

Tuesday

INVESTIGATORS (Miss Horton & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON	Registration / Challenges	Phonics and Spelling	Literacy	10:00 Whole Academy Assembly (PPA)	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE	Registration / Challenges	Phonics and Spelling	Literacy	Guided Reading	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Downstairs)
WED (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
THU	Registration / Challenges	Phonics and Spelling	Literacy		<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICHMENT (PPA)
PIONEERS (Mrs Pettit & Mrs Karasava)	08:30 - 08:50	08:50 - 09:20	09:20 - 10:10	10:10 - 10:30	10:30 - 10:45	10:50 - 11:50	11:50 - 12:40	12:40 - 1:05	1:05 - 1:55	1:55 - 2:05	2:05 - 3:00
MON (NAT)	Registration / Challenges	Phonics and Spelling	Literacy	10:00 Whole Academy Assembly (PPA)	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Music (up to 1:30)	<i>BREAK</i>	Science (from 1:30)
TUE (NAT)	Registration / Challenges PPA (Claire Y.)	Phonics and Spelling PPA (Claire Y.)	Literacy	Guided Reading	<i>BREAK</i>	PE (Upstairs)	<i>LUNCH</i>	Class Novel / Maths Meeting	Maths	<i>BREAK</i>	Art / DT
WED (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	Class / Year Assembly	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Computing	<i>BREAK</i>	PE (Downstairs)
THU (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy		<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	RE (up to 1:30)	<i>BREAK</i>	Humanities (from 1:30)
FRI (REBECCA)	Registration / Challenges	Phonics and Spelling	Literacy	PSHE	<i>BREAK</i>	Maths	<i>LUNCH</i>	Class Novel / Maths Meeting	Golden Book / Reward Playtime (PPA)	<i>BREAK (1:45 - 2:00)</i>	ENRICHMENT (PPA)

06/10/26

CHALLENGE

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

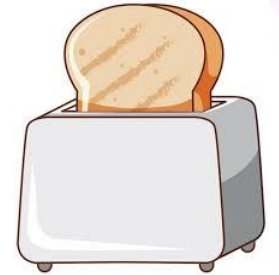
18	
2	?

24	
?	14

?	
8	9

?	
18	12

?	
?	?



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ARE YOU READY?

3



2



1



Spellings

**Spelling the
phoneme /j/
with '-dge',
and '-ge' at the
end of words.**



What is the pattern this week?
How are these words all linked?

