

Key Areas of Learning:	Oak Academy Links	Around the home activities	Your Challenge
<b>Writing</b> – Non-fiction texts Biography parenthesis Key vocabulary Headings, subheadings and other non-fiction features  <b>Reading</b> Retrieval skills	Writing a biography – x 5 sessions.  <a href="https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-1-6cw32d">https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-1-6cw32d</a>  <a href="https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-biography-70t66c">https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-biography-70t66c</a>  <a href="https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd">https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd</a>  <a href="https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r">https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r</a>  <a href="https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkgd">https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkgd</a>	<ul style="list-style-type: none"> <li>- Use books or the internet to research information about the contributions of scientists/doctors towards medicine</li> <li>- Use a globe, map or atlas to find where in the world some of these people are from</li> <li>- Who was the first person, who made a significant contribution towards vaccines?</li> </ul>	<ul style="list-style-type: none"> <li>- Use PowerPoint or paper to create your own presentation all about your chosen scientist/doctor including everything you have learnt. Include your completed biography at the end of your presentation.</li> <li>- Present this to a member of your family, who has not supported you with this. How many key facts did they learn?</li> </ul>
Key Questions			
How has medicine developed over time? Do you know any famous people, who have helped advance medicine?			

Suggested Learning Activities	Resources	Desired Outcome
The first x 5 sessions can be taken straight from the Oak Academy Trust sessions on the teaching of biographies. See the links above. These 5 sessions should last no more than 30 minutes including watching the video. These activities include the following: <ul style="list-style-type: none"> <li>• <b>Session 1</b> – Retrieve information from a non-fiction text</li> <li>• <b>Session 2</b> – Explore the features of a biography: layout, punctuation, purpose, language, sentence structure, etc.</li> <li>• <b>Session 3</b> – Grammar focused lesson – practise using parentheses in the three forms (brackets, dashes and commas)</li> <li>• <b>Session 4</b> – Plan a biography</li> <li>• <b>Session 5</b> – Writing a biography</li> </ul>	Pencil + Paper  <a href="https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-1-6cw32d">https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-1-6cw32d</a>  <a href="https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-biography-70t66c">https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-biography-70t66c</a>  <a href="https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd">https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd</a>  <a href="https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r">https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r</a>	<ul style="list-style-type: none"> <li>- To identify the features of a biography</li> <li>- To independently use parenthesis</li> <li>- To plan and write a biography about a famous scientist/doctor</li> </ul>

<https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkgd>

The 5 sessions above will give the pupils the skills needed to complete their own independent biography about a famous scientist. See activities below.

**Immersion**

You are going to create a biography on a scientist, our topic this term is outbreak, where we will be looking at famous scientists and doctors, who have made a discovery and/or a positive impact on medicines. Use a variety of different medias (internet, books, magazines, family etc.) to find out 2-3 interesting facts about 3-4 different scientists/doctors, so that you can make an informed choice. Survey your whole family – which person would they like to know more information about? This is the person you are going to write a biography on.

Now that you decided on a scientist/doctor, you need to further research them further, looking in particular at: childhood, adulthood, key events and impressive/relevant achievements.

Information:

[https://www.mayoclinicproceedings.org/article/S0025-6196\(11\)64264-X/fulltext](https://www.mayoclinicproceedings.org/article/S0025-6196(11)64264-X/fulltext)  
<https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time>

Videos:

<https://www.proclinical.com/blogs/2020-3/10-most-influential-women-in-history-of-science-and-medicine>

- To use a variety of resources to research facts.
- To read and retrieve facts.

**Immersion – Vocabulary**

Using your knowledge, from you have previously learnt, can you match the definitions and words below? All of these, are features of a biography, and should be included in your biography. Think back to when we completed our non-chronological report on Ethiopian wolves, we looked at most of these features. You can either cut out and stick these together or write them and write the definitions next to them.

