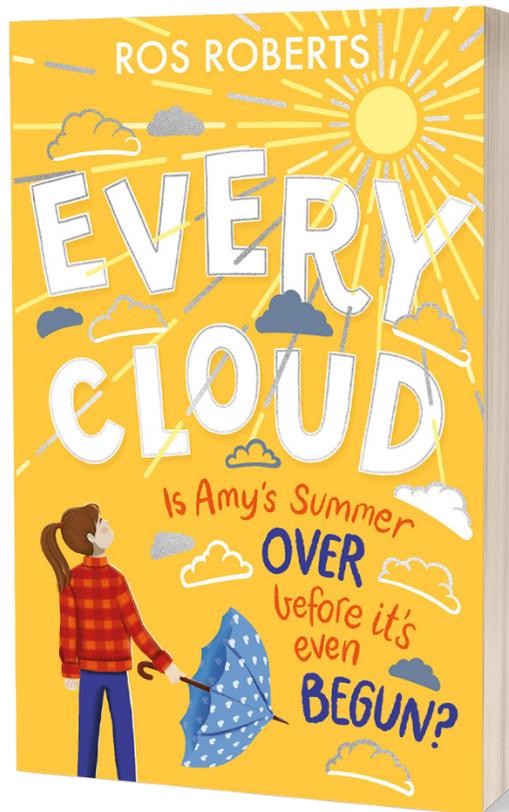


# EVERY CLOUD

by Ros Roberts and illustrated by Thy Bui



## **Amy feels like everything is going wrong, wrong, wrong!**

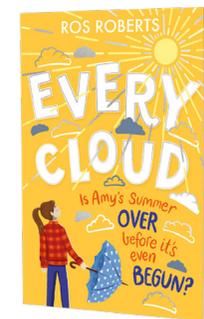
First, she finds out she isn't going to the same high school as her friends. Then Mum tells her Pops' dementia is getting worse and they're moving into her grandparents' house... on the other side of town. Summer is not looking promising.

But when Amy meets kind, quiet Jay, she learns that friendship isn't always about who does the most exciting things. Sometimes a friend is just someone to talk to. Someone who listens.

It seems like things are looking up for Amy, but when outside pressures start creeping back in, can she hang on to her summer of silver linings?

**A humorous and heartfelt story of new friends, fresh starts and silver linings, for fans of Jacqueline Wilson, Lisa Thompson and Cath Howe.**

Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<p><b>One</b> (pages 11-15)</p>	<ul style="list-style-type: none"> <li>• What is a 'catchment area'?</li> <li>• How does Amy show that she is not sure of the question at the beginning of this chapter?</li> <li>• What initial impression do you get of Cassie?</li> <li>• Why do you think Amy hates her new house?</li> <li>• What is the name of the school that Amy wants to go to?</li> </ul>	<p>Write a paragraph describing what it feels like to be going to secondary school. How would you feel?</p>	<p><b>GEOGRAPHY</b> • On a map of your school, plot out your school's catchment area.</p>
<p><b>Two</b> (pages 16-23)</p>	<ul style="list-style-type: none"> <li>• From the first page of this chapter, who do you think Sam is?</li> <li>• How would you describe the relationship between Amy and Mum?</li> <li>• What is the name of the bird that Sam talks about?</li> <li>• Why does Amy feel jealous of Jasmine in Year 3?</li> <li>• What incident changed everything for Amy's family? How did she use the clouds on her ceiling to make her feel better in times that she felt upset?</li> </ul>	<p>List the reasons for why Amy wants to cry. For each reason, give her advice on how and what she can do to feel better about them.</p>	<p><b>SCIENCE</b> • Research what eczema is and explain its effects on the body by writing a short report.</p> <p><b>DRAMA</b> • Amy says that Cassie smiles in a 'told you so' way. Act this out with a partner to show what this looks like.</p>
<p><b>Three</b> (pages 24-26)</p>	<ul style="list-style-type: none"> <li>• Read the first paragraph of this chapter. Who might Maxi be?</li> <li>• How does Mum try to reassure Amy?</li> <li>• Why doesn't Amy want to talk to Mum?</li> <li>• Who is the one person Amy will know at Valley High?</li> <li>• How do you think Amy feels at the end of this chapter when she sees the top that Mum has bought for her?</li> </ul>	<p>Amy misses her old house and is struggling to adapt to her new one. Write a short poem about your home, thinking carefully about the pattern or rhyme to use.</p>	<p><b>GEOGRAPHY</b> • Use maps of the local area and software like Google Earth to locate the school and homes of the children to help them to become more familiar with their locality.</p>
<p><b>Four</b> (pages 27-31)</p>	<ul style="list-style-type: none"> <li>• How does Amy feel towards Mum in this chapter?</li> <li>• Why does Mum try to change the subject of their conversation?</li> <li>• What new information do we learn about Pops? Why are the whole family worrying about him?</li> <li>• Which dance move does Gran ask Amy to do for her? How does it change the mood of the chapter?</li> <li>• How does Dana make Amy feel at the dance club? Why?</li> </ul>	<p>Write the events of the chapter from Gran's perspective. Think about the different emotions she experiences and her interactions with different characters like Mum, Amy and Pops at home.</p>	<p><b>PE</b> • Amy and her dance group go through a routine during the club. Choreograph your own dance routines consisting of a set of simple steps, and perform it.</p>