badge
edge
bridge
dodge
fudge

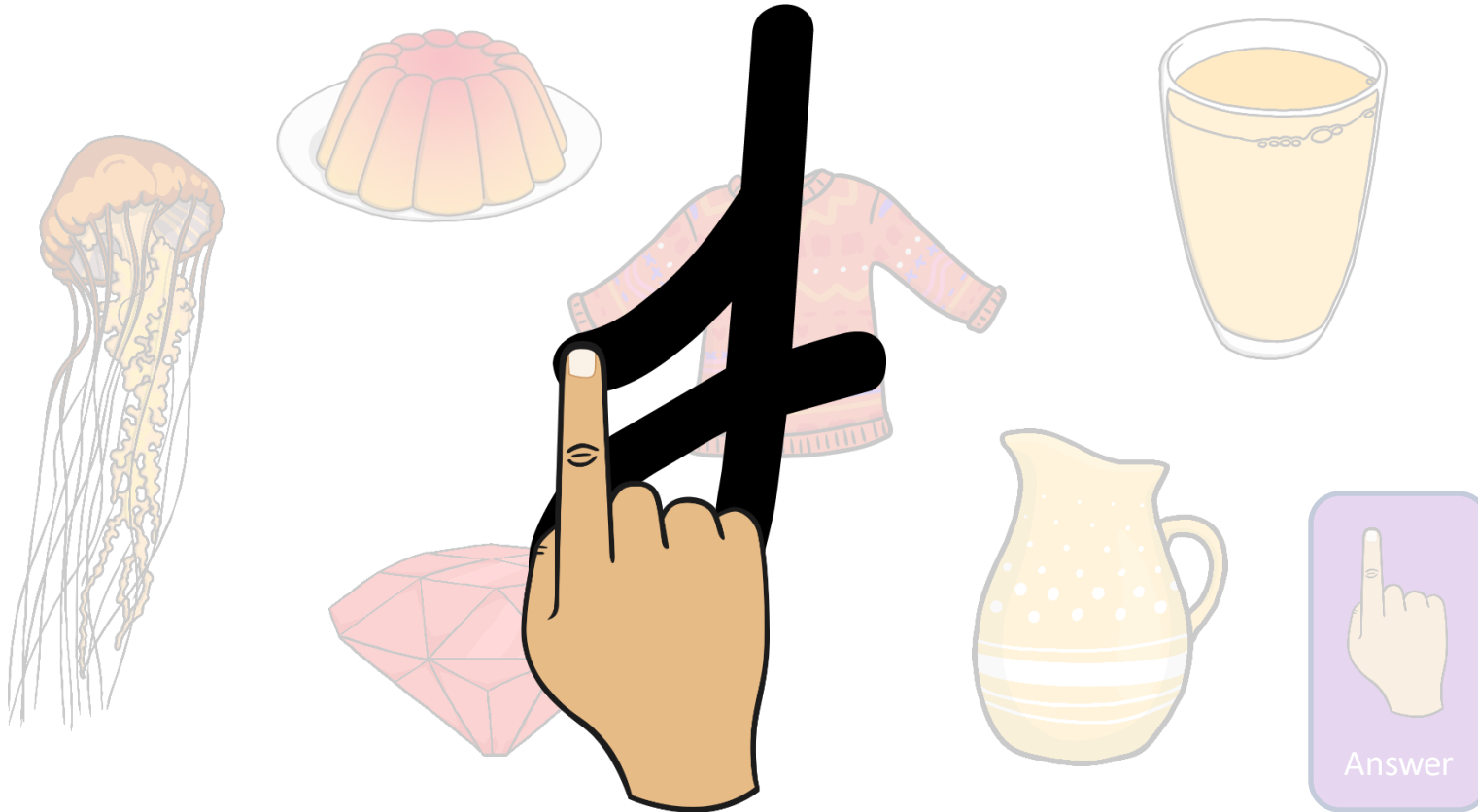
age
huge
change
charge
village



These things start with the same phoneme and the same letter.

