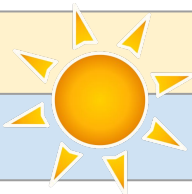




## A FINAL message from your teachers...



*Hello Year 6,*

*We can not believe that this is our last newsletter to you and that we have reached the end of the school year! Although our time together was interrupted, we have still had incredible fun with you all this year and made such fantastic memories with each and every one of you. We hope that you have treasured your time in Y6 and in St Aloysius, and that you will look back fondly upon all the memories you have made as you embark upon the next journey in your lives.*

*You have made us all incredibly proud of your achievements and the way you have handled everything that this year has thrown at you. You are all going to do so incredibly well at secondary school and although we will miss you all terribly, we are so excited at what this next chapter of your lives has in store for you all.*

*Keep shining bright like the absolute stars that you are - and don't forget to come by and say hello as we love to see you in your new uniforms with your gorgeous smiling faces :)*

*With love,*

*Miss Doughty, Miss Reddington, Mrs Godfrey, Mrs Wear and Mrs O'Doherty x*

## English

Please remember to also keep logging onto [Reading Plus](#) for 45 minutes each day to keep improving your reading comprehension skills.

## Maths

Please remember to log onto [Times Table Rockstars](#) and [Top Marks Maths](#) to keep improving your mental arithmetic skills.

## Let No One Steal Your Dreams...

Let no one steal your dreams  
Let no one tear apart  
The burning of ambition  
That fires the drive inside your heart.

Let no one steal your dreams  
Let no one tell you that you can't  
Let no one hold you back  
Let no one tell you that you won't.

Set your sights and keep them fixed  
Set your sights on high  
Let no one steal your dreams  
Your only limit is the sky.

Let no one steal your dreams  
Follow your heart  
Follow your soul  
For only when you follow them  
Will you feel truly whole.

Set your sights and keep them fixed  
Set your sights on high  
Let no one steal your dreams  
Your only limit is the sky.

# Maths - Understanding ratio

**Recap:** A **ratio** shows the **relationship between two values** and can describe how one is related to another.

We can use ratio **to make simple comparisons** between two different quantities e.g. we may compare the number of boys to girls in the class and write statements such as,  
**“For every one girl, there are two boys”.**

To represent this as a ratio we would write **1:2** and read this as **“1 to 2”**.

Here you will notice the use of the colon (:) as the symbol for ratio.

The order in which we write a ratio is very important to reflect the relationship between values correctly. E.g.

**“For every 3 bananas there are 2 apples”** would be the same as **3:2** and...

**“For every 2 apples there are 3 bananas”** would be the same as **2:3**

## Task 1:

- 1) Complete the following sentences to describe the image.



For every two blue flowers there are \_\_\_\_\_ pink flowers.

For every blue flower there are \_\_\_\_\_ pink flowers.

- 2) How many “For every...” sentences can you write to describe these counters?



## Task 2:

- 1) Complete:



The ratio of red counters to blue counters is  :

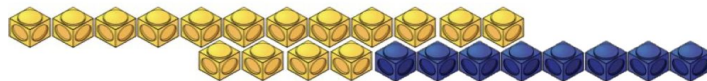
The ratio of blue counters to red counters is  :

- 2) Write down the ratio of:

- Bananas to strawberries
- Blackberries to strawberries
- Strawberries to bananas to blackberries
- Blackberries to strawberries to bananas



- 3)



For every \_\_\_\_\_ yellow cube, there are \_\_\_\_\_ blue cube

For every 8 yellow cubes, there are \_\_\_\_\_ blue cubes

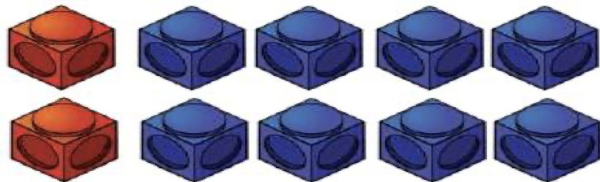
For every 1 blue cube, there are \_\_\_\_\_ yellow cubes

# Maths - Understanding ratio

## Reasoning and problem solving:

Decide if each of the following statements are true or false based on the image below.

