

Early Morning work

Finish your handwriting, quietly.

When you are finished, complete
your advert 😊

★ WEDNESDAY ★	
08:30 08:50	 Reading  Arithmetic  TTRS
08:50 09:20	 Extended Reading
09:20 10:30	 Times Tables  Maths
10:30 10:45	 Break Time
10:45 11:40	 PE (Downstairs)
11:40 12:10	 RE
12:10 13:00	 Lunch Time
13:00 13:15	 Handwriting
13:15 14:05	 Art / DT
14:05 15:05	 Literacy



Main meal – Roast chicken
Vegetarian – Quorn chicken
Jacket potato or school packed lunch

16.09.26

Extended reading - Entry two - learning my strength

I wandered along the coast. The fishermen's cottages looked tiny beneath the great sky. The fields bent beneath the wind. Trees bowed before winter gales. I grew into a cat larger than any other I had seen. My paws were powerful. My eyes shone like green lightning. When the clouds gathered, I raced along the cliffs. I leaped over rocks and challenged the wind to catch me. The storm became my friend or so I thought.

The years passed, and the winter storms became fiercer than ever. One night, I stood upon a headland while black clouds crowded across the moon. Thunder rolled overhead. The sea heaved and crashed. I lifted my head and gave a mighty yowl. The wind answered. It seemed to swirl around me as if it knew my name. From then on, wherever I went, the storms followed.

Fishing boats turned back at the sight of dark clouds gathering above my head. Birds fled inland. Animals hid in barns and burrows. I felt proud. They feared my power.

Entry Three: The Village by the Sea

One winter, I came to a little village beside a harbour. The houses huddled together as though keeping warm. Fishing boats rocked gently on the water. Smoke curled from chimneys. People laughed and talked in the narrow streets. For a moment, I paused. Something about the place felt different, comforting, warm. Then the wind rose, clouds thickened, rain swept across the sky. The sea began to churn. Before long, the village was trapped beneath a terrible storm. The fishermen could not sail. The boats remained tied in the harbour. Days passed, then weeks. The people grew worried. Without fish, there was little food.

I watched from the cliffs as the village struggled through the winter. Children wrapped themselves in blankets, families shared what little they had. Still, the storm raged. Still, I prowled along the coast. Every angry swipe of my tail seemed to drive the wind harder. Every growl seemed to deepen the thunder, yet I could not stop. I no longer controlled the storm. The storm controlled me.

Entry Four: The Little Cat

One evening, while rain hammered the roofs and waves crashed against the harbour wall, I noticed something unusual; a tiny cat sat in a cottage window. She was small and black as midnight. Most creatures hid when they saw me.

She did not, she simply watched. Night after night, I saw her there, calm, patient, unafraid. Her name, I later learned, was Mowzer. There was something steady about her.

She reminded me of a memory I could not quite reach.

A memory of warmth. A memory of safety. Perhaps a memory of Mother. The storm howled louder than ever and the sea threw itself against the harbour. I roared into the darkness.

Thunder answered but through all the noise, the little cat remained still.

Why is the storm cat so interested by Mowzer?

Create some movements with your body to show the waves crashing against the walls.

Create a movement to show the storm clouds gathering and the rain lashing down.

Work with a partner to put these movements together.

16.09.26

Times tables

2. Work out these answers:

a) $2 \times 10 =$ _____

d) $6 \times 10 =$ _____

b) $10 \times 10 =$ _____

e) $12 \times 10 =$ _____

c) $5 \times 10 =$ _____

f) $9 \times 10 =$ _____

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

16.09.26

TBAT: count on and back in 10's.



In your book write 1 - 10 ready to answer the daily 10 questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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TBAT: count on and back in 10's.

3 in 3

$$80 + 54$$

Order these numbers from greatest
to smallest

330, 228, 487, 300

$$11 \times 10 =$$

Challenge

$$35 + 10 + 20 + 65 =$$

16.09.26

TBAT: count on and back in 10's.

Talk partners:

Can you partition these numbers on your
whiteboards?

548

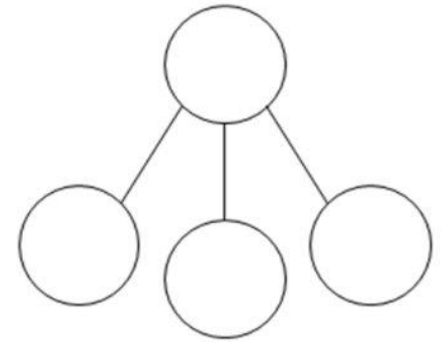
792

307

296

610

155



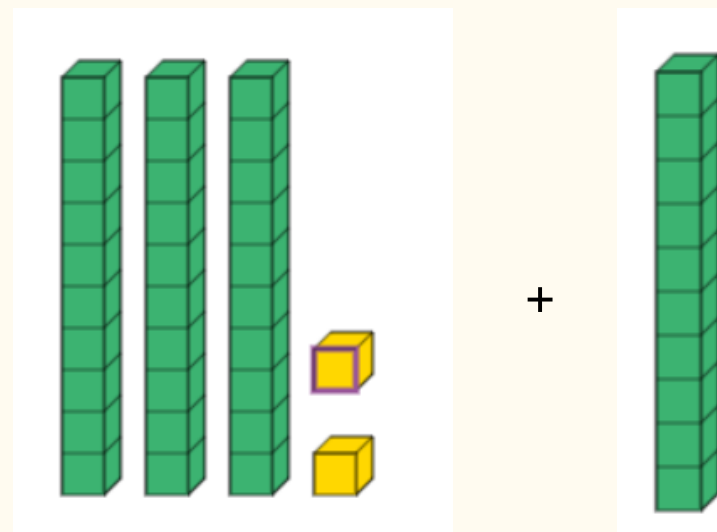
16.09.26

TBAT: count on and back in 10's.

Counting on in 10's -
different methods.

H	T	O
	30	2
	10	

$$32 + 10 =$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

32

+

10

16.09.26

TBAT: count on and back in 10's.

Talk Partner

Have a go at counting on in tens with these sums?

$$45 + 10 =$$

$$88 + 10 =$$

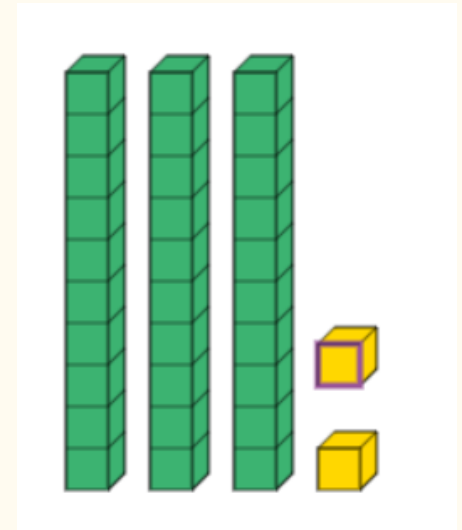
$$73 + 10 =$$

$$62 + 10 =$$

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TBAT: count on and back in 10's.

Counting back in 10's - different methods.



$$32 - 10 =$$

H	T	O
	30	2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

16.09.26

TBAT: count on and back in 10's.

Talk Partners:

Have a go at counting back in 10's to solve these questions.

$$59 - 10 =$$

$$31 - 10 =$$

$$97 - 10 =$$

$$42 - 10 =$$

16.09.26

TBAT: count on and back in 10's.

