

Dear All,

I hope you are well, and you had a good half term break.

Outlined below is your home learning for the week.

Please complete submit the answers in a word document and upload them via eSchools. You can write answers in the exercise books I sent home and take a picture of that and upload it. I have combined all the work into one file to make it easier. This will also make it easier for printing because you can fit two or four pages on to one sheet of A4. Please also note, if the file is on screen you children can write the answers in the exercise book, I sent home.

English Tasks –

There is still an expectation that children will read at least four times a week and fill in their journals. This is a great opportunity to read some good books.

Please see the attached reading comprehension based on our writing topic (biographies).

The English for this week is the final work based on writing biographies. I hope the pages included help you clearly understand what is expected.

Maths –

We are continuing to look at work from previous terms to make sure the children are comfortable with the concepts.

Non-Core Subjects –

Please go to the BBC Bitesize website for Year 4 and carry out the activities for week 5 for history and geography.

Mr. Bullen

Divide by 1 and itself

1 Annie has 5 cookies and some plates.



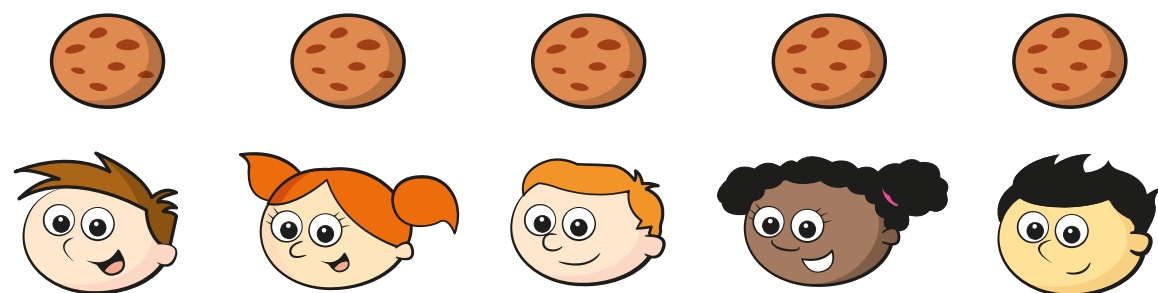
She wants to put 1 cookie on each plate.

a) How many plates will she need?

b) Complete the calculation.

$$\square \div \square = \square$$

2 Annie has 5 more cookies.



She has 5 friends.

She shares the cookies equally between her 5 friends.

a) How many cookies does each child get?

b) Complete the calculation.

$$\square \div \square = \square$$

3 a) Complete the calculations.

$$8 \times 1 = \square$$

$$13 \times 1 = \square$$

$$20 \times 1 = \square$$

$$8 \div 1 = \square$$

$$13 \div 1 = \square$$

$$20 \div 1 = \square$$

b) What do you notice about multiplying and dividing by 1?

c) Use what you have noticed to complete these calculations.

$$7 \times 1 = 7 \div \square$$

$$10 \div 1 = 10 \times \square$$

$$\square \times 1 = 18 \div 1$$

4 Tick all the cards that have an answer of 1

$$7 \div 1$$

$$10 \div 10$$

$$5 \div 1$$

$$9 \div 9$$

$$18 \div 18$$

$$10 \div 2$$

$$6 \div 1$$

$$1 \times 1$$

$$17 \div 1$$

How do you know if a division has an answer of 1?



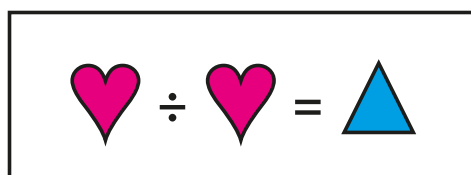
5 Write $>$, $<$ or $=$ to compare the calculations.

- a) 4×0 $5 \div 1$ d) $13 \div 1$ 31×0
- b) 24×1 $24 \div 1$ e) $8 \div 8$ $9 \div 9$
- c) 1×9 $9 \div 1$ f) $10 \div 1$ $10 \div 10$

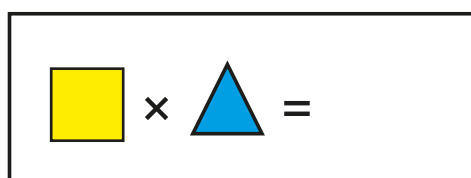
6 Work out these calculations.

- a) $8 \div 4 \div 1 =$
- b) $25 \div 1 \div 5 =$
- c) $9 \times 4 \div 1 =$
- d) $12 \div 1 \times 4 =$

7



Complete this calculation.

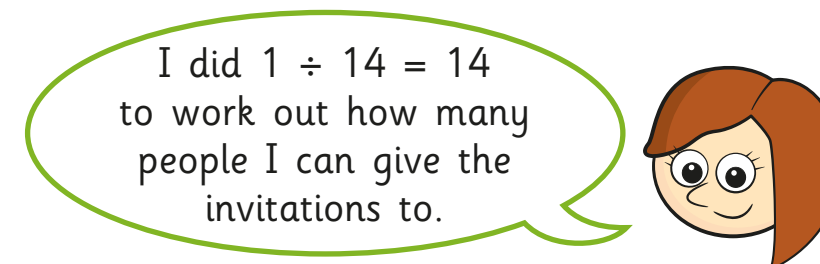


How did you work this out?