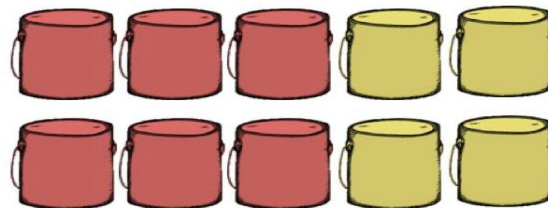
True or False?



1. For every red cube there are 8 blue cubes.
2. For every 4 blue cubes there is 1 red cube.
3. For every 3 red cubes there would be 12 blue cubes.
4. For every 16 cubes, 4 would be red and 12 would be blue.
5. For every 20 cubes, 4 would be red and 16 would be blue.

## Reasoning and problem solving:

Tick the correct statements.



1. There are two yellow tins for every three red tins.
2. There are two red tins for every three yellow tins.
3. The ratio of red tins to yellow tins is 2:3
4. The ratio of yellow tins to red tins is 2:3

Explain which statements are incorrect and why.

# Maths - Ratio and fractions

## Recap:

When writing a ratio as a fraction, a common misconception can be assuming that you just need to change the ratio colon for a fraction divisor line. E.g. 1:2 written as  $\frac{1}{2}$ .

However, if you think about what a ratio represents in this case, we would say for every 1... there are 2... which means that in total there are 3 variables not 2.

To calculate the denominator of our fraction, we must add both sides of the ratio to find the sum of the parts.

So in the example **4:2** the sum of the parts is 6 therefore the denominator will be 6. Each side of the ratio then becomes the numerator.

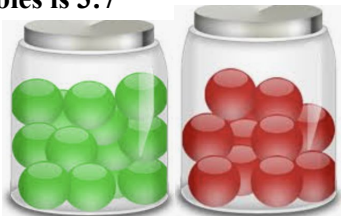
$$\frac{4}{6} \qquad 4 : 2 \qquad \frac{2}{6}$$



## Task 1:

**The ratio of red to green marbles is 3:7**

- 1) Draw an image to represent the marbles.
- 2) What fraction of the marbles are red?
- 3) What fraction of the marbles are green?



## Task 2:

- 1) The ratio of red counters to blue counters is 1 : 2



What fraction of the counters is blue?

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$
---------------	---------------	---------------

What fraction of the counters is red?

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$
---------------	---------------	---------------

- 2) This bar model shows the ratio 2 : 3 : 4



What fraction of the bar is pink?

What fraction of the bar is yellow?

What fraction of the bar is blue?

- 3) One third of the sweets in a box are mints.  
The rest are chocolates.  
What is the ratio of mints to chocolates in the box?

# Maths - Ratio and fractions

## Reasoning and problem solving:

- 1) Ron plants flowers in a flower bed.  
For every 2 red roses he plants 5 white roses.

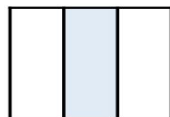
He says,



$\frac{2}{5}$  of the roses are red.

Is Ron correct?

- 2) Which is the odd one out?  
Explain your answer.



## Reasoning and problem solving:

- 3) There are some red and green cubes in a bag.  $\frac{2}{5}$  of the cubes are red.

### True or False?

- For every 2 red cubes there are 5 green cubes.
- For every 2 red cubes there are 3 green cubes.
- For every 3 green cubes there are 2 red cubes.
- For every 3 green cubes there are 5 red cubes.

Explain your answers.

# Literacy - Dreams

The past few months have been some of the most crazy in many of our lives. The world momentarily stopped to take breath, to search for the right path. For many of us, things that we treasure have been stripped from our lives: our friends and families, our passions and hobbies. All of us have dreams and aspirations. These may be things that we long to do, to see or experience. They may be the things we long to become or to achieve in our lives.

With such chaos in our lives, it is easy to lose sight of these dreams. Take a moment to think about your dreams and aspirations.

