

YEAR 5



Hello Year 5! We hope you had a good week last week and enjoyed getting out on your bikes and completing some bike related activities. We are looking forward to speaking to some of you again this week and finding out about what you have been up to. This week we are going to base most of our learning around People in the Arts. There is a quite a lot of choice in terms of who you choose to research and focus the tasks on, so we hope that you can follow your own interests and find out about someone who inspires you or who you are interested in. We can't wait to hear about who you choose, and we're sure there will be a great variety across the year group! Have fun!

Let us know what you get up to and as always you can send any photos to Twitter @OldburyPark. Have fun!

Mr Williams Mrs Tudge Miss Wilkinson Mr Burnage Ms Carter

EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>

Watch the video and then complete the written task (these could be printed out or you could just write the answers in the book we sent home). This is 30-40 minutes work.

This week is multiplying fractions and finding fractions of amounts (Week 6 of the summer term videos and activities)

Answers now saved as a separate document on the school website.

Mathletics – 15-20 minutes (more if you wish).

We have also included the Fluency in 5 resources for arithmetic practice.

Read for at least 15 minutes

A. $60 \times 3 =$	B. $17,456 - 4,737 =$	A. $984 + 70 =$	B. $64,326 - 14,168 =$
C. $9 + 7 + 8 =$	D. $7 \times ? = 0$	C. $654.43 \times 10 =$	D. $? = 743 + 7$
E. $76,328 + 484,313 =$	A. $6.94 \times 10 =$	B. $374 \times 7 =$	E. $993 + ? = 1,113$
	C. $765 + 700 =$	D. $4 + 9 + 1 =$	
	E. $432 + 7 =$		
A. $\frac{1}{4}$ of 24 =	B. $85,542 + 432,594 =$	A. $\frac{3}{8}$ of 64 =	B. $33,422 - 24,721 =$
C. $91.543 \times 10 =$	D. $67 \times 17 =$	C. $898 - 700 =$	D. $? = 765 - 80$
E. $678 - 90 =$		E. $27 \times 73 =$	

Additional tasks for this week (15/6/20)

English

Monday – Read this biography about the artist Georgia O'Keefe then have a go at the questions. She inspired the flowers we drew for our Mother's Day cards. (Use the version with 2 stars at the bottom.)

<https://www.twinkl.co.uk/resource/t2-e-41522-uks2-georgia-okeeffe-differentiated-reading-comprehension-activity>

Tuesday – What is a biography? How is it different to an autobiography? Have a look at the biography of Mary Seacole. Annotate the key structure and language features: the main point/theme of each paragraph, type of language used, tense, sentence types, formality. The features mat included below will help: can you find examples of each thing mentioned? We have also included annotated versions of the text to check your ideas with afterwards. (We wouldn't expect you to find everything that is on these – they are very detailed!)

Wednesday – Choose somebody famous for the arts (music, dance, art, drama, creative writing) who interests you. Carry out your own research finding out about their life in preparation for writing your own biography about them. Use the research sheet provided below. Make notes including important dates – remember you don't have to write in full sentences at this point.

Thursday – Write the introduction and first main paragraph. Remember the introduction needs to remain general and not give too much away. Who are they and what are they famous for? The first main paragraph will talk about the person's early life. We have included some introduction examples and some sentence starters that might help you. You could use a very similar structure to any of the examples for your intro and use the same sentence starters as they have if they work for you.

Friday – Continue writing your biography. Use the different biographies you have read this week to help and the list of key features. Remember to make sure you write in chronological order.

Topic

This week we want you to complete at least one of the following –

Art – Choose an artist who inspires you. They could be a painter, fashion designer, sculptor, printer or any other art form that you are interested in. Recreate one of their pieces or create your own inspired by them.

Music – What kind of music do you listen to at home? What kind of music do members of your family like? Try to listen to an artist you haven't listened to before. Tell us what your favourite song is and why. You could share this on Twitter. Create an information page about your favourite musicians. Recreate an album cover through art or photography. Take a song and rewrite the lyrics, keeping the rhythm and melody. If you fancy a challenge, could you write your own song or instrumental piece of music? The GarageBand app is great for experimenting with making your own music and should be free to download.

