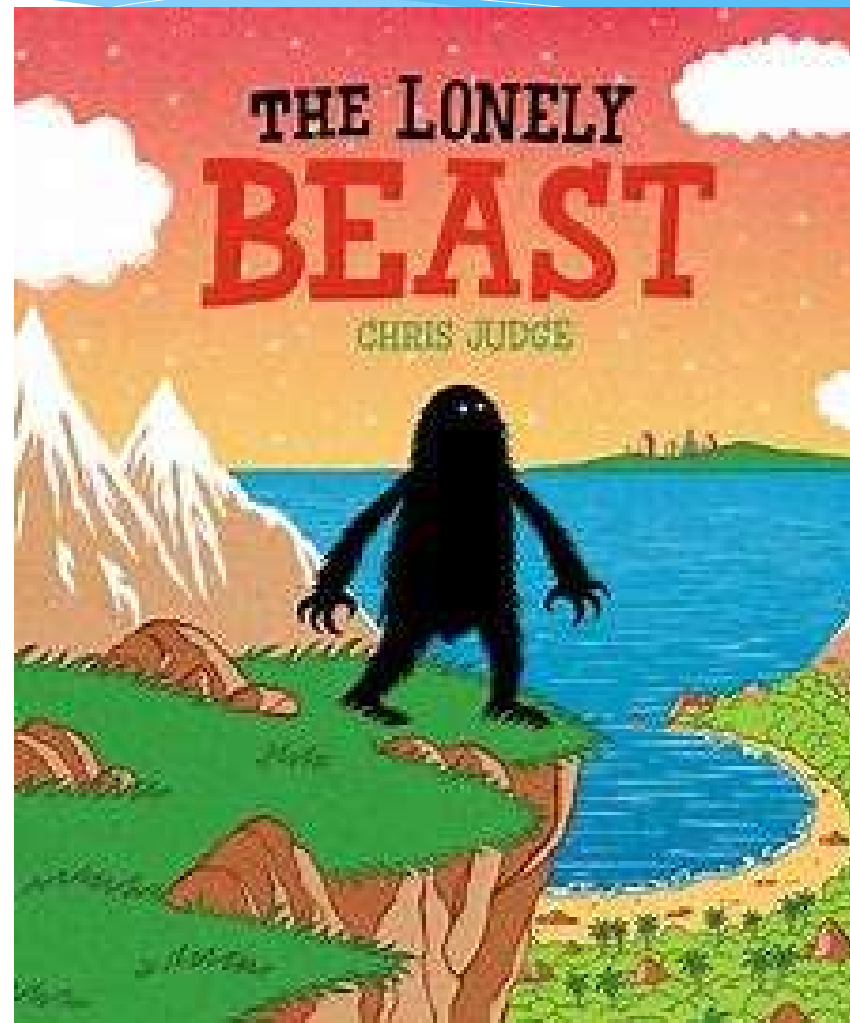
climbed down a  
high cliff . . .

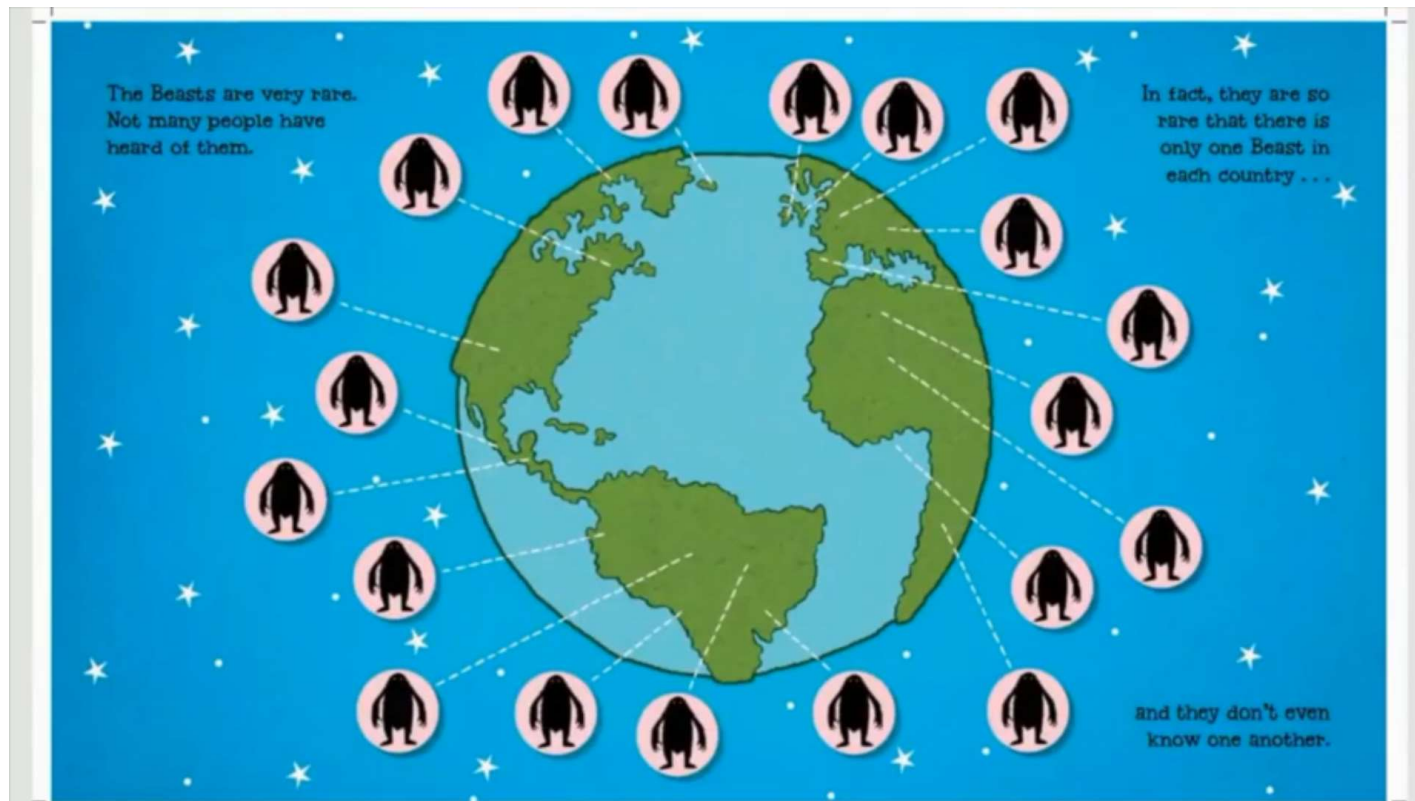




# Week 1 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise the effect of the conjunction 'because'.
- \* I can infer emotions of characters from pictures.
- \* I can recognise synonyms of the adjective 'happy'





They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens . . .



drinking tea . . .



walking in the snow . . .



They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens ...



drinking tea ...



walking in the snow ...



This is the story of one such Beast who,  
one day, suddenly felt very lonely.



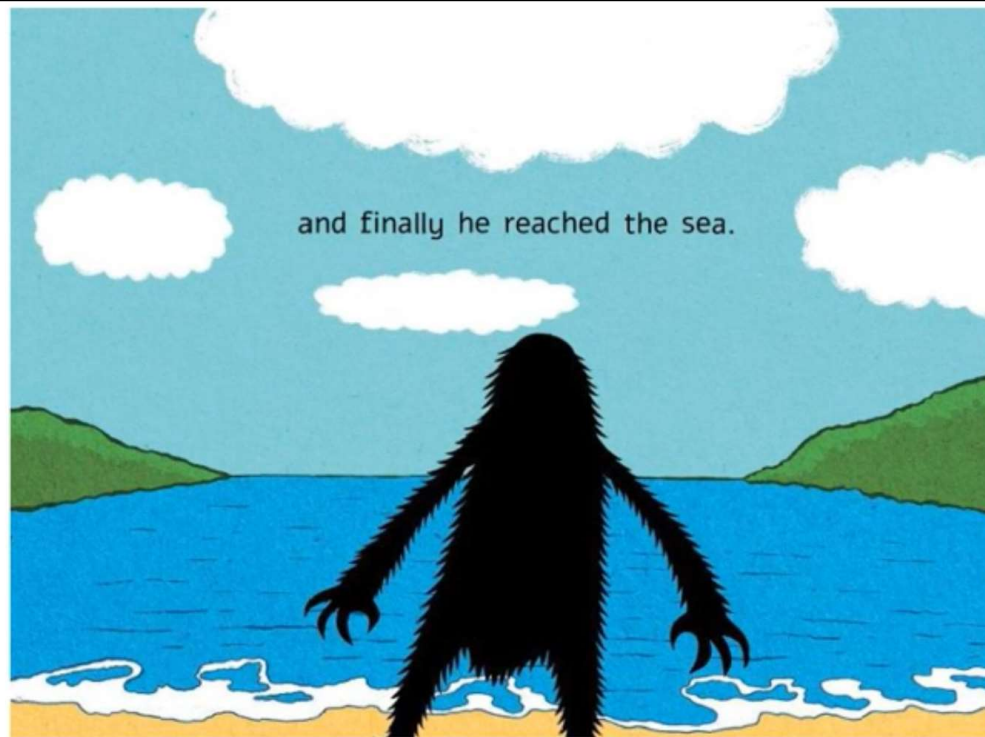
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He ran over many  
snowy mountains . . .





and finally he reached the sea.







He jumped in and  
started to swim . . .



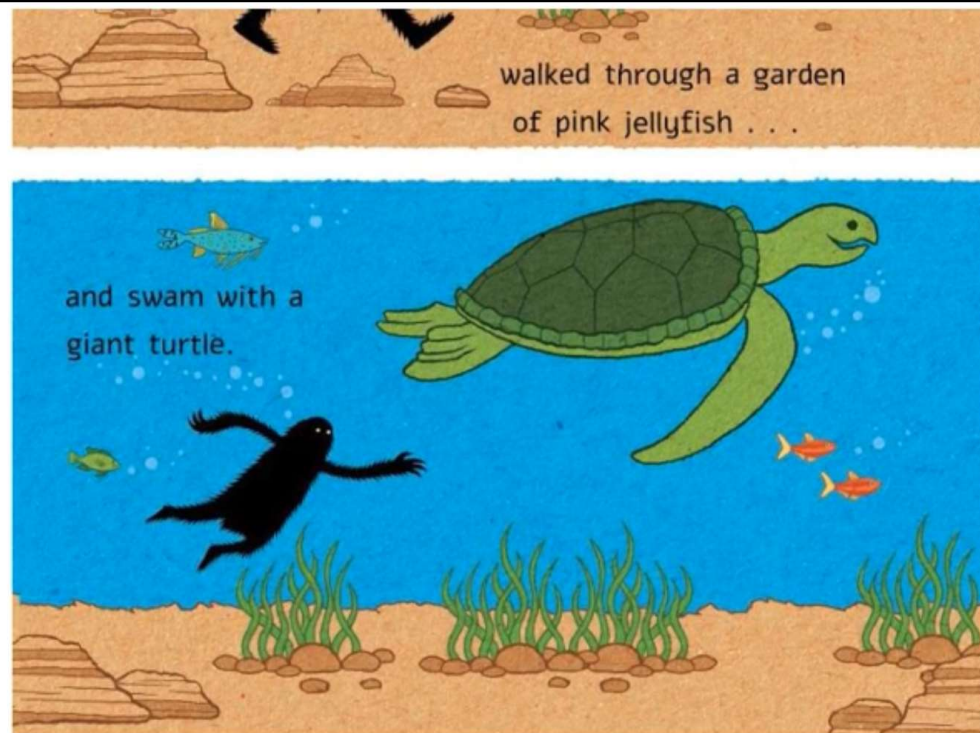
until he could no  
longer see land.



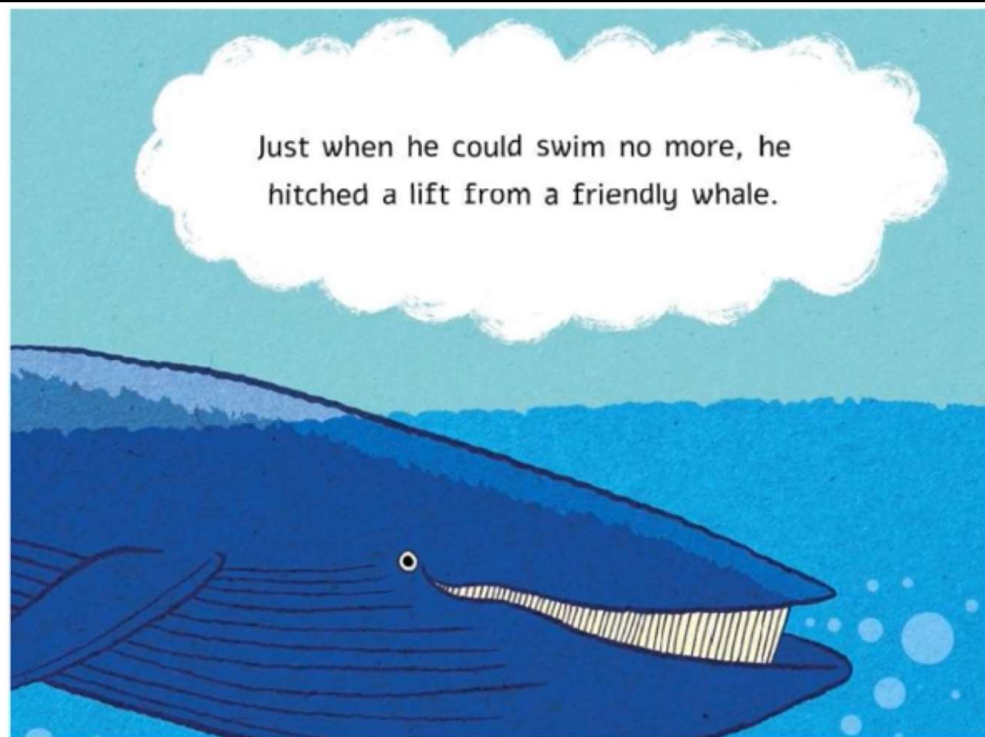


walked through a garden  
of pink jellyfish . . .

and swam with a  
giant turtle.



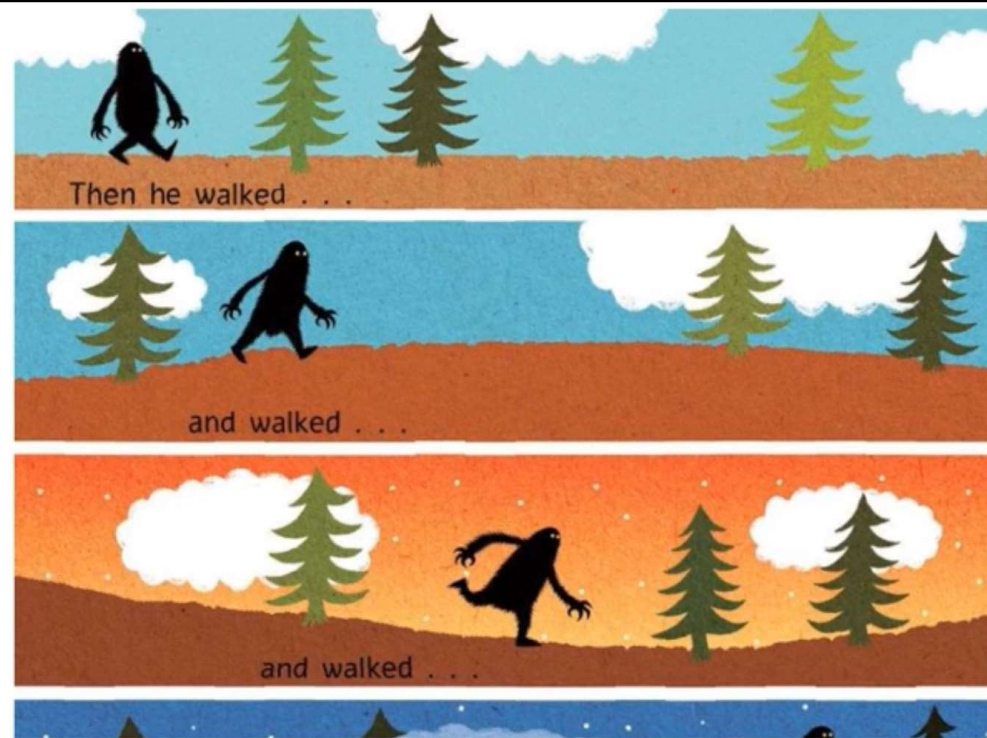
Just when he could swim no more, he  
hitched a lift from a friendly whale.



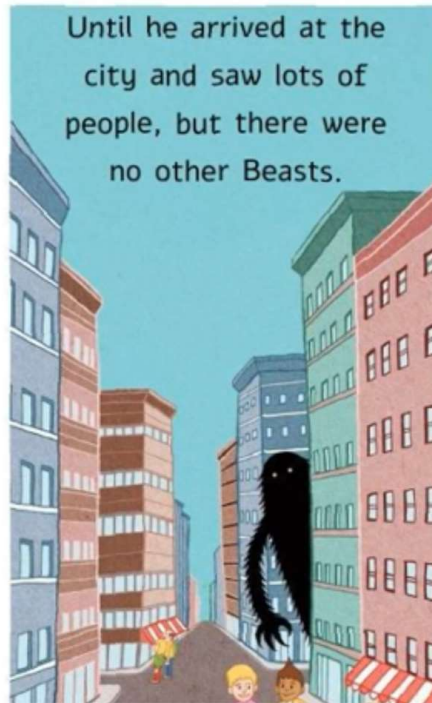
At last, he reached the shore.





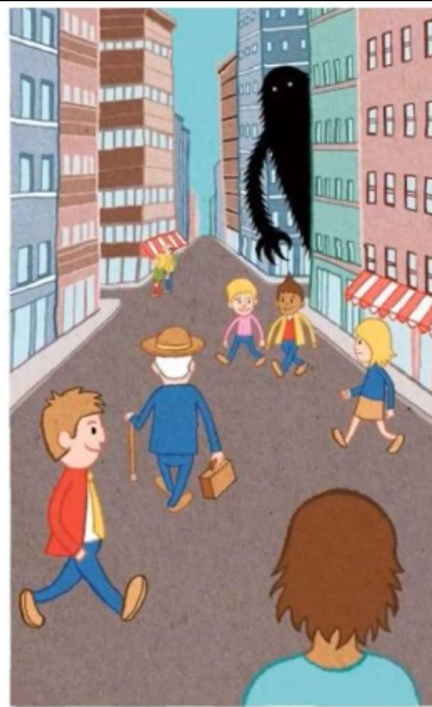


Until he arrived at the  
city and saw lots of  
people, but there were  
no other Beasts.



"Hello," he said, but  
everyone ran away!







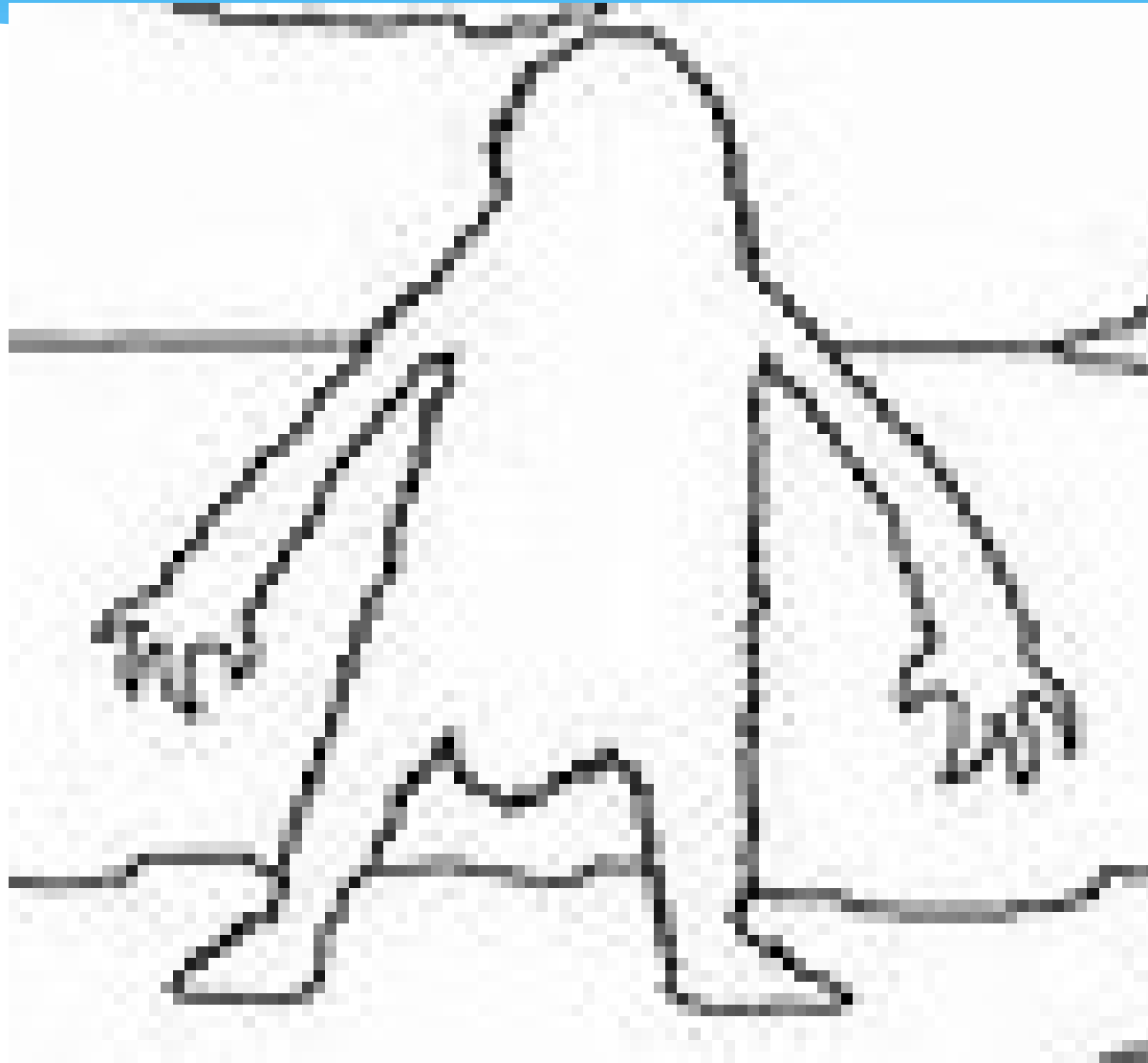
# Tell me...