*What do you want to achieve in life?*

*Who do you want to become?*

*What are your goals and ambitions?*



**Task 1:** Read Pie Corbett's 'Dream Poem' and consider the following:

1. What did you like about the poem?
2. What was your favourite line and why?
3. How did the poem make you feel?
4. Which line in the poem did you find the most interesting and why?
5. Does anything puzzle or intrigue you?
6. What questions would you like to ask the poet?

**Task 2:** Let's now have a go at writing our own Dream Poem, drawing on Pie Corbett's model as inspiration. Before we begin, let's have a look at some tools that we can use...



## Dream Poem



I dreamed I saw an anteater inspecting an anthill,  
a camel tucking into a plate of gooseberries,  
a metal hammer melting in the sun ,  
a shoe filled with smarties and a mouse sauntering across the path.

I dreamed I saw a flock of furious feathers, a cluster of curious clocks,  
a library of luxurious lakes,  
a swarm of silent serpents,  
a school of serious sand dunes, a class of cracked cliff edges and a crowd of  
chameleon curtains changing colour.

I dreamed I witnessed the difference between  
a scream and a silence,  
the difference between red and black,  
the difference between nothing and everything you know and the second that yes  
became no.

I dreamed I heard a silence explode, a car braking to a full stop,  
a door slamming open,  
a Siamese cat purring,  
a hand waving hello,  
a friendship breaking in two  
and the moment when the world began.

I dreamed I touched a furnace made of snowflakes, a lake made of sawdust and  
sadness,  
a mountain made of pillows  
and a spider's web made of steel girders.  
All these things I have dreamed.

# Literacy - Dreams

## Tool 1: Draw upon the senses

Each stanza begins by tuning in to one of the senses:

I dreamed I saw / witnessed  
I dreamed I heard  
I dreamed I touched  
I dreamed I tasted  
I dreamed I felt  
I dreamed I smelled



★ **Brainstorm a list of things you may see, hear, touch, taste, feel or smell in your dreams. Jot down whatever comes to mind. Remember, dreams can incorporate anything, from the real to the surreal.**

## Tool 2: Extend ideas with action

One of the ways the poet brings the dreams to life is through his choice of verbs. In a poem such as this, every word needs to earn its place. Verbs can contain a depth of meaning through inferred emotion.

★ **Raid the poem for powerful, emotive verbs to use in your own poem. You may find others in your reading books. Remember to use words that you find intriguing e.g. inspecting, sauntering etc.**

## Tool 3: Extend ideas with similes

Another tool we could choose to explore is to develop our ideas using similes. To extend using a simile, you need to make a comparison with another thing of a different kind, making the description more vivid e.g. *'I dreamed I saw a cat sneaking by with eyes like emeralds.'*

★ **Choose some of the things that you listed in your brainstorm. Have a go at extending them with similes. Don't forget to add in powerful emotive verbs.**

## Tool 4: Create your own collective nouns

In the second stanza, the poet plays around with new weird and wonderful collective nouns. A collective noun is the name given to a group of things. To help bring this to life for the reader, the poet also plays with alliteration, pairing words with the same initial sound e.g.:

'I dreamed I saw a **f**lock of **f**urious **f**eathers, a **c**luster of **c**urious **c**locks,'

★ **Try creating your own collective nouns by pairing a word for a group (e.g. a class, a swarm, a library) with the object in your dream. You may like to include alliteration as shown above.**

## Tool 5: Include some 'opposites' or 'impossibilities'

One of the joys of dreams is that there are no right or wrong ideas – the opportunity for creativity is endless. Throughout the poem, Pie Corbett explores things that oppose one another, such as 'the difference between nothing and everything you know.' He also pairs together impossibilities e.g.

'I dreamed I heard a silence explode,  
a car braking to a full stop,  
a door slamming open'

★ **Make a list of opposites and impossibilities. You may find it helpful to categorise your ideas, e.g. sounds, sights, objects, feelings, etc.**

★ **Now have a go at writing your own dream poem, drawing upon the tools we have explored as well as your own imagination for inspiration.**

# My Aloysius memory wall

The greatest school trip...

The best book I  
read...

The best green treat...

The funniest thing that  
happened...

The best outdoor  
activity...

The best topic  
I studied...

My friends...