Independent Task:

- a) 5 15 25 — 45 —
- b) 64 54 — 34 — 14
- c) — 21 31 41 — 61
- d) 76 — — 46 36 26
- e) 13 — 33 43 — 63

Layla had 150 stickers in her collection.

Each week, she gives 10 stickers to her little brother.

How many stickers will Layla have after 4 weeks?

Explain how you worked it out.

Challenge
Question:

Luca says:

“If you count in 10s from any number, you will always get an even number.”

Do you agree with Luca?

Explain your thinking clearly, and give **examples** to support your answer.

16.09.26

TBAT: count on and back in 10's.

Mastery:

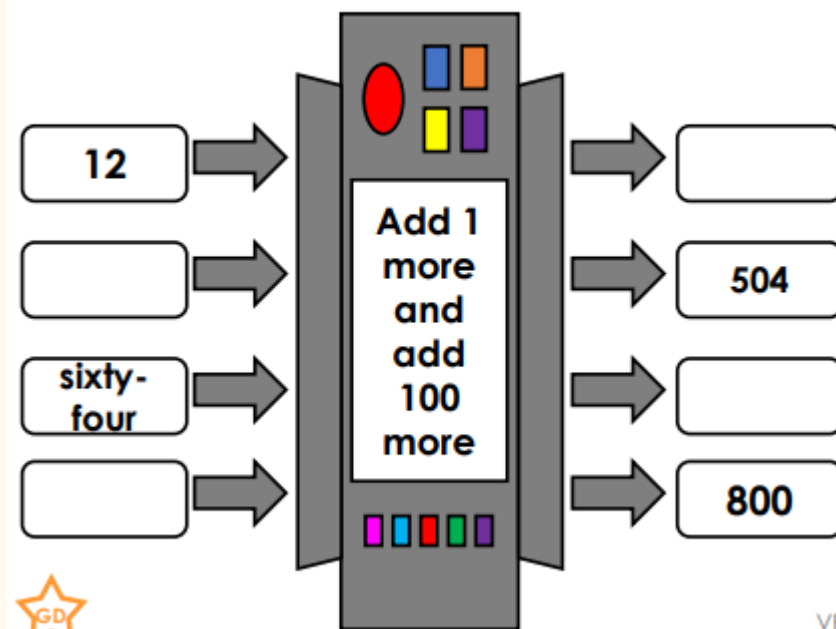
Ben says,

"If I start at 37 and count on in 10s, I will say 77 after 3 steps."

Do you agree with Ben? Explain your reasoning.

Mastery greater depth:

9a. Complete the missing numbers.



VF

Wednesday 16th September

TBAT: plan my diary entry

3 in 3

Change these sentences so they are first person.

Gemma was swimming.

They all ran.

Their ties were undone.

Wednesday 16th September
TBAT: plan my diary entry

Partner Talk

Which of these is an extract from a diary entry? How do you know?

- A) Jane jumped on the trampoline, her face beaming.
- B) It is unfortunate that you missed my phone call.
- C) I was ecstatic that we were able to go on the boat!

___ is a diary entry. I know this because...

23rd December 1588

Dear Diary,

What an extraordinary day it has been!

For many days, a great storm raged around Mousehole. The sea was fierce and angry, crashing against the rocks and keeping all the fishing boats trapped in the harbour. The villagers had become worried because there is very little food left.

This morning, I sat beside old Tom by the fire. Tom looked thoughtful. At last, he stood up and said, "Mowzer, we must try to catch some fish."

I felt nervous but I trusted Tom. Together, we climbed into our small boat and sailed out into the wild sea. The boat tossed and bounced over the waves. Salty spray splashed into my face and I dug my claws into the side of the boat.

Soon, I saw the Great Storm-Cat stretching across the sky. Its dark cloud fur swirled above us, and its fierce green eyes glared down at the sea. I was frightened but I knew I had to be brave.

I began to sing my cat song. *Purr... purr... purr...*

My song drifted across the water. Before long, silver fish began leaping all around us. Tom cast his nets, and they quickly filled with fish. I could hardly believe my eyes!

When we finally returned to Mousehole, the villagers cheered and waved from the harbour wall. Everyone was smiling. Thanks to our catch, there was enough food for the whole village.

Now I am curled up in my favourite warm spot beside the fire. Tom is sitting nearby, and the storm has calmed. I feel proud that we helped our friends when they needed us most.

I think I shall sleep very well tonight.

Love,

Mowzer 🐾

Date	Introduction	Time conjunctions
Past tense	First person	Feelings

Wednesday 16th September
TBAT: plan my diary entry

Beginning	Middle	End
Food running out in Mousehole	Sailing into the storm	Returning safely with fish
Worried villagers	Huge waves and wind	Villagers celebrating
Tom's brave decision	Feeling scared but staying with Tom	Feeling proud and relieved

Wednesday 16th September

TBAT: plan my diary entry

How will you open your first paragraph?

Choose an adverbial of time to say how long the storm had been going on.

For a week, for many days,
for some time

Beginning

Food running out in Mousehole

Worried villagers

Tom's brave decision

	<u>Adverbial of time:</u>	<u>Feelings:</u>	<u>Storm vocabulary:</u>
<u>Beginning</u>			

Wednesday 16th September

TBAT: plan my diary entry

Next, you will need to describe the storm.

Choose some words from your word bank that you will use.

Raging, angry, fierce, terrifying,
horrific, aggressive, powerful.

Beginning

Food running out in Mousehole

Worried villagers

Tom's brave decision

	Adverbial of time:	Feelings:	Storm vocabulary:
Beginning			

Wednesday 16th September
TBAT: plan my diary entry

Think of how the villagers are feeling.

Write a couple of words in the box to say how they were feeling.

Beginning

Food running out in Mousehole

Worried villagers

Tom's brave decision

	<u>Adverbial of time:</u>	<u>Feelings:</u>	<u>Storm vocabulary:</u>
<u>Beginning</u>			

Wednesday 16th September

TBAT: plan my diary entry

Next, we will be writing about the day that they went out in the boat as if it were today.
How will you start your paragraph?

Middle

Sailing into the storm

Huge waves and wind

Feeling scared but staying with Tom

This morning, very early this morning,
Before anyone had woken, before sunrise.

Middle

End

Wednesday 16th September
TBAT: plan my diary entry

Think of your powerful adjectives
and verbs for describing how the
waves are hitting the wall.

Middle

Sailing into the storm

Huge waves and wind

Feeling scared but staying with
Tom

Middle

Wednesday 16th September
TBAT: plan my diary entry

What words will you use to describe how Mowzer and Tom are feeling?

Middle

Sailing into the storm

Huge waves and wind

Feeling scared but staying with Tom

Middle

Wednesday 16th September
TBAT: plan my diary entry

What time adverbial could you use to say when they arrived back at the harbour?

After a long, hard day,
eventually, at long last, finally

End

Returning safely with fish

Villagers celebrating

Feeling proud and relieved

<u>End</u>			

Wednesday 16th September
TBAT: plan my diary entry

How did the villagers feel at the end of the story?

End

Returning safely with fish

Villagers celebrating

Feeling proud and relieved

End

Wednesday 16th September
TBAT: plan my diary entry

Challenge: draft the opening of your diary entry using all of the vocabulary you have included.