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<b>Five</b> (pages 32-35)	<ul style="list-style-type: none"> <li>Who is Mr Hibbert, and why is Amy in his class?</li> <li>Which secondary school is Ralph going to?</li> <li>Do you feel any sympathy for Amy, Ralph and Jay when the Year 5 children ask about why they are in their classroom?</li> <li>What job does Mr Hibbert give to them whilst his class are going over end-of-year test?</li> <li>What do we find out about Jay at the end of this chapter?</li> </ul>	Write down five questions that you would ask Jay if you were Amy, now you have found out that you might be going to the same secondary school together.	<b>ART</b> • Illustrate one of the new characters you are introduced to in the chapter such as Mr Hibbert or Ralph.
<b>Six</b> (pages 36-45)	<ul style="list-style-type: none"> <li>What is a 'BFF'?</li> <li>What does it mean to be 'beckoning' someone over?</li> <li>Read to the end of page 38. Why does Cassie say that 'they should really say J-J-Jay Parker'?</li> <li>How does the author create ongoing tension between Cassie and Amy?</li> <li>How do you think Amy might feel about Jay in this chapter? How is their relationship growing?</li> </ul>	Summarise in three words how Amy feels when she thinks that she will be the only Year 7 girl in the wrong skirt and that she doesn't know anyone.	<b>DESIGN &amp; TECHNOLOGY</b> • In this chapter, there are lots of references to Amy having to wear a pleated skirt at her new school. Look at the uniform that your local secondary school wears, and compare the similarities and differences to school uniforms throughout history.
<b>Seven</b> (pages 46-53)	<ul style="list-style-type: none"> <li>Why does Amy mention that there are 'low grey clouds gathering in the distance' on page 47?</li> <li>Read to the end of page 48. Mum lets Amy order the biggest burger and milkshake. Is this a sign of something?</li> <li>How did Maxi affect the Christmas performance when he was in the audience?</li> <li>Why does Mum use the word, "worse"?</li> <li>What is the new plan of action for Amy and Mum?</li> </ul>	Write your own sentences with the literary techniques of pathetic fallacy (giving feelings to something non-human such as the weather) and foreshadowing (when an author includes hints that will happen later in the story) included.	<b>PSHE</b> • Learn more about dementia, its symptoms and how it affects someone including their memory, their mood and their difficulties doing daily activities. Be sensitive towards children's emotional wellbeing during these discussions.
<b>Eight</b> (pages 54-61)	<ul style="list-style-type: none"> <li>What is Amy's 'golden moment' from her time at school? What would your golden moment be?</li> <li>Describe how Josh is feeling when 'his cheeks turn bright red'.</li> <li>What do we learn about Josh and Cassie in this chapter? How are they similar and how are they different?</li> <li>What can't Sophia wait to do at high school?</li> <li>How do you think Amy is feeling at the end of this chapter?</li> </ul>	Write a character profile for Amy including all the information that you know and anything you can infer about her so far.	<b>PSHE</b> • We learn that Jay has difficulty getting his words out when he expresses himself verbally. Research more about stammering to help children understand that everyone who stammers has a unique experience, what causes it, and how to help people who stammer by being patient and treating them with empathy.



Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<p><b>Nine</b> (pages 62-65)</p>	<ul style="list-style-type: none"> <li>• What is one of Sam's interests?</li> <li>• Is Mum right? Should eleven-year-olds be able to manage their lives?</li> <li>• How are Pops' actions deteriorating (getting worse)?</li> <li>• What event is Sam missing?</li> <li>• Why does Mum explain to Amy that 'it is the same thing to Sam'? What does she mean when she says this? What does it show about the character of Amy?</li> </ul>	<p>Rewrite this chapter from the perspective of Sam, showing his feelings towards Amy.</p>	<p><b>PSHE</b> • This chapter is about friendship. Write a short reflection emphasising the importance of friendship and family. Give examples of how you can be a good friend and the positive impact your kind actions can have on others.</p> <p><b>PSHE</b> • Note down at least three qualities that make Sam a good brother to Amy. Do the same for why Amy is good for Sam.</p>
<p><b>Ten</b> (pages 66-71)</p>	<ul style="list-style-type: none"> <li>• What does Gran always smell of?</li> <li>• Pops says that he's 'quite the handful these days'. What does this show about his memory at the moment?</li> <li>• What does the tune of the cuckoo clock remind Pops of?</li> <li>• Why does Amy always touch the photo of Gran and Pops at the beach?</li> <li>• Do you think the 'tug-of-war rope' analogy by Amy at the end of the chapter is effective?</li> </ul>	<p>Write a reflection from Gran's perspective about the events in this chapter. Focus particularly on her complicated feelings surrounding Pops, and her being grateful that Mum, Amy, Sam and Maxi have arrived.</p>	<p><b>ART</b> • Amy mentions the framed photographs that follow the line of the bannister. Draw out these pictures of important times for the family.</p> <p><b>COMPUTING</b> • Amy is dejected after finding out there's no WiFi at her Gran's. Discuss the advantages and disadvantages of having no WiFi, and some of the things that Amy could do without WiFi.</p>
<p><b>Eleven</b> (pages 72-75)</p>	<ul style="list-style-type: none"> <li>• What are 'lentils'? Why are they good for you according to Gran?</li> <li>• Why doesn't Maxi have to eat the soup?</li> <li>• Where does Pops go after eating his yoghurt?</li> <li>• How does this chapter show the character of Pops is changing?</li> <li>• Name a tool used by Pops when doing woodwork.</li> </ul>	<p>Write a setting description of Pops' shed. Use some of the vocabulary in this chapter for inspiration.</p>	<p><b>DESIGN &amp; TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• Create sculptures out of wood such as a bird box. Use hacksaws to learn how to cut, join and make frames, and strengthen, stiffen and reinforce more complex structures.</li> </ul>