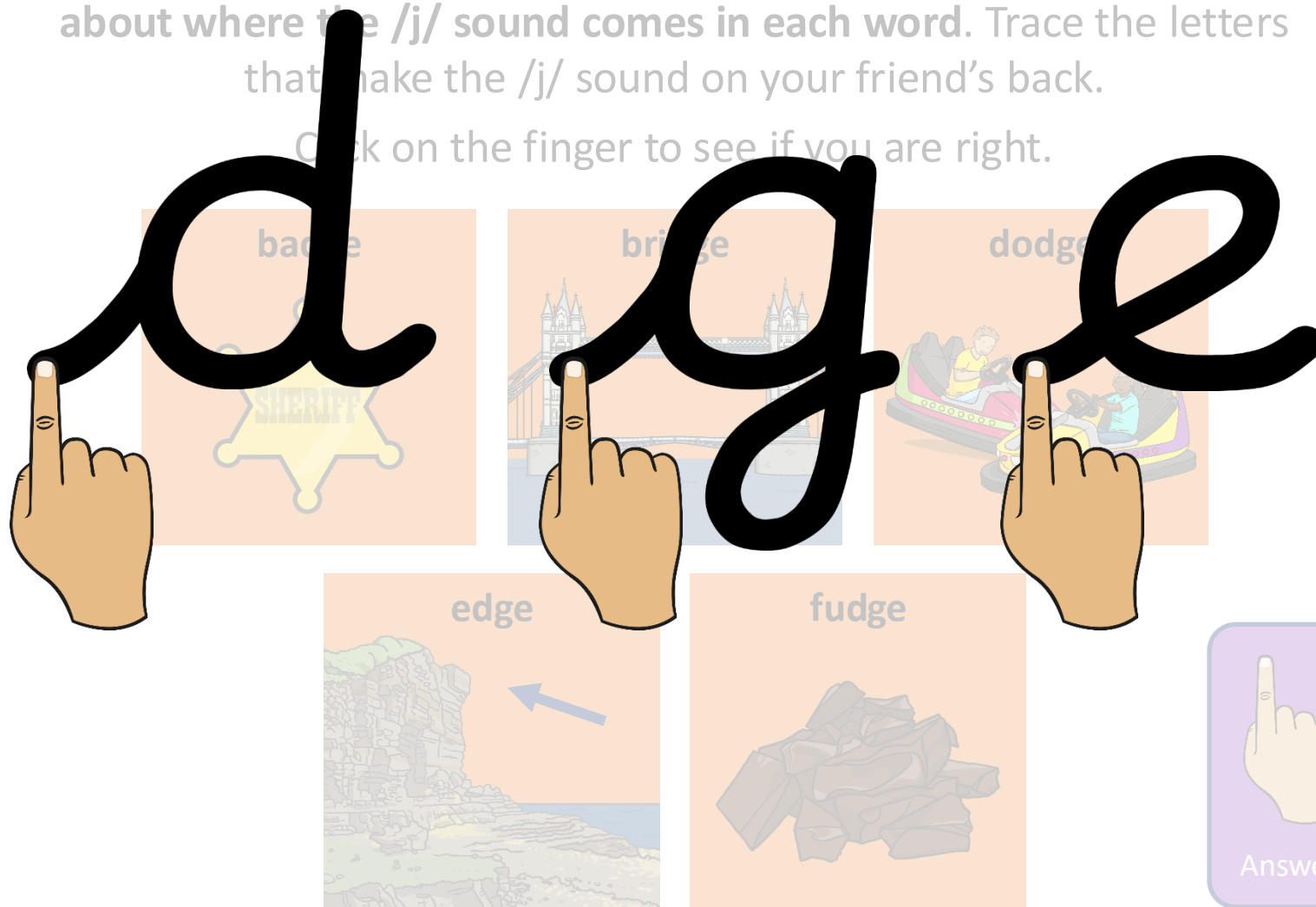
Trace the letter in the air.

Click on the finger to see if you are right.



These words have the /j/ phoneme in them. Say each word. **Think about where the /j/ sound comes in each word.** Trace the letters that make the /j/ sound on your friend's back.

Click on the finger to see if you are right.



Can you and your friend think of a rule for when to use the trigraph
‘-dge’ to spell the sound /j/?

badge



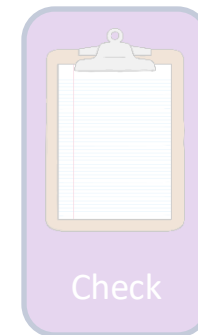
bridge



dodge



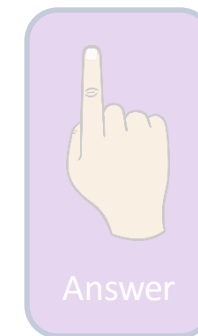
At the end of a word, the /j/ sound is
spelt ‘-dge’ after the **short** vowel
sounds /a/, /e/, /i/, /o/, /u/



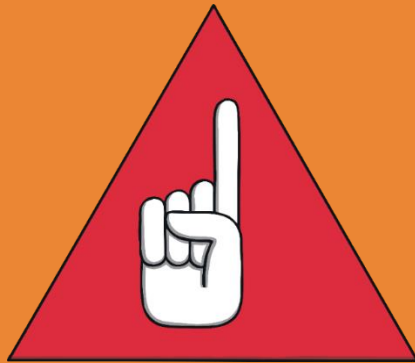
These words have the /j/ phoneme in them. **Think about where the /j/ sound comes in each word.** Trace the letters that make the /j/ sound on your hand.