Date:

	<u>Adverbial of time:</u>	<u>Feelings:</u>	<u>Storm vocabulary:</u>
<u>Beginning</u>			
<u>Middle</u>			
<u>End</u>			

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Keywords

Shahadah

The Muslim declaration of faith in
God and his Prophet

prophet

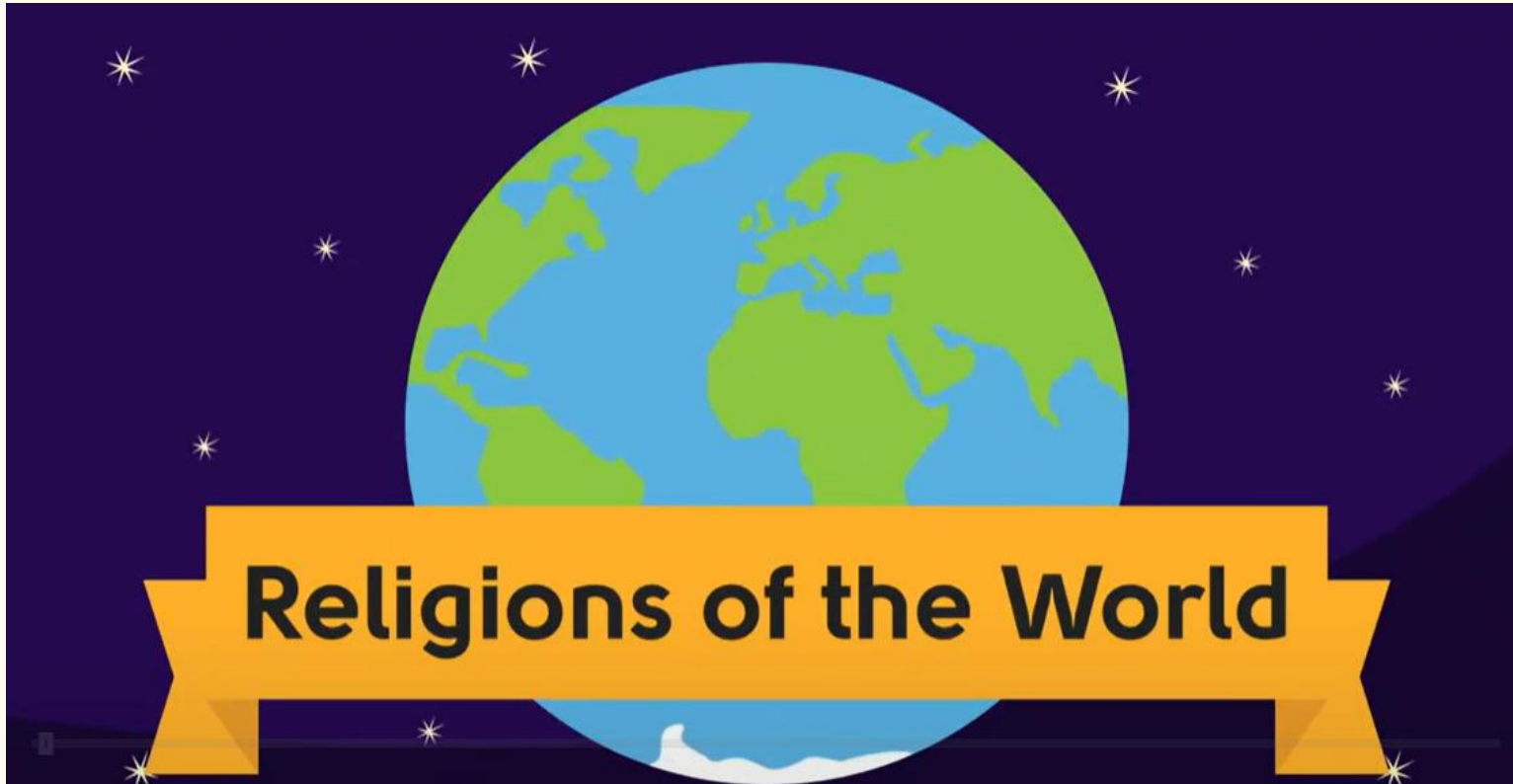
a messenger of God

declaration

a solemn promise

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?



KS1 Religious Studies: The Five Pillars of Islam - BBC Teach

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?



Here is the **Shahadah** written in Arabic.

It is usually translated as:

‘There is only one God, Allah, and **Prophet** Muhammad is His messenger.’



Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Shahadah (faith) is the most sacred statement in Islam and it is recited in the Arabic language.

It is the **declaration** of faith for Muslims.

When I say the **Shahadah**, I remind myself that I believe in only one God, Allah, and that the **Prophet** Muhammad is His messenger.



Ahmed



Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Shahadah (faith) is the most sacred statement in Islam and it is recited in the Arabic language.

It is the **declaration** of faith for Muslims.

The **Shahadah** is recited by Muslims at important moments in their life.



What do you see?

What might be happening?

A newborn baby is welcomed to Islam by whispering the **Shahadah** into the baby's ear.

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?



the call to prayer

How might the **Shahadah** be recited here?

The **Shahadah** is an important part of adhan (the call to prayer).

It is also recited during the daily prayer (salat).



daily prayer

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Partner Talk

Izzy is not sure when the **Shahadah** is recited by Muslims.



Izzy



Laura

Laura says it is the **declaration** of faith for Muslims and is recited multiple times during the day.

Give two examples to help Izzy understand when the **Shahadah** is recited by many Muslims.

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَّسُولُ اللَّهِ - the **Shahadah**

The first part - 'there is only one God' (لَا إِلَهَ إِلَّا اللَّهُ) - means there is only one God, Allah, and he is the creator of everything.

The second part - '**Prophet** Muhammad is His messenger' (مُحَمَّدٌ رَّسُولُ اللَّهِ) - means that the **Prophet** Muhammad was chosen by Allah (God) to teach Muslims the correct way to live.

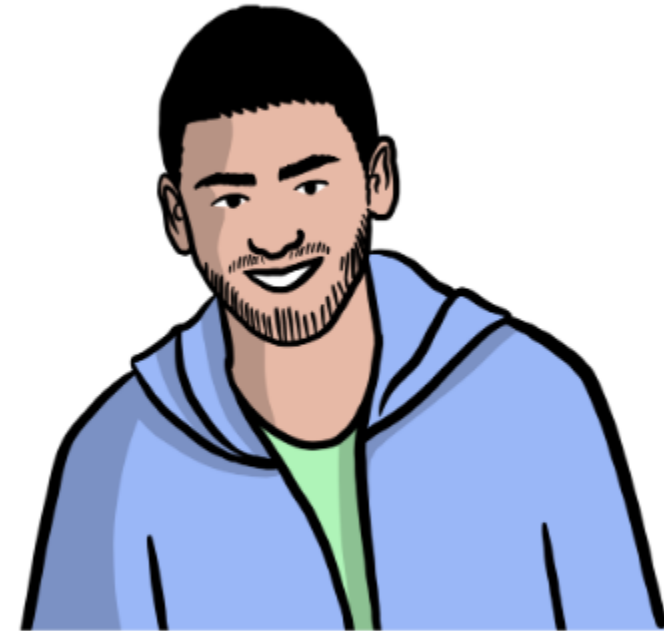
Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

This is Rasool.

He is a Shi'a Muslim from Leeds.

Rasool also believes in the **Shahadah** as the **declaration** of faith; however, in the Shi'a tradition, it is recited with additional words to honour the Imam Ali (**Prophet** Muhammad's cousin) as the friend of Allah (God).



Rasool



Wednesday 17th September

Q: Why is the Shahadah important for Muslims?