8 Rosie has 14 birthday invitations.

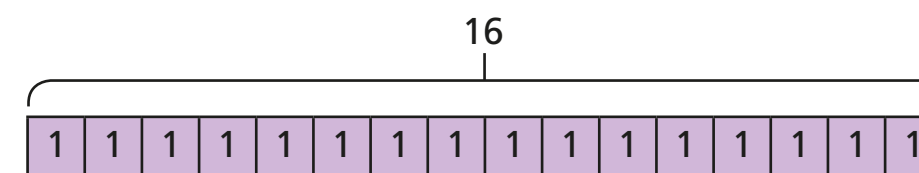
She wants to give them out to children in her class.

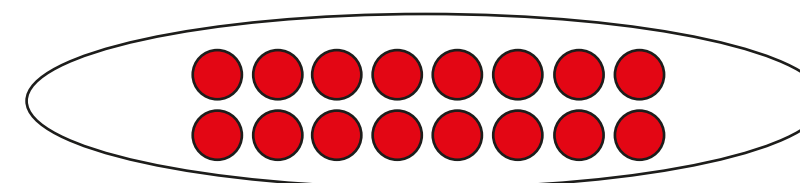
Each child will get 1 invitation each.



What mistake has Rosie made?

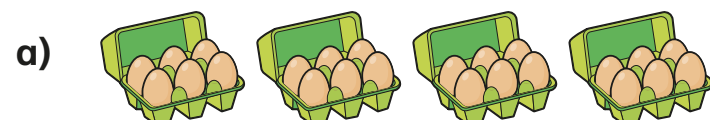
9 Explain how each image shows $16 \div 1$





Multiply and divide by 6

1 Complete the sentences.



There are boxes.

There are eggs in each box.

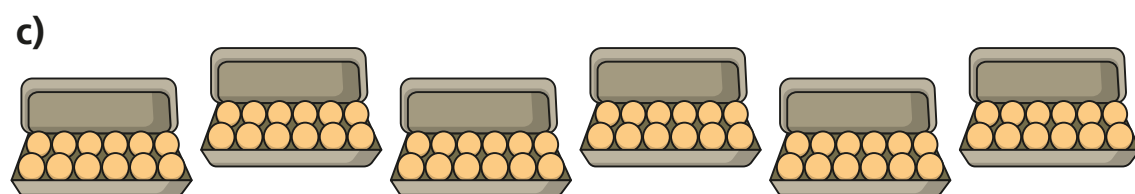
There are eggs altogether.



There are spiders.

There are legs on each spider.

There are legs altogether.

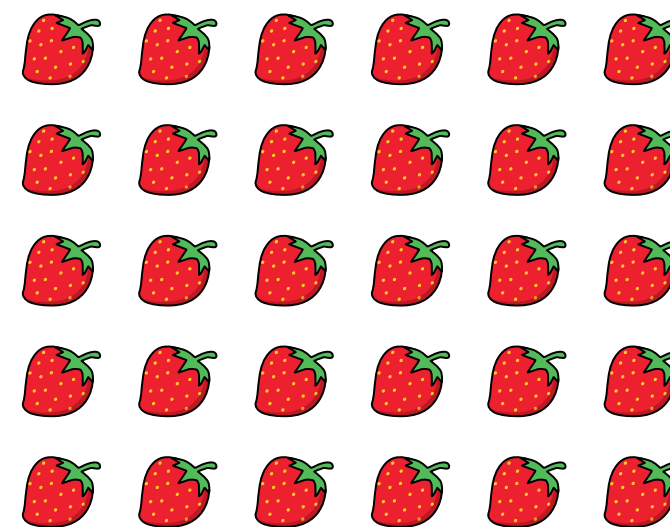


There are boxes.

There are eggs in each box.

There are eggs altogether.

2 a) Rosie has 30 strawberries.



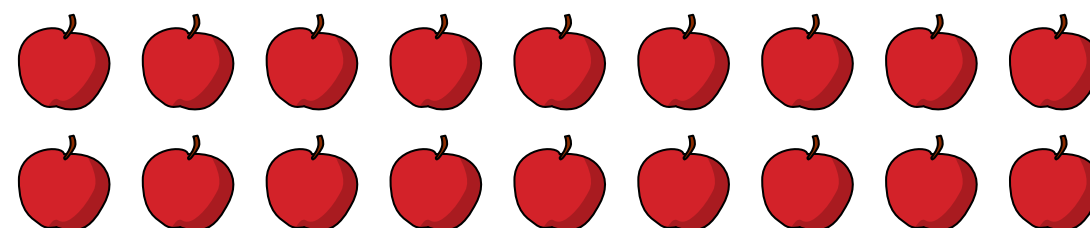
She shares them equally between 6 bowls.

a) Draw on the picture to show how Rosie shares the strawberries.

b) How many strawberries does Rosie put in each bowl?

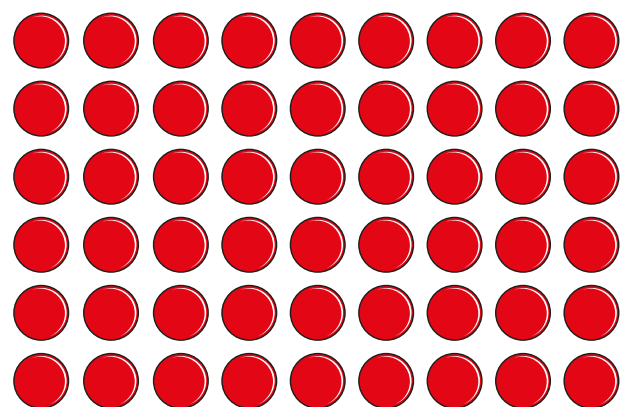
Rosie puts strawberries in each bowl.