Vocabulary List:

Chronological Order	Refers to a person by their name, he, she or they.
Relative Clause	A small phrase to tell us when things are happening
Third Person	A small title that gives a heading to a single paragraph.
Subheadings	The whole piece of writing is in time order.
Past Tense	A small paragraph that introduces the whole piece of text.
Relative Pronoun	A picture, which is real and taken by a camera.
Adverbials of Time	An embedded clause that begins with a relative pronoun such as which, who, whose etc.
Photographs	A word which starts a relative clause including which, who, whose, whom, that, where.
Introduction	The text is written as though it has just happened, using verbs ending in -ed.
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer

- To read and discuss new vocabulary.
- To use new vocabulary verbally in sentences.
- To visualise and describe new vocabulary.

## Skill - Parenthesis

Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. Brackets ( ) are also known as parentheses (parentheses) and usually used to show parenthesis. Commas and dashes can also be used to show parenthesis. Use parentheses to enclose information that clarifies or is used as an aside. Example: He finally answered (after taking five minutes to think) that he did not understand the question. If material in parentheses ends a sentence, the period goes after the parentheses.

Using the activity below, can you rewrite the sentences to include additional information (parenthesis).

Add information in to the sentences below, deciding whether to use commas, dashes or brackets. Use the red text to help you choose the extra information to add in, you now need to decide where in the sentence the extra information should go. Remember, the extra information should next to the noun.

- 1) John watched a scary film last night. *What was the film called?*
- 2) Sarah and her friend went to the park to play on the swings. *What was her friend called?*
- 3) I lost my phone while I was out yesterday. *Where were you?*
- 4) Prince Harry served in the British army. *Who is Prince Harry?*
- 5) Dolphins belong to the mammal group of vertebrates? *What does vertebrates mean?*
- 6) My car is parked outside my house. *Where is your house?*
- 7) They went to the park to meet with Steven's mum. *What was she called?*
- 8) I bought some shoes that were in my favourite colour. *What is your favourite colour?*
- 9) I watched a beautiful sunset. *Who did you watch it with?*
- 10) The boys spent all night on the PlayStation. *How old were the boys?*

Games:

<https://quizizz.com/admin/quiz/584025cf429f0f602956dec9/commas-parentheses-and-dashes>

Videos:

[https://www.youtube.com/watch?v=kzrY4d-duR8&feature=youtu.be&ab\\_channel=Grammaropolis](https://www.youtube.com/watch?v=kzrY4d-duR8&feature=youtu.be&ab_channel=Grammaropolis)

[https://www.youtube.com/watch?v=3jLJT4qjo18&ab\\_channel=Mr.Biggins](https://www.youtube.com/watch?v=3jLJT4qjo18&ab_channel=Mr.Biggins)

Information:

<https://www.theschoolrun.com/what-is-parenthesis>

<https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/z7hpgg8>

- To understand what parenthesis is.
- How to use parenthesis within your writing.

## Plan

On a piece of paper or in your book, create a simple table with two columns and seven rows. Write your four subheadings at the top in each row (Why are they a pioneer of medicine, childhood, adulthood, achievements/career).

Underneath each of these subheadings, copy five facts, which you have learnt from your research, and you would like to include in your writing. Remember, each subheading will become one paragraph of writing.

At the bottom of your plan, make a list of additional information, which you could include inside parenthesis.

Use some of the key vocabulary that you did in session two. Write these on your plan. You are now ready to write.

## Plan

Features	Notes for my biography
<i>Why are they a pioneer of medicine?</i>	
<i>Childhood</i>	
<i>Adulthood</i>	
<i>Achievements/ Career</i>	

- To plan a biography, ensuring clarity in approach.
- To organise information to support writing.
- To use different supporting materials to create a detailed plan.

## Write

Use your plan to now write your biography.

Begin with your heading, this will be the name of the person you're writing about.

Miss a line and begin writing your first paragraph.

Within each paragraph, there should be at least five detailed sentences linked to the subheading. (This will make a small paragraph).

These sentences should include parenthesis, as well as exciting vocabulary.

Take your time when writing the biography. You should do this over a couple of days. Do not rush. Remember to include your pictures and captions to your report too.

Look back at the example from the videos if you need to. You can also use the sentence starters below, to help you when writing the biography.

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	

- To use all previously focused skills to write a biography
- To write descriptive and informative sentences
- To use parenthesis
- To inform

Here are some more example of biographies for you to look at:

<https://www.literacywagoll.com/biographies.html>