This is what Rasool recites:

لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدًا رَسُولُ اللَّهِ عَلِيٌّ وَلِيُّ اللَّهِ
وَ وَصِيُّ رَسُولِ اللَّهِ وَ خَلِيفَةُ بِلَا فَصَل

This means - There is only one God, Allah, and the **Prophet** Muhammad is His messenger. And Imam Ali is the friend of Allah (God) and the successor of the **Prophet**.



Rasool

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Partner talk



Sofia

I'm not sure what the difference is between Sunni and Shi'a beliefs regarding the **Shahadah**.

Can you help Sofia find one similarity and one difference between Sunni and Shi'a beliefs about the **Shahadah**?



Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

The **Shahadah** teaches Muslims to believe in Allah, who is the central focus of their faith, and follow the **Prophet** Muhammad's example.

Every day, I say the **Shahadah** because it helps me live the way **Prophet** Muhammad taught, and reciting it makes me feel happy and peaceful, and in harmony with Allah.



Ahmed



Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Every day, I say the **Shahadah** because it helps me remember that I believe in Allah (God), and that I want to live in a way that finds harmony with Allah.

It also reminds me that the **Prophet** Muhammad was kind and caring, and I want to be the same.



Rasool



Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

Partner Talk - Explain your thinking

True or false?

The **Shahadah** helps Muslims remember that there is only one God, Allah.

T

True

F

False

Wednesday 16th September

Q: Why is the Shahadah important for Muslims?

The **Shahadah** reminds Muslims ...

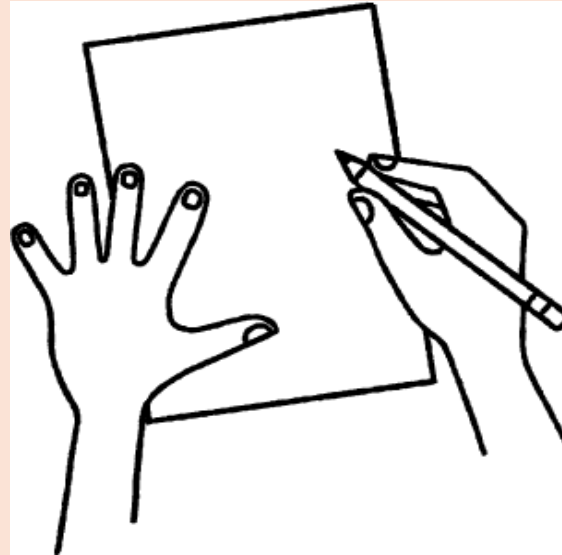
- That there is only one God, Allah, who loves everyone and listens to their prayers.
- to be kind, help others and take good actions.
- that the **Prophet** Muhammad is an example of how to live a happy life filled with kindness and respect.



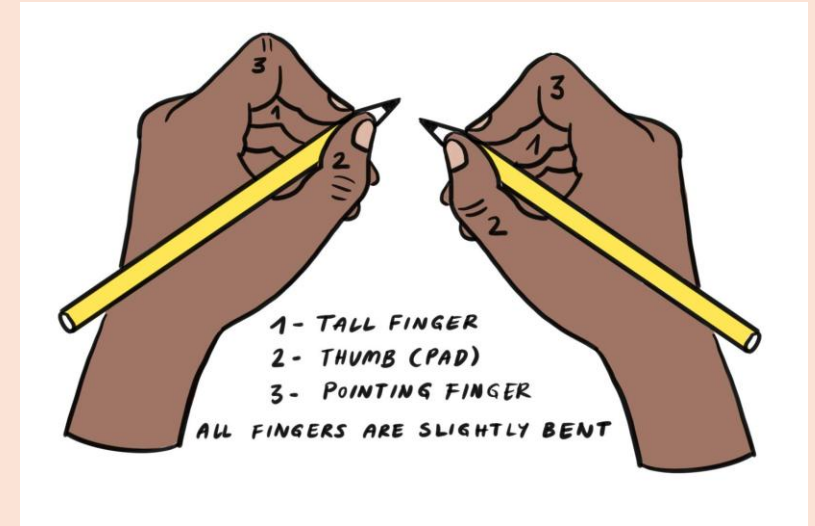
Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports

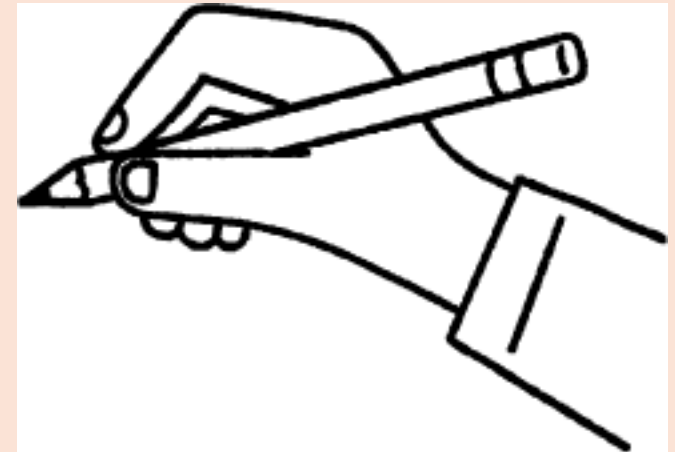


- hold your pencil in the tripod grip

Before starting to write, it is important to warm up your hand and wrist muscles.

Your hands and wrists get stronger when you exercise them.

Warming up your hands before writing will help to improve your handwriting.