3 These apples are being put into bags of 6



How many bags are needed?

- 4 Complete the number sentences to describe the array.



$$\square \times 6 = \square$$

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

$$\square \div 6 = \square$$

$$\square \div \square = \square$$

- 5 A red ribbon is 6 cm long.
A yellow ribbon is 7 times as long as the red ribbon.
How long is the yellow ribbon?

The yellow ribbon is cm long.



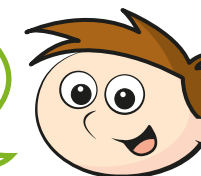
- 6 There are 66 children sitting in rows.
There are 6 children in each row.
How many rows are there?

- 7 Nails come in boxes of 100
A crate holds 6 boxes.
A shop orders 4,800 nails.
How many **crates** does the shop order?



- 8 Teddy has an odd number of counters.

I can share
my counters into 6
equal groups.



Do you agree with Teddy? _____

Why?

6 times-table and division facts

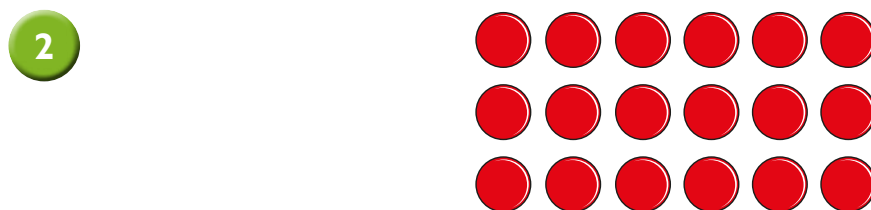
1 Write the multiplication fact to work out how many there are in total.



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



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



Complete the facts represented by the array.

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

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

$$\square \div \square = \square$$

$$\square \div \square = \square$$

3 Fill in the gaps.

3 times-table

$$0 \times 3 = \square$$

$$1 \times 3 = 3$$

$$2 \times 3 = 6$$

$$3 \times 3 = 9$$

$$4 \times 3 = \square$$

$$5 \times 3 = \square$$

$$6 \times 3 = 18$$

6 times-table

$$0 \times 6 = \square$$

$$1 \times 6 = \square$$

$$2 \times 6 = 12$$

$$3 \times 6 = \square$$

$$4 \times 6 = 24$$

$$5 \times 6 = \square$$

$$6 \times 6 = \square$$

What patterns can you see?

Talk about it with a partner.

4 Complete the number tracks.

30	36				60	66	
----	----	--	--	--	----	----	--

36	30	24				
----	----	----	--	--	--	--

5 Complete the calculations.

a) $3 \times 6 = \square$

g) $6 \times 6 = \square$

b) $2 \times \square = 12$

h) $\square \div 6 = 7$

c) $6 \times 4 = \square$

i) $6 \times \square = 48$

d) $\square \div 6 = 1$

j) $\square \div 6 = 11$

e) $11 \times 6 = \square$

k) $10 \times 6 = \square$

f) $\square \times 6 = 30$

l) $\square \times 3 = 30$

6 Colour the multiples of 6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Use the grid to complete the calculations.

$72 \div 6 = \square$

$78 \div 6 = \square$

7 Sort the number cards into the diagram.

18	15	36	16	20	6	72	63
----	----	----	----	----	---	----	----

	Multiples of 6	Not multiples of 6
Even numbers		
Odd numbers		

Are any of the boxes empty?

Compare answers with a partner.

8 Jack is thinking of two whole numbers.

The sum of the numbers is 13

The difference between the numbers is 1

What is the product of the numbers?

The product of the numbers is \square



Multiply and divide by 9

1 Complete the sentences.

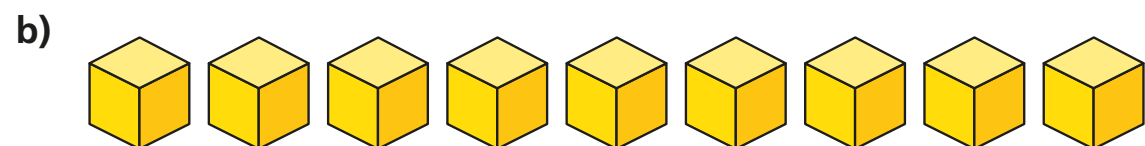


There are boxes.

There are chocolates in each box.

There are chocolates altogether.

$$2 \times 9 = \text{}$$



There are cubes.

There are faces on each cube.

There are faces altogether.

$$\text{} \times \text{} = \text{}$$

2 There are 9 players in a baseball team.

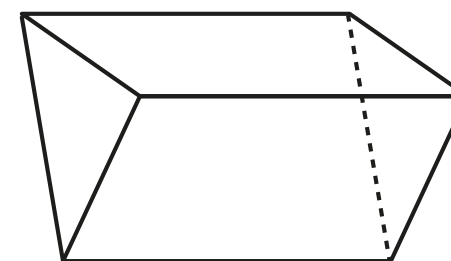
a) How many players are there in 7 baseball teams?

There are players in 7 baseball teams.

b) If there are 81 players, how many full teams are there?

There are full teams.

3 A triangular prism has 9 edges.



Use this information to complete the sentences.

a) 5 triangular prisms have edges.