Click on the finger to see if you are right.

The interface features a large, stylized black letter 'g' in the center. Two cartoon hands are positioned to interact with it: one hand points to the 'g' and the other points to the 'e'. A blue arrow points from the 'g' to the 'e'. Below the 'g' is a card labeled 'village' with an illustration of a village scene. Below the 'e' is a card labeled 'age' with an illustration of a hand holding a pencil. To the right of the 'e' is a card labeled 'change' with an illustration of two children playing. To the left of the 'g' is a card labeled 'age' with an illustration of an elderly woman. The background is a light orange color.

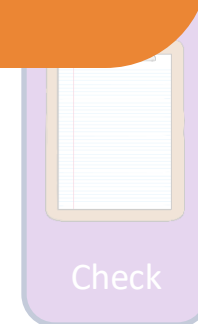


Do these words fit into the rule we have just seen?
Talk to your friend and think of a rule for using the digraph
‘-ge’ to spell the sound /j/.



Watch out!

After all other sounds (vowels or consonants) the /j/ sound is spelt ‘-ge’ at the end of a word.



Choose a -dge or -ge word from the list to finish these sentences.

My best friend has moved to a different
village 5 miles away.

charge

Gran's phone is on **charge** in the
kitchen.

huge

Daniel had a **huge** slice of watermelon
for pudding.

badge

I got my first aid **badge** at scouts
yesterday.

village

Do you know what tense these sentences are in?

Can you write one sentence and one question using the words from the list?