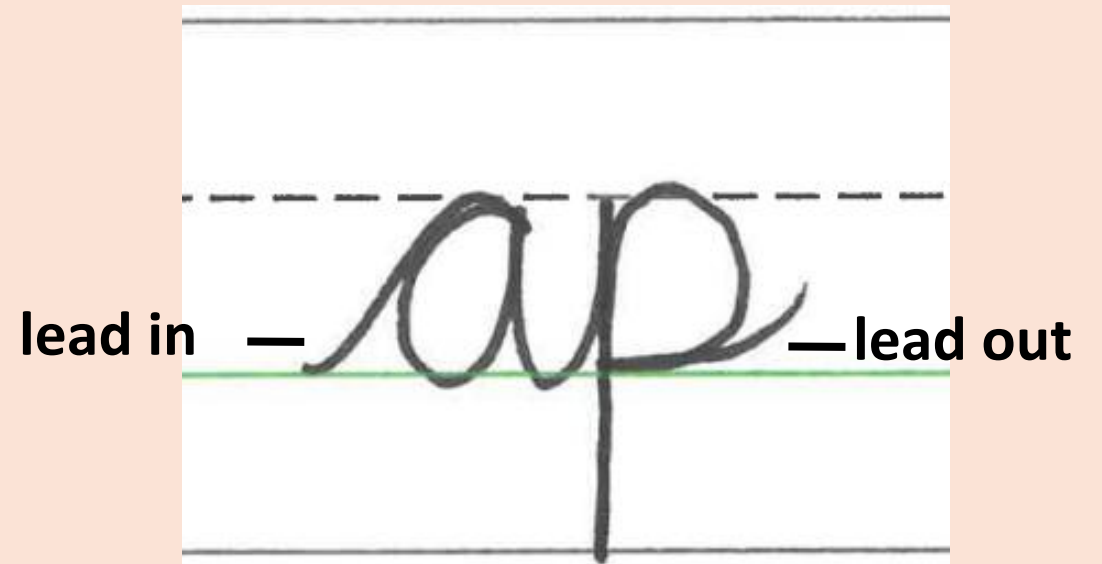
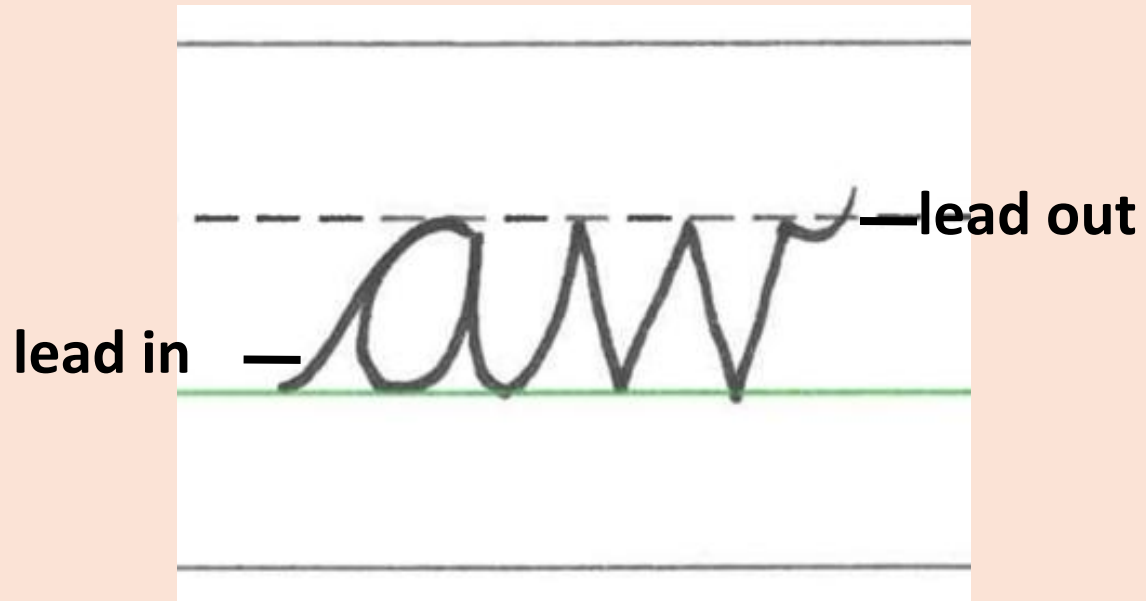
I do the **finger tap** warm up and the **wrist shake** warm up.

You do the **finger tap** warm up and the **wrist shake** warm up.

The first join: aw and ap

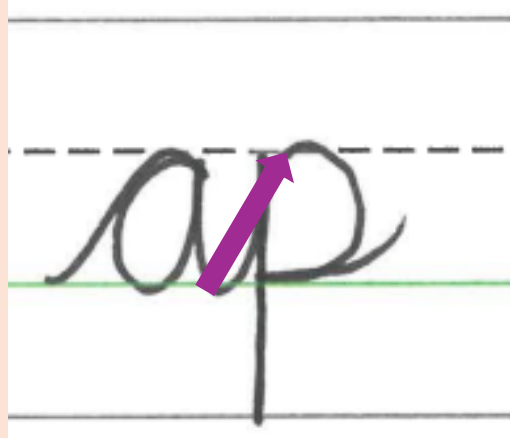
Let's look closely at examples of our first join.

What can you see?



The first join: aw and ap

What do you notice about how these letters are joined?



The first join is from the **baseline** to the **x-height line**.

a



All the letters have a **lead in** and a **lead out**.

The first letter has a **lead in** from the **baseline**.

The join starts at the **baseline** and goes up to the **x-height line**.

You don't lift your pencil when forming the join.

The last letter has a **lead out**. The letter w **lead out** dips down.

The first join: aw and ap

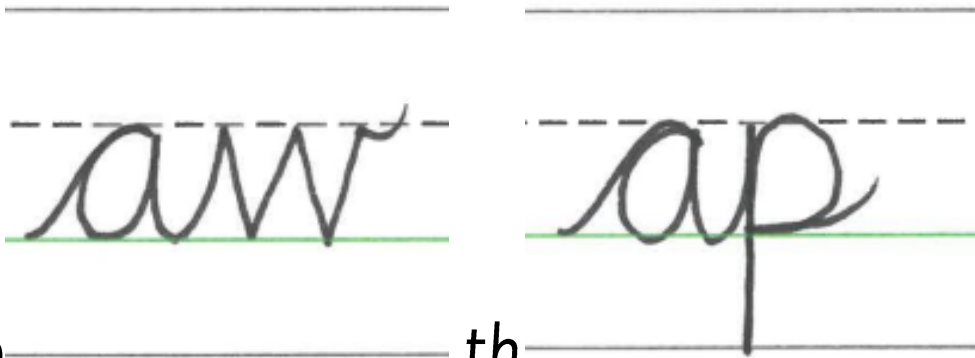


Explanation



Check

I will form the joins aw and ap in the air with my finger.

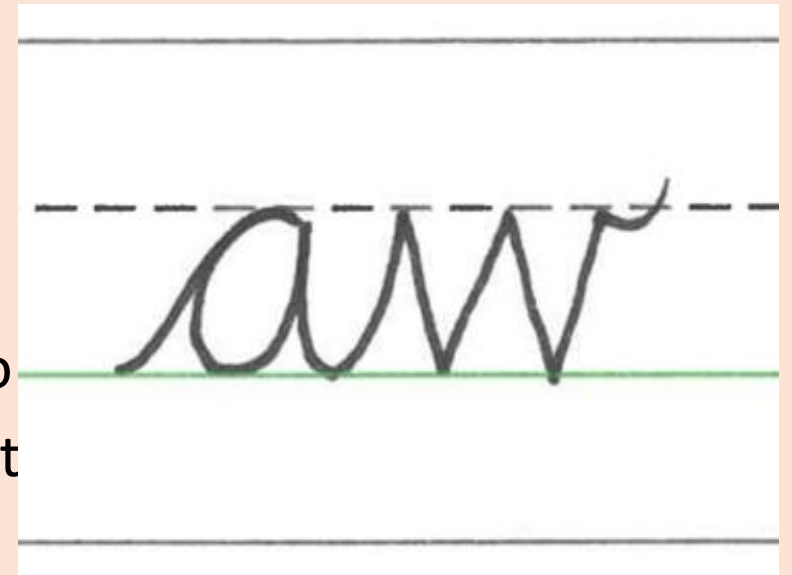


Focus on keeping the movement smooth and flowing.

You will form the joins aw and ap in the air with your finger.

Let's practise the first join: aw

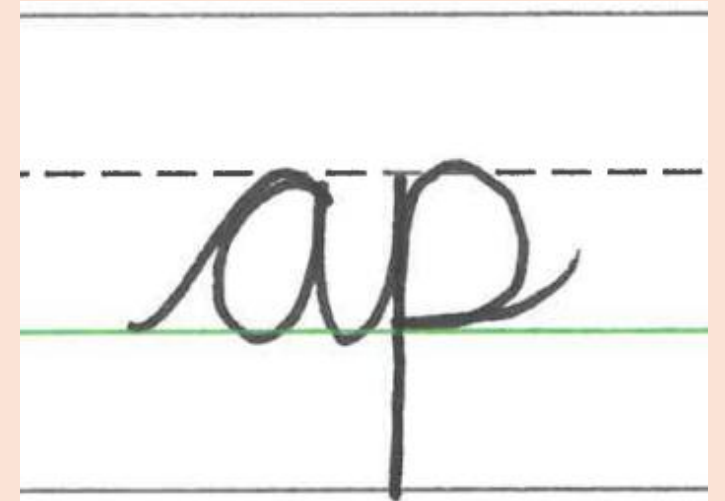
1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter a.
4. To join, keep your pencil on the **lead out** and move up to the **x-height line** and form the letter w with a **lead out** at the **x-height line** which dips down.