- \* What did you like?
- \* What did you dislike?
- \* What patterns did you find?
- \* What puzzles you?

Why did we stop here?  
What do you predict will happen next?



# Role on the wall



# Synonyms

- \* Sometimes words mean the same thing. These are synonyms.

Think of some synonyms of:

- \* happy
- \* sad

# Synonyms for 'happy'

contented · content · cheerful · cheery · merry · joyful · jovial · jolly · joking · jocular · gleeful · carefree · untroubled · delighted · smiling · beaming · grinning · glowing · satisfied · gratified · buoyant · radiant · sunny · blithe · joyous · beatific · blessed · cock-a-hoop · in good spirits · in high spirits · in a good mood · light-hearted · good-humoured · thrilled · exuberant · elated · exhilarated · ecstatic · blissful · euphoric · overjoyed · exultant · rapturous · rapt · enraptured · in seventh heaven · on cloud nine · over the moon · walking on air · beside oneself with joy · jumping for joy · gay · blithesome · jocose · jocund

# Happy

- \* Put your words on postit notes and then line up without speaking in a line where one end shows the happiest word and the other end shows the least happiest word.

# Synonyms for 'sad'

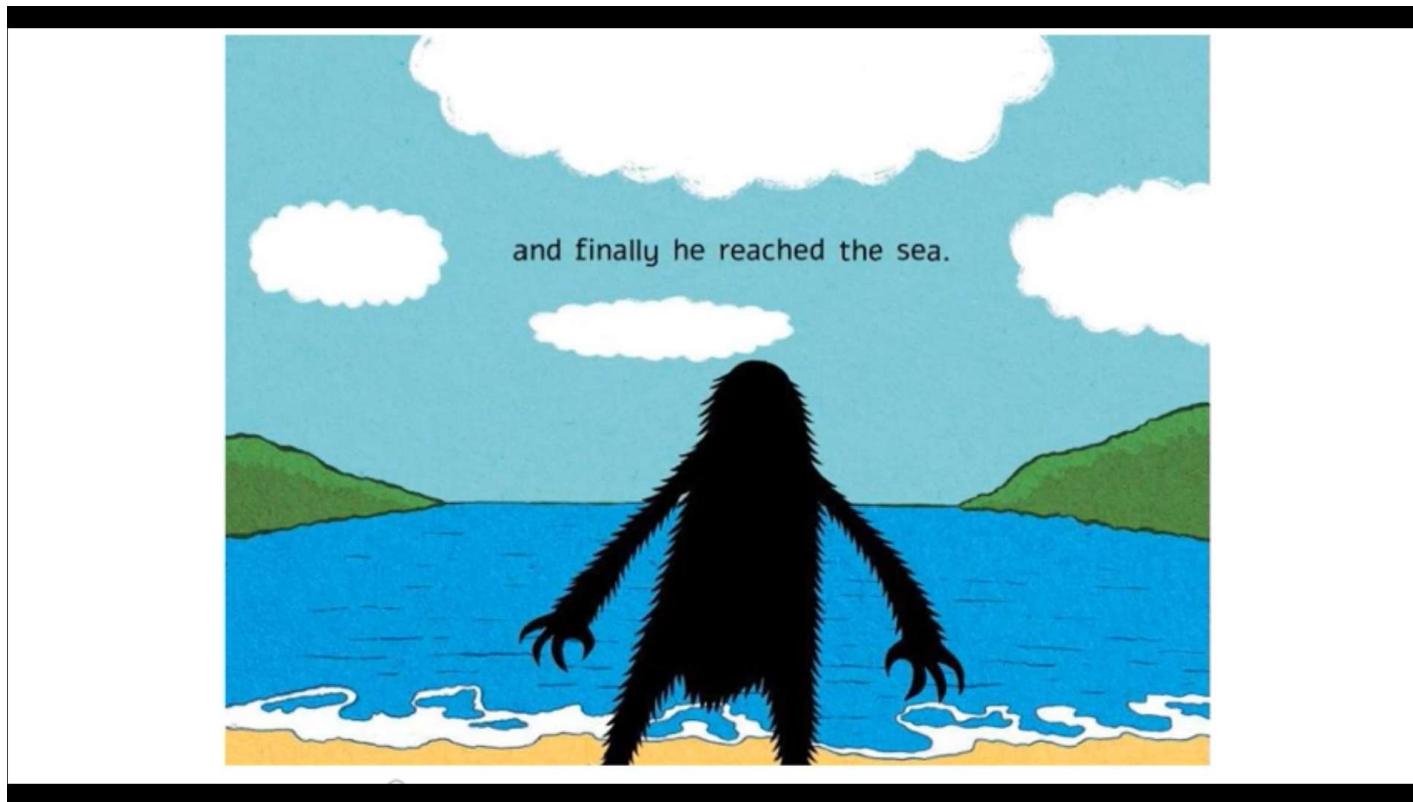
unhappy · sorrowful · dejected · regretful · depressed ·  
downcast · miserable · downhearted · down ·  
despondent · despairing · disconsolate · out of sorts ·  
desolate · bowed down · wretched · glum · gloomy ·  
doleful · dismal · blue · melancholy · melancholic · low-  
spirited · mournful · woeful · woebegone · forlorn ·  
crestfallen · broken-hearted · heartbroken · inconsolable  
· grief-stricken

# Sad

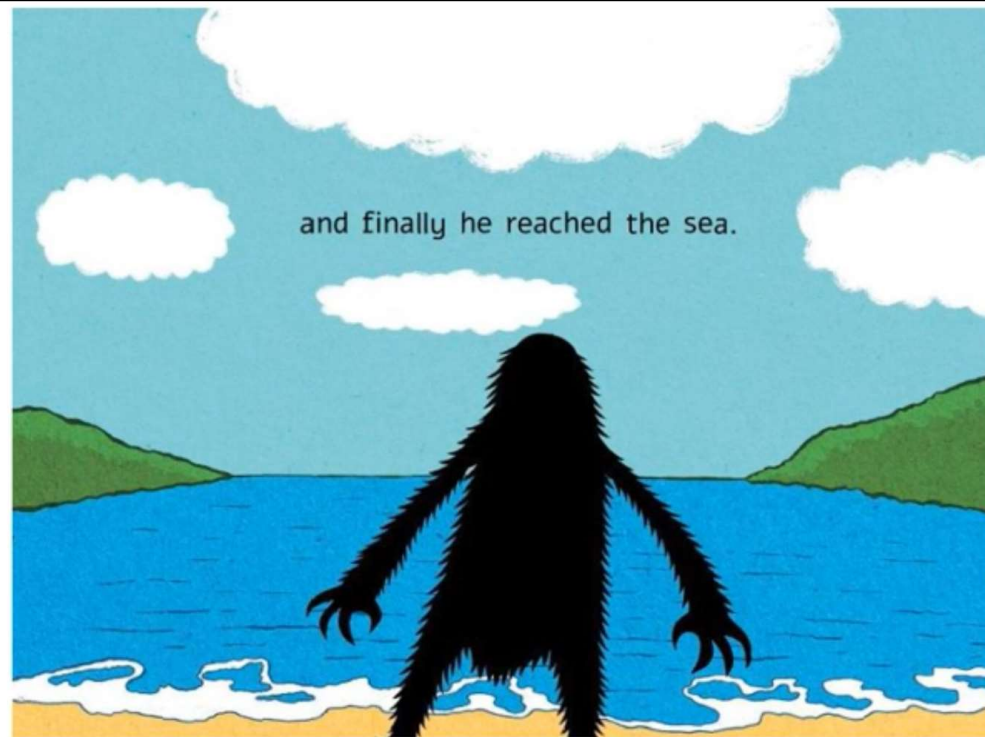
- \* Put your words on postit notes and then line up without speaking in a line where one end shows the saddest word and the other end shows the least saddest word.



Look at how the beast is feeling in this picture.



The beast is feeling relieved because he has finally got to the sea.



Look at each of these pictures and write how you think the beast is feeling in each.



The beast is feeling \_\_\_\_\_ because \_\_\_\_\_.

Look at each of these pictures and write how you think the beast is feeling in each.



The beast is feeling content because he enjoys drinking tea.

Look at each of these pictures and write how you think the beast is feeling in each.



The beast is feeling upset because he is all alone.

Look at each of these pictures and write how you think the beast is feeling in each.



The beast is feeling exhilarated because he is riding the whale.

Look at each of these pictures and write how you think the beast is feeling in each.

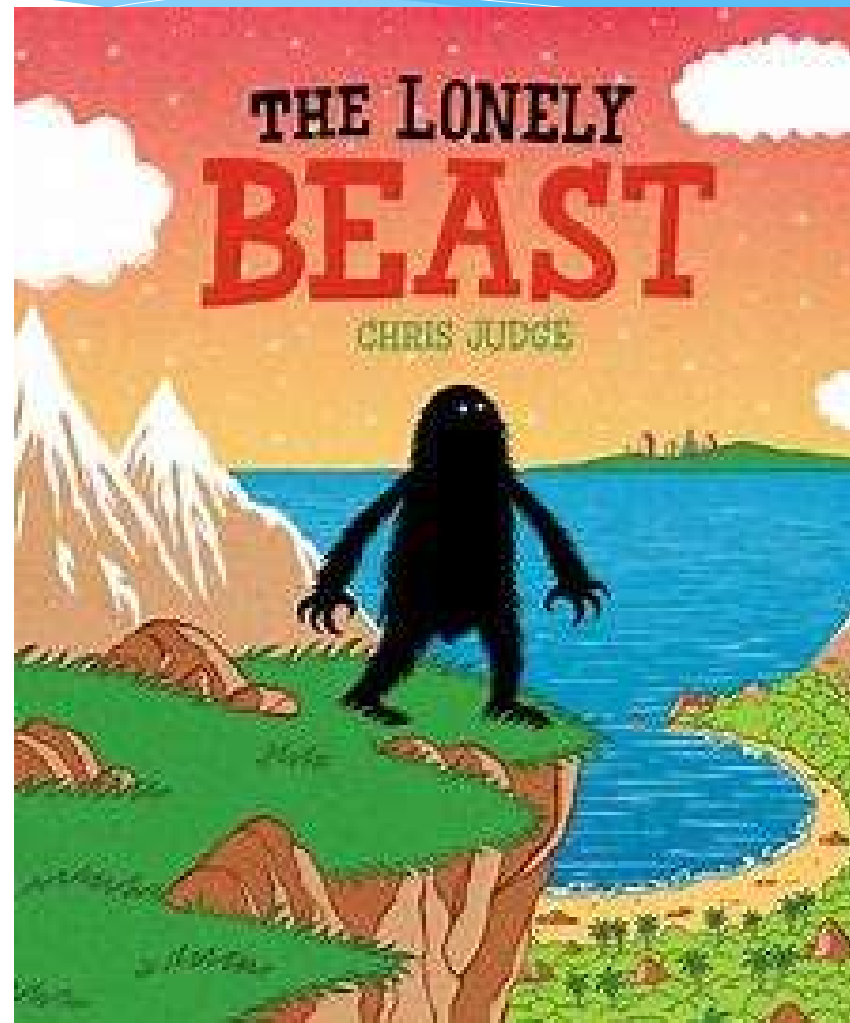


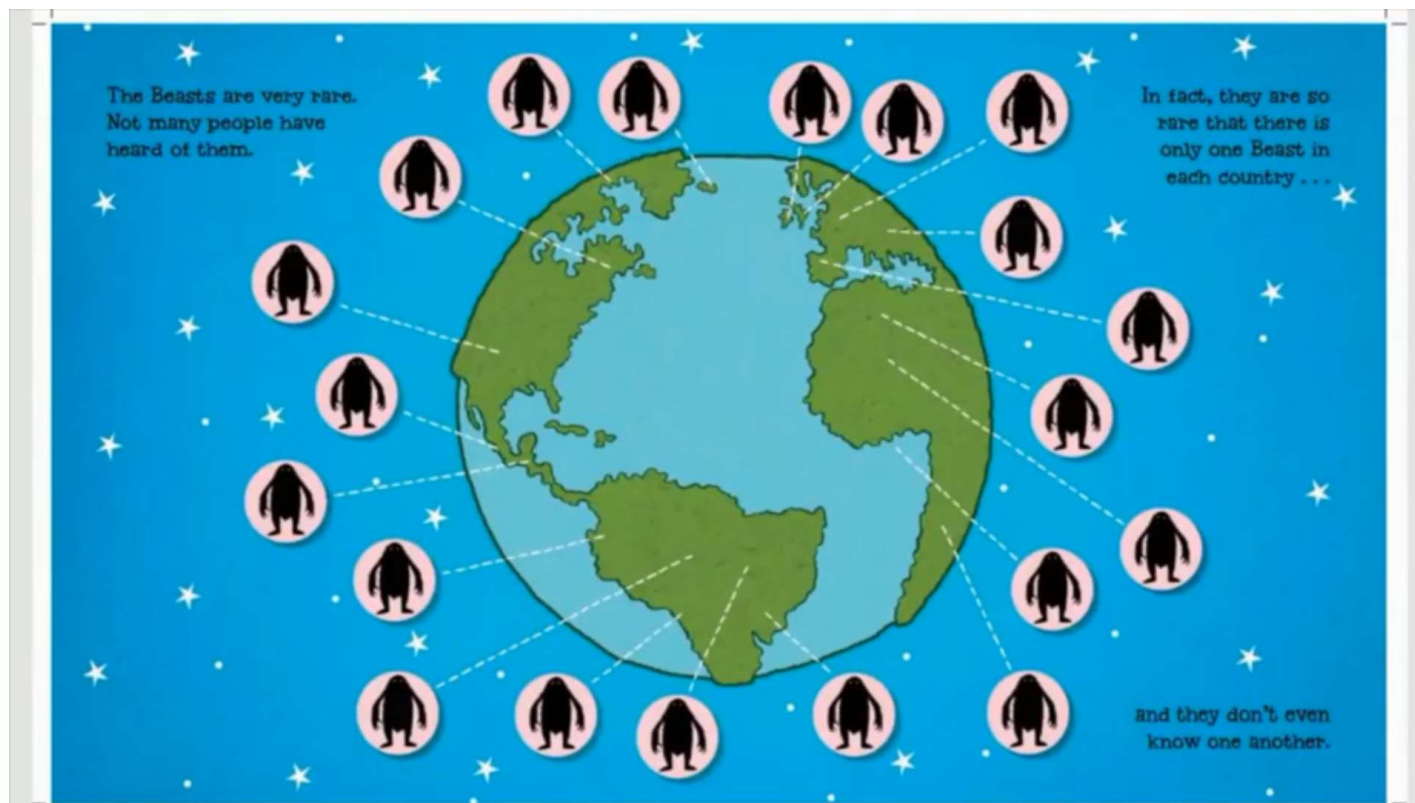
The beast is feeling confused because everyone is running away when he is waving.

# Week 1 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise a range of emotions.
- \* I can infer a character's thoughts and feelings.







The Beasts are very rare.  
Not many people have  
heard of them.

In fact, they are so  
rare that there is  
only one Beast in  
each country . . .

and they don't even  
know one another.

They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens ...



drinking tea ...



walking in the snow ...



They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens . . .

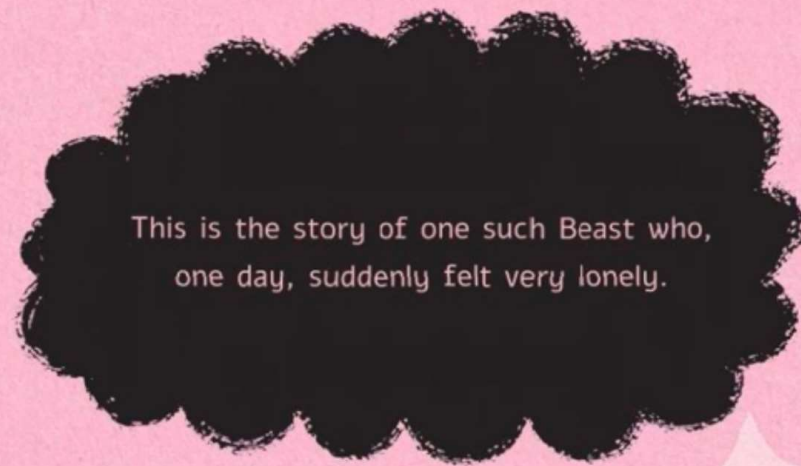


drinking tea . . .



walking in the snow . . .





This is the story of one such Beast who,  
one day, suddenly felt very lonely.



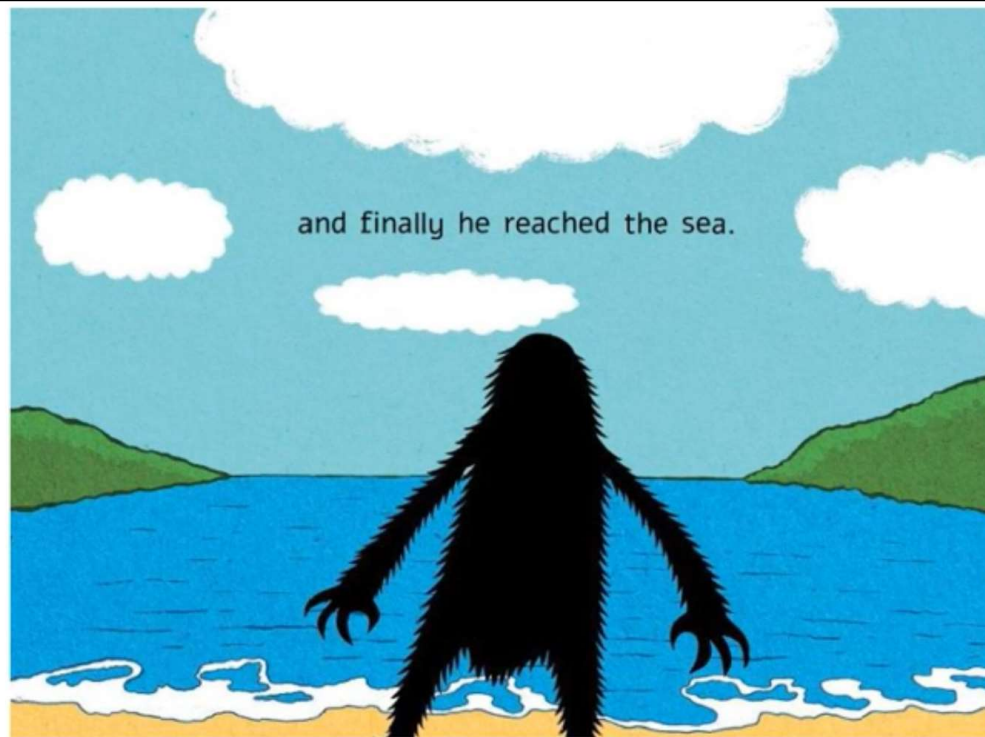
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He ran over many  
snowy mountains . . .





and finally he reached the sea.





