

Year 5 Horowitz Class.

Dear Year 5,

Here is your home learning in English for this week. If you prefer this format to the previous one let me know. Or likewise, if you prefer the format I did before half term let me know.

I'd like you to be doing yellow spellings but there are other options. You know what words are suitable for you.

English

Summer 1, Week 1| Words ending with "ent"

Red	Green	Yellow
sent	absent	accent
dent	accent	coherent
rent	gradient	abolishment
accent	accident	efficient
cement	president	inconsistent
client	inconsistent	fluorescent
accident	translucent	translucent
gradient	efficient	reminiscent
equipment	equipment	equipment
parliament	parliament	parliament

Here are 5 tasks we would like you to complete. I recommend you do one a day; however, please do the work as you see fit.

Task 1 - The main features of an autobiography

An autobiography is the true story of a person's life when it is written by that person. The author writes about him- or herself in an autobiography. Autobiographies are typically written in the first person because of this.

Like a biography, an autobiography usually tells about the important events in a person's life in chronological order. Important details can include places where the author has lived, important people in the author's life, and life-changing events that the author experienced. When an autobiography is told in chronological order, the author usually writes about the circumstances of their birth, childhood experiences, and educational background. Anecdotes about these life stages and experiences are common. Autobiographies are often about people who have achieved some level of fame. In this case, parts of the autobiography would explain the author's rise or journey to fame.

https://www.youtube.com/watch?v=FKr_fcPJY8

<https://www.youtube.com/watch?v=la33tw5otM0>

'Auto' means 'self' therefore an autobiography is

self-written. It is an account of someone's life, written by the person themselves, in chronological order. An autobiography is different to a biography because it is written in the first person, explaining important events in their life. The subject may write about what has influenced them and include details of their feelings during different experiences they have had.

Autobiographies are primary historical sources of information whereas biographies are secondary sources.

To remember the difference ... auto = self.

Features of an Autobiography

Purpose:

To give an account of your life so far

Tense:

written in the past tense
closing statements may use
present/future tense



Include:

positive and negative
experiences and how they
shaped your life
beliefs, values, feelings and
opinions

Structure:

Opens with an **attention-grabbing** introduction to make the audience want to read on
Events are written in **chronological order**
Early memories, family, home and influences help to make sense of events which happen later
Factual **anecdotal** writing - telling a story
Includes relevant photos with captions for interest
Closing statements include comments on your life now, reflections on some key events, hopes for the future



Include:

precise dates and
locations
named individuals who
have influenced you
achievements and
experiences

Include:

**adverbials of time,
place, number**
later, that year, nearby,
opposite, often, always

Include:

time connectives
then, after that, this,
firstly, whenever, in the
end, on another
occasion

Include:

adverbials
accordingly
consequently
therefore
hence
as a result



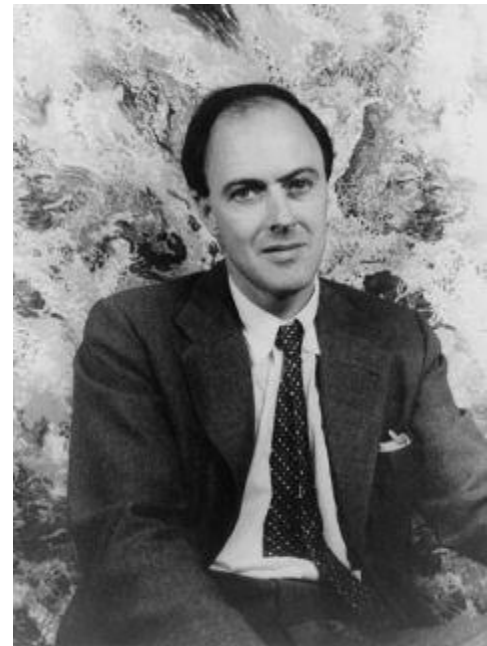
- *Here is a good example of what an autobiography should look like.*
- *Looking at the main features mat, please annotate the text below. Then, list the key features of an autobiography. How many can you list?*

Roald Dahl: this is my life story

I was born in Wales on 13th September 1916 to Norwegian parents. My father died when he was 3 years old and I was raised by my mother. As a pupil, I had a fairly unhappy time at boarding school which provided some of the inspiration for my later stories.

After leaving school, I worked for the Shell Oil Company based in Africa until the outbreak of World War II, when I signed up with the Royal Air Force. Unfortunately, I was injured in action and eventually returned home as an invalid. Shortly afterwards, I was then sent to Washington DC to work as an attaché where, almost by accident, I started my writing career. When I was interviewed for an article about my time in action, I offered to write about my experiences. My piece was published in the Saturday Evening Post, who signed me up to write more articles.

In 1943, I wrote my first children's book, *The Gremlins*, which was originally intended to be made into an animated film by Walt Disney. The film was



not made and instead I turned to writing adult fiction, not writing another children's story until the 1960s.

By this time I was a father myself and had started making up stories to entertain my own children. From this came the stories of James and the Giant Peach and Charlie and the Chocolate Factory. I went on to write 21 children's books including Charlie and The Chocolate Factory, The BFG, Matilda, and The Witches, all of which have been made into films.

I need you to write your key features only.

The main features of an autobiography are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Task 2 - Prepositions

Prepositions

A **preposition** is a word that tells you **where** or **when** something is in relation to something else.

Examples of prepositions include words like after, before, on, under, inside and outside.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

- Look at the picture and write 5 prepositional phrases about it. Underline the preposition in your sentence.