Keep your pencil flowing smoothly as you connect the letters.

Let's practise the first join: ap

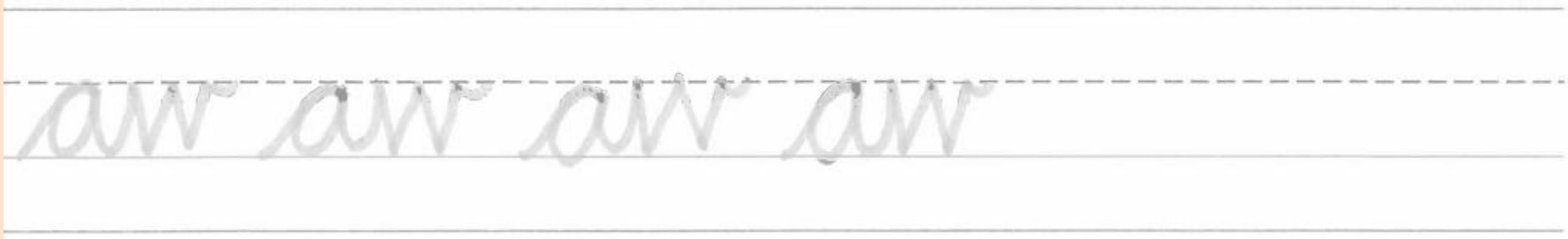
1. Sit comfortably and hold your pencil in the tripod grip.
2. Say to yourself 'ready, line, go'.
3. Put your pencil on the **baseline** to start your **lead in** and form the letter a.
4. To join, keep your pencil on the **lead out** and go up to the **x-height line**, down, back up and round in a clockwise direction to form the letter p.
5. Finish with a **lead out** on the **baseline**.



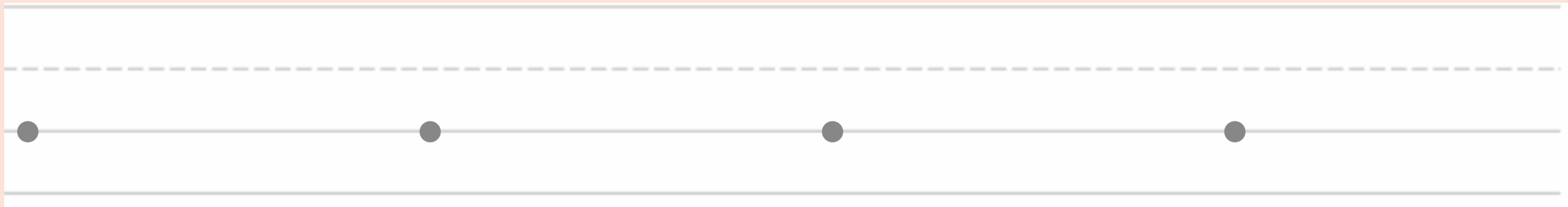
Keep your pencil flowing smoothly as you connect the letters.

1. Practise the first join: aw

a. Go over the grey examples.



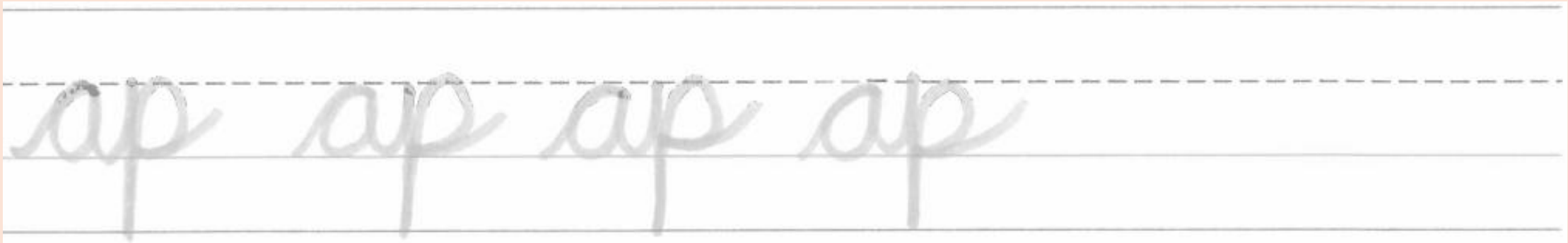
b. Try using the starting dot.



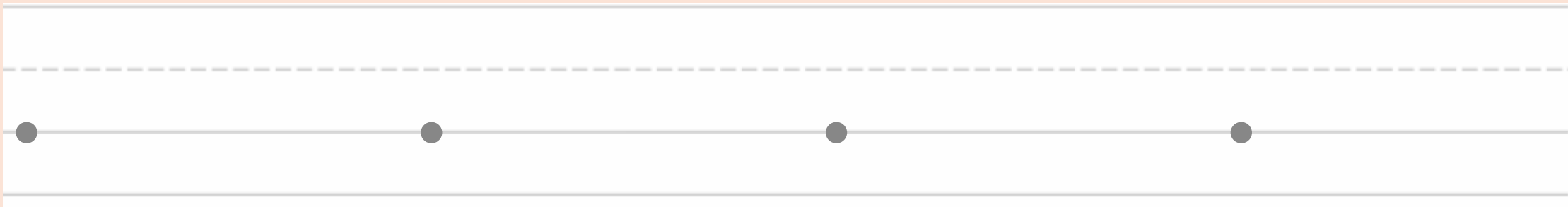
c. Complete two lines independently on your tramlines.

2. Practise the first join: ap

a. Go over the grey examples.



b. Try using the starting dot.



c. Complete two lines independently on your tramlines.

16.09.26

TBAT: create frottage leaf studies using different textures and colours.

frottage

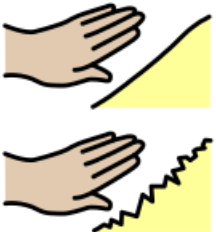
making an artwork by rubbing over a textured surface with a media to see the pattern underneath

texture

how something feels or how something looks like it would feel

leaf

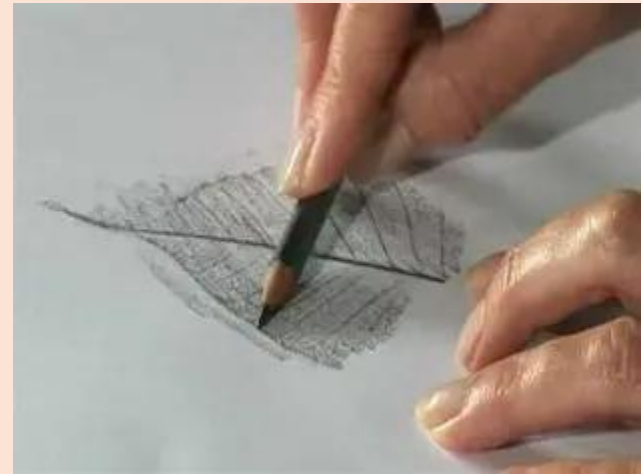
a flat, green part of a plant, often used for frottage to capture its texture