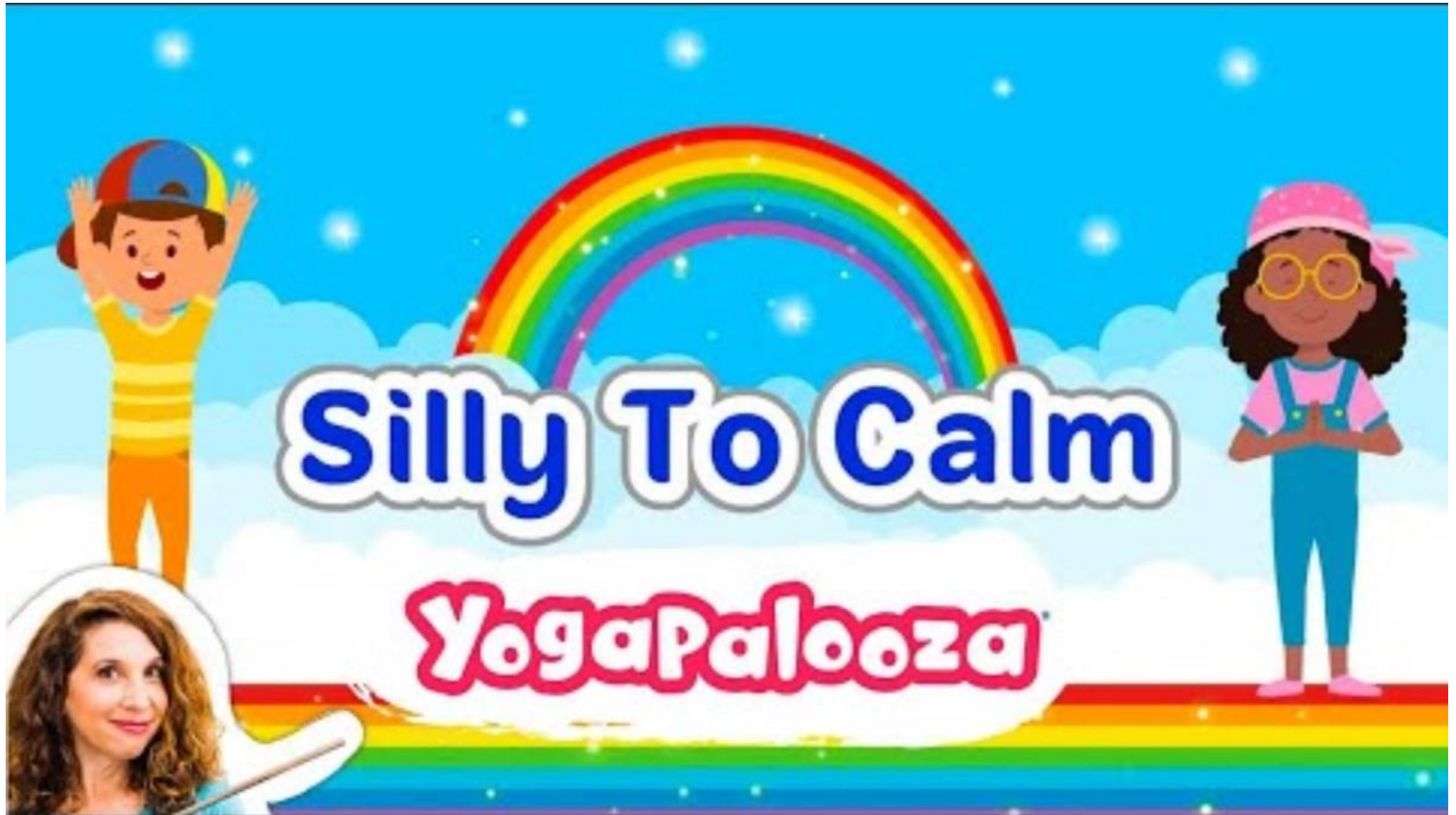


badge	age
edge	huge
bridge	change
dodge	charge
fudge	village



Work hard to learn them
and the rule we have
looked at today.

BRAIN BREAK



LITERACY

Tuesday 6th October
T.B.A.T. plan about real events

2 in 2

b

Tuesday 6th October

T.B.A.T. Plan about real events

Read the following poems.



Which one do you prefer and why?

Like liquid gold the wheat field lies,
A marvel of yellow, russet and green,
That ripples and runs, and floats and flies,
Like golden fairies twirling as they dance,
Swirling in the gentle breeze.

I give you thanks,
For the golden harvest,
For the amber fields of corn and the orange
glow of pumpkins,
Harvest means farmer gathering their
crops,
Food for sharing with one and all.

The plentiful harvest is gathered in,
Golden fields and colourful orchards have
given their share,
Grains, fruit and vegetables for everyone,
Open your hearts and share the bounty,
Thank you for the blooming summer and the
autumn beauty.

Harvest time is here again,
Cut the corn and sift the grain,
Pick the apples on the trees,
In the chilly autumn breeze.
Dig the carrots,
The parsnips too,
Lots to eat for me and you.

Tuesday 6th October

T.B.A.T. Plan about real events - Harvest



Tuesday 7th October

T.B.A.T. Plan about real events - Harvest



Tuesday 7th October

T.B.A.T. Plan about real events - Harvest Poetry



Tuesday 7th October

T.B.A.T. Plan about real events - Harvest Poetry



Tuesday 7th October

T.B.A.T. Plan about real events - Harvest Poetry

How many words can you think of that are linked to the Harvest?



BRAIN BREAK



Tuesday 6th October

T.B.A.T. Plan about real events - Harvest Poetry

Can you answer these questions about the Harvest?

Where does it start?

How does it grow?

When is it harvested? How is it harvested?

How does the harvest move?

Is the harvest made into anything else?

CHALLENGE:



we picked apples from the tree
the farmer planted seeds in the field
can you see the golden wheat
the sun shines the rain falls the crops grow

GREATER DEPTH

Choose some of your words to put into a sentence of your own. Can you write an **exclamation** sentence or a **question**?

BREAK

PE



Lesson Pre-read
Why are team building
skills important?

Learning Objective

To create a plan with a group to solve the challenges.

Equipment



CONES
x 40



HOOPS
x 18

WARM UP

Safe space:

A - Pupils stand in a space. They begin by walking around the area, moving in and out of each other.

Move around in the space, changing direction and avoiding other people.

B - Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.

SKILL DEVELOPMENT

Captain's on the deck:

Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure they can watch others to confirm the instructions. Pupils jog around the space responding to the following instructions:

- forwards

Look for space to move into, change direction when you come close to another pupil.

- backwards

Look over your shoulder. Lift your knees high so that you do not trip over.

- Sideways

Use side steps to travel, changing your leading leg every few steps.

Introduce the commands:

- Scrub the deck: on your knees pretending to scrub.
- Climb the rigging: pretend to climb a ladder.
- Submarine: lie on your back with one leg in the air.
- Row the boat: sit opposite a partner and pretend to row.



Pass the ship:

A The whole class stands holding hands in a circle. There are four different coloured hoops placed over linked hands at different points in the circle. The task is to pass the hoops around the circle without breaking hands. Note the time it takes for the hoops to return to their starting positions.

C In teams of five with one hoop. Pupils stand in a circle and hold hands. Pupils must get the hoop to travel all the way around the circle and back to the start without letting go of their hands. Which group is the fastest?

Make this harder by blindfolding one member of the team.

B Q: How were you successful? Share ideas and repeat the task, challenging pupils to try to beat their time.

Watch as you pass the hoop to the next person, it may help if you lift your hand high as they try to get it over their head.



Cross the sea:

- A** In groups of five with three hoops. Pupils must get to the other side of the sea (teaching area) without stepping in the sea. Give the pupils 1 minute to discuss what they are going to do before starting the race.
- B** Pupils discuss the effectiveness of their group and how they could improve. Then repeat the task again.

Share ideas and listen to each other before deciding on a solution. Listening to other people might give you an idea that you hadn't thought of.

Make this easier by giving the teams more hoops.

Make this harder by specifying that someone must be either inside or in contact with the hoops at all times or they will lose the hoop.



LUNCH

HANDWRITING

Lesson outline

Formation of c, a, d, o, g and q



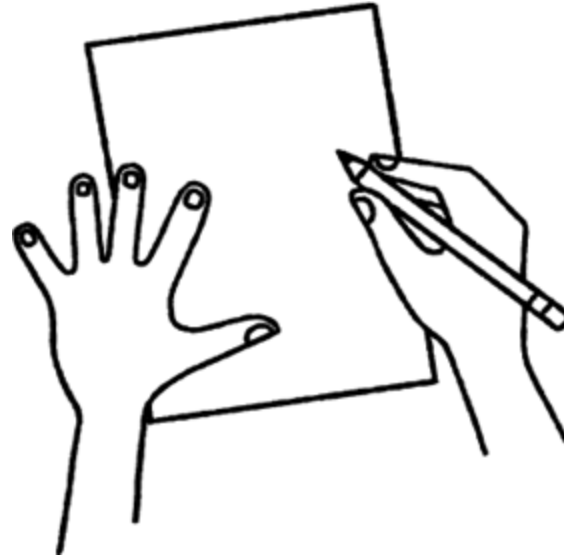
Forming the lower case letters c, a and d in print



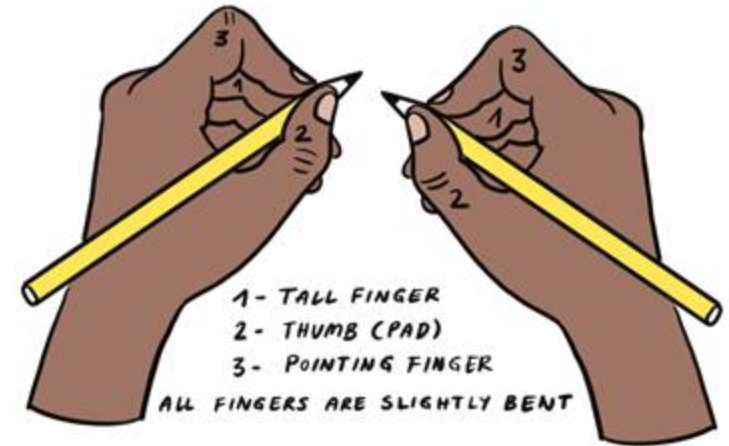
Before we start, what are these pictures reminding you to do?