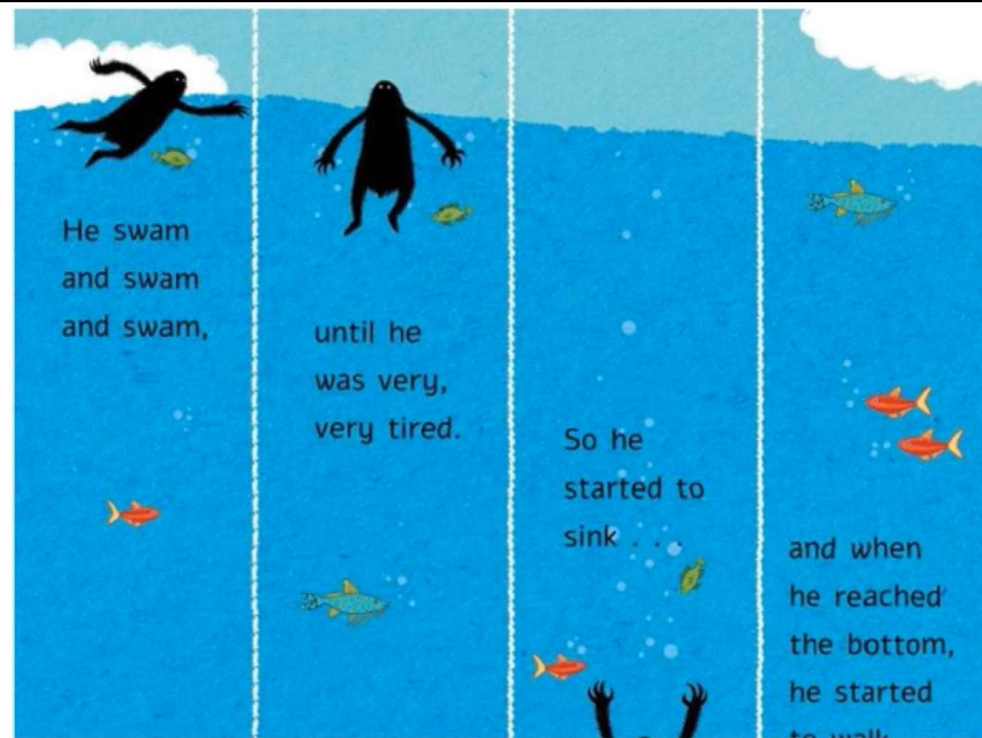
He jumped in and  
started to swim . . .



until he could no  
longer see land.

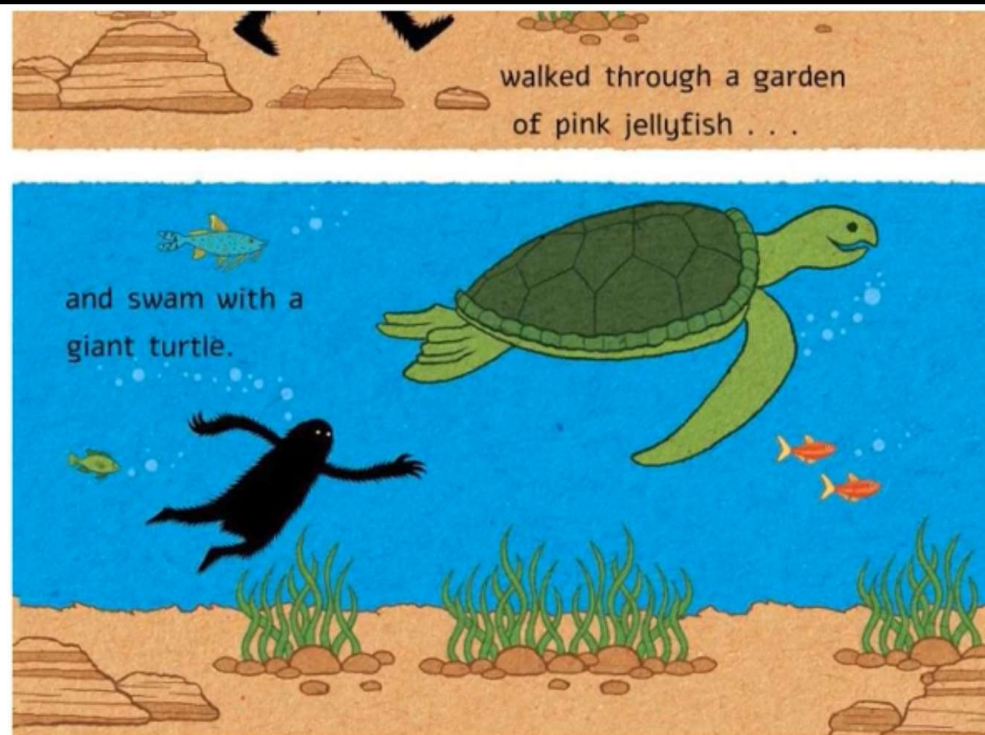




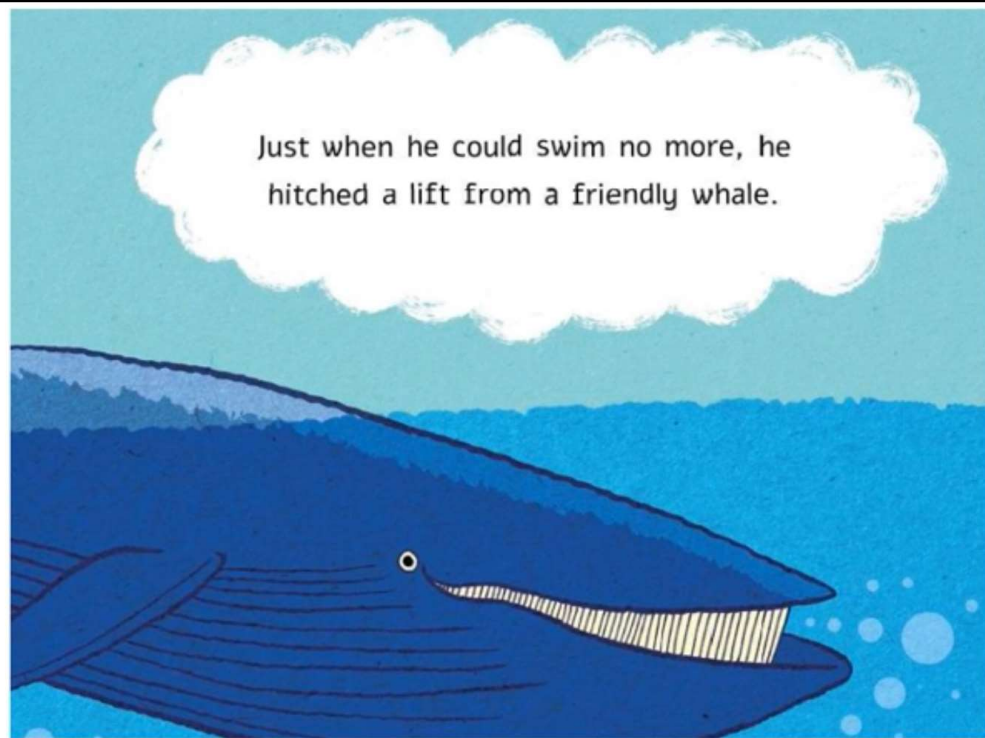


walked through a garden  
of pink jellyfish . . .

and swam with a  
giant turtle.

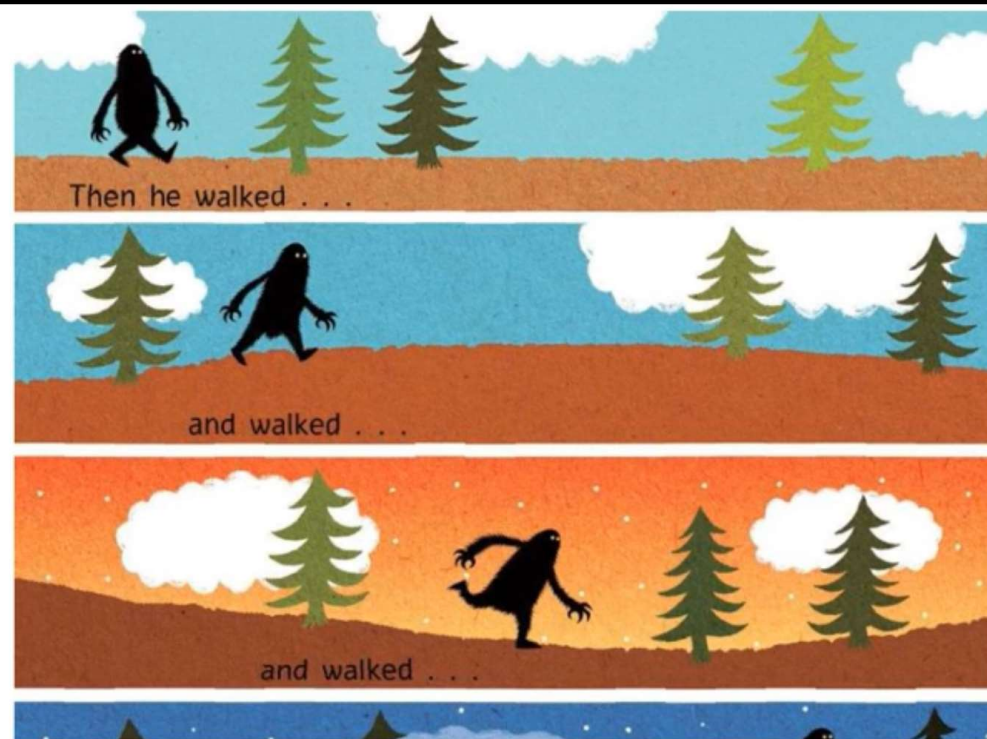


Just when he could swim no more, he  
hitched a lift from a friendly whale.



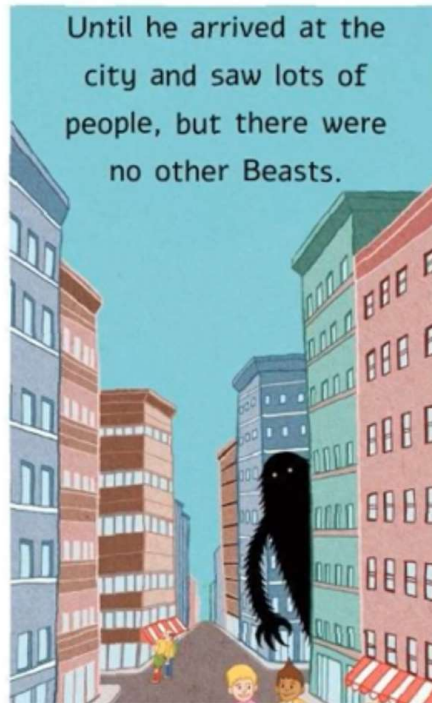
At last, he reached the shore.







Until he arrived at the  
city and saw lots of  
people, but there were  
no other Beasts.



"Hello," he said, but  
everyone ran away!







# A conscience alley...

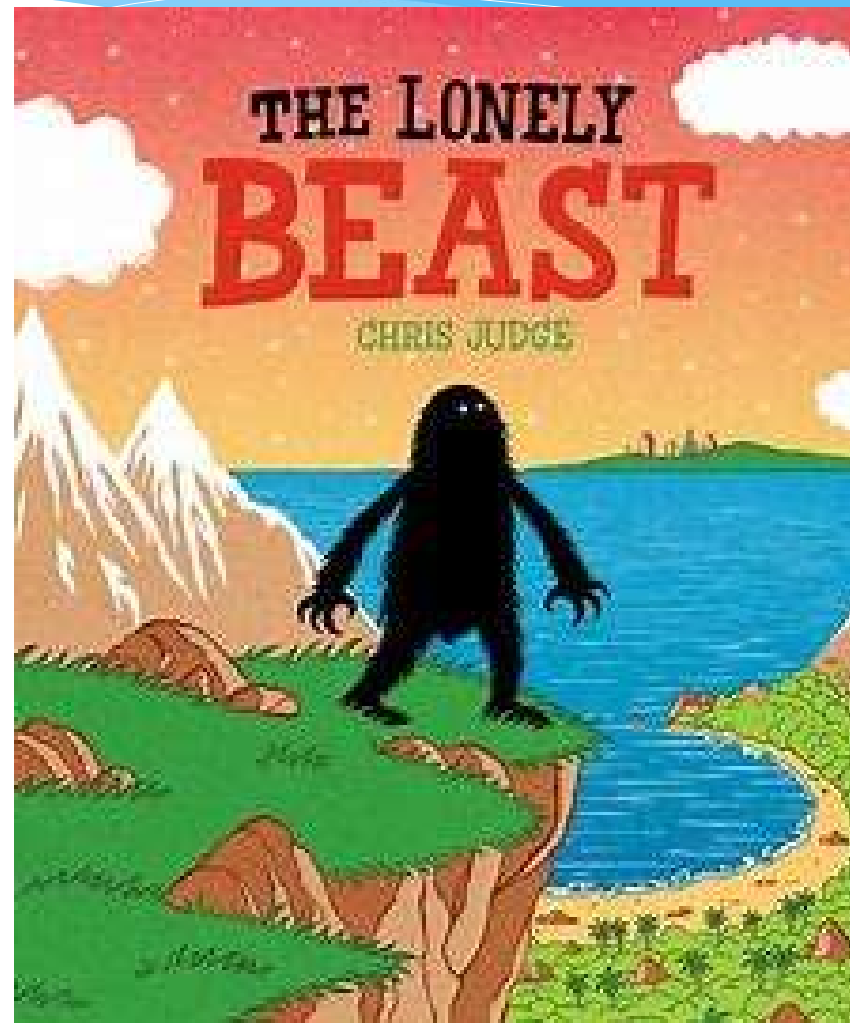
- \* Split into 2 groups.
- \* One group is the beast thinking he is hurt and angry at the way the people are reacting – think of a thought / phrase / word to say
- \* One group is the beast thinking he understands that people are afraid as they have never seen a beast before – think of a thought / phrase / word to say

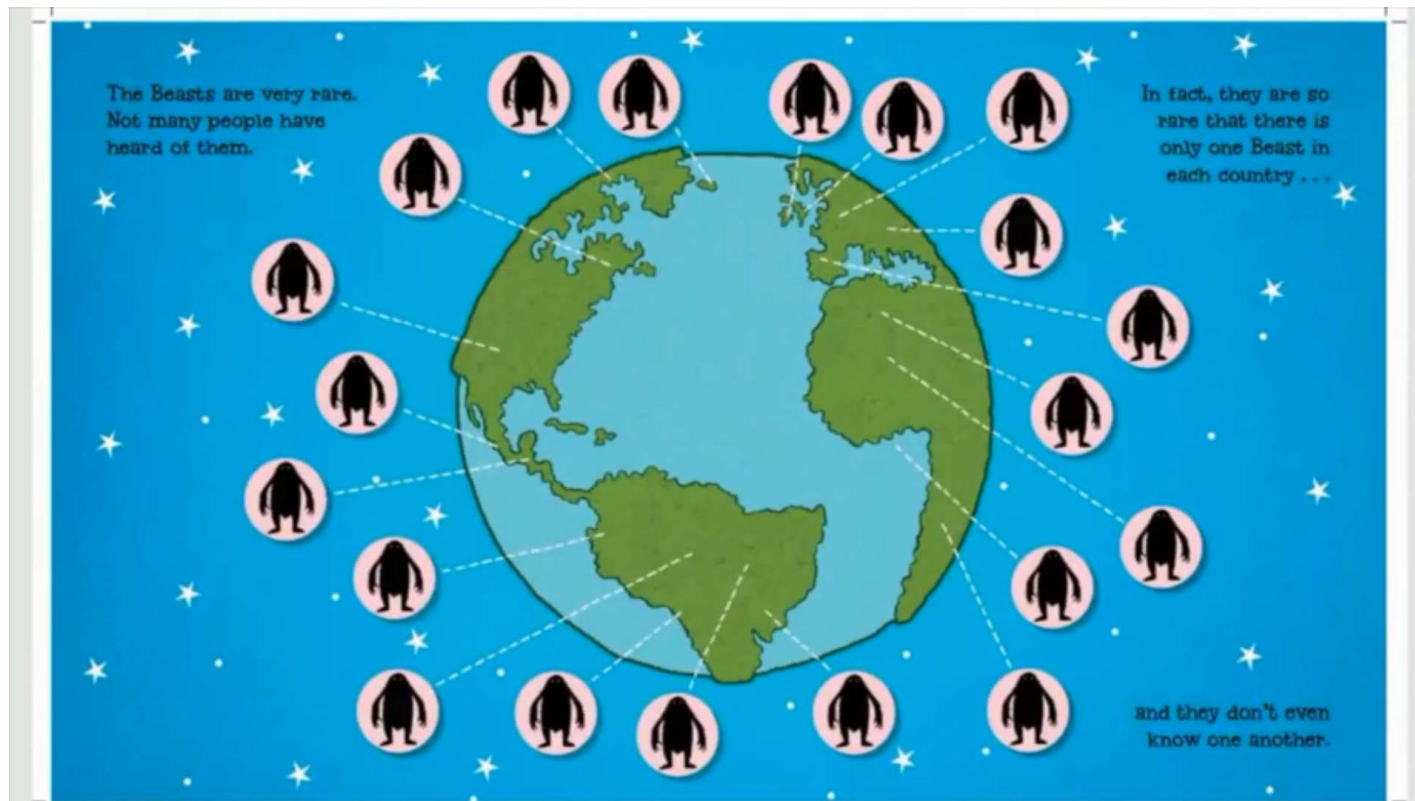
Write as the beast how you are feeling as you enter the city and why.



# Week 1 Thursday

- \* Learning Outcome / Objective
- \* I can plot the emotional changes of a character and use vocabulary carefully to explain it.





They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens . . .



drinking tea . . .



walking in the snow . . .



They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens ...



drinking tea ...



walking in the snow ...





This is the story of one such Beast who,  
one day, suddenly felt very lonely.



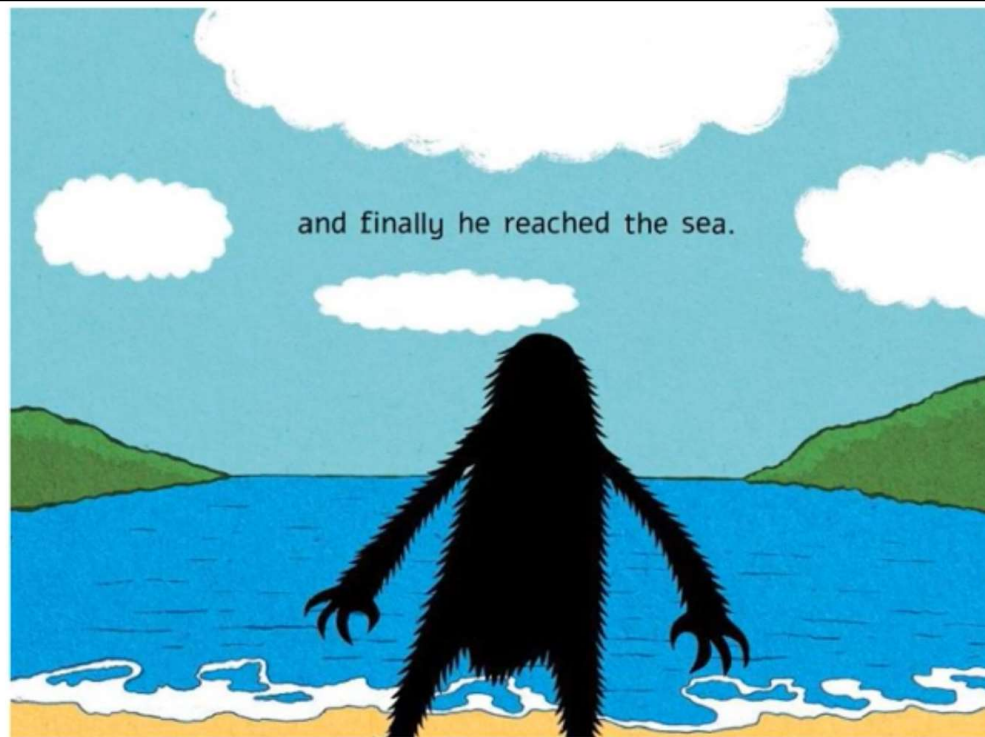


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He ran over many  
snowy mountains . . .



and finally he reached the sea.