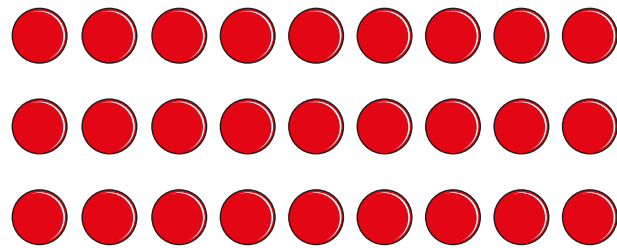
b) triangular prisms have 90 edges.

c) triangular prisms have 99 edges.

d) 6 triangular prisms have edges.



- 4 Complete the number sentences to describe the array.



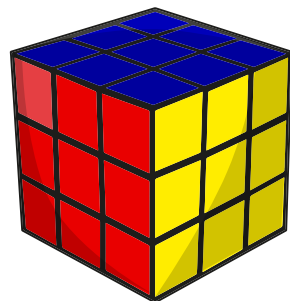
$$3 \times 9 = \square$$

$$9 \times \square = \square$$

$$\square \div 9 = 3$$

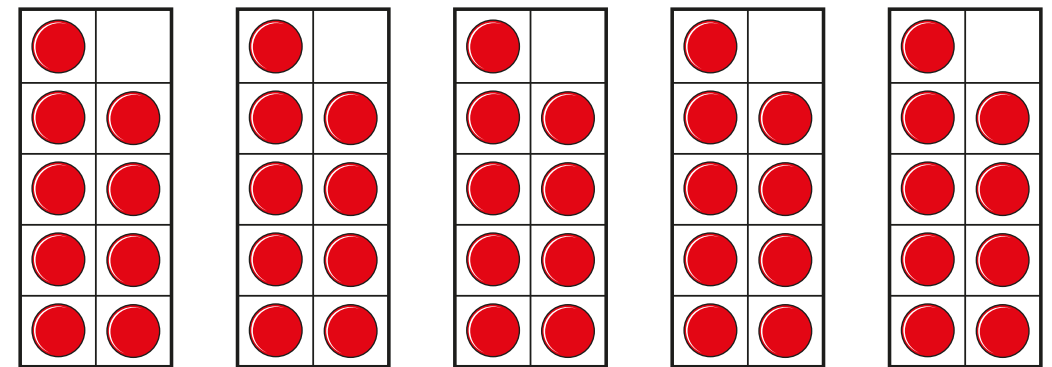
$$\square \div \square = 9$$

- 5 There are 9 coloured squares on each face of a puzzle cube.



How many coloured squares are there on the whole puzzle cube?

- 6 Eva is making groups of 9 on ten frames.



How can Eva work out how many counters she has altogether?

Compare your method with a partner.

- 7 Here is a number puzzle.

$$\square \times \square \times \triangle = 81$$

Find three different values of the square and triangle.

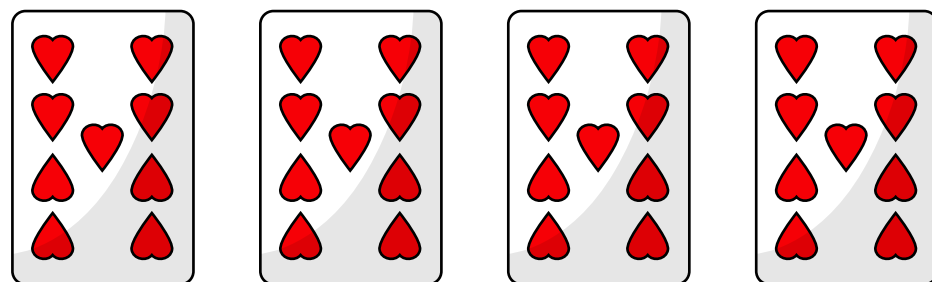
$$\triangle = \square \quad \triangle = \square \quad \triangle = \square$$

$$\square = \square \quad \square = \square \quad \square = \square$$

9 times-table and division facts

1 How many hearts are there in total?

Complete the multiplication fact.



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

2 Colour all the multiples of 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you notice?

Use the 100 square to complete these calculations.

$$72 \div 9 = \square$$

$$27 \div 9 = \square$$

3 Complete the calculations.

a) $3 \times 9 = \square$

g) $6 \times 9 = \square$

b) $\square \div 9 = 12$

h) $9 \times \square = 18$

c) $9 \times 4 = \square$

i) $9 \times \square = 72$

d) $\square \div 9 = 1$

j) $\square \div 9 = 11$

e) $11 \times 9 = \square$

k) $\square \times 9 = 45$

f) $10 \times 9 = \square$

l) $20 \times 9 = \square$

4 Complete the number tracks.

0	9	18				54	
---	---	----	--	--	--	----	--

108	99			72			45	36
-----	----	--	--	----	--	--	----	----



- 5 These numbers are all multiples of 9

45	54	18	108
----	----	----	-----

- a) Show that the sum of the digits of each number is the same.

- b) These numbers are also multiples of 9

198	657	891	999
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What is the sum of the digits of each number?