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



- angle your paper correctly
- non-writing hand supports

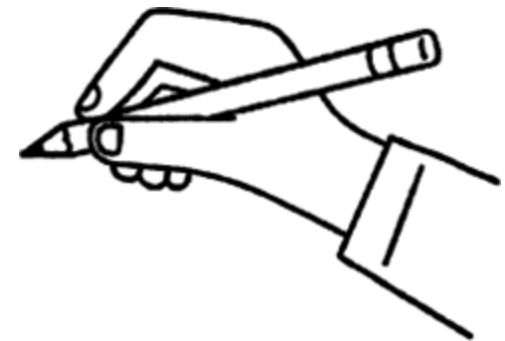


- hold your pencil in the tripod grip

Can you remember why it is important to warm up your hands before handwriting?

Your hands and wrists get stronger when you exercise them, just like any other muscle in your body.

Making your hands and wrists stronger will help you to hold your pencil using your **tripod grip**.



Forming the lower case letters c, a and d in print



Explanation

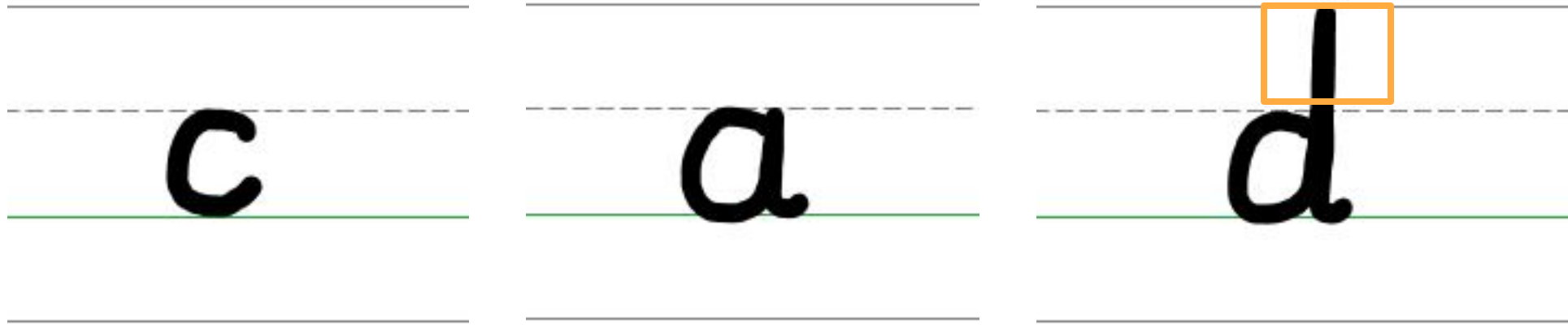


Check

I do the **finger touch** warm up and the **wiper wrists** warm up.

You do the **finger touch** warm up and the **wiper wrists** warm up.

What do you notice about these letters?