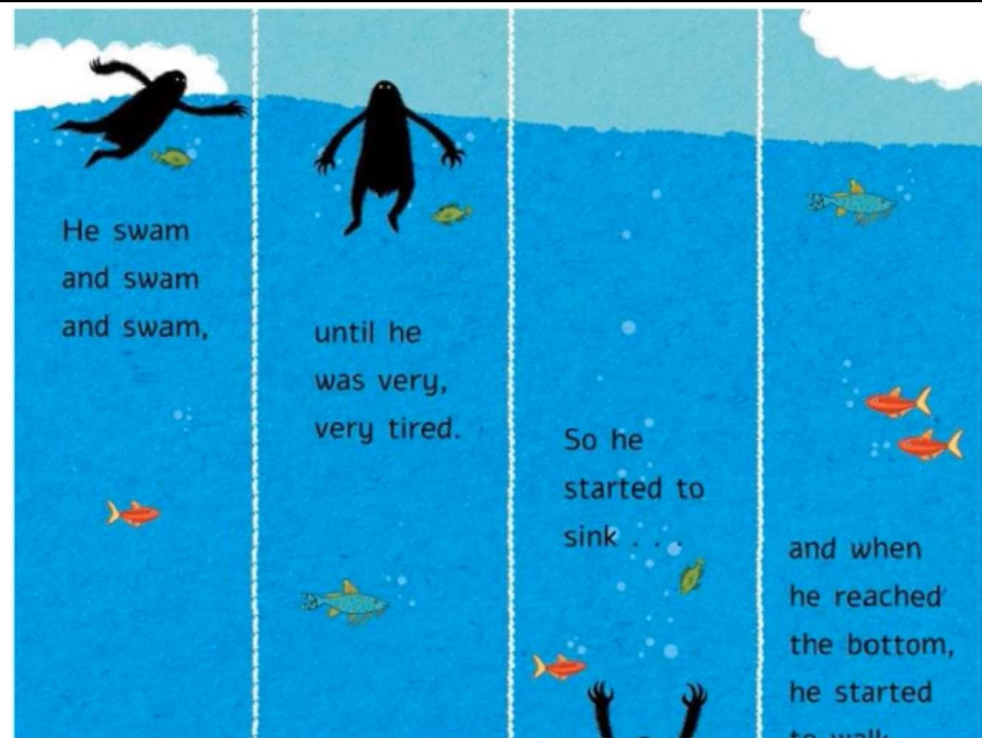


He jumped in and  
started to swim . . .



until he could no  
longer see land.





He swam  
and swam  
and swam,

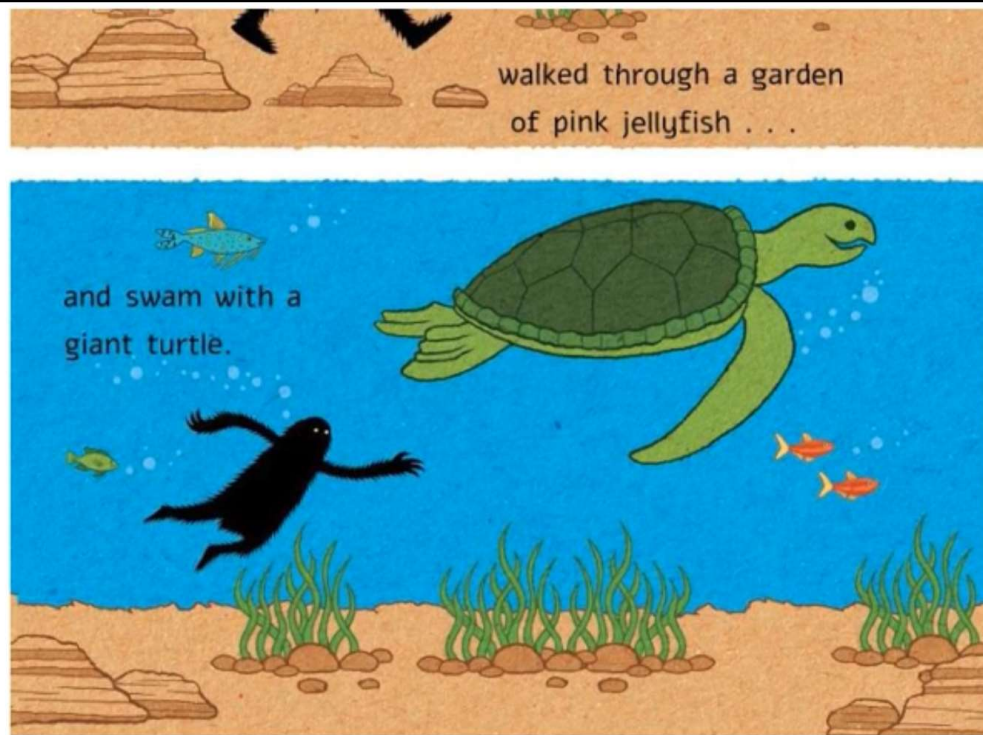
until he  
was very,  
very tired.

So he  
started to  
sink . . .

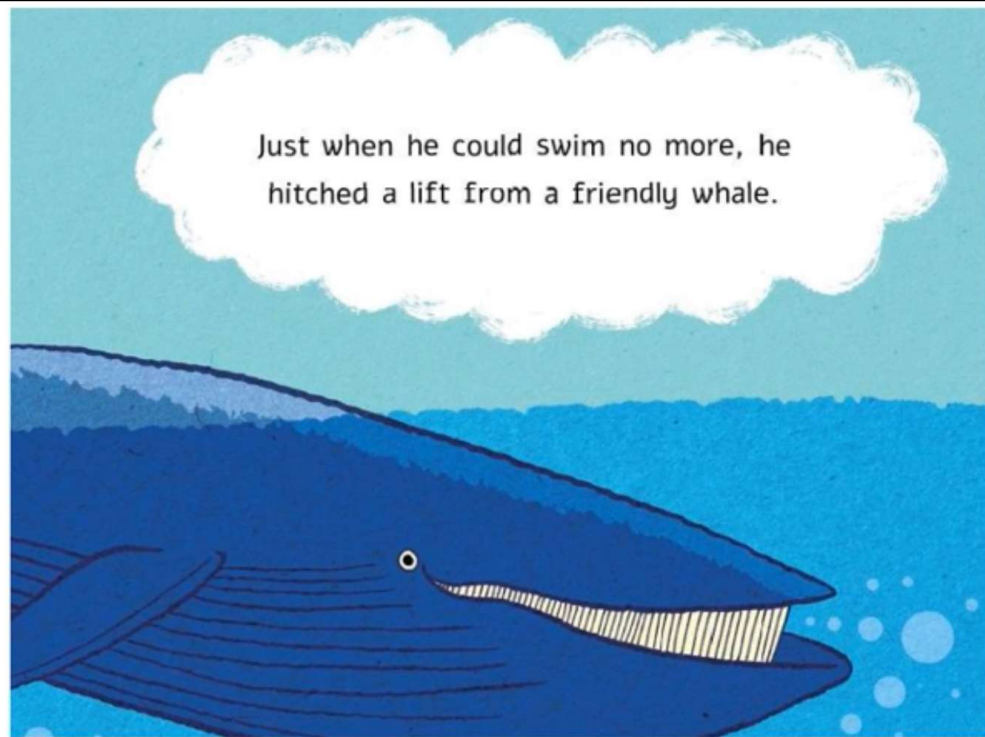
and when  
he reached  
the bottom,  
he started  
to walk.

walked through a garden  
of pink jellyfish . . .

and swam with a  
giant turtle.



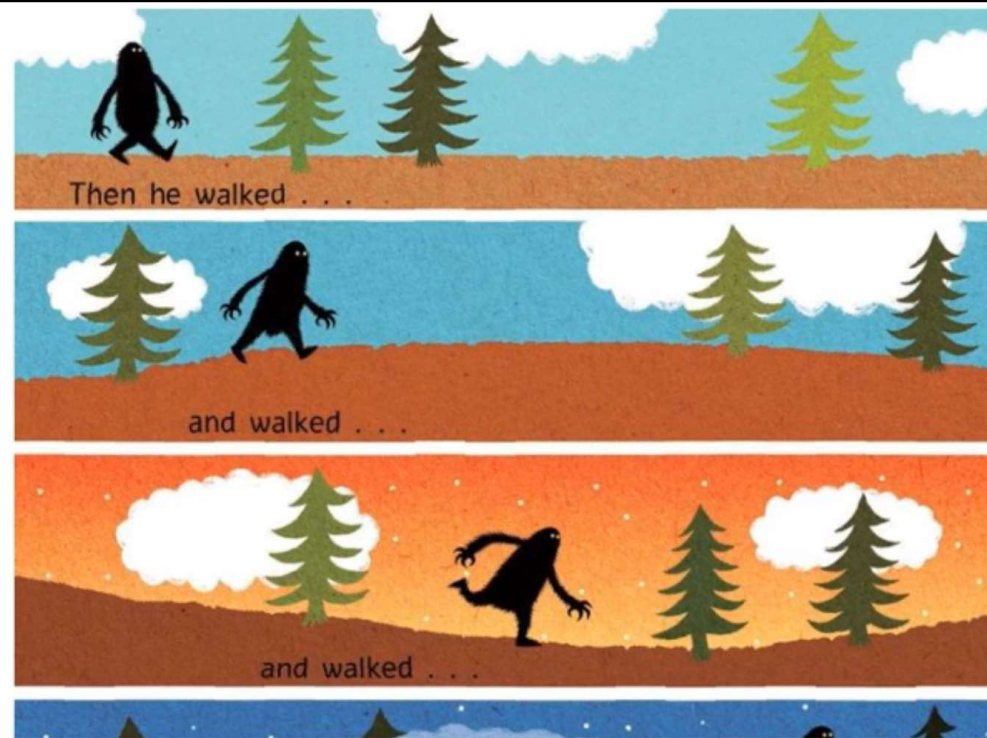
Just when he could swim no more, he  
hitched a lift from a friendly whale.





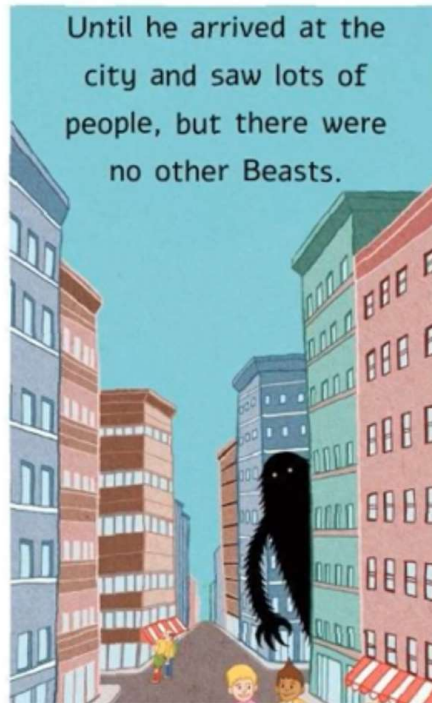
At last, he reached the shore.







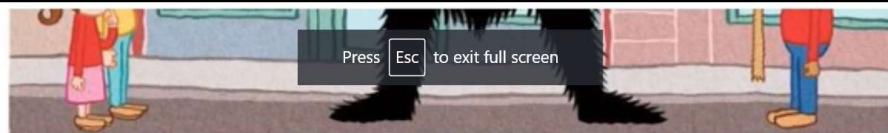
Until he arrived at the  
city and saw lots of  
people, but there were  
no other Beasts.



"Hello," he said, but  
everyone ran away!







Press  to exit full screen

Curious, the people slowly came back to meet him . . .



and soon the whole city came out to say "Hello".

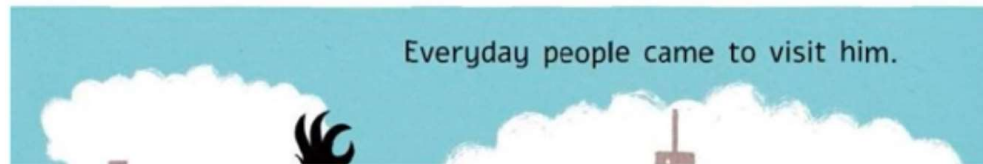


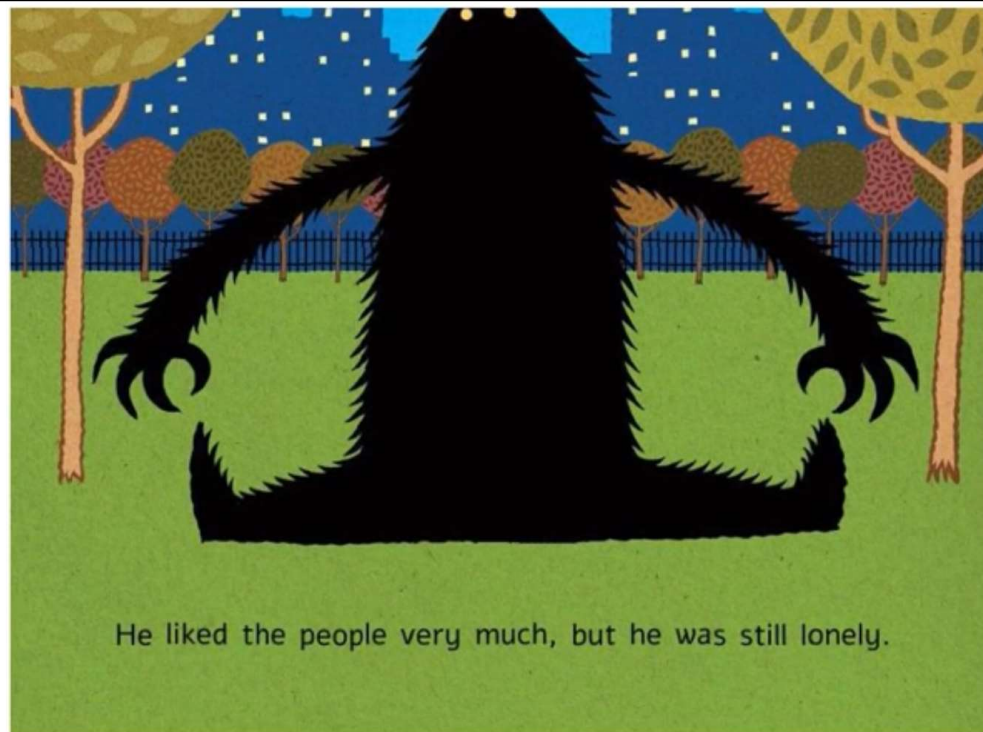


It wasn't long before the Beast had made the park as beautiful as his own garden.



Everyday people came to visit him.





He liked the people very much, but he was still lonely.

So he decided to talk on  
the radio . . .

and to all the  
newspapers . . .



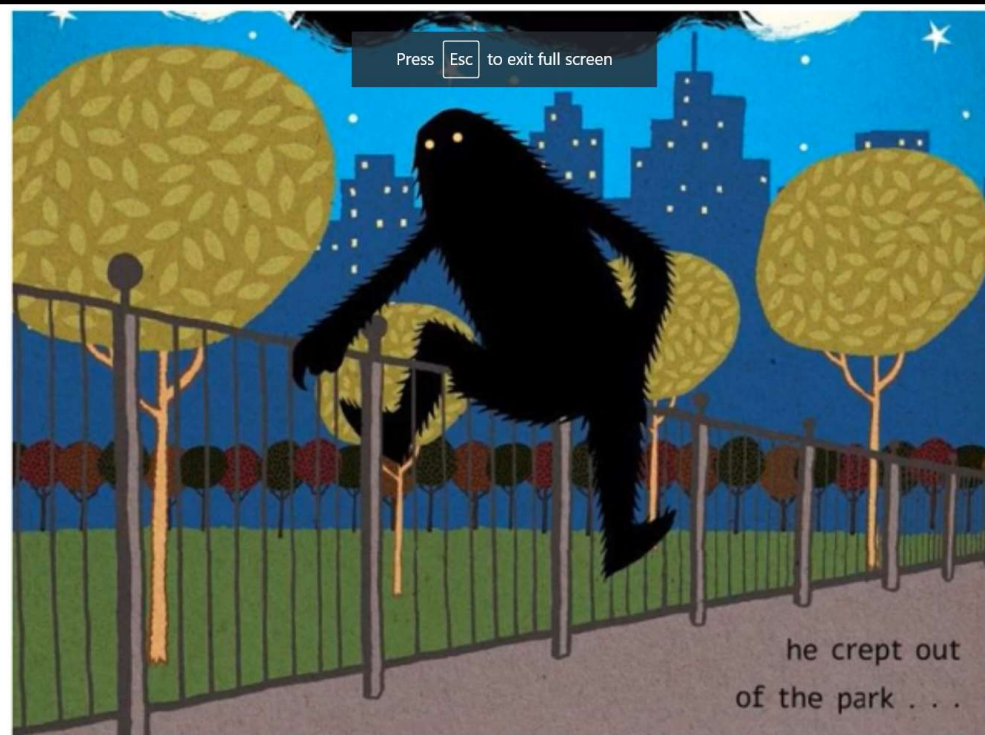
and on television, about his great journey to  
the city and his search for other Beasts.



But still he had not heard from  
any other Beasts and he  
started to miss his own garden.







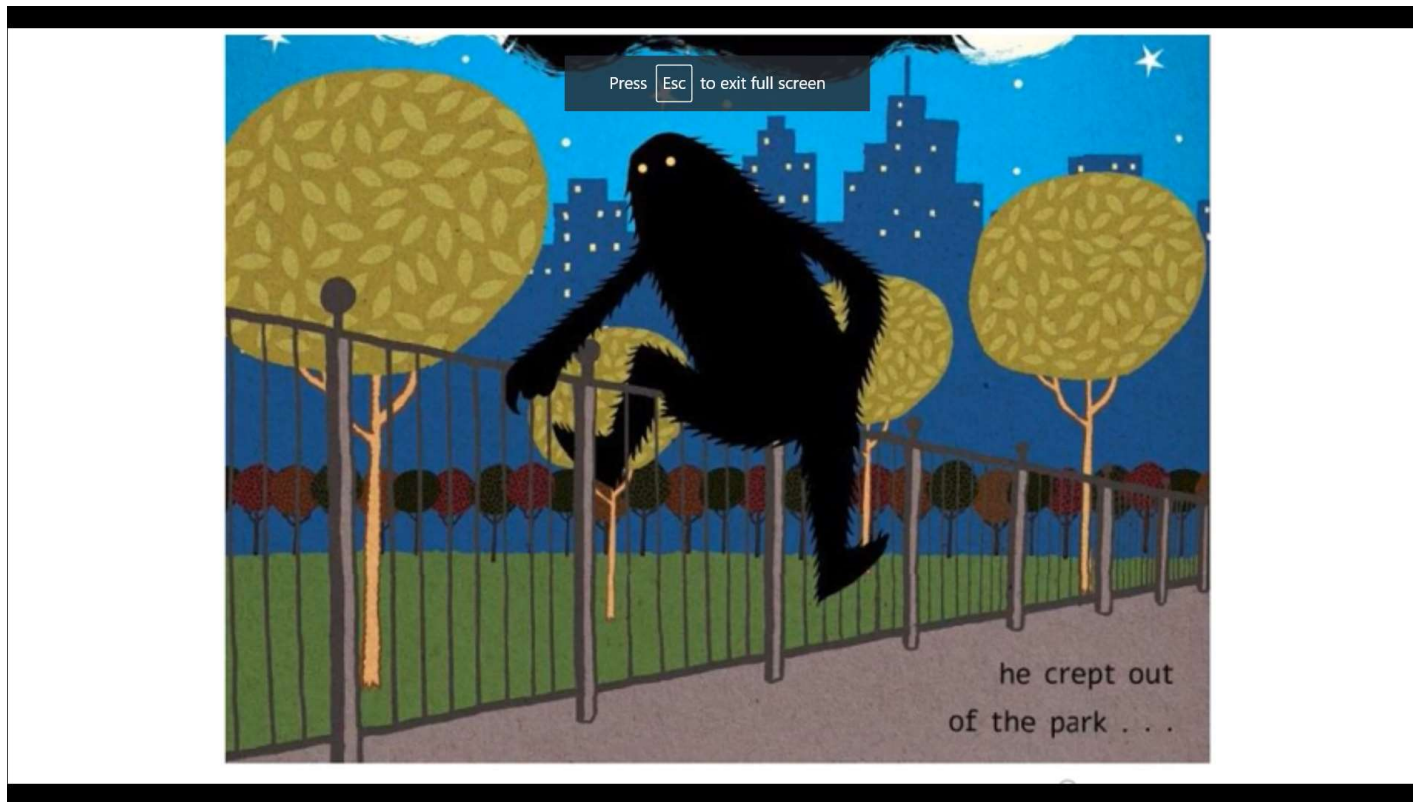
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he crept out  
of the park . . .

# Tell me...

- \* What did you like?
- \* What did you dislike?
- \* What patterns did you find?
- \* What puzzles you?

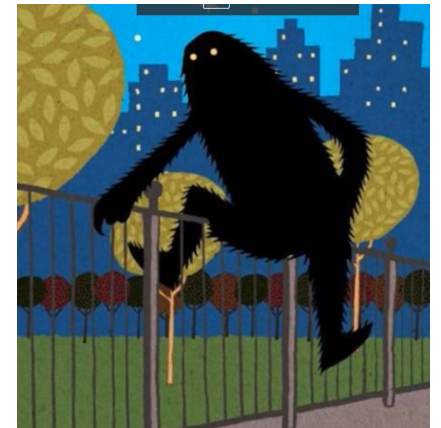
Why did we stop here?  
What do you predict will happen next?



# Role on the wall



# Charting emotions...





He walked . . .



and walked . . .



and walked . . .



until he reached the sea.



Then he started to swim until he was very, very tired





He trapped his foot



and nearly got caught



before reaching the shore.