Drama – What is your favourite film? Do you have a favourite actor/actress? Have you ever been to a musical or seen one on television? Choose a short scene from a film or musical to recreate in your chosen way. You could use an animation app, act it out with members of your family or learn a short monologue or a song and dance from a musical. If you're feeling brave, get someone to film you performing it and share it with us.

Dance – There are so many different styles of dance: contemporary, ballet, tap, street, jazz, tap, ballroom to name but a few. You could watch some of the audition clips from this year's The Greatest Dancer to see many of these showcased. Do you know any famous dancers? Could you find out about any? Could you choreograph your own short dance piece? Think about the story you want to tell or the style you want to recreate. Or maybe just have a bit of fun following some of the Just Dance routines on Youtube. Here's one we sang at Young Voices...

<https://www.youtube.com/watch?v=dovTbPkyQQ4>

Science – Pitch Experiment

Your question to explore is: How does Pitch change when you alter the quantity of water in a glass? We would like to you plan and conduct your own experiment. You need to plan a 'fair' test with items that you have at home. Think about how you will record your data and make a conclusion once you have collected your evidence. For example, "The more/little water is in the glass, the higher/lower the pitch. This clip should give you some ideas.

<https://www.youtube.com/watch?v=iFwtybB3R6Q>

Can you recreate part of a song using this technique?

French - Building on your weather research from last week, here is a weather dominoes game below that uses questions and answers in French. Try and play it with someone at home.

Spellings

Week 3

**Adding the verb
prefixes over-**

overthrow

overturn

overslept

overcook

overreact

overestimate

overuse

overpaid

overlook

overbalance

[twinkl.co.uk](https://www.twinkl.co.uk)

Can you think of any other words that could be on this list?

For an extra challenge, choose 3-5 words from your reading book that are new to you, are words that you know you often get wrong, or are words that you just fancy learning!

Multiply unit fractions by an integer

1

Complete the calculations.

Use the bar models to help you.

d)

--	--	--	--	--	--	--	--	--	--

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \square$$

$$3 \times \frac{1}{5} = \square$$

b)

--	--	--	--	--	--	--	--	--	--

$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \square$$

$$4 \times \frac{1}{7} = \square$$

c)

--	--	--	--	--	--	--	--	--	--

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \square$$

$$5 \times \frac{1}{8} = \square$$

d)

--	--	--	--	--	--	--	--	--	--

$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \square$$

$$7 \times \frac{1}{10} = \square$$



2

Complete the multiplications.

a) $3 \times \frac{1}{8} = \square$

e) $\frac{1}{5} \times 4 = \square$

b) $3 \times \frac{1}{10} = \square$

f) $\frac{1}{9} \times 8 = \square$

c) $\frac{1}{8} \times 5 = \square$

g) $8 \times \frac{1}{11} = \square$

d) $9 \times \frac{1}{10} = \square$

h) $\frac{1}{11} \times 10 = \square$

3

Match the addition to the equivalent multiplication.

$$\frac{1}{3} + \frac{1}{3}$$

$$2 \times \frac{1}{5}$$

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{4} \times 3$$

$$\frac{1}{5} + \frac{1}{5}$$

$$3 \times \frac{1}{5}$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

$$2 \times \frac{1}{3}$$

4

A pizza is cut into sixths.

Jack eats five of the slices.

Write a multiplication to represent this.

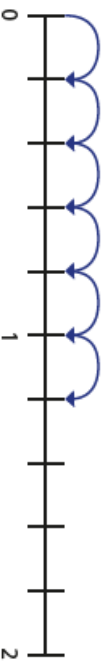
$$\square \times \square = \square$$

5

Complete the multiplications.

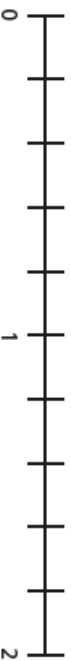
Use the number lines to help you.

a) Give each answer as an improper fraction and as a mixed number.



$$6 \times \frac{1}{5} = \square = \square$$

b)



$$9 \times \frac{1}{5} = \square = \square$$

6

Complete the multiplications.

a) $11 \times \frac{1}{10} = \square = \square$

b) $11 \times \frac{1}{9} = \square = \square$

c) $\frac{1}{8} \times 11 = \square = \square$

d) $11 \times \frac{1}{7} = \square = \square$

e) $11 \times \frac{1}{6} = \square = \square$

What do you notice?