Texture



Leaf



Identify textures on leaves

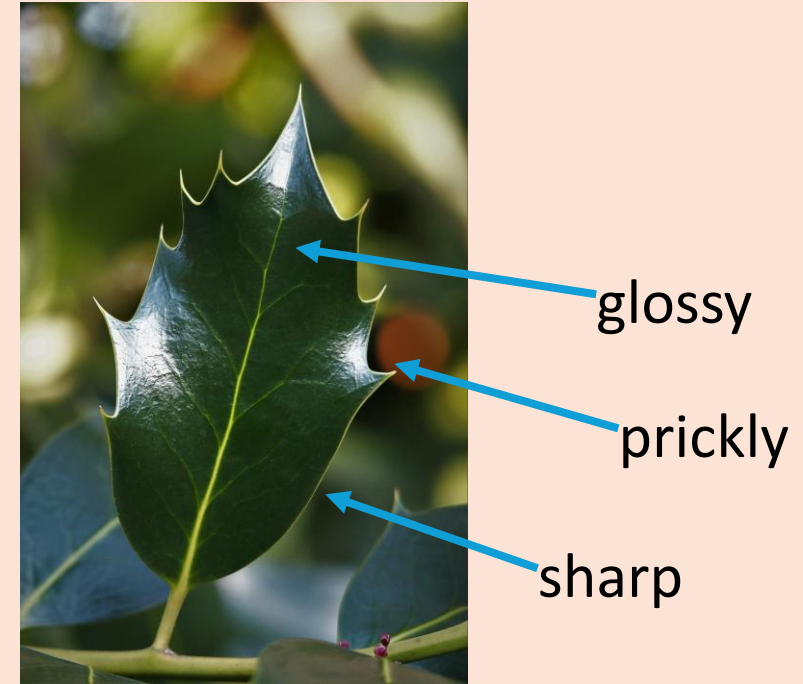
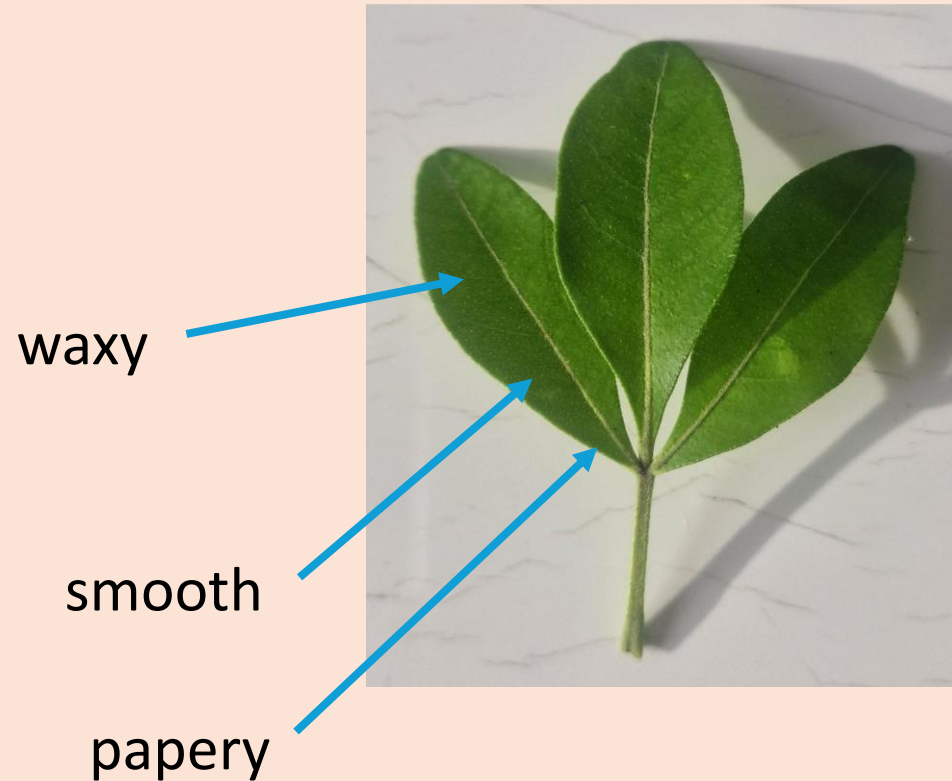
Texture is how something feels or looks like it would feel, if you could touch it.



How would you describe the **texture** of these **leaves**?

Identify textures on leaves

Texture is how something feels or looks.



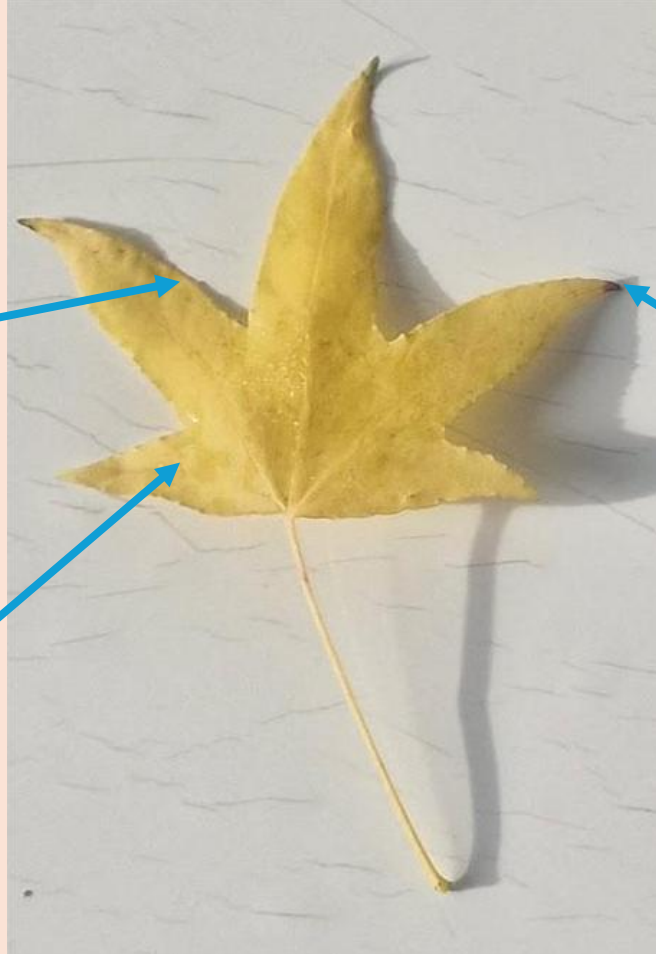
How would you describe the **texture** of these **leaves**?

Identify textures on leaves

With a partner, describe the **texture** of the **leaf** below:

delicate

smooth



prickly

Identify textures on leaves

Which **leaf** can be described as having a 'glossy' **texture**?



Identify textures on leaves

1) Observe and identify the different **textures** found on the surface of various **leaves**.

- Describe the **textures** and record observations.