He climbed the cliff,



crossed the river and finally found his forest.

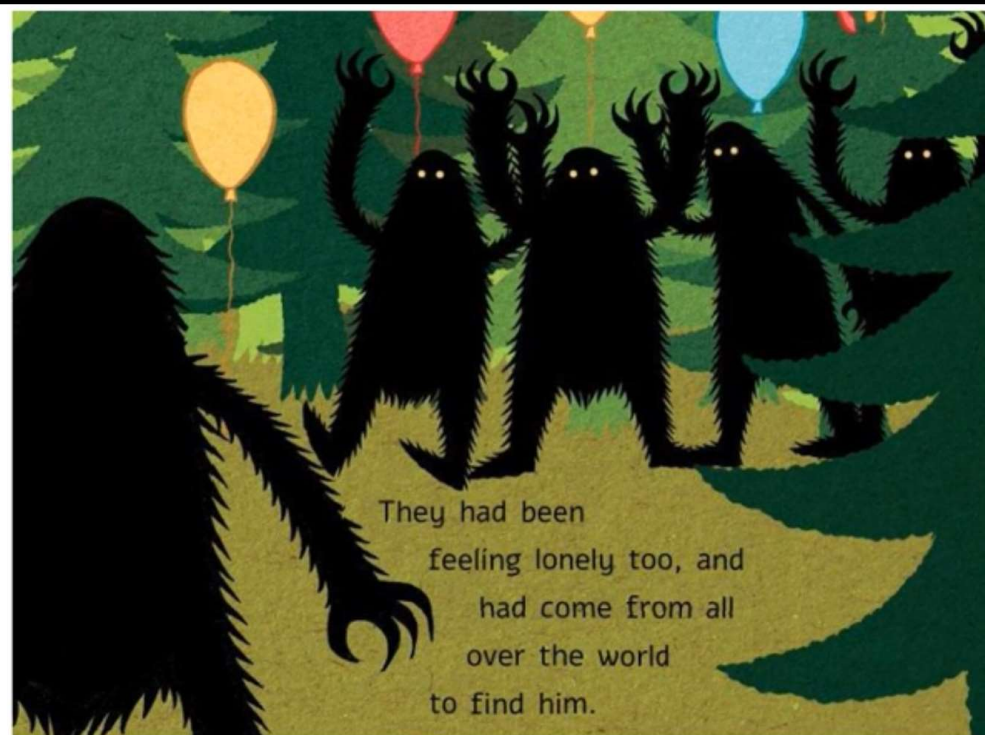








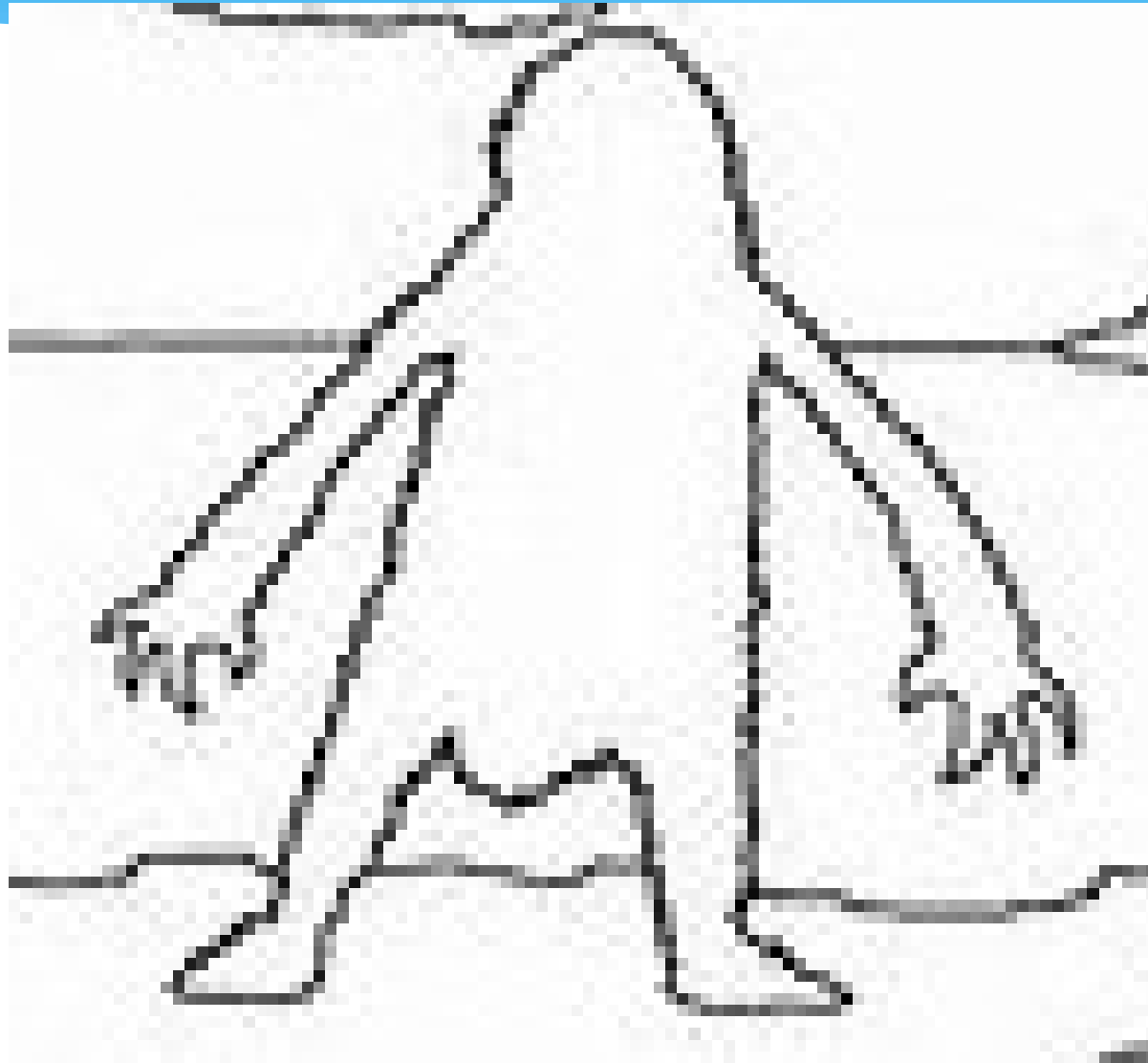
He was amazed to  
see so many other  
Beasts in his garden!



They had been  
feeling lonely too, and  
had come from all  
over the world  
to find him.



# Role on the wall



# Week 1 Friday

- \* Learning Outcome / Objective
- \* I can learn a model text.
- \* I can use prosody.
- \* I can recognise and understand new vocabulary.

# Opening

Alone in his vast, beautiful garden, the beast stood longing for friendship. He wandered through the daisies wondering if there were other beasts like him. He had to find out, so set off on a perilous journey with hope in his heart.



# Build up

Determined, he started walking straight through the forest and then stumbled down the side of a steep mountain. Becoming more and more exhausted, he crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave. Eventually he came across the sea. He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle. Exhilarated, he hitched a ride on a giant whale knowing he would soon find friendship.

# Problem

Until he arrived at a city and discovered there were no other beasts. His heart sank as screams filled the air and people fled in terror. Over time, the people of the city realised the beast was not scary and let him live in the big park as his home. Despite his new friends, and making the park as magnificent as his own garden, he still longed for the friendship of other beasts.

# Resolution

Late one night, while the people were sleeping, he silently crept out of the park. Defeated, he returned to the sea. He trudged over the turtle, got stung by the jellyfish and stomped past the squid. Next, he plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river. When he finally returned to his garden, something had changed...

# Ending

Fighting back the tears of joy, the beast looked upon his garden filled with... the beasts he had been searching for. Feeling lonely to, they had come from all over the world to find him. They danced through the night and every night after that. The beast was never lonely again.

# Vocabulary



- \* vast - a great amount
- \* perilous - full of danger
- \* tremendous - extremely good or excellent
- \* steep – rising or falling sharply
- \* trudged – walk with slow and heavy steps
- \* tumbled – fallen or collapsed



# Week 2 Monday

- \* Learning Outcome / Objective
- \* I can recognise the effective use of adjectives.
- \* I can recognise the effective use of expanded noun phrases.
- \* I can recognise the effective use of conjunctions.

# Recap word classes...

- \* Noun – naming word
- \* Verb – doing or being word
- \* Adjective – describes the noun
- \* Verb – explains the verb
- \* Determiner – introduces a noun
- \* Conjunction – word used to join two ideas



# Opening

## Adjectives and nouns recap...

Alone in his vast, beautiful garden, the beast stood longing for friendship. He wandered through the daisies wondering if there were other beasts like him. He had to find out, so set off on a perilous journey with hope in his heart.

# Build up

## Find the adjectives...

Determined, he started walking straight through the forest and then stumbled down the side of a steep mountain. Becoming more and more exhausted, he crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave. Eventually he came across the sea. He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle. Exhilarated, he hitched a ride on a giant whale knowing he would soon find friendship.

# Build up

## Find the adjectives...

Determined, he started walking straight through the forest and then stumbled down the side of a **steep** mountain. Becoming more and more exhausted, he crossed the **dangerous** river, scaled a **high** cliff, jumped a **giant** waterfall and crept through a **dark** cave. Eventually he came across the sea. He swerved a **slimy** squid, jumped through **giant** jellyfish and tiptoed over a **tremendous** turtle. Exhilarated, he hitched a ride on a **giant** whale knowing he would soon find friendship.

# Expanded noun phrases...

\* determiner adjective noun

\* He swerved a slimy squid, jumped through the giant jellyfish and tiptoed over a tremendous turtle.

# Your turn...



determiner adjective noun

the stripy fish



determiner adjective noun

# Your turn...

determiner adjective noun





# Conjunctions...

**and but so**

These words join two ideas that are equal and form a compound sentence.

All other conjunctions join ideas but there is always a main idea and then one that is not quite as important.

because / so / furthermore / when /

# Problem

## Find the conjunctions...

Until he arrived at a city and discovered there were no other beasts. His heart sank as screams filled the air and people fled in terror. Over time, the people of the city realised the beast was not scary and let him live in the big park as his home. Despite his new friends and making the park as magnificent as his own garden, he still longed for the friendship of other beasts.

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# Resolution

## Find the ellipsis ...

Late one night, while the people were sleeping, he silently crept out of the park. Defeated, he returned to the sea. He trudged over the turtle, got stung by the jellyfish and stomped past the squid. Next, he plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river. When he finally returned to his garden, something had changed...

# Ending

## Why is the last line so important?

Fighting back the tears of joy, the beast looked upon his garden filled with... the beasts he had been searching for. Feeling lonely to, they had come from all over the world to find him. They danced through the night and every night after that. **The beast was never lonely again.**

# Week 2 Tuesday

- \* Learning Outcome / Objective
- \* I can use commas to mark a list.

# Opening

Alone in his vast, beautiful garden, the beast stood longing for friendship. He wandered through the daisies wondering if there were other beasts like him. He had to find out, so set off on a perilous journey with hope in his heart.



# Build up

Determined, he started walking straight through the forest and then stumbled down the side of a steep mountain. Becoming more and more exhausted, he crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave. Eventually he came across the sea. He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle. Exhilarated, he hitched a ride on a giant whale knowing he would soon find friendship.

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# Ending

Fighting back the tears of joy, the beast looked upon his garden filled with... the beasts he had been searching for. Feeling lonely to, they had come from all over the world to find him. They danced through the night and every night after that. The beast was never lonely again.

# What do you notice about these sentences?

He crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave.

He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle.

He trudged over the turtle, got stung by the jellyfish and stomped past the squid.

He plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river.

They are all list sentences.  
They list things. Count how many things  
are listed in each sentence.

He crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave.

He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle.

He trudged over the turtle, got stung by the jellyfish and stomped past the squid.

He plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river.

There are 4 things in the first sentence  
(river, cliff, waterfall and cave)

He crossed the dangerous river, scaled a high cliff,  
jumped a giant waterfall and crept through a  
dark cave.



There are 3 things in the next sentence  
(squid, jellyfish and turtle)

He swerved a slimy squid, jumped through giant jellyfish and  
tiptoed over a tremendous turtle.

There are 3 things in the next sentence.  
(turtle, jellyfish and squid)

He trudged over the turtle, got stung by the jellyfish and stomped  
past the squid.

There are 4 things in the last sentence.  
(cave, waterfall, cliff and river)

He plodded through the cave, waded through the waterfall,  
tumbled down a cliff and sloshed through the river.

Look again at the sentence below. What punctuation is being used and how?

He crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave.

Look again at this sentence. What punctuation is being used and how?

He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle.

Look again at the sentence below. What punctuation is being used and how?

He trudged over the turtle, got stung by the jellyfish and stomped past the squid.

Look again at the sentence below. What punctuation is being used and how?

He plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river.



Use these sentences to write your own lists.  
Try to write some with 4 things and some with 3.  
Remember to use commas between items.

He crossed the dangerous river, scaled a high cliff, jumped a giant waterfall and crept through a dark cave.

He swerved a slimy squid, jumped through giant jellyfish and tiptoed over a tremendous turtle.

He trudged over the turtle, got stung by the jellyfish and stomped past the squid.

He plodded through the cave, waded through the waterfall, tumbled down a cliff and sloshed through the river.

# Week 2 Wednesday

- \* Learning Outcome / Objective
- \* I can use conjunctions to start sentences.
- \* I can use conjunctions within sentences.

# Opening

Alone in his vast, beautiful garden, the beast stood longing for friendship. He wandered through the daisies wondering if there were other beasts like him. He had to find out, so set off on a perilous journey with hope in his heart.

# Build up

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# Conjunction



## Definition



A conjunction is a joiner, a word that connects (conjoins) parts of a sentence.



A word connecting words, clauses or sentences



Conjunctions	Examples
'And' is used to join words or sentences that show a similar idea.	a) I have a pencil <b>and</b> an eraser. b) Patricia <b>and</b> Siti are neighbours.
'But' is used to join two ideas that are opposites.	a) Param is poor <b>but</b> he is happy. b) He fell into the drain <b>but</b> was not hurt.
'Because' is used to show reason.	a) I did not go swimming <b>because</b> it was raining. b) We could not sleep <b>because</b> it was too hot.
'So' is used to show result.	a) It was raining, <b>so</b> the game was cancelled. b) She studied hard, <b>so</b> she passed the test.
'Or' is used to show a choice.	a) Do you prefer tea <b>or</b> coffee? b) You can order pizza <b>or</b> fried chicken.
'If' is used to show condition.	a) I will not go <b>if</b> Cindy goes. b) <b>If</b> you see Darius, tell him that Mrs Tan wants to see him.
'Although' is used to show two opposite statements.	a) <b>Although</b> she was sick, she still went to school. b) <b>Although</b> he is tired, he continues working.
Learning English with <a href="http://easypacelearning.com">easypacelearning.com</a>	

# Find the conjunctions...

- \* He had to find out, so set off on a perilous journey.
- \* He started walking straight through the forest and then stumbled down the side of a steep mountain.
- \* His heart sank as screams filled the air and people fled in terror.
- \* While the people were sleeping, he silently crept out of the park.
- \* When he finally returned to his garden, something had changed.

# Some were at the start and some were in the middle.

- \* He had to find out, **so** set off on a perilous journey.
- \* He started walking straight through the forest **and** then stumbled down the side of a steep mountain.
- \* His heart sank as screams filled the air **and** people fled in terror.
- \* **While** the people were sleeping, he silently crept out of the park.
- \* **When** he finally returned to his garden, something had changed.

Look at how the ones at the start can be  
moved to the middle.  
What difference did it make?

- \* **While** the people were sleeping, he silently crept out of the park.
- \* He silently crept out of the park, **while** the people were sleeping.
- \* **When** he finally returned to his garden, something had changed.
- \* Something had changed **when** he finally returned to his garden.

Here are some sentences missing conjunctions – think about which one is missing for each and how each one is acting.

- \* The beast was lonely \_\_\_\_\_ there were no other beasts like him.
- \* People started screaming \_\_\_\_\_ they had never seen a beast before.
- \* The flowers grew beautifully \_\_\_\_\_ the beast had tended to them so carefully.

‘because’ is missing – it gives a reason

- \* The beast was lonely \_\_\_\_\_ there were no other beasts like him.
- \* People started screaming \_\_\_\_\_ they had never seen a beast before.
- \* The flowers grew beautifully \_\_\_\_\_ the beast had tended to them so carefully.

Here are some sentences missing conjunctions – think about which one is missing for each and how each one is acting.

- \* The beast was tired \_\_\_\_\_ he didn't want to stop searching.
- \* People started screaming \_\_\_\_\_ they soon learned the beast was not scary.
- \* The flowers grew beautifully \_\_\_\_\_ the beast still missed his own garden.

‘but’ is missing – showing an opposite idea

- \* The beast was tired \_\_\_\_\_ he didn't want to stop searching.
- \* People started screaming \_\_\_\_\_ they soon learned the beast was not scary.
- \* The flowers grew beautifully \_\_\_\_\_ the beast still missed his own garden.



Here are some sentences missing conjunctions – think about which one is missing for each and how each one is acting.

- \* The beast could swim across the sea \_\_\_\_\_ he could dive down to walk across the seabed.
- \* People could scream at the beast \_\_\_\_\_ they could wave back at him.
- \* The flowers could grow \_\_\_\_\_ they could wilt and die.

‘or’ is missing – giving a choice of options

- \* The beast could swim across the sea \_\_\_\_\_ he could dive down to walk across the seabed.
- \* People could scream at the beast \_\_\_\_\_ they could wave back at him.
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# Week 2 Thursday

- \* Learning Outcome / Objective
- \* I can plan an adaptation as a class.
- \* I can begin to write in the style of an author.

# Planning

Opening	Build up	Problem	Resolution	Ending

# Opening

Alone in his vast, beautiful garden, the beast stood longing for friendship. He wandered through the daisies wondering if there were other beasts like him. He had to find out, so set off on a perilous journey with hope in his heart.

Alone on her spacious, spectacular planet, the alien sat desperately thinking about friends. She wandered through her shiny spaceship wondering if there were any other aliens like her out there in the universe. She had to find out, so set off on a terrifying journey hoping with all her heart that she would not be alone for long.

# Week 2 Friday

- \* Learning Outcome / Objective
- \* I can write in the style of an author

# Week 3 Monday

- \* Learning Outcome / Objective
- \* I can (add own to fill gaps found in cold task or what needs extra support from previous weeks)

# Week 3 Tuesday

- \* Learning Outcome / Objective
- \* I can plan my own journey story.



# Planning

Opening	Build up	Problem	Resolution	Ending

# Week 3 Wednesday

- \* Learning Outcome / Objective
- \* I can write in the style of an author.

# Week 3 Thursday

- \* Learning Outcome / Objective
- \* I can write in the style of an author.
- \* I can edit and improve my work.
- \* I can peer assess.

# Week 3 Friday

- \* Learning Outcome / Objective
- \* I can publish my work.
- \* I can reflect on my progress and achievement.

# Week 4 Monday

- \* Learning Outcome / Objective
- \* I can recognise what a newspaper report is.
- \* I can speak aloud with confidence and fluency.
- \* I can create definitions for new language.



Mr Pepper



Mr Hipwell

## **Mere Monster Mayhem!**

The community of Diss were in shock last night after the terrifying emergence of a monster from The Mere. At 3pm, the beast rampaged down the bustling high street sending local residents running for their lives. Taller than the townhall clock and hairier than a yeti, it was a thing of nightmares.

Mr Pepper, the retired postmaster, was one of the terrified witnesses. He cried, “I was so scared because the monster took a swipe at me with his vicious claws!” In his panic, he lost his hat and walking stick. Mr Pepper is now appealing to the public to return them if they are found.

Mr Hipwell, the Y1 teacher at Diss Primary school, was also among those first on the scene. He told police that it was lucky he was there, because he was able to protect some vulnerable children who were caught in the monster’s path. He added that he saw the creature stomping off towards the nearby park.

Residents have been advised, by the local police, to remain in their homes and stay vigilant until the culprit has been apprehended. If you have any information, call 999 immediately.