Does this pattern continue?

7

Complete the calculations.

a) $\square \times \frac{1}{3} = \frac{2}{3}$

e) $\frac{1}{8} \times \square = 1\frac{2}{8}$

b) $\square \times \frac{1}{3} = 1$

f) $\square \times \frac{1}{2} = 3\frac{1}{2}$

c) $\square \times \frac{1}{7} = 1$

g) $\square \times \frac{1}{3} = 3\frac{1}{3}$

d) $\frac{1}{7} \times \square = 1\frac{3}{7}$

h) $\frac{1}{4} \times \square = 3\frac{1}{4}$



Multiply non-unit fractions by an integer

1

Complete the calculations.

Use the bar models to help you.

a)

--	--	--	--	--	--	--	--	--	--

$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \square$$

$$3 \times \frac{2}{7} = \square$$

b)

--	--	--	--	--	--	--	--	--	--

$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \square$$

$$3 \times \frac{3}{10} = \square$$

c)

--	--	--	--	--	--	--	--	--	--

$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \square$$

$$4 \times \frac{2}{9} = \square$$

d)

--	--	--	--	--	--	--	--	--	--

$$\frac{4}{9} + \frac{4}{9} = \square$$

$$2 \times \frac{4}{9} = \square$$

What do you notice about parts c) and d)? Talk to a partner.



2

Complete the multiplications.

a) $2 \times \frac{3}{7} = \square$

d) $5 \times \frac{2}{11} = \square$

b) $3 \times \frac{3}{11} = \square$

e) $\frac{2}{15} \times 7 = \square$

c) $\frac{2}{11} \times 4 = \square$

f) $\frac{7}{15} \times 2 = \square$

3

$$\frac{4}{11} \times 2 = \frac{8}{22}$$



Explain the mistake that Alex has made.

4

A cat eats $\frac{2}{15}$ of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?



The cat eats of the bag in 4 days.

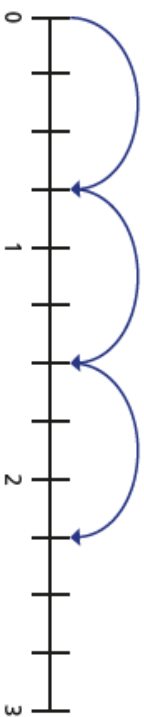
5

Complete the multiplications.

Use the number lines to help you.

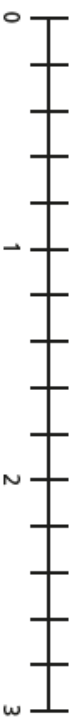
Give each answer as an improper fraction and as a mixed number.

a)



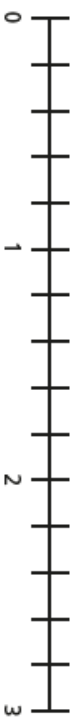
$$3 \times \frac{3}{4} = \boxed{} = \boxed{}$$

b)



$$4 \times \frac{3}{5} = \boxed{} = \boxed{}$$

c)



$$3 \times \frac{4}{5} = \boxed{} = \boxed{}$$



6

Complete the multiplications.

a) $5 \times \frac{2}{3} = \boxed{} = \boxed{}$

b) $4 \times \frac{4}{5} = \boxed{} = \boxed{}$

c) $\frac{2}{7} \times 11 = \boxed{} = \boxed{}$

d) $4 \times \frac{7}{9} = \boxed{} = \boxed{}$

e) $17 \times \frac{2}{11} = \boxed{} = \boxed{}$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

7

Here are some digit cards.