- c)

I've noticed something about the sum of the digits of numbers that are multiples of 9

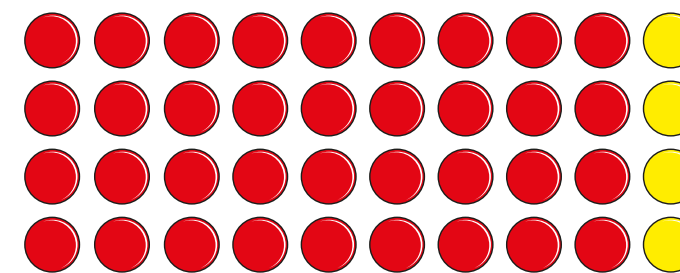


What do you think Whitney has noticed?

- d) 7,59_ is a multiple of 9

What is the missing digit?

- 6 Jack is making arrays.



- a) Use the arrays to complete the multiplications.

$1 \times 10 = \square$

$1 \times 9 = \square$

$2 \times 10 = \square$

$2 \times 9 = \square$

$3 \times 10 = \square$

$3 \times 9 = \square$

$4 \times 10 = \square$

$4 \times 9 = \square$

- b) Write steps for a partner to explain how you can use the 10 times-table to multiply by 9

- c) Use your steps to work out these multiplications.

$19 \times 9 = \square$

$72 \times 9 = \square$



Early Life

Florence Nightingale was born in Italy on the 12th May 1820, while her mother and father were on holiday in a city called Florence. She was named after the city as her mother liked the name. Her sister was born in the city of Naples and was also given the name of the city she was born in, but in Greek. She was called Parthenope.

The family were very rich had two very big houses that were always filled with relatives as Fanny, Florence's mother, loved to hold dinner parties. Their father, William, could afford to spend his days reading and teaching the girls Latin, history, French, mathematics and Greek. It was unusual for a girl to have such an education as most girls did not get an education at all and rich girls would normally only learn how to arrange flowers and play the piano. Florence's mother longed for the two of them to marry rich men and have families of their own. Rich ladies did not work at that time but Florence wanted to work, in a job that would help people and that meant not getting married. At that time, a rich, married woman was not allowed to work.

The Poor People

Florence's mother often took her and her sister to visit the poor in the village. Fanny and Parthenope enjoyed the attention but Florence always felt guilty that her family had so much when the people were so poor, sick and hungry. The poor lived in such dirty places and this encouraged the germs to spread and many people became ill.

The Hospitals

The hospitals were filthy too and there were many diseases that spread through them because people did not know the link between germs and disease. They did not realise that germs cause disease and that they also live in dirt. Many people died from diseases like cholera, typhus and tuberculosis. As the hospitals were packed with germs, people became even more ill, usually picking up other illnesses. The nurses then were not like they are today and they were not required to train to become nurses. It was not a respectable job like it is now, in fact, it was a very low job to do and people looked down on nurses, so it was out of the question for a rich lady to become one. The doctors also used dirty equipment when treating and operating on their patients.

A Nurse

Her mother and father did not want to allow her to become a nurse yet she pleaded with them constantly. They took her away on holiday in the hopes that she would find a rich man to settle down with and forget about wanting to be a nurse. There were many men who Florence impressed but still she didn't want to get married.

On arrival back home, she felt just the same so they sent her on holiday again with her friends. Whilst she was away, she visited a hospital in Germany that was run by the church. They were looking for volunteers and Florence knew the ladies of the church were very respectable. She hoped her parents would agree to her volunteering at the hospital. At home again, she tried to persuade them to let her return and work there as a volunteer. Instead, she nursed Parthenope for six months because she had fallen ill. Perhaps this showed her family her passions and talents in action as eventually, her parents let her go back to the hospital in Germany. She worked extremely hard over there and learned many new things.

Word spread about Florence and on her return she was asked to go to London to be in charge of a hospital for sick gentlewomen. The hospital was not in a good state. She sacked some of the nurses straight away and some of them left of their own accord. They cleaned the hospital from top to bottom, put clean sheets on the beds as they were filthy and even changed the menu. She opened all the windows to let in the fresh air (they didn't normally do that as they believed all diseases travelled through the air) and she put fresh flowers in the rooms. The ladies in Florence's hospital started to get better and people noticed.

Whilst she was running the hospital, an epidemic of cholera broke out in London and so she moved to a larger hospital where she could tend to the cholera victims. Her family were terrified that she too would catch cholera as it was quite easy to get.

At War

In 1854 the Crimean War began, where Britain, Turkey and France were fighting against Russia. There were thousands of soldiers in the army hospitals in Turkey where the conditions were horrifying and the men were dying quickly. Florence was asked by her friend, Sir Sidney Herbert (he worked at the War Office) to go to Scutari in Turkey where there was an army hospital. They asked her to take some nurses with her so she chose thirty-eight women and then trained them all herself before they departed. They travelled by boat and some of the nurses suffered from seasickness.

When they arrived in Scutari, they witnessed how terrible it was. There were rats running everywhere, all over the floor and all over the soldiers as they did not have beds but slept on straw on the floor. Their hair and clothes were infested with lice and the only toilet was a hole outside. If they were too weak to use it, they just went to the toilet where they were laying. Florence had expected it to be awful but even she was surprised at how horrible it was.

The doctors in Scutari did not want help from Florence and the other nurses and refused to let them do anything. They believed women should be at home and not on a battlefield. The first thing Florence and the nurses did was clean the hospital kitchen as that was the only place they were allowed to go. She then cooked a thin beef soup for all the soldiers who were grateful for the tasty broth that they could digest, instead of big lumps of fatty meat.