Words you might use:

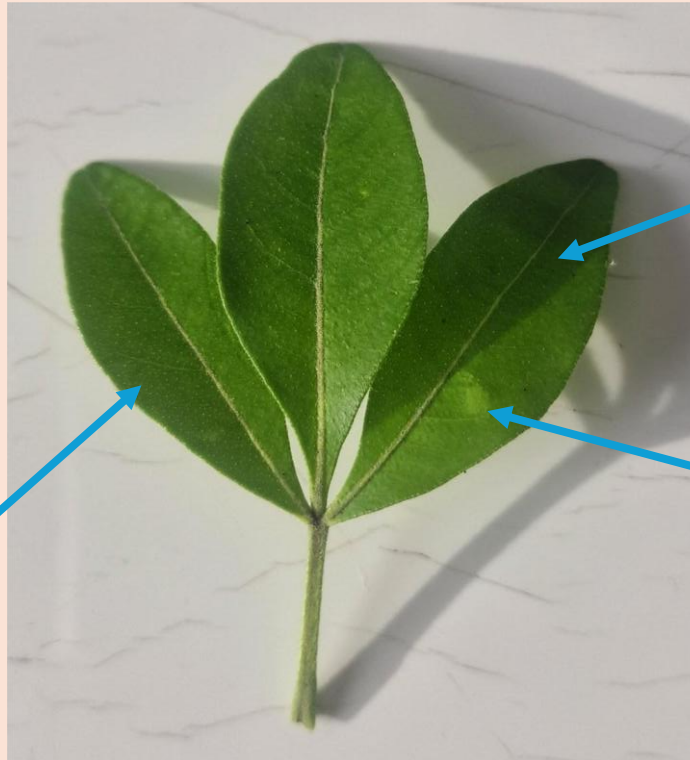
smooth	even and soft surface without bumps
rough	uneven or coarse texture with visible ridges or bumps
waxy	shiny and slick, like a coating of wax
prickly	having small, sharp spines
crinkled	wrinkled, often in irregular patterns
glossy	shiny and smooth, often reflecting light

Identify textures on leaves

Observe and identify the different **textures** found on the surface of various **leaves**.

Pupils may have noted:

glossy – shiny and smooth,
often reflecting light



smooth – even and soft surface
without bumps

waxy – shiny and slick, like a
coating of wax

Make frottage leaf studies

Identify textures on leaves



Create frottage by rubbing leaves onto paper

Experiment with colours to enhance frottage designs

Create frottage by rubbing leaves onto paper



Frottage is an art technique where you rub over a **textured** surface, like a **leaf** or wood, with a pencil or crayon to capture its pattern.

Artists use **frottage** to explore **textures**, create interesting designs, and add depth to their artwork.

Create frottage by rubbing leaves onto paper

Frottage involves rubbing over **textures**, not drawing them. It captures the **texture** of surfaces rather than depicting them with lines.



Frottage is a technique where artists rub a surface with paper and pencil or other materials to capture the **texture** of the underlying surface, rather than drawing the **texture**.

Create frottage by rubbing leaves onto paper

For this part of the lesson you will need:



a range of leaves



crayons

Create frottage by rubbing leaves onto paper



Steps to create a **frottage** of your **leaf**:

1. Place a **leaf**, with the **veins facing up**, under the paper. The **leaf** will be upside down.
2. Rub over the paper with crayons, using the **side of the crayon** for best results.
3. Watch as the **leaf's texture** and shape appears on the paper!

Create frottage by rubbing leaves onto paper

In which way should the **leaf** be placed for a **frottage**?



a



b



The **leaf** should be placed flat on the surface with the **textured** side facing up, and then you rub over it with a medium.

Create frottage by rubbing leaves onto paper

The pressure applied during **frottage** affects the result:

light pressure



heavy pressure

What do you notice between the two rubbings?

Create frottage by rubbing leaves onto paper

While **leaves** are commonly used, **frottage** can be done with various **textured** objects like coins or wood.



Frottage can be done with a wide range of **textured** objects, including **leaves**, coins, wood, and many other surfaces.

Create frottage by rubbing leaves onto paper

I do:



Place a **leaf** on paper and rub gently with a pencil. Start with light pressure and slowly increase it to see how the **texture** changes.

You do:

You should have noticed how the **texture** changes as you increase the pressure.

Light pressure gives a soft effect, while heavier pressure makes the details stand out more.

Keep experimenting to see the different results you can create!

Create frottage by rubbing leaves onto paper

Create a **frottage** artwork using **leaves**.

For this activity you will need:

- *leaves of different shapes and textures*
- *white paper*
- *crayons or oil pastels*

1. Gather the **leaves** that you will be using.
2. Place a **leaf** (vein-side up) under the paper.
3. Rub over the paper using the *side* of the crayon.
4. Watch as the **leaf's texture** and shape appear on the paper!

Try *layering* rubbings, using different **leaves** and colours and *overlapping* them for a **textured** rainforest collage.

Create frottage by rubbing leaves onto paper

Pupils may have produced:



Make frottage leaf studies

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Experiment with colours to enhance frottage designs

Experiment with colours to enhance frottage designs

You can make the **textured** areas stand out by using bright colours or add different colours to enhance your **frottage**.



Experiment with colours to enhance frottage designs

Izzy and Jacob look back over their **leaf frottage** artwork.



base colour

- A base colour helps set the tone of your artwork.
- A light base colour lets the **texture** show through.
- Light colours give your **frottage** a strong foundation to build on.

Experiment with colours to enhance frottage designs

Why is a light base colour used in **frottage**?

to cover up the **texture**

to make the **texture** easier to see



to hide the rubbing details

Experiment with colours to enhance frottage designs



Steps to experiment with colours:

- Add a light base colour.
- **Highlight** some parts of the **leaf** with darker colours.
- Layer the colours.

Starting with lighter colours and then adding darker colours works best.

Experiment with colours to enhance frottage designs

I do:



Choose a light colour, like light blue, and apply colour over your **frottage** rubbing lightly. Use darker colours on top to **highlight** certain parts.

You do:

By starting with a light colour, you should have been able to see the **texture** clearly underneath.

Adding darker colours helps make certain parts of your rubbing stand out.

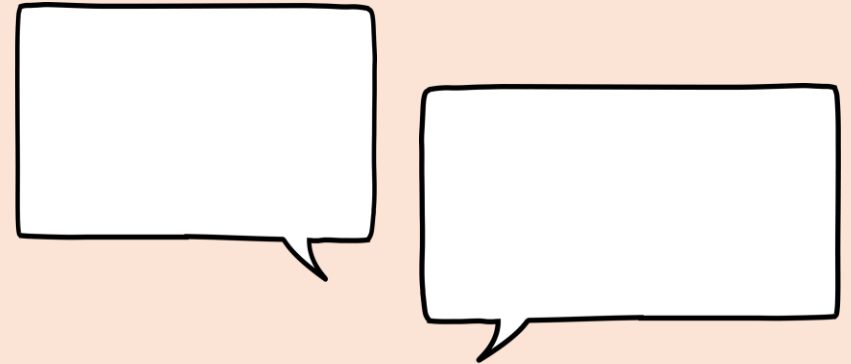
Experiment with colours to enhance frottage designs

- 1) Create a **textured leaf frottage** that experiments with **composition** and colour to enhance the design:
 - Create a **composition** using a variety of **leaves**. Fill the space.
 - Experiment with colour and enhance your design by **highlighting** different parts of the **leaf**.

2) Reflection time

With a partner share:

- which colour combinations you loved most and why.
- how you think that colours can change the feel of an artwork.



Experiment with colours to enhance frottage designs

1) Pupils may have produced:



Experiment with colours to enhance frottage designs

2) Pupils may have discussed:



Lucas

I really liked using red and yellow together! It made my artwork feel warm and full of energy, like a sunset.

That sounds awesome! I used a blue and green colour combination and it made my artwork feel calm, like a peaceful forest.



Izzy

Make frottage leaf studies

Frottage is a technique of rubbing over **textures** to create art.

Different **textures** can be found in natural objects like **leaves**.

Colours can enhance the visual appeal of **frottage** art.