Use the digit cards to complete the multiplication.

$$\begin{array}{r} \boxed{} \\ \times \boxed{} \\ \hline \boxed{} \\ \boxed{} \\ \hline \boxed{} \end{array} = \frac{15}{8} = \frac{\boxed{}}{\boxed{}}$$

Multiply mixed numbers by integers



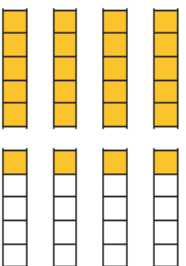
1 Complete the calculations.

a) $4 \times 1\frac{1}{5}$

$4 \times 1 = \square$

$4 \times \frac{1}{5} = \square$

$\square + \square = \square$

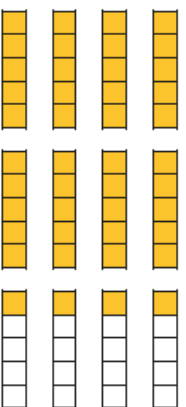


b) $4 \times 2\frac{1}{5}$

$\square \times 2 = \square$

$4 \times \square = \square$

$\square + \square = \square$

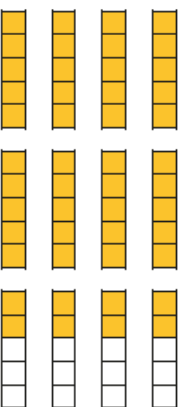


c) $4 \times 2\frac{2}{5}$

$\square \times \square = \square$

$4 \times \square = \square$

$\square + \square = \square$



d) $4 \times 2\frac{2}{3}$

$\square \times \square = \square$

$\square \times \square = \square$

$\square + \square = \square$

2 Complete the multiplications.

a) $3 \times 8\frac{2}{7} = \square$

d) $4 \times 6\frac{3}{19} = \square$

b) $2 \times 12\frac{2}{11} = \square$

e) $2\frac{2}{25} \times 12 = \square$

c) $6\frac{2}{11} \times 4 = \square$

f) $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

3 One bag of potatoes weighs $1\frac{3}{4}$ kg.

How much do 5 bags of potatoes weigh?



kg

4 Complete the calculations.

a) $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = \square$

b) $4\frac{3}{7} \times 5 = 20 + \square = \square$

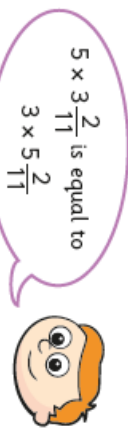
c) $8 \times 2\frac{5}{12} = \square + \square = \square$

d) $7 \times 3\frac{1}{5} = \square + \square = \square$

e) $4\frac{2}{9} \times 8 = \square + \square = \square$

f) $11 \times 4\frac{3}{10} = \square + \square = \square$

5



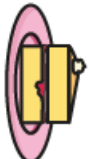
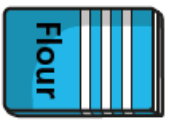
Do you agree with Ron? _____
Explain why.

6 Eva drinks $3\frac{1}{3}$ litres of water a day.

How many litres of water does she drink in a week?

l

7 Here is a recipe for a birthday cake.



Butter $1\frac{3}{8}$ kg
Sugar $1\frac{5}{16}$ kg
Self-raising flour $2\frac{1}{4}$ kg
6 eggs

a) How much flour is needed for 3 birthday cakes?

kg

b) Dora makes 4 birthday cakes.
How much more butter does she use than sugar?

kg

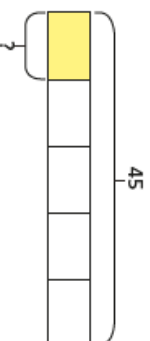
Fractions of an amount

1

Annie and Mo are finding fractions of amounts.

a) Annie is trying to find $\frac{1}{5}$ of 45

She draws this bar model.

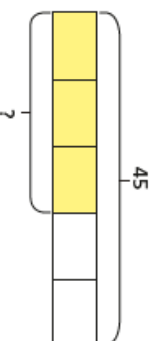


How does the bar model represent the calculation?

What is $\frac{1}{5}$ of 45?



b) Mo is trying to find $\frac{3}{5}$ of 45



How does the bar model represent the calculation?

What is $\frac{3}{5}$ of 45?



c) What is the same and what is different about Mo and Annie's questions?