Soon, there were another two battles which meant there was a flood of patients arriving at the hospital in Scutari and so the doctors had no choice but to let Florence and her nurses help them. They scrubbed the entire hospital until it was spotless. She also ordered supplies, some of which she funded herself as there was no soap, towels clean water or bandages. At night, she walked from bed to bed along the four miles of corridors, whispering gentle comforts to the soldiers and holding her lamp as she went by. The men called her 'The Lady with the Lamp'.

Florence worked very hard looking after the soldiers and often stayed up for twenty hours at a time. She did everything she could to help the soldiers recover. She employed a chef from France, wrote letters for those who couldn't write themselves and had books and games sent from England for those soldiers well enough to enjoy them. She worked so hard that she collapsed. For two weeks she was gravely ill and nearly died.

At home, people had heard about Florence the nurse and she had become famous. They would buy little figurines of her and visit a display at Madam Tussaud's waxwork museum in London where Florence was shown nursing sick soldiers. She was given a special brooch from Queen Victoria to say thank you but Florence didn't want the glory, she just wanted to help quietly, with no fuss.

At Home

When Florence arrived back in England at the end of the war, people waited for her boat to dock so they could catch a glimpse of the heroine. She tricked them and disguised herself as she stepped off the boat because she didn't want to be the centre of attention.

She was later invited to see Queen Victoria and Prince Albert. She showed them the facts, figures and statistics that she had gathered whilst working in the hospitals and told them how the hospitals could be improved. They thought that she had gained a sound knowledge about hospitals and that she had some good ideas.

She moved to a London hotel and started to work from her room as she was still weak from illness. She researched all the hospitals in London and in the army and still worked hard, trying to improve them. She also wrote some books about hospitals and nursing. One of the books was called *Notes on Nursing* and it became a bestseller.

Then Florence set up a training school for nurses with money that people had donated to buy her a gift. Women could finally learn how to become nurses and many other schools were set up just like it around the world. Florence interviewed the students herself and sent them flowers and books throughout their studies. For the first time, they were required to do exams and they also wore uniforms.

She stayed in bed or laid on a sofa for most of her later life because she was so weak from illness but she still worked hard, writing many letters to important people to improve the hospitals. We have clean hospitals now because of Florence's efforts. She died in her sleep when she was 90 years old.

Florence Nightingale

1. Why has the writer used sub-headings? (AF4)
2. Why was Florence called Florence? (AF2)
3. What did rich ladies do when Florence was a young lady? (AF2)
 - A. Get a job in a big house.
 - B. Get married and have a family.
 - C. Become a nurse.
 - D. Clean hospitals.
 - E. Move abroad.
 - F. Arrange flowers.
4. Why did disease spread in hospitals? (AF2)
5. Which of these sentences are true? (AF2)
 - A. Florence did not want to become a nurse.
 - B. Florence did not want to get married.
 - C. Florence's sister wanted to become a nurse.
 - D. The hospitals in Turkey had cats.
 - E. The hospitals in Turkey had lice.
 - F. Florence died when she was 80.
 - G. Scutari is in Russia.
6. Why do you think Florence did not want the brooch from Queen Victoria? (AF3)
7. Complete the table about differences between nurses before Florence Nightingale changed nursing and now. (AF7)

<u>Nursing before Florence Nightingale</u>	<u>Nursing Now</u>
Patients slept on straw on the floor.	Patients sleep in a bed.
Windows were never opened.	
	Hospitals are clean.
	Hospitals do not have insects.
Patients are not washed.	
	Proper toilets inside.
	Patients get a balanced diet.

8. Why was Florence allowed to help at the hospital in Scutari in the end? (AF2)
9. Why do you think that Florence went to meet Queen Victoria and Prince Albert even though she didn't want a fuss? (AF3)
10. In this sentence the writer has used another type of punctuation mark. (AF4)
Florence was asked by her friend, Sir Sidney Herbert (he worked at the War Office) to go to Scutari in Turkey where there was an army hospital.
- a) What is it called?
b) Why has the author used it?
11. What do these words and phrases mean?
- a) of their own accord
b) constantly
c) funded
d) encouraged
e) respectable
f) required
12. How much did Florence get paid as a volunteer? (AF7)
13. Why was it better for Florence to first work at the hospital in Germany rather than one at home? (AF3)
14. Draw lines to match the disease to its description. (AF7)

Cholera	Passed on through insects and causes fever, headaches, back ache and joint pain.
Tuberculosis	Spreads through water and causes vomiting and diarrhoea.
Typhus	Caused by bacteria that is in the air. Symptoms include a high temperature, cough, breathlessness and feeling very tired.

Florence Nightingale

1. Why has the writer used sub-headings? (AF4)

To tell you what that section is about. To make it easier to find information and set it out clearly.

2. Why was Florence called Florence? (AF2)

Because she was born in Florence.

3. What did rich ladies do when Florence was a young lady? (AF2)

- A. Get a job in a big house.
- B. Get married and have a family.
- C. Become a nurse.
- D. Clean hospitals.
- E. Move abroad.
- F. Arrange flowers.

4. Why did disease spread in hospitals? (AF2)

Because they were so dirty and so the germs spread.

5. Which of these sentences are true? (AF2)

- A. Florence did not want to become a nurse.
- B. Florence did not want to get married.
- C. Florence's sister wanted to become a nurse.
- D. The hospitals in Turkey had cats.
- E. The hospitals in Turkey had lice.
- F. Florence died when she was 80.
- G. Scutari is in Russia.

6. Why do you think Florence did not want the brooch from Queen Victoria? (AF3)

Because she felt guilty about the men in Scutari. She did not think she had done enough.