# Vocabulary

- \* shock
- \* sudden upset
- \* emergence
- \* start to be seen
- \* rampaged
- \* violent movement
- \* yeti
- \* a large hairy creature like a bear
- \* postmaster
- \* man in charge at the post office
- \* witness
- \* someone who sees something
- \* swipe
- \* hit with a swinging blow
- \* vulnerable
- \* someone in need of special care
- \* resident
- \* a person who lives somewhere
- \* vigilant
- \* keeping a careful watch
- \* apprehended
- \* arrested or caught





# Week 4 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise features of a newspaper report.

## Mere Monster Mayhem!

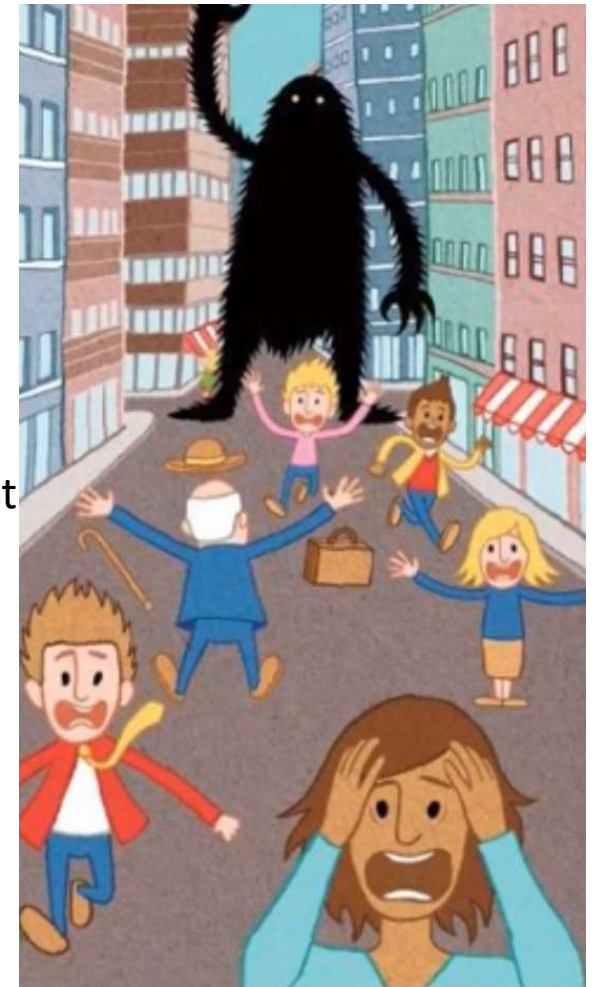
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Reported by Ann Other



The beast attacking

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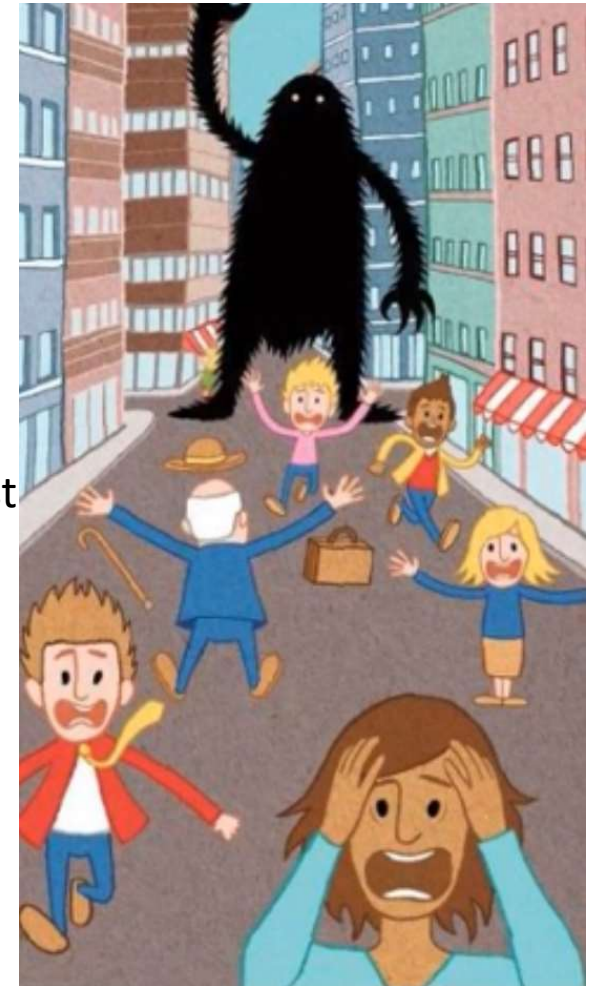
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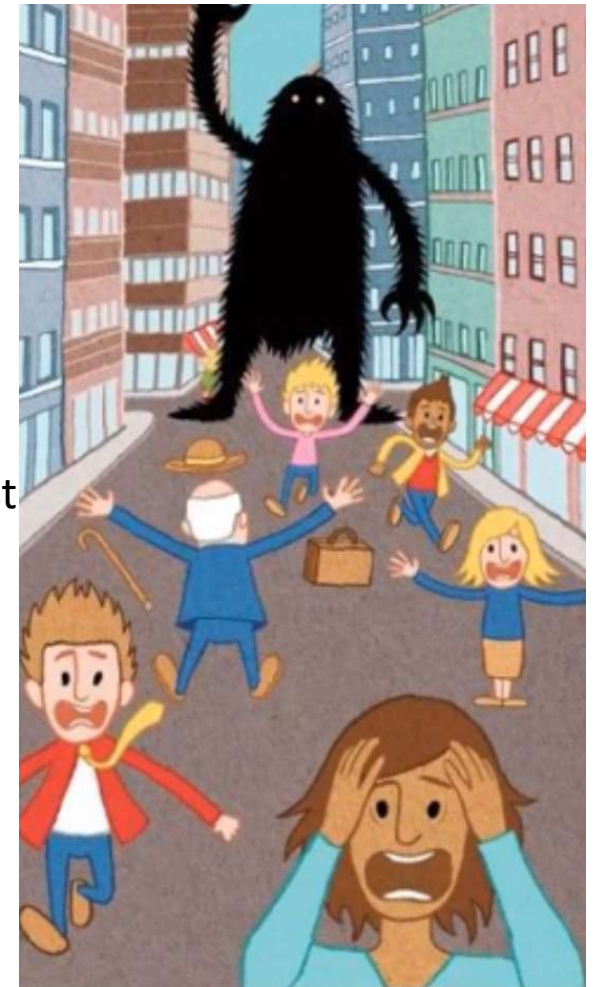
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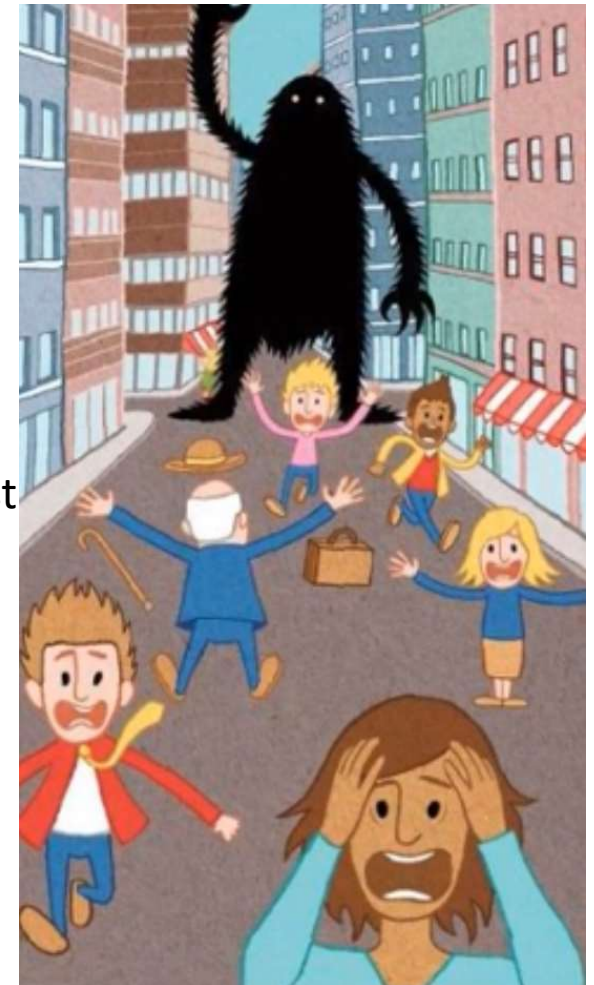
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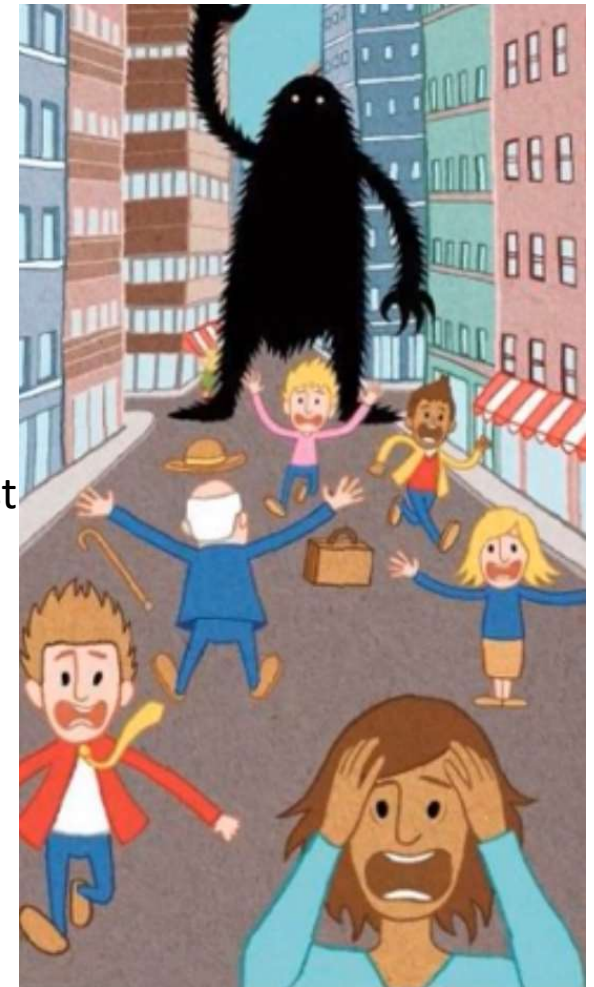
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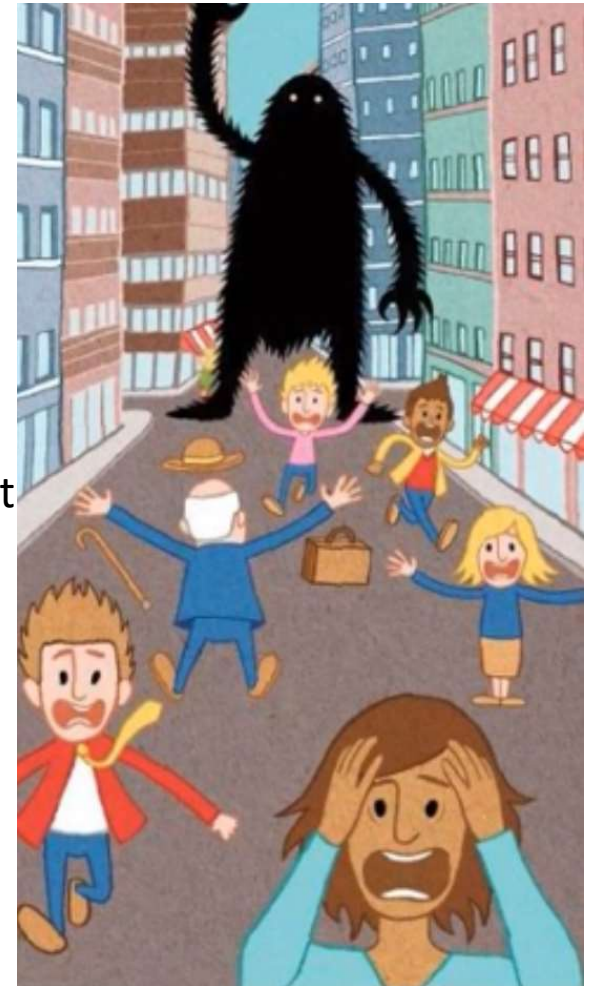
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Reported by Ann Other



The beast attacking

## Mere Monster Mayhem!

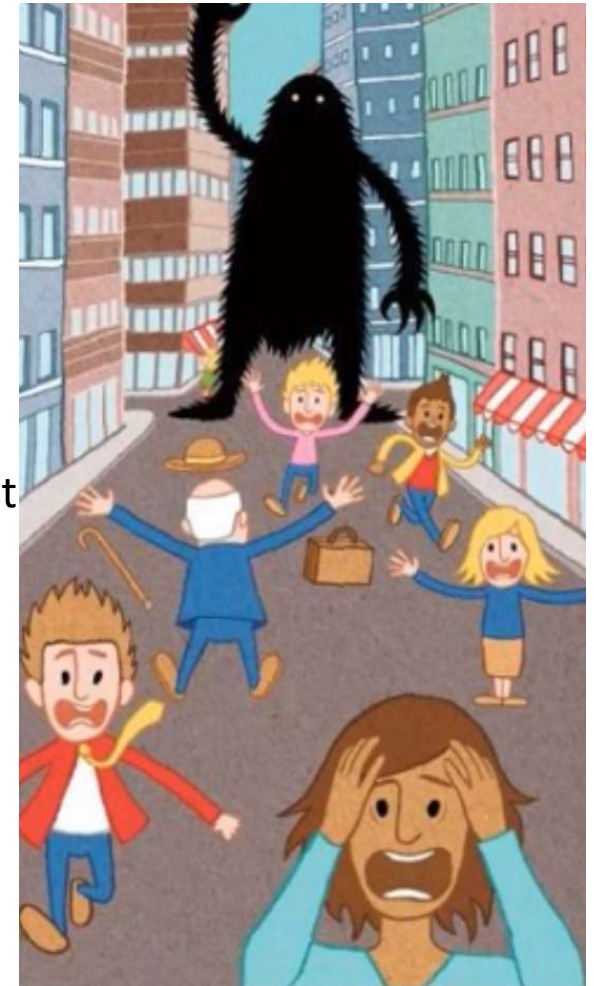
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Reported by Ann Other



The beast attacking

# Now your turn.

Look at the reports in groups, can you spot...

- \* The headline?
- \* The by-line?
- \* The orientation paragraph explaining 'who', 'what', 'where' and 'when'?
- \* The picture?
- \* The caption?
- \* The past tense verbs?
- \* The direct quote?
- \* The sensationalist language?

# Fox Eats Gingerbread Man!

A gingerbread man was eaten by a fox last night.

It happened on Puddle Farm, just outside Whaddon.

Earlier in the day, the gingerbread man had escaped from his owner by jumping out of the oven.

He outran a horse, a cow, a dog and a cat.

But when he reached a deep pond, Mr. Gingerbread Man ran into a problem. He could not get across.



*The Gingerbread Man's final moments, captured by a nearby duck.*

When the fox offered him a lift across the pond, Mr. Gingerbread Man did not see that it was a trick.

He climbed onto the fox's back, then onto his nose... and that is when he was eaten.

The fox told us, "The Gingerbread Man was delicious."

Reported by Ann Other



# Bears Burgled!

A bear family from Whaddon has had their house broken in to.

The burglary happened late on Saturday night. A lot of their furniture was broken and their dinner eaten.

Mr and Mrs Bear and their son, Bobby, were out for a walk in the woods.

"We just went out for a short walk to let our porridge cool down", explained Mrs Bear.

The Bears came back to their house to find the door wide open. Their porridge had been eaten, their chairs sat in and muddy footprints were all over the house.



*Have you seen this girl?*

It was only when the Bears went upstairs that they found the burglar - asleep in Bobby's bed.

She ran away as soon as the Bears woke her. Mr Bear told us "She was small with long blonde hair and blue dress."

The family is still upset about the burglary. If you were in the woods on Saturday night and saw anything, contact the police.

Reported by Ann Other

# Strange Creature Spotted!

A strange creature was spotted in the woods early on Sunday morning.

It was seen by four confused woodland animals who live in the woods.

A worried snake told us, "It has terrible tusks and terrible claws. It stomped through the forest with its tail thumping on the ground!"

A frightened fox reported, "It had a poisonous wart at the end of its nose. I heard its favourite food is roasted fox!"

The third witness - an owl - did not want to comment. He was too worried that he was going to get turned into 'owl ice cream.'



*Have you seen this creature?*

The final witness was a mouse, who said, "I'm not scared. Everyone knows I'm the scariest creature in the wood."

It is not known where the creature has come from. Visitors to the woods should take care.

The creature is about the size of a bear. He is brown with purple prickles on his back, long tusks and a wart on the end of his nose. If you see him, phone 999.

Reported by Ann Other

# Wolf Gobbles Woman!

A frail old lady was gobbled up by a wolf on Saturday.

Mrs. Pie was in bed in her cottage in Whaddon Woods when she heard a knock at the door.

"I was expecting my granddaughter, Little Red Riding Hood," said Mrs. Pie, "so I just shouted 'Come in!'"

But Mrs Pie had no idea that her visitor was actually the Big Bad Wolf. He barged into her bedroom and gobbled Mrs Pie up, swallowing her whole.

"It was so dark and smelly inside him," said Mrs. Pie. "I didn't think I'd come out alive!"



*The hero of the day- Will the Woodcutter*

Luckily, Will Wood, a local woodcutter, was passing by and saw the wolf enter Mrs. Pie's cottage. He burst in and cut the wolf open with his axe.. Mrs. Pie was scared, but alive.

"I saw the wolf go into the cottage and I knew I had to help," said Will. "I am just glad I could help."

Mrs Pie has put a lock on her door to keep any other unwelcome guests away.

Reported by Ann Other

# Week 4 Wednesday

- \* Learning Outcome / Objective
- \* I can infer how a character is thinking and feeling.



## Mere Monster Mayhem!

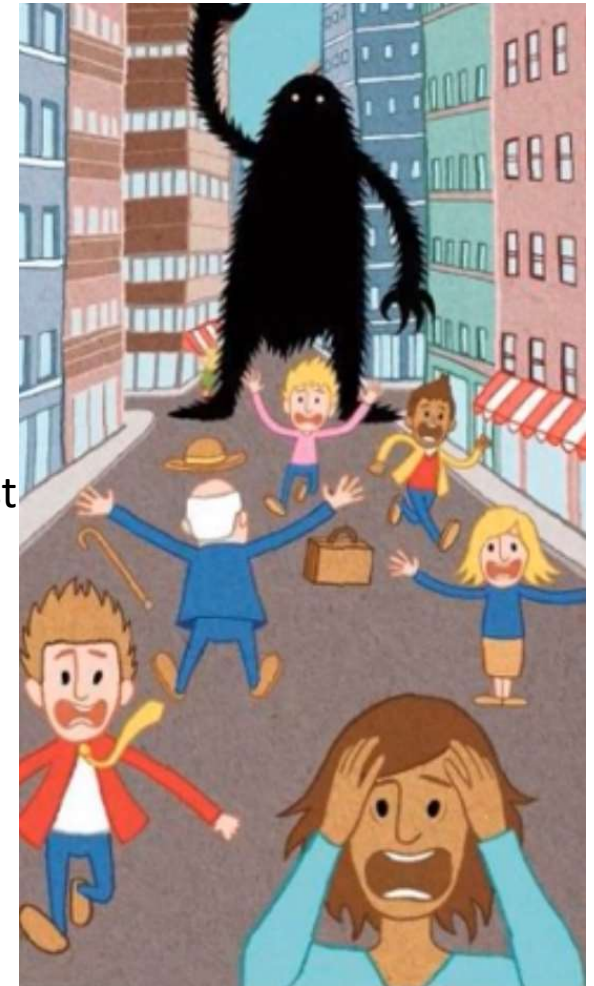
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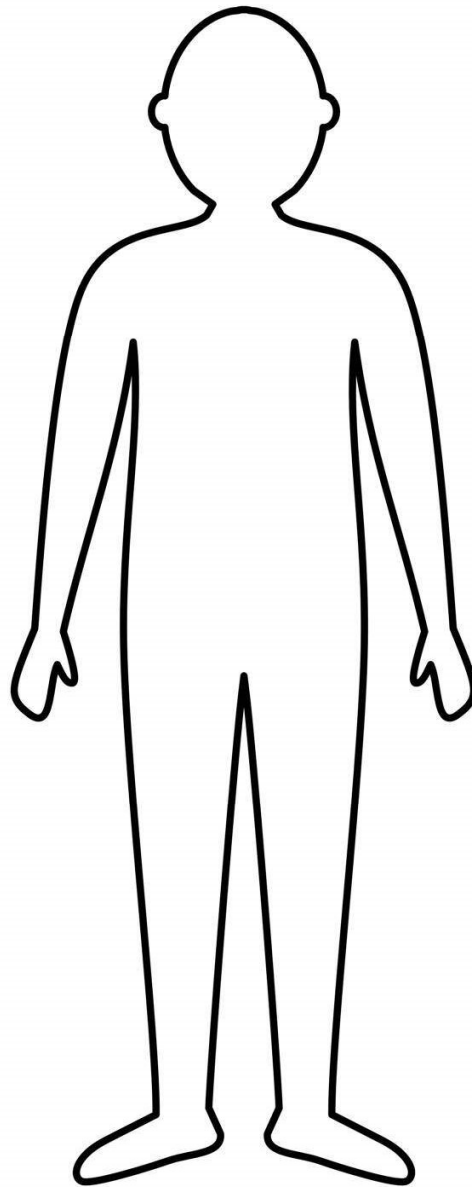
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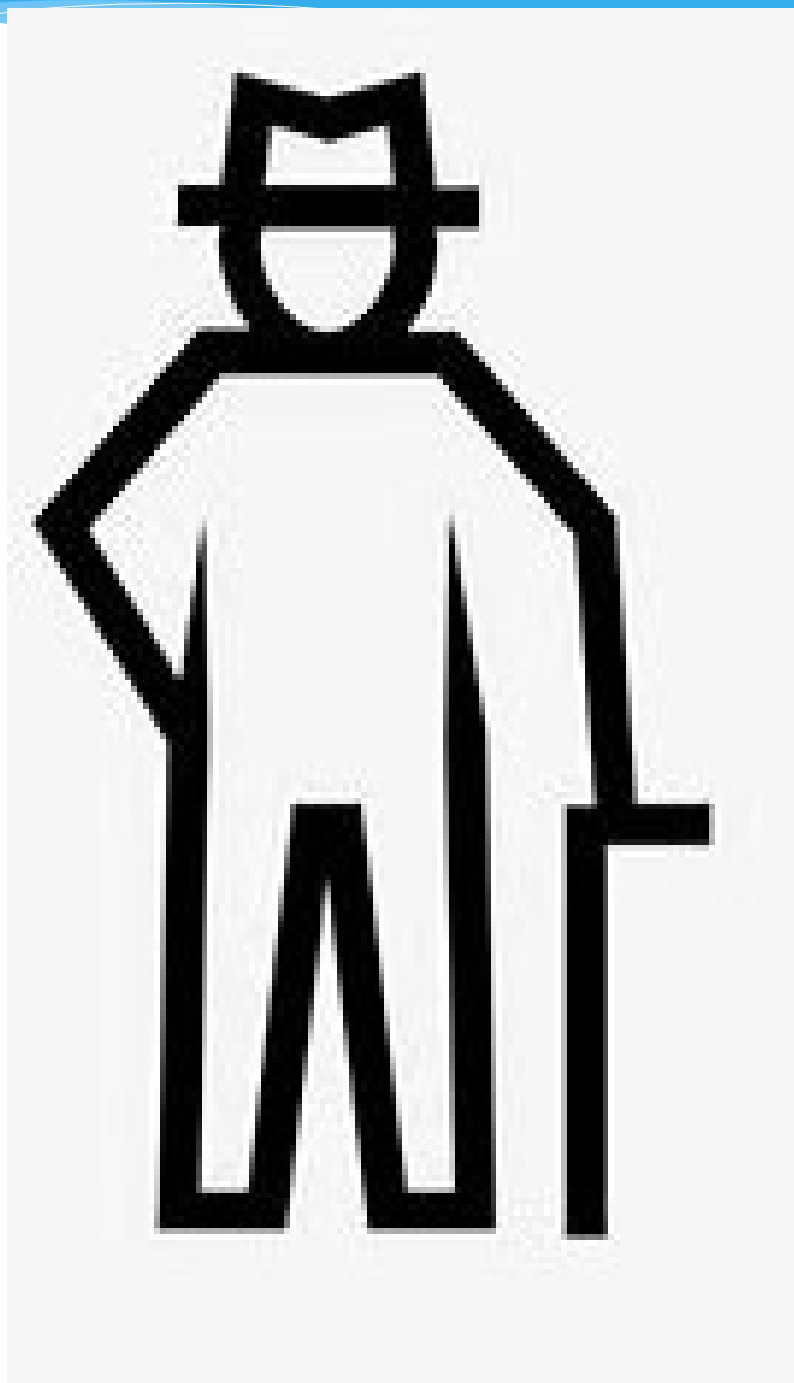