2

Complete the calculations.

a) $\frac{1}{3}$ of 27 =

b) $\frac{1}{3}$ of 72 =

c) $\frac{1}{3}$ of 90 =

$\frac{2}{3}$ of 27 =

$\frac{1}{6}$ of 72 =

$\frac{2}{6}$ of 90 =

$\frac{3}{3}$ of 27 =

$\frac{1}{12}$ of 72 =

$\frac{3}{9}$ of 90 =

What patterns do you notice?

3

Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48

32

$\frac{2}{3}$ of 48

40

$\frac{5}{6}$ of 48

30

$\frac{3}{4}$ of 48

36



4 Write $<$, $>$ or $=$ to compare the calculations.

a) $\frac{5}{7}$ of 56 $\frac{5}{8}$ of 56

c) $\frac{2}{3}$ of 63 $\frac{5}{8}$ of 64

b) $\frac{4}{7}$ of 56 $\frac{5}{8}$ of 56

d) $\frac{7}{10}$ of 350 $\frac{5}{7}$ of 350

5 165 children and adults go on a school trip.

Two thirds of the people are children.

a) How many adults are on the school trip?

b) $\frac{3}{5}$ of the children are boys.

How many boys are on the school trip?

c) $\frac{7}{10}$ of the children have an apple for lunch.

How many children do not have an apple for lunch?

6 Tick the odd one out.

$\frac{3}{4}$ of 80

$\frac{3}{8}$ of 160





$\frac{2}{3}$ of 90

$\frac{3}{4}$ of 100

Explain your choice.

7 320 people were asked about their favourite flavour of ice cream.

Here is a pictogram showing the results.

vanilla	
strawberry	
chocolate	
mint choc chip	

a) How many people chose mint choc chip?

b) How many more people chose vanilla than chocolate?

Fractions as operators

- 1 a) Work out $\frac{1}{3} \times 6$

$$\frac{1}{3} \times 6 = \frac{\square}{3} = \square$$

- b) Work out $\frac{1}{3}$ of 6



$$\frac{1}{3} \text{ of } 6 = \square \div \square = \square$$

- c) What is the same about these calculations?

- d) Work out $\frac{2}{3}$ of 6

$$\frac{2}{3} \text{ of } 6 = \square \div \square \times 2 = \square$$

- e) Work out $\frac{2}{3} \times 6$

$$\frac{2}{3} \times 6 = \square = \square$$



- 2 Complete the calculations.

a) $\frac{1}{3} \times 12 = \square$

$\frac{1}{3}$ of 12 = \square

b) $12 \times \frac{1}{4} = \square$

$\frac{1}{4}$ of 12 = \square

c) $12 \times \frac{2}{3} = \square$

$\frac{2}{3}$ of 12 = \square

d) $\frac{3}{4} \times 12 = \square$

$\frac{3}{4}$ of 12 = \square

What do you notice?

- 3 Tick the calculation in each pair that is easier to work out.

a) $\frac{1}{5} \times 7$

$\frac{1}{5}$ of 7

b) $\frac{1}{5} \times 10$

$\frac{1}{5}$ of 10

c) $\frac{3}{5} \times 10$

$\frac{3}{5}$ of 10

d) $\frac{3}{10} \times 5$

$\frac{3}{10}$ of 5

Compare answers with a partner.



4 Complete the calculations.

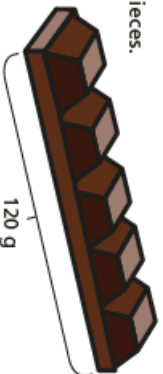
a) $\frac{5}{6} \times 12 =$ of 12 =

b) $\frac{3}{4} \times 24 =$ of 24 =

c) $\frac{2}{7} \times$ = of 28 =

d) $\times 45 = \frac{4}{5}$ of =

5 A bar of chocolate has 5 equal pieces. The whole bar weighs 120g.



How much do three pieces weigh?

a) Write two calculations that will give the answer to the problem.

b) Work out the answer.

Three pieces of chocolate weigh

6 Teddy and Annie are working out $\frac{3}{7} \times 42$

a)



Use Teddy's method to work out the calculation.

b)



Use Annie's method to work out the calculation.

c) Whose method do you prefer? _____
Explain why.

d) When is it easier to find fractions of amounts rather than multiply fractions?
Give some examples for each method.