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<b>Twelve</b> (pages 76-83)	<ul style="list-style-type: none"> <li>List two ways in which Amy's room at Gran's looks better.</li> <li>What welcome gifts did Gran get Amy, Sam and Maxi?</li> <li>Read to the end of page 76. Predict who is at the door.</li> <li>Who is Susan?</li> <li>How does Gran know Jay?</li> </ul>	Write a diary entry from Jay's perspective detailing the events of finding Amy on the doorstep and realising that they may be going to the same secondary school together.	<b>SCIENCE</b> • Sam spots buzzards in the sky outside Gran's house. Learn more about them as birds of prey, including watching videos of how they soar in the sky looking for prey, and their excellent eyesight.
<b>Thirteen</b> (pages 84-87)	<ul style="list-style-type: none"> <li>Explain in your own words what FaceTime is.</li> <li>What does the phrase 'No need to bite my head off' mean?</li> <li>Why do they eat in silence? What does this show about the atmosphere?</li> <li>What causes Pops to forget who Maxi is?</li> <li>How does Sam feel about Pops? Find evidence in the text to support your thinking.</li> </ul>	Write a one-paragraph summary of the events in this chapter and explain why they are important in the context of the story.	<b>PSHE</b> • Amy explains to Sam about how Pops forgetting things is 'part of Pops now'. Read some other stories that help children to understand about dementia such as <i>The Forgettery</i> by Rachel Ip and Laura Hughes.
<b>Fourteen</b> (pages 88-98)	<ul style="list-style-type: none"> <li>Why is Pops the 'jigsaw king'? What does this show?</li> <li>Why does Pops think that the family have moved in to help Gran and her bad ankle?</li> <li>What does Amy mean when she says she doesn't like the lady at the table next to them glancing over and smiling at Pop?</li> <li>Pops' disappearance causes mass panic. Is there anything they could or should have done differently in this situation?</li> <li>What memories does Pop remember? How long ago are these from? Why can he remember these?</li> </ul>	Write the next part of the story, predicting what happens to Amy as she goes to the shop. Will she meet anyone there?	<b>PE &amp; GAMES/HISTORY</b> • Get out the jigsaw puzzles and explore them together. Discuss what it's like to complete a jigsaw and the skills of teamwork, collaboration, and communication it develops like those that Amy and Pops used in this chapter. Learn more about how the first jigsaw puzzle was created by a map engraver called John Spilsbury, in 1762, and create your own jigsaw puzzle for others to complete.
<b>Fifteen</b> (pages 99-103)	<ul style="list-style-type: none"> <li>Why does the author mention the teenagers at the start of this chapter? What does this make us feel?</li> <li>How does Amy show absolute kindness towards Jay?</li> <li>Why does Amy tell Jay that the £5 note is from his dad for him?</li> <li>Which item does she go without?</li> <li>How is Amy's attitude not only to Jay, but to life, changing?</li> </ul>	Imagine you are Amy and Jay shooting hoops out the front. Write the conversation between the two of them that they would be having. Remember to include speech marks to show who is speaking.	<b>MATHS</b> • In this chapter, we see Jay having some difficulties with money at the shop. Calculate change from different given amounts to practise problem solving and handling money.



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<b>Sixteen</b> (pages 104-110)	<ul style="list-style-type: none"> <li>• Why is Amy worried about showing sweat patches when playing basketball? Do you agree that she is self-conscious?</li> <li>• Who will Jay already know at Thornberry when he goes there?</li> <li>• What does it show about Jay that he told his Dad about Amy?</li> <li>• Who does Pops remember in lots of detail?</li> <li>• How does the writer create a sense of silliness between Amy and Sam at the end of this chapter?</li> </ul>	Create a character profile for Jay based on what you have learned about him so far.	<b>ART</b> • Make creative connections with the natural world and spend some time gazing up at the clouds. Discuss what you see, what clouds are, why they blow in the wind, and what they remind you of. Create your own cloud animals by drawing over images of clouds.
<b>Seventeen</b> (pages 111-119)	<ul style="list-style-type: none"> <li>• Why is each cake flatter than the last?</li> <li>• What does it mean when Gran says she's going for a 'quick lie-down'?</li> <li>• Why does Pops confuse Jay for Spinney?</li> <li>• What is the name of the game that Pops wants to play?</li> <li>• What does it show about Pops when he says 'Call me Pops' to Jay?</li> </ul>	Find out how to play shove ha'penny by looking in the back of the book and write your own set of instructions.	<b>DRAMA</b> • Work with a partner to act out the conversations between Pops, Amy, Jay and Paul in this chapter. What would they say to each other when playing the game? How would they say it? Think about their facial expressions, use of volume in their voices and body language.
<b>Eighteen</b> (pages 120-127)	<ul style="list-style-type: none"> <li>• How does Sam show his excitement when he sees the hedgehogs? How does Mum show her displeasure?</li> <li>• What is a GIF? Why do people use these to communicate?</li> <li>• Use a dictionary to find out the meaning of the words 'solitary' and 'nocturnal'. Can you find synonyms for these words using a thesaurus too?</li> <li>• What does Amy mean when she says Pops 'remembers so much, and then he remembers so little'?</li> <li>• How does the chapter end?</li> </ul>	When texting, Amy often uses lots of emojis. For each character so far, choose an emoji that expresses them and then explain why you have chosen that emoji to represent them.	<b>SCIENCE</b> • Sam mentions that the hedgehogs he sees in this chapter are nocturnal animals. Investigate animals that are active during the night and sleep during the day and make a list to compare them with diurnal animals that are active during the day and sleep at night.