The beast attacking



Act out





# Mr Hipwell



- \* Mr Hipwell is feeling worried for the children. (point)
- \* He thinks the beast might hurt them. (reason)
- \* He called the children vulnerable and in the monster's path. (evidence)

# Your turn...

## Mr Pepper (point, reason, evidence)



# Week 4 Thursday

- \* Learning Outcome / Objective
- \* I can add ideas to a shared write.
- \* I can begin to write in a newspaper style.



## Mere Monster Mayhem!

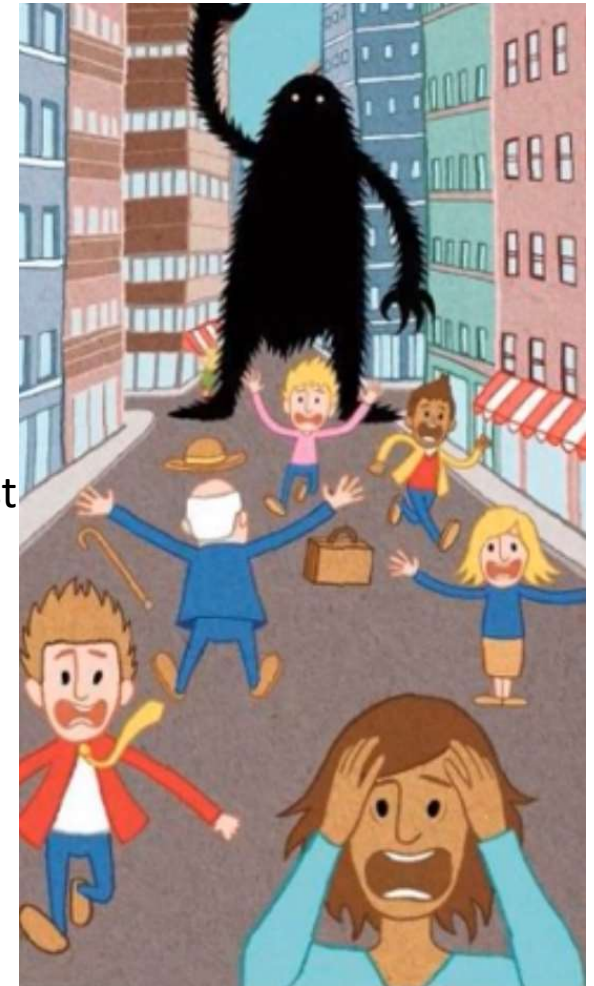
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Reported by Ann Other



The beast attacking



# Let's write a newspaper report for the beast to help him find other beasts.

So he decided to talk on  
the radio . . .

and to all the  
newspapers . . .



and on television, about his great journey to  
the city and his search for other Beasts.

# Let's plan it first...

- \* What do we need in the headline?

Alliteration? A play on words?

- \* What do we need to have in the first paragraph?

Who / where / when / what

- \* What do we need in the second paragraph?

A direct quote from the beast himself.

- \* What do we need in the closing paragraph?

What people can do if they can help.

Don't forget to have a by-line.

# Are you a Beast's Best Buddy

Yesterday morning, a lonely beast went onto national television to try to find other beasts like him. He spoke to several different news programmes to try to get his message heard.

Lots of people have said that they are sad that the beast has no friends. The lonely beast said, "I am really happy living here with everyone because people are friendly. But I just wish there were others like me around."

If you have any idea where other beasts might be, call now to help.

# Week 4 Friday

- \* Learning Outcome / Objective
- \* I can write in the style of a newspaper report.
- \* I can write an orientation paragraph.

## Mere Monster Mayhem!

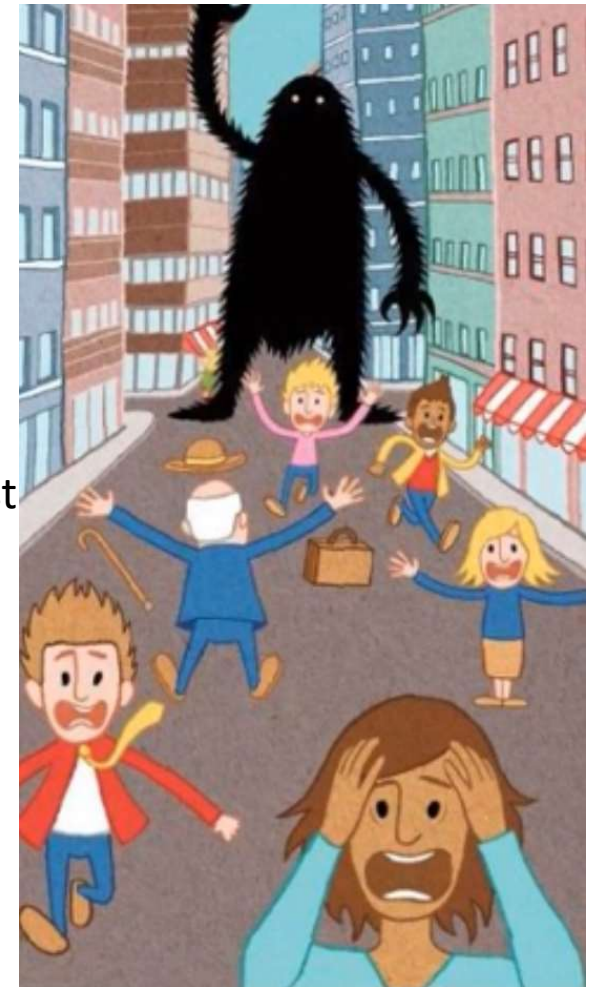
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Remember our orientation paragraph tells the audience:

who  
what  
when  
where

Now try to do the who, what, when  
and where for this picture...





Now try to do the who, what, when  
and where for this picture...



Now try to do the who, what, when  
and where for this picture...



Now try to do the who, what, when  
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# Week 5 Monday

- \* Learning Outcome / Objective
- \* I can recognise and use conjunctions.

## Mere Monster Mayhem!

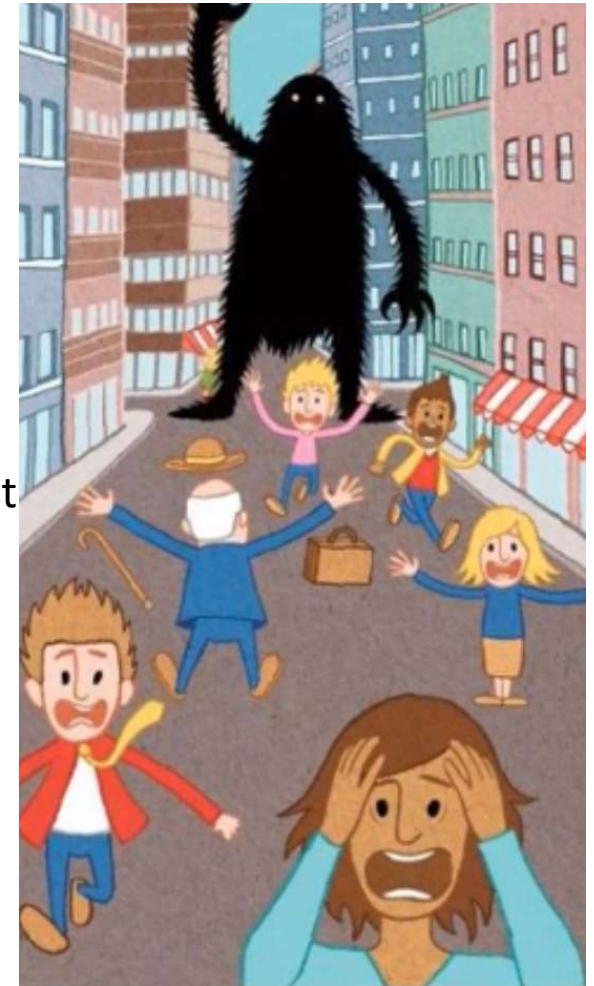
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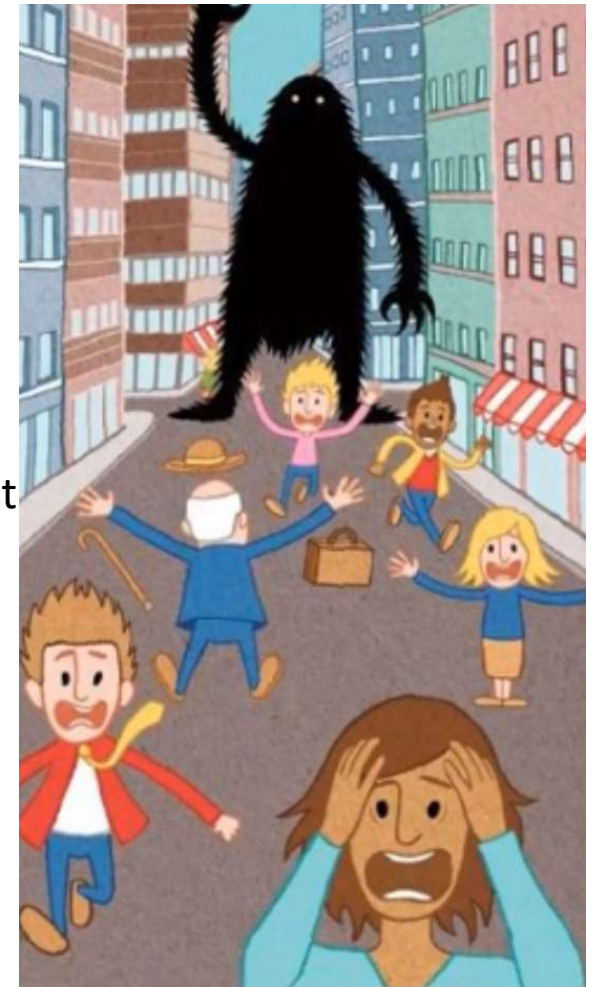
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The beast attacking

# Conjunction...

- \* because

- \* What does this word do?



‘because’ is missing – it gives a reason

- \* The beast was lonely \_\_\_\_\_ there were no other beasts like him.
- \* People started screaming \_\_\_\_\_ they had never seen a beast before.
- \* The flowers grew beautifully \_\_\_\_\_ the beast had tended to them so carefully.

# Conjunction...

- \* but

- \* What does this word do?

‘but’ is missing – showing an opposite idea

- \* The beast was tired \_\_\_\_\_ he didn't want to stop searching.
- \* People started screaming \_\_\_\_\_ they soon learned the beast was not scary.
- \* The flowers grew beautifully \_\_\_\_\_ the beast still missed his own garden.

# Conjunction...

- \* or

- \* What does this word do?

‘or’ is missing – giving a choice of options

- \* The beast could swim across the sea \_\_\_\_\_ he could dive down to walk across the seabed.
- \* People could scream at the beast \_\_\_\_\_ they could wave back at him.
- \* The flowers could grow \_\_\_\_\_ they could wilt and die.

# What does the conjunction 'if' do?

If you have any information, call 999 immediately.

# The conjunction 'if' is a conditional.

If you have any information, call 999 immediately.

That means that something can happen if the conditions are right.

You can go outside IF it stops raining.

You can eat ice-cream IF you tidy your room.

You can stay up late IF you do your homework.

IF you finish your work, you can go out to play early.



# Think of your own conditional sentences...

If \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ if \_\_\_\_\_.

# Week 5 Tuesday

- \* Learning Outcome / Objective
- \* I can act out how a character would respond.
- \* I can use inference to understand a character.

## Mere Monster Mayhem!

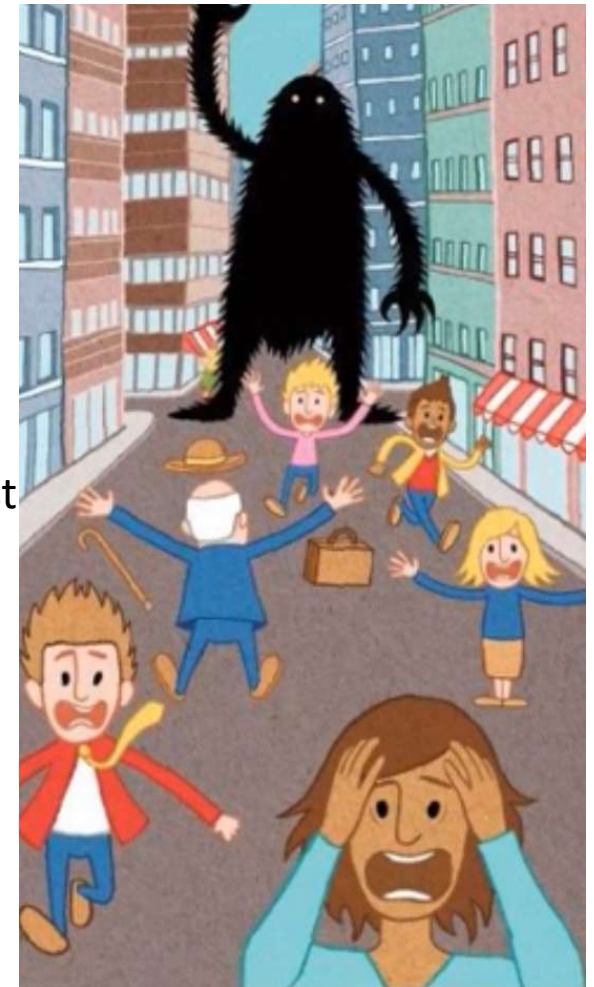
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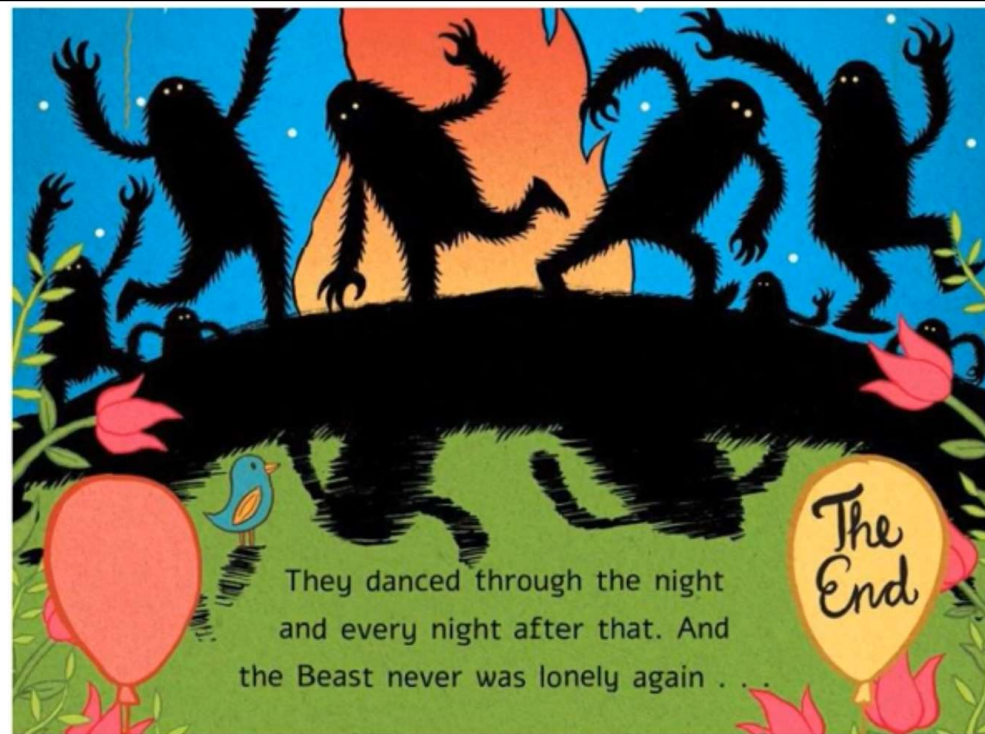
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Reported by Ann Other



The beast attacking

# Act out Hot seat



# Week 5 Wednesday

- \* Learning Outcome / Objective
- \* I can plan a newspaper report.

## Mere Monster Mayhem!

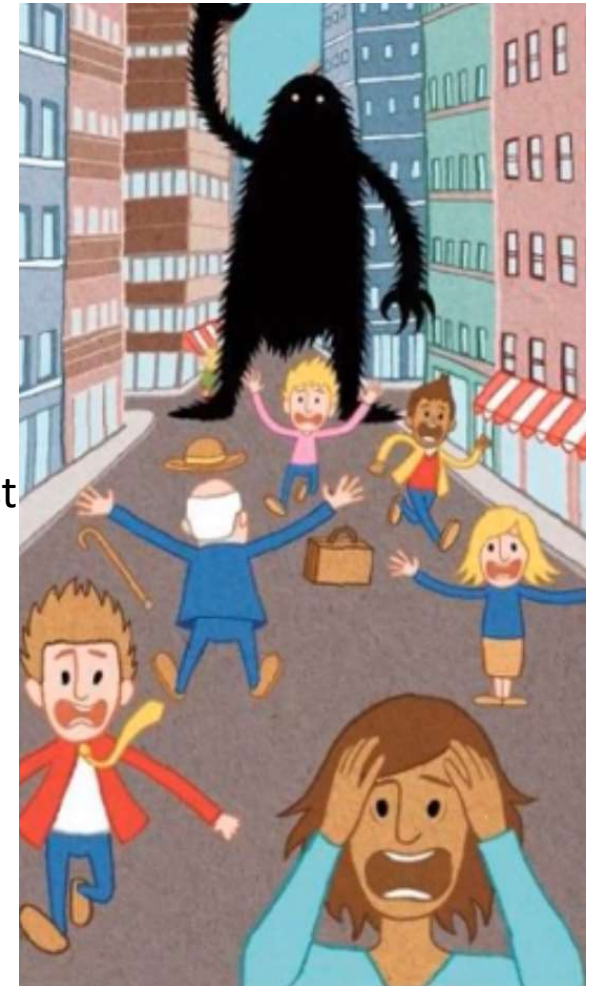
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The beast attacking



# Planning



- \* Headline
  - \* Orientation – who / what / where / when
  - \* Direct quote
  - \* What might be the plan for the future
  - \* Who wrote the report
- 
- \* Don't forget to think about what picture you might use and the caption to go below it.