Georgia O'Keeffe

Georgia O'Keeffe was a famous and influential American artist, best known for her paintings of flowers, skyscrapers and the landscape of New Mexico.

Early Life

For an artist whose style would go on to be recognised around the world, Georgia came from humble beginnings. She was born on 15th November 1887 on a wheat farm in Wisconsin, USA. The second of seven children, she was rarely lonely growing up. Although there were many chores to do on the farm, she was never without a sketchbook in her hand.



The natural world of the farm interested her and by the age of ten, she had decided that she wanted to be an artist. She was deeply influenced by the landscape of Wisconsin, which became evident in her later work. Her mother, Ida, encouraged Georgia's love of art and arranged for her to have art lessons.

Georgia left her modest home to go to art school in Chicago and then to New York to study painting. After this, she moved to Texas to teach art but she kept drawing. It wasn't easy being a woman artist at this time; most famous artists were men and some people didn't think women could be serious artists. Georgia sent some of her charcoal line drawings to a friend, who showed them to a famous photographer, Alfred Stieglitz; he **exhibited** Georgia's work in his gallery in 1916. Alfred and Georgia later married.

A Brand-New Style

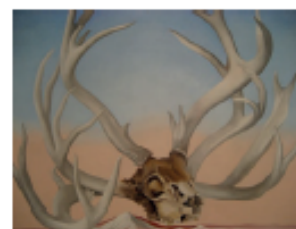
Georgia was disappointed that people in big cities like New York were too busy to pay attention to small beautiful things like flowers. She decided to make them pay attention. She said, "I'll paint what I see – what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it." This was just what she did. She put her face close to a flower and painted what she saw. Suddenly, the smallest flower became an enormous painting! She used oil paints in vivid, bold colours and she painted on huge canvases. This new and unusual style made even busy New Yorkers stop and take notice.



Georgia was also **inspired** by the busy city of New York, where she lived. She painted the towering skyscrapers from below as if she was a tiny child looking up at them. These paintings also made people look at the modern city in a new way.

Georgia O'Keeffe

In 1929, Georgia visited New Mexico and was amazed at the landscape; the incredible rock formations, the unusual light, the bones of animals dried out by the sun and the **Navajo** culture. She began painting landscapes and natural objects in New Mexico and these paintings added to her success.



Artistic Legacy

In her astonishing lifetime, Georgia painted thousands of paintings that have now been exhibited in galleries all over the world. Her **legacy** is that she is one of the greatest American artists of the twentieth century and has been called the 'Mother of American **Modernism**'.

In 2014, one of Georgia's artworks set a new auction record for a painting by a female artist. The painting sold for 44.4 million dollars (28.8 million pounds)! The painting can now be seen, alongside many of her others, at the Georgia O'Keeffe Museum in Santa Fe. The museum was opened in 1997 so that her genius would never be forgotten.

Glossary

abstract: A style of art that uses shape, lines and colour in a way that does not show things as they are.

exhibited: To show something publicly, such as paintings in a gallery.

legacy: How someone is remembered.

magnified: To make something appear larger than it is.

Modernism: Art that moves away from the ideas and methods of traditional styles.

Navajo culture: The art, music and clothing of the Native American people of the Southwestern United States.



Questions

1. Where was Georgia born? Tick **one**.

- New York
- Wisconsin
- New Mexico
- Texas

2. Number the events below to show the order that they happened to Georgia.

- Her charcoal drawings were exhibited in a gallery.
- She painted things looking up.
- Her mother encouraged her love of art.
- She painted things up close.
- She was disappointed in the people of New York.

3. Find and copy one word that describes Georgia's background.

4. Fill in the missing words.

Georgia was inspired by the places _____ and _____.

5. Who did Georgia marry?

6. What was Georgia's main goal in painting her flower paintings? How did she achieve it?

7. ***She was deeply influenced by the landscape of Wisconsin, which became evident in her later work.***

How do you think Georgia's love of the landscape as a child can be seen in her later work?

8. What are the main similarities between Georgia's flower paintings and her paintings of skyscrapers?

9. ***It wasn't easy being a woman artist at this time; most famous artists were men and some people didn't think women could be serious artists.***

Give evidence from the text that proves these people were wrong not to take Georgia seriously.