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<b>Nineteen</b> (pages 128-131)	<ul style="list-style-type: none"> <li>• What causes Amy to wake up early again?</li> <li>• Why does the bang worry her? Why does the house being quiet worry her more?</li> <li>• What does seeing Jay so early remind Amy of?</li> <li>• How come Jay is over at Amy's Gran's house so early?</li> <li>• What is Amy's and Mum's reaction to Pops walking past in just his underpants like?</li> </ul>	Draw a mood graph depicting Amy's emotions throughout this chapter focusing on key events such as waking up early, seeing Jay and seeing Pops in his pants.	<b>DRAMA</b> • In small groups, re-enact the chaotic scenes during this chapter. Freeze-frame at different points and reflect on what each character is feeling.
<b>Twenty</b> (pages 132-136)	<ul style="list-style-type: none"> <li>• How does Maxi feel about Jay? How do you know?</li> <li>• What does Jay do to make Maxi giggle?</li> <li>• List at least three ways Jay shows that he's upset. Why is this a surprise for Amy to see him like this?</li> <li>• Why does Jay's dad ask him to do things that involve him speaking to others?</li> <li>• What do the cartoon spirals at the end of the chapter represent?</li> </ul>	Rewrite this chapter from the point of view of Maxi. How would it be different?	<b>ART/ENGLISH</b> • Design a comic strip with three boxes showing key events or moments in this chapter.
<b>Twenty-one</b> (pages 137-143)	<ul style="list-style-type: none"> <li>• How does Amy know her mum is happy by her whistling?</li> <li>• What simile is used to describe Pops' collar sticking up?</li> <li>• What does the phrase 'Cat got your tongue' mean? Why does Pops use it?</li> <li>• What makes Amy feel like her and Jay are real friends now? Do you think they are?</li> <li>• Can you describe how Pops reacts to Mum in three words? Share your ideas with a partner.</li> </ul>	Write a diary entry from the perspective of Amy after she finds out that she is going to a sleepover over Cassie and Josh's with Jay. What are her true feelings?	<b>ENGLISH</b> • Cat got your tongue is somewhat of an archaic saying now but it was in common use until the 1960/70s. Find out more meanings and origins of sayings and idioms that we use today.
<b>Twenty-two</b> (pages 144-148)	<ul style="list-style-type: none"> <li>• Predict what Cassie's face will look like when Amy arrives at the sleepover.</li> <li>• What does Cassie mean when she says 'Don't have beans for lunch'? Why does she say it to Amy?</li> <li>• Describe Cassie in one word using what you know about her from this chapter.</li> <li>• How does Amy know the name of Jay and Paul's cat?</li> <li>• How do we know that Mum is feeling irritable at the end of this chapter?</li> </ul>	If cats could talk, write the thoughts that Captain would say aloud to Amy and her mum when they try to catch the cat.	<b>ART</b> • From the information provided in this chapter, draw what you think Captain looks like.



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<b>Twenty-three</b> (pages 149-154)	<ul style="list-style-type: none"> <li>• How is Jay and Paul's house different from Gran's?</li> <li>• What does it mean to 'coax' the cat out from under the bed?</li> <li>• What is in the middle of Jay's duvet? Why does the penguin surprise Amy most?</li> <li>• Which books does Amy see by Jay's bed? What do these tell us about him?</li> <li>• Who is Jay's cousin?</li> </ul>	Write a paragraph predicting what happens next. Does Jay realise that somebody has been in his room? Will the hockey stick be a sign?	<b>DRAMA</b> • In pairs, one child takes on the role of Jay and one child takes on the role of questioner. Hotseat the character of Jay to find out how he felt that somebody may have been in his room. Once complete, swap roles.
<b>Twenty-four</b> (pages 155-161)	<ul style="list-style-type: none"> <li>• What did Amy do to make sure that Jay didn't realise that someone had been in his room?</li> <li>• Describe how Amy feels being in the back of Paul's car in two words.</li> <li>• Why does Jay insist that they go back for his ear pods? How do they help him?</li> <li>• Where will Jay be sleeping at the sleepover?</li> <li>• How does the author create a sense of empathy between Amy and Jay at the end of this chapter?</li> </ul>	Summarize Amy's character now in three words. Compare them with three adjectives you would have chosen to describe her character earlier on in the story.	<b>MISC</b> • Jay complains when he finds out that he doesn't have his ear pods. Find out more how music therapy can help people who stutter, because the rhythmic pattern of music tends to help regulate a person's breathing when they speak.
<b>Twenty-five</b> (pages 162-167)	<ul style="list-style-type: none"> <li>• Who greets Amy and Jay when they arrive at Cassie's?</li> <li>• What does Paul promise Jay when he drops him off?</li> <li>• Amy says that Jay and Paul do a 'little fist-bump thing'. What does this show about their relationship, even after a disagreement?</li> <li>• Why is the word 'TOGETHER' in capital letters when Cassie says it?</li> <li>• Summarise the character of Cassie in this chapter in one word.</li> </ul>	Rewrite an alternative conversation between Amy and her mum. What did she really want to say? How would she have said it?	<p><b>DRAMA</b> • In small groups, re-enact the scene of Amy and Jay's arrival at the house. How would you act out the character of Cassie?</p> <p><b>MISC</b> • Make up your own fist-bump. How would it show your friendship?</p>
<b>Twenty-six</b> (pages 168-172)	<ul style="list-style-type: none"> <li>• What does Amy like about Cassie?</li> <li>• Why is Amy crying a bit of a shock to her? What does this tell us about her?</li> <li>• What does Amy tell Molly? What doesn't she tell her?</li> <li>• Which flavour pizzas has Gareth ordered?</li> <li>• What does Amy mean when she says she knows Jay's signs? How does this show her friendship with him is growing?</li> </ul>	Write a description of the scene of the characters sitting in the garden eating pizza. How does it feel? Who is happy and who isn't?	<b>LITERACY</b> • For each of the main characters in the story, write a sentence summarizing what they have learned about themselves so far.



