



Year 5 - Weekly overview - Term 1 Week 3



Friday 16th September 2022	This week we have been learning about:
English	Started studying 'The Adventures of Odysseus' - understanding the importance of a Prologue Empathising with character Writing a letter in role as the main character Comprehension skills - revisiting VIPERS as a tool to answering questions Grammar focus - speech punctuation
Maths	Place value to a million: Number sequences Power of ten Altering number by 10, 100, 1000, 10000 Creative maths: finding all possibilities in problem solving
Science	An investigation - how does the temperature affect the creation of a solution?
Other Subjects:	PE: Swimming, touch rugby and yoga Jigsaw: UNHCR Children's charter and a focus on how we can ensure these rights are acknowledged RE: what happened to the People of God at the time of Moses? DT: initial design of an Ancient Greek pot Spanish: mi familia - tienes hermanos? Computing: introduction to Scratch online. Changing a sprite, changing a background and coding to move the sprite. History: plotting key events (after drama/freeze frame) chronologically. Playtime with our buddies
Other information	Next Wednesday afternoon Ian from Kent Drama will be in. We're really looking forward to it. Reminder: PE is on a TUESDAY & yoga is on a FRIDAY - please come dressed in PE kit on both days. Next Friday we will participate in lots of fun activities to mark European Day of Languages (so no swim for Years 5 & 6). 5 October - STEM science workshop in school (a letter has been circulated on parent pay and a copy sent home too). 19 October - class trip to Canterbury (History visit to the Beaney)

Homework & spellings

I've set a piece on mymaths and there is a comprehension attached (which should be completed by **Wednesday 28th September**)

This week's spellings are:

delicious	ferocious	gracious	precious	spacious
atrocious	conscious	luscious	malicious	suspicious

Note: the first five (top row) words will be easier to learn so those who find spelling a bit tricky can focus on these (they are also more commonly used words!).

Optional extra task: The Chair of Kent County Council, Lesley Game, invites all Kent primary aged school children to send in Tribute drawings of Her Late Majesty Queen Elizabeth II to give thanks for her life and service. All drawings will be displayed at County Hall in Maidstone where the public have been invited to sign the book of condolence. The drawings will remain in place for a period of time

It was a long while later that Alfie first heard it. Neither had caught a fish, nor even felt a suggestion of a bite. Both were silent, and deep in concentration. Alfie was sitting there, hunched over the line, gazing intently down into the clear blue-green of the sea below, the fronds of weed waving mockingly up at him. That was when he heard something calling. The sound seemed at once strange to him, out of place somehow, not right. Alfie looked up from his fishing. It came from the island, a hundred yards or so away, from somewhere near the shore, a soft cry, a whimpering. A seal pup perhaps. But it was more human than that.

“**Y**OU HEAR THAT, FATHER?” Alfie said.
“Just gulls, Alfie,” Jim replied. And, sure enough, there was a young seagull on the beach, scurrying along after its mother, neck outstretched, mewling, begging to be fed. But Alfie realised soon enough that wasn't at all the sound that he had heard. He knew gulls better than any other bird, but he had never before heard a young gull cry like that. The crying he had heard was different, not like a bird at all, not like a seal pup either. It was true that gulls were known to be good mimics – not as good as crows, but good enough. Alfie was perplexed, and distracted now entirely from his fishing. The two gulls, mother and fledgling, lifted off the beach and flew away, the young bird still pestering to be fed, leaving the beach deserted behind them, but not silent. There it was again, the same sound.

“Not gulls, Father. Can't be,” he said. “Something else. Listen!”

It came from somewhere beyond the shoreline altogether, from the direction of the old Pest House, or from the great rock in the middle of the island. Alfie was quite sure by now that no gull, however clever a mimic, could possibly cry like that. And then it came to him. A child! A child cries like that! Gulls didn't cough, and Alfie could hear quite clearly now the sound of coughing.

“There's someone there, Father!” he whispered. “On the island.”

“I hear it,” Jim said. “I hear it all right, but it don't seem hardly possible. Can't see no one there, nothing

Retrieving Information

- 1) Use a dictionary to find the definition of:
 - a) fronds
 - b) intently
 - c) perplexed
- 2) Find and copy a word that shows the noise that Alfie hears is a sad one.
- 3) What is the relationship between Jim and Alfie?

Making Inferences

- 4) How do you know that Alfie spends a lot a time out on the coast?
- 5) Have Alfie and Jim just arrived or have they been out for a while? How do you know?
- 6) Why do you think that Alfie whispers to his father at the end of the extract?

Writer's choices

- 7) Why do you think the writer has started with the line, “It was a long while later that Alfie first heard it.”? What mood does this create?
- 8) Why do you think the author describes the weed as “waving mockingly”?

Challenge question

- 9) Why might Jim think that is not possible for a child to be on the island?