Features of a Biography

to give an account of someone's life.

Purpose:



Tense:

- written in the past tense
- Closing statements may use present/future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
he, she, they, himself, herself, it, their, them

Include:

- adverbials, such as:
accordingly
consequently
therefore
hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
then, after that, this, firstly, whenever

Y5 Information Text: Biography

Example Text

Who Was Mary Seacole?

Mary Seacole (born Mary Grant) was a British-Jamaican woman who became famous in the 19th century as 'Mother Seacole' due to her work caring for injured soldiers in the Crimean War.

Mary's Early Life

Mary Anne Grant was born in 1805 in Kingston, Jamaica. Her father was a Scottish soldier and her mother was a well-known Jamaican 'doctress', who treated people using herbal remedies (such as aloe vera and ginger). Mary also had two siblings, Edward and Louisa.

As a child, Mary was fascinated by her mother's work and practised the skills she learned using dolls and pets as patients. By the age of 12, she was helping her mother as a nurse. Because of her father's connections, she was also able to travel twice to visit England in her teens and this made her quite unusual for a black person at that time.

When she was 31, Mary married a naval officer called Edwin Horatio Seacole. She was a good businesswoman and together they ran a successful store. Unfortunately, her husband died only eight years later. In 1853, she went to Panama, where her brother lived, and opened a hotel for the gold miners there. She continued to look after ill people and even risked her own life to care for the victims of an illness called cholera.



Y5 Information Text: Biography Example Text

The Crimean War

The Crimean War began in 1854. Mary was determined to help the soldiers so she travelled to London and offered to go with Florence Nightingale's nurses. However, this was a time of racial prejudice, which meant that black people were not allowed to do certain things. The government refused to co-operate with her, probably because of racial narrow-mindedness.

Instead, Mary and Thomas Day (a family friend) went to Crimea together taking medicines and stores. There they set up the 'British Hotel', which was a simple building that provided medicine and hot food to fortify the soldiers. Additionally, she sold clothing and blankets to make them comfortable. Unlike Florence Nightingale, Mary Seacole treated the soldiers' injuries even in the thick of the fighting. They called her 'Mother Seacole' because she was so kind. She said in her autobiography, "It was the grateful words and smiles which rewarded me."

Mary's Old Age

At the end of the war in 1856, Mary returned to England with very little money. However, veteran soldiers started a campaign to help her and she was therefore able to live comfortably until her death on 14th May, 1881. Some people have criticised her fame because she was not a real nurse like Florence Nightingale but she must be regarded nowadays as an excellent role model for doing good work in difficult and dangerous situations.

Y5 Information Text: Biography

Annotated Genre Features

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¹ an introduction that summarises the main events of the person's life

² information about the key events in the person's life in chronological paragraphs

³ specific facts about achievements, influences and significant people

⁴ verbs written in past tense and third person

⁵ their feelings about different points and events in their life

⁶ quotes from the person themselves or other key people in their life

⁷ a conclusion about how they are/ will be remembered



Y5 Information Text: Biography Annotated Genre Features

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Y5 Information Text: Biography

Annotated Grammar, Punctuation and Spelling Features

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* Use the full range of spelling, grammar and punctuation features that have been taught in previous year groups throughout the text.

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* Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

* Use linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later, place adverbials, e.g. near by, and number, e.g. secondly.

* Uses adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might.

* Uses brackets, dashes or commas to indicate parentheticals.

* Uses commas to clarify meaning or to avoid ambiguity.

* Spells a wider range of verb prefixes correctly, e.g. deductive, overturn, misconduct.

* Spells nouns or adjectives covered into verbs using suffixes, e.g. designate, classify, criticise.

* Spells more complex homophones correctly, e.g. affect/effect, practice/practise.

* Spells most words correctly from the V5/6 statutory spelling list.



Y5 Information Text: Biography

Annotated Grammar, Punctuation and Spelling Features

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Examples of biography introductions

J.K. Rowling became an international literary sensation when the first three installments of her Harry Potter children's book series took over the top three slots of The New York Times best-seller list. The phenomenal response to Rowling's books culminated in 2000, when Harry Potter and the Goblet of Fire became the fastest-selling book in history.