# Week 5 Thursday

- \* Learning Outcome / Objective
- \* I can write in the style of a newspaper report.

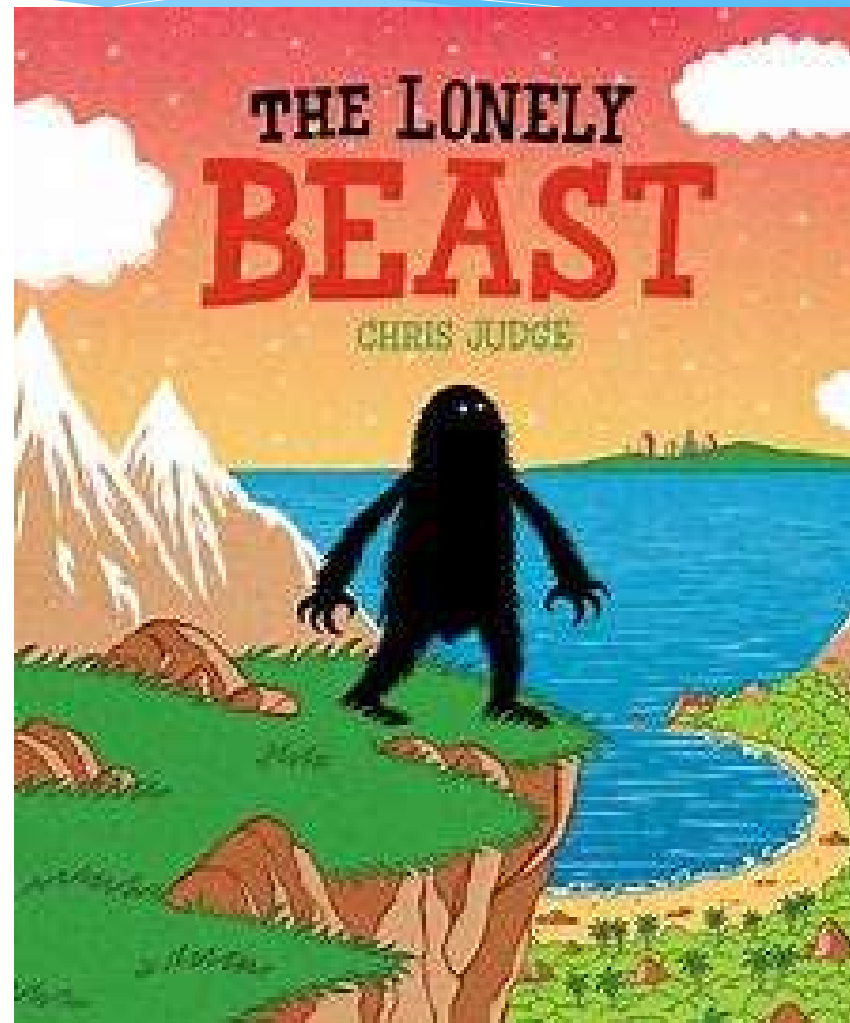


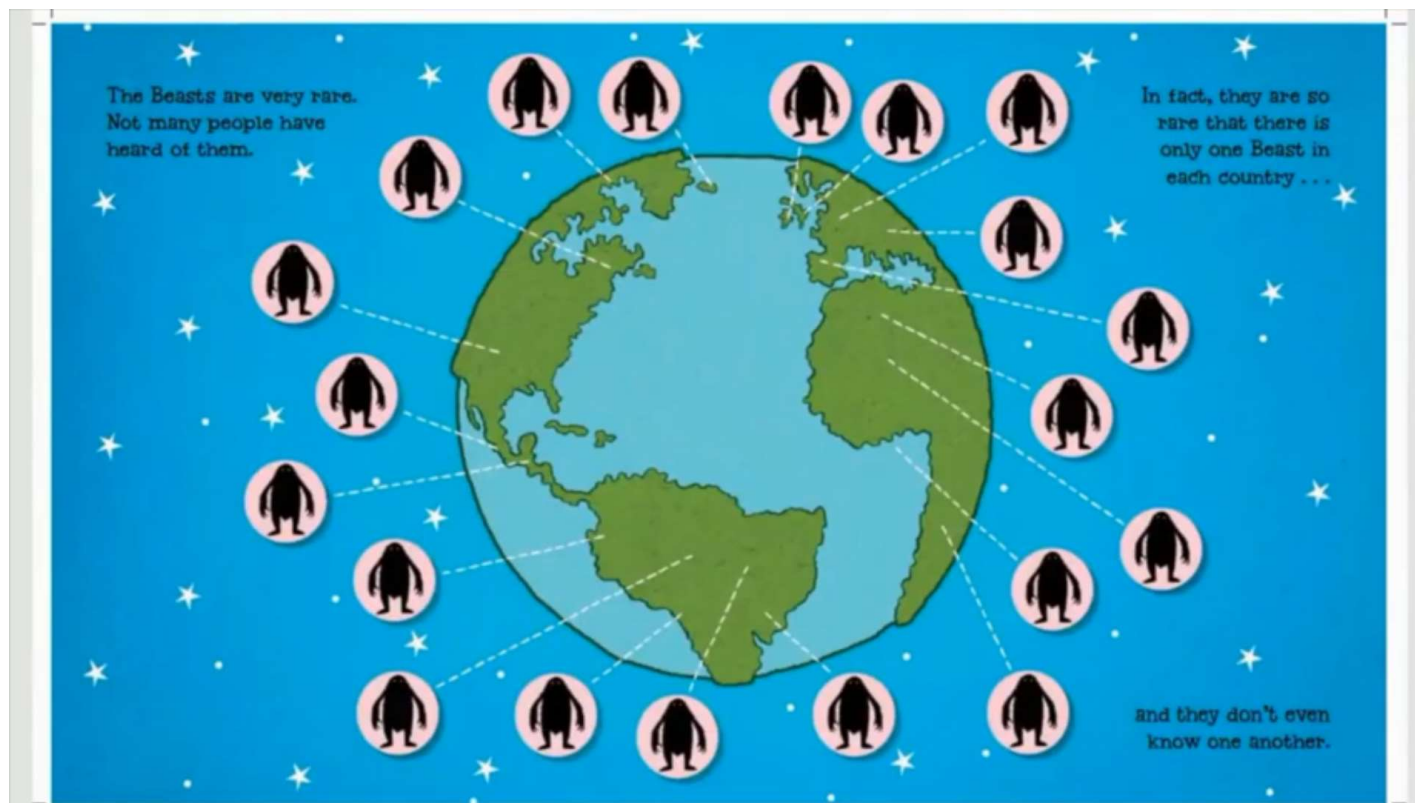
# Week 5 Friday

- \* Learning Outcome / Objective
- \* I can edit and improve my writing.
- \* I can publish my report.

# Week 6 Monday

- \* Learning Outcome / Objective
- \* I can learn a poem.
- \* I can perform a poem using different dynamics, pace and rhythm.
- \* I can move and respond to a poem.





The Beasts are very rare.  
Not many people have  
heard of them.

In fact, they are so  
rare that there is  
only one Beast in  
each country . . .

and they don't even  
know one another.

They are very quiet creatures, who live alone high  
in the mountains or deep in the woods.  
They like nothing more than tending their  
beautiful gardens . . .



drinking tea . . .



walking in the snow . . .



They are very quiet creatures, who live alone high  
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beautiful gardens ...



drinking tea ...



walking in the snow ...



This is the story of one such Beast who,  
one day, suddenly felt very lonely.



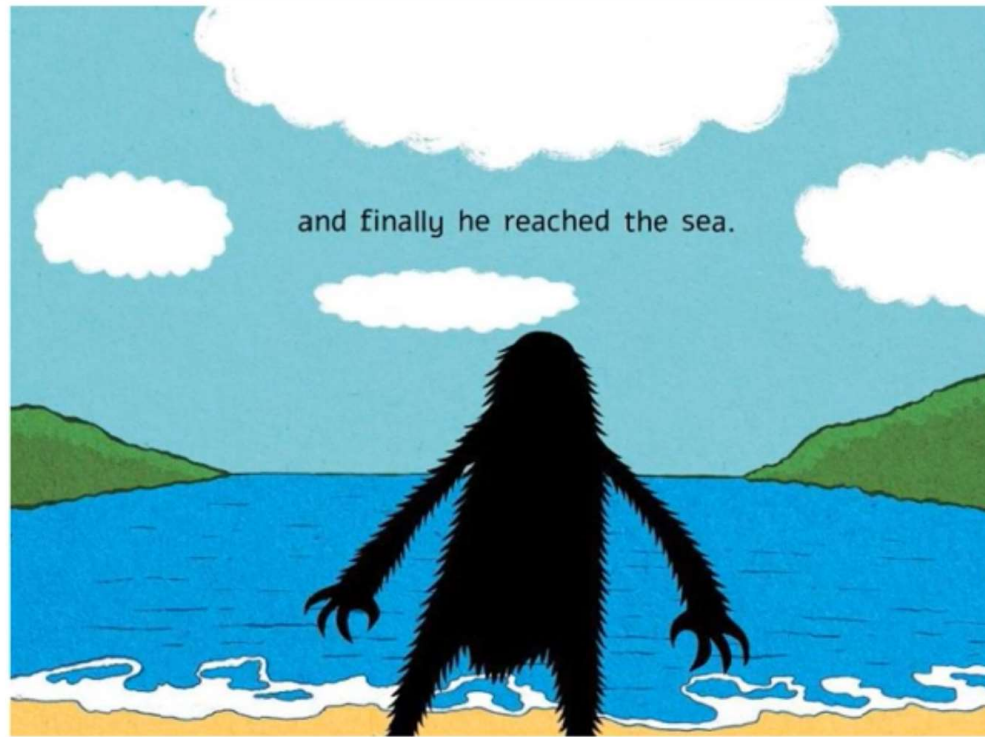
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He ran over many  
snowy mountains . . .





and finally he reached the sea.



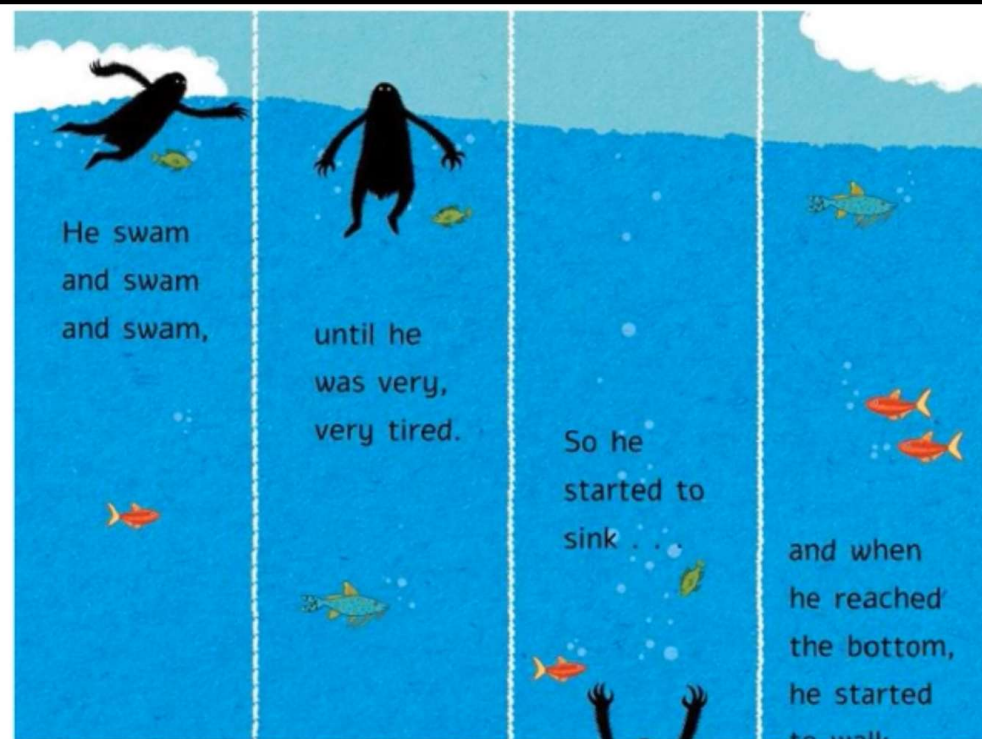


He jumped in and  
started to swim . . .



until he could no  
longer see land.





He swam  
and swam  
and swam,

until he  
was very,  
very tired.

So he  
started to  
sink . . .

and when  
he reached  
the bottom,  
he started  
to walk.

# The lonely beast saw jellyfish!



# Enormous jellyfish!

\* [https://youtu.be/cZT-\\_VbKBuc](https://youtu.be/cZT-_VbKBuc)

# Incredible jellyfish...

\* <https://youtu.be/oMWYQf4DQKU>

Watch how they move.

Think about what they look like.

What do they remind you of?

Where do you find them?



Taking inspiration from the story,  
let's look at an underwater poem.

The jellyfish dances through the water,  
Waving its frilly underwear.  
We found one on the beach.  
It had become a polythene bag full of water.  
Its frills lay on top like party ribbons,  
After the dance is over.

From *Michael Rosen's Big Book of Bad Things*

Let's look closely at the language...  
there are metaphors and similes used.

The jellyfish dances through the water,  
Waving its frilly underwear.

We found one on the beach.

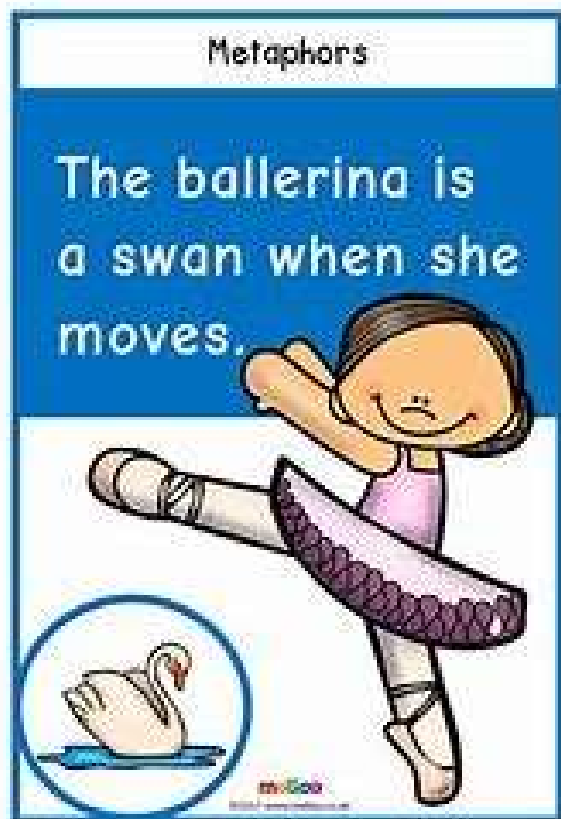
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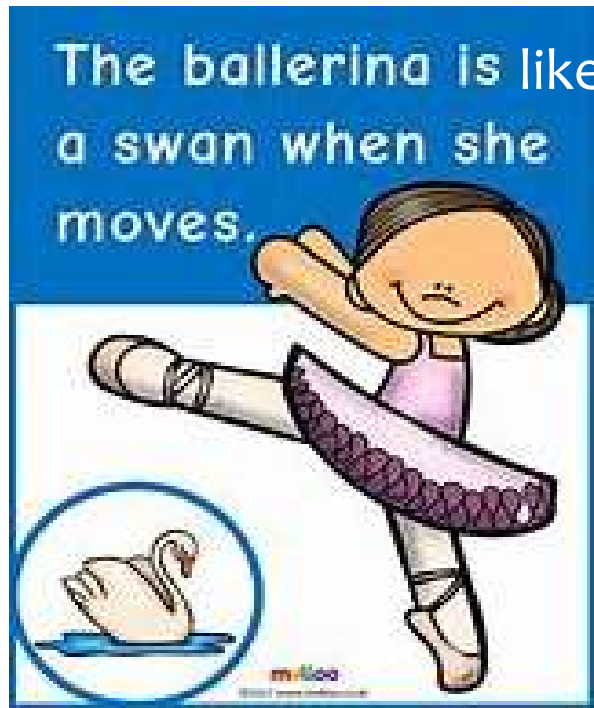


# Metaphors say something IS something else to help create a picture in your mind.



- \* By saying the ballerina is a swan, we think graceful and calm.
- \* If we said the ballerina was an elephant, we think clumsy and heavy footed.

Similes say something IS LIKE something else to help create a picture in your mind.



- \* By saying the ballerina is LIKE a swan, we think graceful and calm.
- \* If we said the ballerina was LIKE an elephant, we think clumsy and heavy footed.

# Here is Michael Rosen reading his own poem...

- \* <https://www.bing.com/videos/search?q=the+jellyfish+by+michael+rosen&&view=detail&mid=5EB9F5CDE9C6CA0BE9805EB9F5CDE9C6CA0BE980&&FORM=VDRVRV>

Now for fun watch him read 'We are going on a bear hunt'.

Make notes of how he performs with his voice, his body and his face!

<https://youtu.be/lou5LV9dRPo>

# Let's dance...

- \* Use ribbons to create the movement of jellyfish – call out words and phrases for your teacher to record.
- \* Now let's dance and say the poem out loud with thoughts about how to look and say each word.

# Week 6 Tuesday

- \* Learning Outcome / Objective
- \* I can use a metaphor.
- \* I can use a simile.

# The Jellyfish

The jellyfish dances through the water,  
Waving its frilly underwear.  
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After the dance is over.

*Michael Rosen's*

# Can you spot the metaphors?

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*Michael Rosen's*

Look at these ideas for underwater poems –  
can you spot the metaphor or the simile?

The waves crashed like a drum.

The waves were like a gentle touch on the beach.

The waves were a kitten lapping the shore.

The waves were a nightmare attacking the sand.

Look at these ideas for underwater poems –  
can you spot the metaphor or the simile?

The waves crashed **like** a drum. **simile**

The waves were **like** a gentle touch on the beach. **simile**

The waves **were a kitten** lapping the shore. **metaphor**

The waves **were a nightmare** attacking the sand. **metaphor**

# But what's the point?

The waves crashed **like** a drum. **simile**

What image does this create? What is the write trying to tell us?

**That the waves are making a really loud noise!**

So instead of telling us, they give us an image to link an idea to.

When we think drums, we think loud!

# But what's the point?

The waves were **like** a gentle touch on the beach. **simile**

What image does this create? What is the write trying to tell us?

**That the waves are calm and soft.**

So instead of telling us, they give us an image to link an idea to.  
When we think of someone's gentle touch, we think of love and calm!

# But what's the point?

The waves **were a kitten** lapping the shore. **metaphor**

What image does this create? What is the write trying to tell us?

**That the waves are playful and silly.**

So instead of telling us, they give us an image to link an idea to.  
When we think of a kitten, we think playful and fun.

# But what's the point?

The waves **were a nightmare** attacking the sand. **metaphor**

What image does this create? What is the write trying to tell us?

**That the waves are scary and dangerous.**

So instead of telling us, they give us an image to link an idea to.  
When we think of a nightmare, we are afraid.



Now think about the pictures below.  
What similes or metaphors could you use to create  
this image in your reader's mind?



# Week 6 Wednesday

- \* Learning Outcome / Objective
- \* I can write as a group or class.
- \* I can share my ideas.

# The Jellyfish

The jellyfish dances through the water,  
Waving its frilly underwear.  
We found one on the beach.  
It had become a polythene bag full of water.  
Its frills lay on top like party ribbons,  
After the dance is over.

*Michael Rosen's*

# Take some ideas for this picture...

- \* Clownfish
- \* sad
- \* prisoned
- \* used as prizes at fairs
- \* lonely
- \* stripy



# The clownfish

The clownfish saunters through the waves,  
Flapping it stripy coat.  
We found one in a bag at the fair.  
It had become a plastic toy full of sorrow.  
Its patterns lay over its back like prison bars,  
After the court's ruling.

# Week 6 Thursday

- \* Learning Outcome / Objective
- \* I can plan my own underwater poem.
- \* I can write a poem with a simile or a metaphor.

# Week 6 Friday

- \* Learning Outcome / Objective
- \* I can perform my poem.
- \* I can evaluate my poem.