7. Complete the table about differences between nurses before Florence Nightingale changed nursing and now. (AF7)

<u>Nursing before Florence Nightingale</u>	<u>Nursing Now</u>
Patients slept on straw on the floor.	Patients sleep in a bed.
Windows were never opened.	Windows are opened for fresh air.
Hospitals were dirty.	Hospitals are clean.
Hospitals had insects.	Hospitals do not have insects.
Patients are not washed.	Patients are washed.
Toilets were a hole outside.	Proper toilets inside.
The were given fatty meat to eat.	Patients get a balanced diet.

8. Why was Florence allowed to help at the hospital in Scutari in the end? (AF2)

Because there were many more patients arriving after two more battles had taken place.

9. Why do you think that Florence went to meet Queen Victoria and Prince Albert even though she didn't want a fuss? (AF3)

Because she knew they had the power to change the horrible things that were happening.

10. In this sentence the writer has used another type of punctuation mark. (AF4)

Florence was asked by her friend, Sir Sidney Herbert (he worked at the War Office) to go to Scutari in Turkey where there was an army hospital.

a) What is it called? **bracket**

b) Why has the author used it? **It is extra information about Sir Sidney Herbert that does not fit into the sentence.**

11. What do these words and phrases mean?

a) of their own accord **they decided to do it themselves**

b) constantly **happening all the time without stopping**

c) funded **paid for**

d) encouraged **told they should do it**

e) respectable **thought of highly**

f) required **needed**

12. How much did Florence get paid as a volunteer? (AF7)

Volunteers do not get paid.

13. Why was it better for Florence to first work at the hospital in Germany rather than one at home? (AF3)

It was run by the church and so was more respectable.

14. Draw lines to match the disease to its description. (AF7)

Cholera	Passed on through insects and causes fever, headaches, back ache and joint pain.
Tuberculosis	Spreads through water and causes vomiting and diarrhoea.
Typhus	Caused by bacteria that is in the air. Symptoms include a high temperature, cough, breathlessness and feeling very tired.

Week 2 Biographies: Fictional Characters

Remember...

A biography is a text written about someone's life (usually they are famous). It will detail the interesting key events of this person's life, and is a form of non-fiction (factual) writing.



Key Features...

Title and Subtitle

These are used to structure the text and make it easier for people to find key information quickly.

Paragraphs
Usually each paragraph will detail the events of each part of the person's life.

Chronological Order
Life events are put in time order, starting from birth and ending with later life (or death if the subject is no longer alive).

Harry Potter: The Boy Wizard



Potter in his first year at Hogwarts.

Growing Up

Following the death of his parents, the young wizard was sent to live with his aunt and uncle (Vernon and Petunia Dursley) and their young son (Dudley). They lived at number 4 Privet Drive and Harry's room was the cupboard under the stairs.

Unaware of his wizarding heritage, the boy first showed his magical ability in primary school, when he turned his teacher's wig a ghastly shade of blue. Little did he know that he would soon be invited to attend the greatest magic school in the country.

Hogwarts Calls

In the summer of 1991, Harry received a letter inviting him to attend Hogwarts School of Witchcraft and Wizardry (one of the most prestigious schools of magic in the world). The following September, he boarded the Hogwarts Express and began his academic journey.



Hogwarts is located somewhere in the Scottish Highlands.

When he started at Hogwarts, the boy wizard became a member of house Gryffindor, where he met his best friends (Ronald Weasley and Hermione Granger).

Making an Impression

Soon after arriving at Hogwarts, Potter impressed his Head of House (Professor McGonagall) with his natural talent for flying broomsticks. The young man soon made Hogwarts history by becoming the youngest member of a school Quidditch team in a century.

Later in his school career, Harry impressed further when he saved Hermione Granger from a mountain troll, which was running loose in the girl's bathroom. With the help of Ronald Weasley, he knocked the troll out and saved the day. He really was an incredible young wizard.

Past Tense
The majority of a biography is written in the past tense because it's describing events which have happened in the past.

Pictures
Often, pictures are included to show the events described in the biography.

Fronted Adverbials
It is common to include a variety of fronted adverbials to indicate the time and/or place events occurred.

Third Person

Biographies are written in third person (he/she/they) and avoid personal opinion (no use of I/we)

Task 1 - Planning

This week you're going to be an expert on the person you're going to write a biography about, YOUR favourite fictional character!

Complete the plan below to include the key events of their life. You might need to do some extra research to find any facts you need, or even make some of them up.



My Plan...

Section	Example	All about you...
Birth - Where and when were they born? Who were their parents? What did they do for a living?	- Shrek - Born 12 th May 1844. - Parents abandoned him as a baby, in a swamp. They were also ogres.	
Growing Up - Where did they grow up? What challenges did they face?	- Grew up alone in a swamp. - An angry mob tried to kill him but he scared them away.	
Famous - Why are they famous or what are they known for?	- He rescued Princess Fiona from a Castle, guarded by a fire-breathing dragon. - They fell in love and married.	
Accomplishments - What have they accomplished / what are their most notable achievements?	- He defeated a scheming fairy godmother, who tried to claim Fiona for her son. - He had triplets with his wife, Fiona.	

Task 2 - Birth

Let's get started! First you need to think of a title for this biography, then we're going to detail the events of the beginning of your character's life. Your first section needs a subtitle too, and then you need to consult your plan to see what key details you're going to include in this section.



