

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Watch and narrate the film

- Watch *The Piano*. This time, watch with the sound down and try reading your version of the story (from Day 2) as the film plays. Can you make your story fit the action of the film?

<https://vimeo.com/200936986>

### 2. Remind yourself about writing in sentences

- Use the *Revision Card* to remind yourself about writing in sentences.
- Imagine what else could have happened in the man's life. Write 5-10 clear sentences about your ideas. Include some sentences with subordinate clauses.

### 3. Write about your own life

- You're not an old man! But you will have memories. Which five or six memories would you choose as most important?
- Use words and pictures to record these on the *Story Board*.
- Choose one or two and write about them. Describe the memories and why they are important.

### Try the Fun-Time Extras

- Tell someone you trust about your important memories. Are they surprised about what you have chosen?
- Interview someone in your family about their life. What 5 or 6 memories would they choose as most important in their life?
- Make an illustration to match *The Seven Ages of Man by William Shakespeare*. Can you show each of the seven ages?

# Revision Card - Sentences

## Sentences

**Sentences** make sense by themselves.  
They need at least one main clause.  
Each clause has an **active verb**.



*They went to battle.*  
*The man led the way.*  
*His friend is alongside him.*  
*His worst fears became reality.*  
*Was it his fault?*

Can you spot the **active verb** in each sentence?



## Sentences and their Punctuation

We **punctuate** sentences to make our writing clearer.  
A **capital letter** goes at the beginning and the end is indicated by...  
a **full stop**, **question mark** or **exclamation mark**.

not a complete sentence  
- no verb.

**H**e was playing **.**

sweetheart, now

not a complete sentence  
- who is doing the verb?

**W**hat could he do **?**

**T**hat was a surprise **!**

smiled quietly

Punctuation does not make a complete sentence; it makes the beginning and ending clear.



## Sentences

a smile

a smile was shared

they played the piano together

she gazed

before I knew what was happening

This is a **subordinate clause**. It has a subordinating conjunction at its head and does not contain a complete idea.



Which of these are complete sentences?



A complete sentence needs an active verb and something or someone doing that verb.

## Other Events



**What else might have happened in the man's life. Write your ideas as full sentences. Include some sentences with subordinate clauses.**

## Story Board

1.

2.

3.

4.

5.

6.

**Your important memories**

A large rectangular area with a decorative orange and black zigzag border. Inside the border, there are 20 horizontal lines for writing, creating a series of rows for text.

A decorative border with a repeating orange and black zigzag pattern surrounds a large rectangular area. Inside this area, there are 20 horizontal ruling lines, creating 21 rows for writing. The lines are evenly spaced and extend across the width of the page.

## The Seven Ages of Man by William Shakespeare

<https://www.youtube.com/watch?v=61z2fPAOr8g>

All the world's a stage,  
And all the men and women merely players,  
They have their exits and entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms.  
Then, the whining schoolboy with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow.  
Then a soldier, Full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden, and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice  
In fair round belly, with good capon lin'd,  
With eyes severe, and beard of formal cut,  
Full of wise saws, and modern instances,  
And so he plays his part. The sixth age shifts  
Into the lean and slipper'd pantaloon,  
With spectacles on nose, and pouch on side,  
His youthful hose well sav'd, a world too wide,  
For his shrunk shank, and his big manly voice,  
Turning again towards childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.