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<b>Twenty-seven</b> (pages 173-179)	<ul style="list-style-type: none"> <li>• Cassie is competitive. Do you agree or disagree with this statement? Find evidence from the text to back up your opinion.</li> <li>• Why would Cassie be jealous of Amy being friends with Jay?</li> <li>• Do you think what Cassie said to Jay was 'just a joke'?</li> <li>• Amy starts to stand up to Cassie. What does this show about her character?</li> <li>• If Jess gets mad very easily according to Amy, and Cassie does stupid things very easily, are they a good combination?</li> </ul>	Write a diary entry from the perspective of Amy and how she feels standing up to Cassie. Write one from the perspective of Cassie after being stood up to. How do they differ?	<b>PSHE</b> • In this chapter, speech therapy is mentioned. Talk to the children about what speech therapy is, how it helps people, and some of the ways people go through speech therapy with a professionally trained therapist. You could contact one to talk to the children about this.
<b>Twenty-eight</b> (pages 180-185)	<ul style="list-style-type: none"> <li>• Who is Nicky?</li> <li>• How does Amy feel when she goes past where her old house is? Why?</li> <li>• What does the word 'engrossed' mean? Why is it effective to describe what Amy is doing here?</li> <li>• Do you agree that Cassie can change so quickly?</li> <li>• How does Cassie try to make up for the mean things she says or does?</li> </ul>	Imagine you are Cassie. Write an apology note to Jay, saying sorry for the mean comment you made after realising that he heard what you said.	<b>PSHE</b> • In this chapter, Cassie shows some guilt and remorse for her actions. Discuss the importance of saying sorry and asking for forgiveness. Talk more about times when apologising has been difficult, and how to show you are sorry through actions as well as words.
<b>Twenty-nine</b> (pages 186-196)	<ul style="list-style-type: none"> <li>• Why does Pops swipe the whole jigsaw on to the floor?</li> <li>• Why is Jay reluctant to go over to Amy's house to get the spare key?</li> <li>• What do you think is inside Paul's briefcase?</li> <li>• How does Mum make the cat-catching situation worse?</li> <li>• Why is the penguin special to Jay?</li> </ul>	Can you come up with a plan for how Amy might fix things with Jay?	<b>SPEAKING AND LISTENING</b> • Pops's memory is being affected by his dementia. Test your partner's memory by giving them a list of items to remember. See who can recall the most when the list is taken away!
<b>Thirty</b> (pages 197-201)	<ul style="list-style-type: none"> <li>• Jay's top has the word ASTROS on the front? From what you've already read, can you work out who the ASTROS are?</li> <li>• What does Amy mean when she says that the 'relief pours through me'?</li> <li>• What is a trinket?</li> <li>• Who does Pops mean when he says 'Don't tell the dragon!?' Why does he call Gran this?</li> <li>• What advice does Pops give to Jay? Do you agree with him?</li> </ul>	Pops mentions many lines of advice in this chapter such as 'Be yourself', 'Stay strong' and 'Always see the silver lining'. Write some affirmations and lines of advice for your friends.	<b>MATHS/HISTORY</b> • Time is mentioned in different ways in this chapter. To learn more about passages of time and chronology, write about something you do today, did yesterday, and want to do in the future.



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<b>Thirty-one</b> (pages 202-204)	<ul style="list-style-type: none"> <li>• How does Amy show that she misses Dad?</li> <li>• Amy says she finds it hard to understand Mum's work. Predict what job Mum does.</li> <li>• Why does Mum start her talk with Amy by saying 'I need to talk to you about something'? How does this show the conversation has changed in tone?</li> <li>• What place has Amy moved up to in the line?</li> <li>• How does Mum feel after realising she and Dad made a mistake in telling Amy she would go to Valley High?</li> </ul>	Write a diary entry from the perspective of Amy after realising that her place at Valley High is getting more and more unlikely.	<p><b>SCIENCE</b> • Sam mentions a bug house in this chapter. Build your own bug house out of junk materials.</p> <p><b>MATHS</b> • Amy is told that her place at Valley High is unlikely to happen. Learn more about the probability of events happening and how to describe them, such as certain, likely, even chance, unlikely and impossible.</p>
<b>Thirty-two</b> (pages 205-208)	<ul style="list-style-type: none"> <li>• What has Mum cooked for breakfast?</li> <li>• Where are they going out for the day? Why?</li> <li>• Amy says that she 'silently' screeches. Act out this with a friend so you can feel her emotion.</li> <li>• What measures is Mum taking in the car to make sure that Pops can't get out?</li> <li>• What does Amy notice about Pops?</li> </ul>	Write a fact file about Kenya, including details about the Masai Mara.	<b>SCIENCE</b> • In this chapter, they are going to the safari park to see baboons. Create a presentation about these animals, including the five known species of baboons, their behaviours and their habitats.
<b>Thirty-three</b> (pages 209-217)	<ul style="list-style-type: none"> <li>• Why is Mum flustered? What does this word mean?</li> <li>• Where did Pops think he was going?</li> <li>• Why does it feel like the whole world has come to the safari park according to Amy?</li> <li>• How does Sam know so much about the white rhino?</li> <li>• Should Mum have driven through the monkey enclosure?</li> </ul>	Write a balanced argument about the drive-through monkey enclosure. Should safari parks have them? Are they right for the monkeys?	<b>PSHE</b> • Whilst writing your balanced argument, research the ethics of safari parks. Write a list of advantages and disadvantages of them.
<b>Thirty-four</b> (pages 218-223)	<ul style="list-style-type: none"> <li>• What is the first thing that Gran wants when arriving home after their long trip to the safari park?</li> <li>• Why does Amy think of the spinning top?</li> <li>• List two things that Pops has forgotten about at the start of this chapter.</li> <li>• How old will Jay be on his birthday?</li> <li>• Whose name does Pops remember?</li> </ul>	Amy says that it has been a good day after all. Write a list of all the good things that have happened.	<b>MISC</b> • A piñata is mentioned in this chapter. Find out more about this type of brightly coloured decoration, often made from cardboard and covered with paper-mâché, and how it is used in celebrations. Create your own.