WAGOLL...

Shrek: The Ogre with Layers

Early Life

On the 12th May 1884, Shrek (who has no last name) was born to ogre parents who abandoned him at birth. As a result, he was sadly forced to fend for himself from a very young age. The young ogre made his home in a swamp in the Kingdom of Duloc. To this day, the true identity of his parents remains unknown.

NOTE: Look at the way the writer has included organisational features (title and subtitle) to ensure the it's quicker and easier to find key information.

Your Turn...

There's a handy checklist to help you remember the key text and sentence features of a biography - be sure to check this throughout your writing. At the end, check it again and edit your work to add an element that you missed.



Must		Should		Could	
Title & Subtitle		Fronted Adverbials (including a comma)		Include more than one paragraph.	
Maintain past tense throughout.		Apostrophe's to show possession.		Include brackets to add extra information.	
Capital Letters for Proper Nouns (names & places)		Third Person (he/she/they)		Include a relative clause (which... who...)	

Task 3 - Growing Up

What's next? Now we're going to detail the events of growing from a baby to an adult. This section also needs a subtitle, and then you need to consult your plan to see what key details you're going to include in this section.



WAGOLL...

Growing Up

After being abandoned by his parents, Shrek built a humble shack in a pungent swamp, in the depths of a forest. He lived alone for many years, and enjoyed his own company.

Despite this, mobs of people often came from the local villages to attack him as they feared the ogre would harm them. They came with flames and pitchforks, but ran away in terror when they saw his bulbous face and huge frame.

NOTE: Look at the way the writer has avoided awkward repetition of 'Shrek' by using pronouns (such as his and he) and alternative nouns (such as ogre).

Your Turn...

There's a handy checklist to help you remember the key text and sentence features of a biography - be sure to check this throughout your writing. At the end, check it again and edit your work to add an element that you missed.



Must		Should		Could	
Title & Subtitle		Fronted Adverbials (including a comma)		Include more than one paragraph.	
Maintain past tense throughout.		Apostrophe's to show possession.		Include brackets to add extra information.	
Capital Letters for Proper Nouns (names & places)		Third Person (he/she/they)		Include a relative clause (which... who...)	

Task 4 – Famous!

We're on a roll! Now we're going to detail the key events that made them famous. Once again, this section needs a subtitle, and then you need to consult your plan to see what key details you're going to include in this section.



WAGOLL...

Claim to Fame!

When an army of fairytale creatures invaded his swamp due to the tyranny of Lord Farquaad, Shrek made a deal to rescue a princess in exchange for the return of his swamp. The brute managed to free Princess Fiona from a tower (guarded by a fire-breathing dragon) with the help of his talkative companion, Donkey.

On their return to the Kingdom of Duloc, the pair fell in love and (after gate crashing her wedding to Lord Farquaad) the ogre proposed to the princess and they were later married.

NOTE: Look at the way the writer has included a range of fronted adverbials throughout to indicate time and place.

Your Turn...

There's a handy checklist to help you remember the key text and sentence features of a biography - be sure to check this throughout your writing. At the end, check it again and edit your work to add an element that you missed.



Must		Should		Could	
Title & Subtitle		Fronted Adverbials (including a comma)		Include more than one paragraph.	
Maintain past tense throughout.		Apostrophe's to show possession.		Include brackets to add extra information.	
Capital Letters for Proper Nouns (names & places)		Third Person (he/she/they)		Include a relative clause (which... who...)	

Task 5 - Accomplishments

Let's wrap it up! Finally, we're going to detail the key achievements of your school career so far. As before, this section needs a subtitle, and then you need to consult your plan to see what key details you're going to include in this section.



WAGOLL...

Shrek the Legend

Soon after marrying, the couple made their home in the putrid swamp where he grew up as a child. They lived happily there until they were called to present themselves at court, in the Kingdom of Far Far Away. Once there, the scheming Fairy Godmother attempted to claim Fiona for her son (Prince Charming) so he could become king.

Despite her attempts, Shrek outwitted the wicked woman and the pair returned to the swamp, where they were blessed with the birth of their triplets (one girl and two boys).

NOTE: Look at the way the writer has included extra information using brackets to aid the flow of the writing.

Your Turn...

There's a handy checklist to help you remember the key text and sentence features of a biography - be sure to check this throughout your writing. At the end, check it again and edit your work to add an element that you missed.



Must		Should		Could	
Title & Subtitle		Fronted Adverbials (including a comma)		Include more than one paragraph.	
Maintain past tense throughout.		Apostrophe's to show possession.		Include brackets to add extra information.	
Capital Letters for Proper Nouns (names & places)		Third Person (he/she/they)		Include a relative clause (which... who...)	

Need a little help?

If you're struggling and need a little help, then look no further! Here's a few ideas for:

- Pronouns and alternative nouns
- Fronted adverbial openers
- Ambitious Vocabulary



he she his her

hero heroine

man woman creature

friend companion

they them

Use these pronouns and alternative nouns to avoid awkward repetition!



On the _____, ... Soon after, ...

Later, ... After _____, ...

On the _____, ... Soon after, ...

Following this, ... In the _____, ...

When _____, ... After, ...

Use these fronted adverbials to specify time and place for the key events in your life.



Ambitious Vocabulary

infant [child] accomplished [achieved]

delivered [born] occupation [job] develop [begin to exist]

notorious [bad famous] renowned [good famous]

perseverance [quality of not giving up] ability [skill]