For example: The guitar is on the floor.



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Prepositions

Location

above
behind
below
beside
between
by
in
inside
near
on
over
through

Time

after
before
by
during
from
from
on
past
since
through
to
until
upon

Movement

against
along
down
from
into
off
on
onto
out of
toward
up
upon

- **Add a prepositional phrase to the end of these sentences to show where the events happened.**

- a) The boy climbed ***over the fence.***
- b) The man was standing ...
- c) The girl jumped ...
- d) The dog ran ...

- **Add a prepositional phrase that tells us when each of these events happened.**

- a) Sally went for a run ***before she went to work.***
- b) James knocked on his friends door ...
- c) It began to rain ...
- d) We went to the cinema ...

Although they are only little words, prepositions are very important. Changing the preposition can totally change the meaning of a sentence.

For example: The car drove ***through*** the water.

The car drove ***by the*** water.

The car drove ***under*** the water.

- **4. Change the meaning of each of these sentences by changing the preposition.**

- a) The cat was sitting **by** the box.
- b) The path went **behind** the woods.
- c) The boy scrambled **through** the hedge.
- d) Sophie walked **by** the river.
- e) George was hiding **in** the bin.

Task 3 Comprehension skills

Here is an example of a biography.

<https://www.twinkl.co.uk/resource/t2-e-1324-autobiography-and-biography-powerpoint>

A biography gives facts about a person's life. It is not written by the subject of the book but by an author who has done their research and knows a great deal about that person. Biographies are written in the third person and can be written about someone who is no longer alive.

A biography is a life story written in chronological order.

It can include information about when and where the subject was born, their childhood, important events in their lives including information about what they did or achieved.

If the person is no longer alive, it may include information about when and how they died.

The biography may also include direct quotes from the subject or quotes from others about the subject.

Please read the text that follows and answer the comprehension questions linked to the text.

Task 3 – Comprehension skills

Usain is nicknamed 'Lightning Bolt' and continues to be widely regarded as being the fastest sprinter of all time. He plans to retire in 2017.

Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold

The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist. He continued to win medals in 2003, when he competed at the World Youth Championships.

In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and was chosen to compete in the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a recurring leg injury ruled him out of winning any medals. He received offers to go and train in America but Bolt wanted to stay true to his roots and despite the basic facilities available to him, remained in Jamaica. For some time, injuries thwarted him, but he came back even stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records, winning gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin where he improved his times, running the 100m race in 9.58 seconds and the 200m in 19.19 seconds.

Bolt competed in the 100m, 200m and relay events at the London 2012 Olympic Games, where he won three golds once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow competitor said, 'There's no doubt he's the greatest sprinter of all time.'



Usain Bolt Comprehension

Try to answer the questions using full sentences.

1. When and where was Usain born?

2. By what age had Bolt become the fastest 100m runner at this school?

3. Who is he inspired by??

4. Why did Pablo McNeil get frustrated with Bolt?

5. Why did Usain move to Kingston?

6. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?

7. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?

Task 4 – Planning and writing your autobiography

PUPIL'S CHOICE

Here is my example of an autobiography and I focused on one specific event from my childhood. You can focus on your whole life or choose one event. It is entirely up to you but please follow the checklist.

Features of an Autobiography Checklist

Have I...	
...used an interesting opening statement or introduction?	
...written in the first person (I/me)?	
...written in chronological order with time connectives?	
...written in the past tense?	
...referred to named individuals and places?	
...used dates for specific events?	
...included early memories and influences?	
...included beliefs and values?	
...included emotions and opinions?	
...included achievements?	
...reflected on events in a conclusion?	
...written my ending in the present and/or future tense?	

Autobiographical Activity

Write about your own life.
Focus on important and interesting events in your life making sure you write in chronological order.

Points to mention:

- When and where you were born
- Your family
- Starting school
- Making new friends
- New experiences and feelings related to these experiences
- People who have influenced you.

Remember: write in chronological order.



When I
was a

very little boy, my mum and dad used to take me to stay with my Auntie Thelma. She lived in a detached house in Oxwich on the Gower - called Lilac Cottage- which was near the sea and we spent days on the sandy beach, having picnics and swimming.

The house was small with a white gate and a big back garden containing a fragrant lilac tree. I remember this event as it was yesterday.

When I was six, my Auntie Thelma gave me the most beautiful Easter egg I had ever seen. It seemed enormous. The egg was covered with shiny paper and was placed inside a special box. There was a hole cut out in the side of the box and through it, you could see the curve of the egg shining in its silver paper. Seeing it shine through the hole in the box was like looking through a window and seeing the moon.

It was still a week to go to Easter Sunday so I put the box on the high shelf in my bedroom and every morning and every night I looked up at the egg and dreamed of how good it was going to taste. On Easter Sunday morning, I woke up really early and the first thing I did was to stand on my bed and reach for my egg.

As I picked it up, something felt a bit strange; the box wasn't as heavy as I remembered it. But you could still see the shape of the egg in its wrapping inside the box so I wasn't worried. But when I pulled open the lid of the box and looked inside, I couldn't believe my eyes.

It was empty! Whoever had taken the egg had been really cunning – they had put the silver paper wrapping back in the box and pressed it into the shape of the egg, as though it was still inside. I didn't have to wait to find out who the thief was. I heard laughing behind me and when I turned around there was my brother Andrew standing in the doorway and laughing at me. I knew then who had played that terrible trick on me and who had eaten my Easter egg.