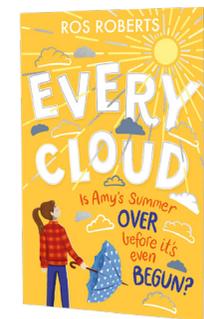
Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<b>Thirty-five</b> (pages 224-228)	<ul style="list-style-type: none"> <li>Is Amy's tummy actually full of squirmy, nervy worms?</li> <li>Why does Amy nestle the box in at the back of the little pile of other birthday presents?</li> <li>What is Jay's mum's name?</li> <li>Explain what vegan means.</li> <li>What important thing has Clare forgotten to pick up?</li> </ul>	Write a report about veganism explaining how it is a philosophy that says people should not use animals for food.	<b>ART</b> • Draw the present with the wrapping paper from Gran on it that Amy is going to give to Jay.
<b>Thirty-six</b> (pages 229-235)	<ul style="list-style-type: none"> <li>Why do you think Dana goes in the front seat?</li> <li>How does Amy show that she is coming to terms with going to Thornberry instead of Valley High?</li> <li>Read to the end of page 230. Predict what you think Dana has said to her mum about Amy to make her the 'famous Amy from street dance'.</li> <li>Why does Dana act differently to Amy in person compared to what she tells her mum about her?</li> <li>How has the friendship developed between Dana and Amy in this chapter?</li> </ul>	Write a diary entry from the perspective of Amy about the events in this chapter. Now write one from the perspective of Dana. How would they be similar? How would they be different?	<b>DRAMA</b> • Freeze-frame this chapter between the girls – remember to portray their emotions using your expressions and your whole body.
<b>Thirty-seven</b> (pages 236-240)	<ul style="list-style-type: none"> <li>Whose plate is the one labelled 'very vegan'?</li> <li>What is kale?</li> <li>What present did Amy, or Amy's dad, get Jay?</li> <li>Why is Mr Penguin out today? What is he wearing?</li> <li>What does Jay mean when he says 'It's only Amy'?</li> </ul>	Write a list of reasons why Amy likes Jay. Now do the same for why Jay likes Amy.	<b>COMPUTING</b> • Just like when the family takes the group shot, use timers to take photographs of children in a group shot. Can they experiment with using them?
<b>Thirty-eight</b> (pages 241-244)	<ul style="list-style-type: none"> <li>What two things make Pops happy at the start of this chapter?</li> <li>Who appears on the front of Jay's top?</li> <li>How does Jay's shirt help Pops to remember something about Spinney? What is it?</li> <li>Describe the relationship between Pops and Jay in a sentence.</li> <li>Why is George Springer a hero for Jay? What do they have in common?</li> </ul>	Write about an influential person in your life who you see as a hero. Why do you aspire to be like them?	<b>GEOGRAPHY</b> • Joe Biden, the president of the United States of America, is mentioned in this chapter. Learn more about him, his role as president and how he leads the USA. Create a biography about him.



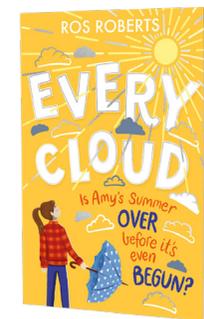
Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<b>Thirty-nine</b> (pages 245-247)	<ul style="list-style-type: none"> <li>Why has Amy's mum got perfume on and the jacket she wears when she needs to look smart?</li> <li>Why does Amy say that it is the 'worst thing' to be touring her school on her own?</li> <li>How do we know that this is a special event for Dad?</li> <li>What surprises Mum about Cassie?</li> <li>Why does it feel a long time since Amy lived in her old house?</li> </ul>	Write some sentences using speech marks about what Amy should have replied to Cassie when she said 'Hope you hate it'.	<b>PSHE</b> • Gran says to Amy and Sam that they are lucky to go to school at all. Find out more about access to free education around the world, and about those children who can't go to school.
<b>Forty</b> (pages 248-255)	<ul style="list-style-type: none"> <li>Where is Dad's car parked?</li> <li>What does Dad usually like to wear? How is a shirt and a pair of chinos different?</li> <li>How does Molly show she is caring towards Amy?</li> <li>What impression do you get of Mr Kaminski?</li> <li>How has the house changed since Amy saw it last?</li> </ul>	Write a list of questions that you would ask Mr Kaminski, or your new form tutor, about starting at secondary school.  Read over Molly's text message again, then write one in response from Amy.	<b>ART</b> • From the description in this chapter, draw what you think Thornberry School looks like.
<b>Forty-one</b> (pages 256-260)	<ul style="list-style-type: none"> <li>Why does Maxi head straight for Mum?</li> <li>How does Mum stand up to Cassie when talking about Amy?</li> <li>Why didn't Cassie talk to Amy for two days before?</li> <li>What are the names of Cassie's new friends?</li> <li>Why does Jay prefer Mr Kaminski to his form tutor, Mrs Rumphistle?</li> </ul>	Write a short paragraph giving some advice to Cassie about how she can be a better friend to Amy.	<b>PSHE</b> • Ask children to think about their friendships, and how they change and grow throughout school. Discuss with them why we get on and fall out with friends, and why sometimes friendships break down.
<b>Forty-two</b> (pages 261-262)	<ul style="list-style-type: none"> <li>What does Mum wake Amy up with?</li> <li>Read to the end of page 261. Predict what you think Amy's Mum has done.</li> <li>Where does Mum suggest Amy meet with Molly and Cassie?</li> <li>How would you feel if Mum had sorted a meeting with these two characters for you?</li> <li>Why do you think the author has included this chapter in such a short way?</li> </ul>	Write a list of adjectives describing how you would feel if your mum kept sorting stuff without asking you.	<b>DRAMA</b> • There's lots of conversation in this chapter. Write out the conversation as a play script and act it out, with stage directions.



Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<b>Forty-three</b> (pages 263-270)	<ul style="list-style-type: none"> <li>• What time do Molly and her parents arrive?</li> <li>• What is a golden answer?</li> <li>• What good advice does Ravi give about friendship?</li> <li>• What is the name of the girl that is with Dana? Why does Amy call her Purple Streak?</li> <li>• What does Amy find out about Summer?</li> </ul>	Write a short prediction about how the characters of Amy and Summer might meet at Thornberry School, as they could be in the same form.	<b>SPEAKING AND LISTENING</b> • Prepare and present a one-minute presentation about what friendship means to you.
<b>Forty-four</b> (pages 271-274)	<ul style="list-style-type: none"> <li>• How is Cassie mean towards Summer? Do you think she is jealous of her?</li> <li>• Why is Amy surprised when the ball goes into the hoop?</li> <li>• Predict what Jay was going to say to Amy at the top of page 273.</li> <li>• Why is Jay's response of 'That's OK' an odd thing to Amy?</li> <li>• Where did they get Jasper from?</li> </ul>	Write possible responses to what Jay might have said to Amy on page 273.	<b>PSHE</b> • In this chapter, it talks about Jasper coming from a rescue centre. Find out more about animal rescue centres, the important jobs they do in rehoming animals, and how they take care of them.
<b>Forty-five</b> (pages 275-276)	<ul style="list-style-type: none"> <li>• What has Gran found?</li> <li>• Why is the lack of a date on the photo concerning Pops?</li> <li>• Describe how Amy now sees the resemblance between Jay and Spinney.</li> <li>• Why has Pops forgotten about Jay, even though he's recently been playing with him?</li> <li>• What is the significance of the mutterings that Pops makes about Spinney?</li> </ul>	Write a monologue from Amy to show her inner thoughts about how she feels to see Pops forgetting things.	<b>ART</b> • Pops has a picture of him and Spinney. Sketch out what you think the photograph looks like.
<b>Forty-six</b> (pages 277-281)	<ul style="list-style-type: none"> <li>• What does Jay think about buying with his birthday money?</li> <li>• Why can't Amy imagine Pattie camping?</li> <li>• What is glamping?</li> <li>• Using what you have read so far and especially this chapter, explain why you think Pops and Jay get on so well.</li> <li>• Give an example of something that you know is 'vintage'.</li> </ul>	At the end of this chapter, Amy and Mum talk about fibbing. Write down two truths and a lie about yourself to show fibbing in action.	<b>ART/HISTORY</b> • The word 'vintage' is mentioned in this chapter. Learn more about concepts that are described as vintage such as fashion throughout history, and how vintage clothes are in fashion.



Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<b>Forty-seven</b> (pages 282-283)	<ul style="list-style-type: none"> <li>• What does Amy hear when she wakes up?</li> <li>• What time is it?</li> <li>• What is a physio, and why does Gran have one coming to the house?</li> <li>• What is Jay's penguin wearing?</li> <li>• Why does Amy think that the penguin has been left out for her?</li> </ul>	Write a short paragraph explaining why Amy thinks that the penguin has been left out for her.	<b>PE</b> • Physiotherapists work to diagnose the causes of injury, and put together a treatment plan, sometimes including gross motor exercises, as treatment to help people. Complete a circuit of gross motor exercises to develop coordination and movement.
<b>Forty-eight</b> (pages 284-287)	<ul style="list-style-type: none"> <li>• Why does Gran think her physiotherapist is a 'bossy thing'?</li> <li>• Who is David Attenborough? Do you think Sam could be the next David Attenborough?</li> <li>• Summarise how Gran feels about losing her independence in three words.</li> <li>• Why is her response of 'Maybe' significant?</li> <li>• Which new names does Mum suggest for Amy?</li> </ul>	After completing your research (cross-curricular resources), write a biography about David Attenborough with all the information that you have found about him.	<b>HISTORY</b> • Research the life of Sir David Attenborough and create a timeline of his life and achievements.
<b>Forty-nine</b> (pages 288-290)	<ul style="list-style-type: none"> <li>• Why is Amy starting to get really bored?</li> <li>• Where are Amy and Sam?</li> <li>• According to Sam, what is vitally important to the river ecosystem?</li> <li>• Why is Sam concerned about Amy going to Thornberry?</li> <li>• How does Amy reassure Sam about going to Thornberry in the future?</li> </ul>	Create the poster that Amy saw in Thornberry about an eco club and rewilding group.	<b>GEOGRAPHY</b> • Discover more about rivers, their ecosystems and how they are home to a whole host of different types of animal and plant life. Produce a presentation based on what you find out.
<b>Fifty</b> (pages 291-293)	<ul style="list-style-type: none"> <li>• Why is Pops standing in the doorway, staring at the car?</li> <li>• What sound is a shriek? Act this out to show your understanding.</li> <li>• What has Sam seen on his trap cam?</li> <li>• How does Sam know that he has seen a dormouse?</li> <li>• Describe how Gran and Pops would be feeling at the end of this chapter, after Amy, Sam, Maxi and Mum leave?</li> </ul>	Write a list of animals and link them to their conservation status after learning more about the seven different levels.	<b>GEOGRAPHY</b> • Learn about the seven different categories and criteria of endangered animals: least concern, near threatened, vulnerable, endangered, critically endangered, extinct in the wild, and extinct.



Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<b>Fifty-one</b> (pages 294-297)	<ul style="list-style-type: none"> <li>Why has Dad tied balloons on the door?</li> <li>Even though the front door of the house is still the same, what has changed about its appearance?</li> <li>What does Dad mean when he says 'Let the chaos ensue!' when he sees the arrival of Amy, Sam, Maxi and Mum?</li> <li>Why does Mum get tearful when looking out at the garden?</li> <li>Why are the clouds on Amy's bedroom ceiling 'perfect' to her?</li> </ul>	Write a wish list for Amy of what she wanted in her new bedroom and tick off everything that has been completed.	<b>ART</b> • From the description towards the end of this chapter, draw out what you think Amy's bedroom looks like.
<b>Fifty-two</b> (pages 298-301)	<ul style="list-style-type: none"> <li>What did Amy buy Molly for her birthday?</li> <li>What is a mocktail?</li> <li>Amy glares at Cassie when she talks about her and Jay being really good friends. Mimic this expression.</li> <li>What does Amy mean when she describes Cassie's balloon going pop?</li> <li>Why would Cassie be finding it the hardest?</li> </ul>	Write a short paragraph about how you feel about changes and moving on in relation to children moving up school year groups. How might it be different?	<b>DESIGN &amp; TECHNOLOGY/ MATHS</b> • Use squash, juices, cordials, water and other age-appropriate drinks to mix your own mocktails. Think about how many parts of each are in the drink and record this using ratio.
<b>Fifty-three</b> (pages 302-305)	<ul style="list-style-type: none"> <li>How many puzzle pieces could Pops find? Where did he find the remaining ones?</li> <li>How did Mum know what would be good for Amy's bedroom?</li> <li>What does the phrase 'home sweet home' mean?</li> <li>Why does Amy notice the darker cloud more than the rest?</li> <li>What is the name of Maxi's favourite book?</li> </ul>	Write a brief description of the character of Maxi. How would you describe him throughout the book?	<b>SCIENCE</b> • Mum jokes about more protein for Sam if bugs end up in his dinner. Learn more about the five food groups: Fruit and vegetables; Carbohydrates; Protein; Dairy; Fat, and how much of each we should be eating.
<b>Fifty-four</b> (pages 306-308)	<ul style="list-style-type: none"> <li>Who can Amy hear in the garden at 8.30am?</li> <li>Read to the end of page 306. Predict what good news Mum might have.</li> <li>What is the good news that she delivers?</li> <li>Why does Mum think the news is better than winning the lottery?</li> <li>How long does Amy have to decide about the good news? What do you think she will do?</li> </ul>	Write a paragraph predicting what you think Amy will do. Will she choose to go to Valley High? Or will she choose to go to Thornberry?	<b>SPEAKING AND LISTENING</b> • Explore the dilemma faced by Amy, through Conscience Alley. On one side, children come up with reasons why she should choose Valley High, the other side Thornberry. A child should take on the role of Amy, walking down the middle, listening to the two sides to make a decision.



Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<p><b>One Month Later...</b> (pages 309-319)</p>	<ul style="list-style-type: none"> <li>• Why is Amy proud to show her school blazer to Gran?</li> <li>• What time of clothing does Pops always wear on special days?</li> <li>• What does the 'For Sale' sign now mean for Gran and Pops?</li> <li>• How has Paul helped Pops?</li> <li>• What is Pops' name? Why is this revealed now?</li> </ul>	<p>Write a diary entry from the perspective of Pops showing how he feels after seeing Spinney. Do the same for Spinney after seeing Pops. What would be the same?</p>	<p><b>DRAMA</b> • In pairs, act out the conversation between Pops and Spinney by coming up with voices for them. Record bits of speech and improvise using your character voices.</p>
<p><b>The Next Day</b> (pages 320-323)</p>	<ul style="list-style-type: none"> <li>• How is the first paragraph of this chapter effective in showing us that Amy is nervous about school, rather than telling us?</li> <li>• Why does the bus driver ask for Year Sevens to be seated at the front?</li> <li>• Amy describes herself as 'shiny new'. Have you ever felt like this in a situation?</li> <li>• Who does Amy sit next to on the bus?</li> <li>• Do you think Amy has made the right decision?</li> </ul>	<p>Write a short summary or review of the book.</p> <p>Write a letter to the author Ros Roberts telling her about your thoughts of the book.</p>	<p><b>MISC</b> • Discuss the importance of friendship and trust in this book. What's more important: friendship or trust? What makes you think that?</p>