Arnold Schwarzenegger was born on July 30, 1947, near Graz, Austria. He rose to fame as the world's top bodybuilder, launching a career that would make him a giant Hollywood star. After years of blockbuster movie roles, Schwarzenegger went into politics, becoming governor of California in 2003. In 2012, he returned to his acting career, starring with Jean-Claude Van Damme, [Bruce Willis](#) and [Sylvester Stallone](#) in the film *The Expendables 2*. Within just one week, the movie had climbed to the No. 1 spot at the box office, bringing in nearly \$28.6 million.

Have you ever dreamed of flying freely through outer space, surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 12, 1992, aboard the spaceship *Endeavour*, she became the first African-American woman to blast into outer space. This wasn't the only time, however, that Jemison had reached for the stars and realised her dreams.

Biography Sentence Starters	
At the age of	As a child
When he	A few years later
In her childhood	The following year
Two years later	Sadly
In January 1995	Unfortunately
During	Luckily
While this was happening	As he grew older
From that time	Although
Often he	However
Even though	Once
Eventually	Later
Many times	Early in 2008
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	Her dedication to
Years passed before	After she retired
Shortly before	

Research Sheet for Biography Writing

Choose a famous person and complete this research sheet.

Name:

Date of birth:

Family:

Place of birth:

Early life: e.g. school/college/university, friends, growing up, hobbies, teachers, inspiration, key events

Significant events/achievements: e.g. What have they done?
Awards? Any quotes? What do people think about them? What are they famous for?



I have the sun.
J'ai le soleil.

Who has the cloud?
Qui a le nuage?



I have the cloud.
J'ai le nuage.

Who has the rain?
Qui a la pluie?



I have the rain.
J'ai la pluie.

Who has the snow?
Qui a la neige?



I have the snow.
J'ai la neige.

Who has the wind?
Qui a le vent?



I have the wind.
J'ai le vent.

Who has the storm?
Qui a la tempête?



I have the storm.
J'ai la tempête.

Who has the sleet?
Qui a la neige fondue?



I have the sleet.
J'ai la neige fondue.

Who has the fog?
Qui a le brouillard?



I have the fog.
J'ai le brouillard.

Who has the weather?
Qui a la météo?





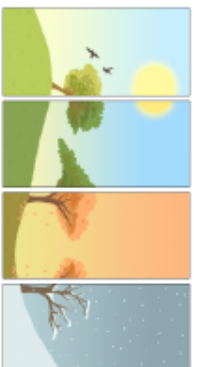
I have the weather.
J'ai la météo.



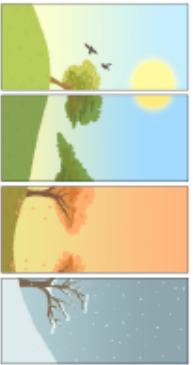
Who has the rainbow?
Qui a l'arc-en-ciel?



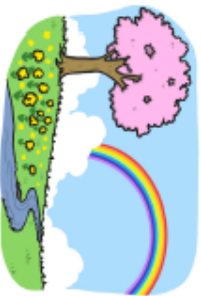
I have the rainbow.
J'ai l'arc-en-ciel.



Who has the seasons?
Qui a les quatre saisons?



I have the seasons.
J'ai les quatre saisons.



Who has the spring?
Qui a le printemps?



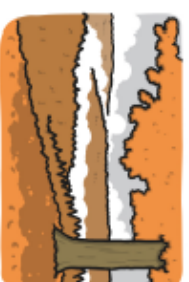
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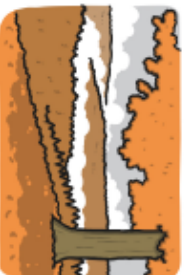
Who has the summer?
Qui a l'été?



I have the summer.
J'ai l'été.



Who has the autumn?
Qui a l'automne?



I have the autumn.
J'ai l'automne.



Who has the winter?
Qui a l'hiver?



I have the winter.
J'ai l'hiver.



Who has the sun?
Qui a le soleil?