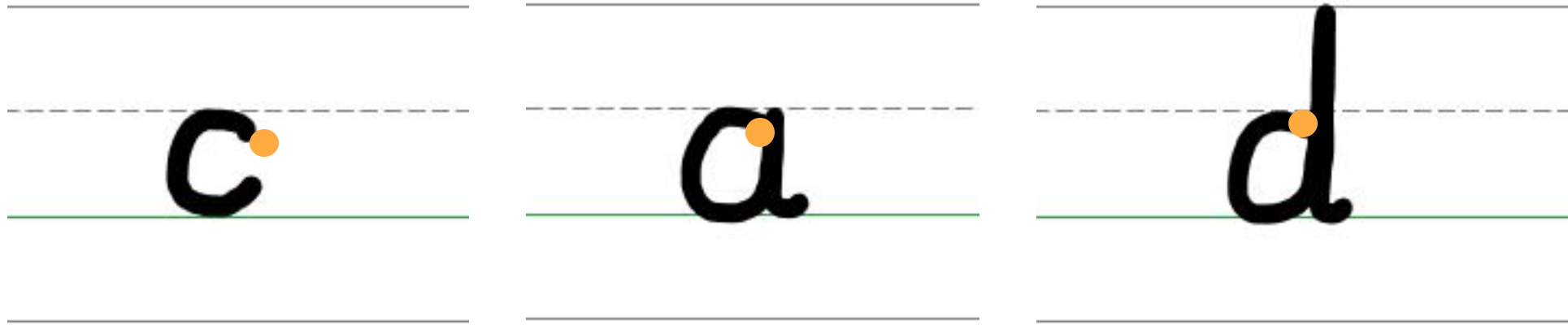


All the letters are lower case formations in print.

The letters c and a are **x-height letters**.

The letter d has an **ascender** as part of the letter that reaches above the x-height line.

What else do you notice about these letters?



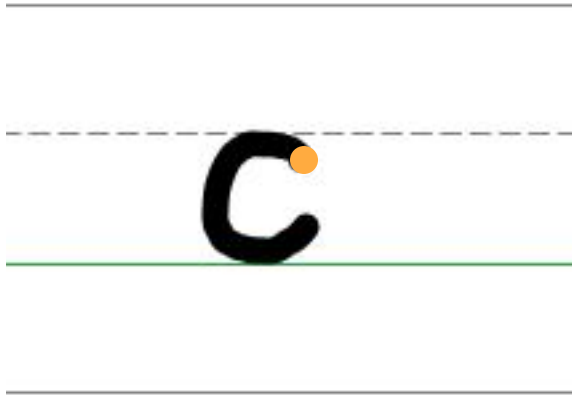
The letters c, a and d **all** have a starting point just below the x-height line.

The letters c, a and d are all formed by going round in an **anti-clockwise direction**.

The letters a and d finish with a flick on the baseline.



I will form the letter **c** in the air with my finger.



You will form the letter **c** in the air with your finger.

Forming the lower case letters c, a and d in print

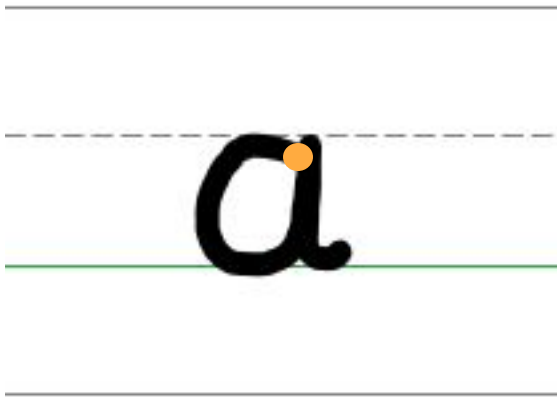


Explanation



Check

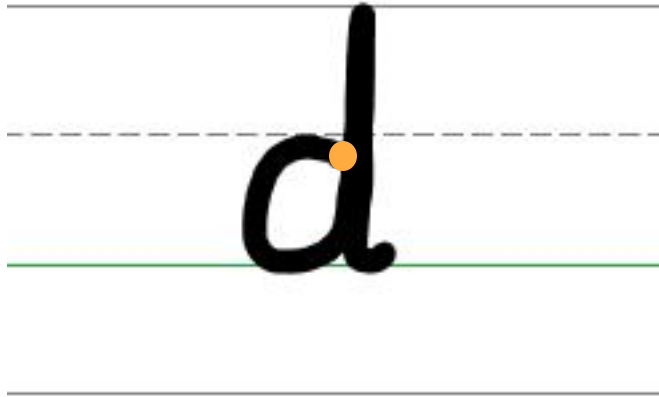
I will form the letter **a** in the air with my finger.



You will form the letter **a** in the air with your finger.

Forming the lower case letters c, a and d in print

I will form the letter **d** in the air with my finger.



You will form the letter **d** in the air with your finger.

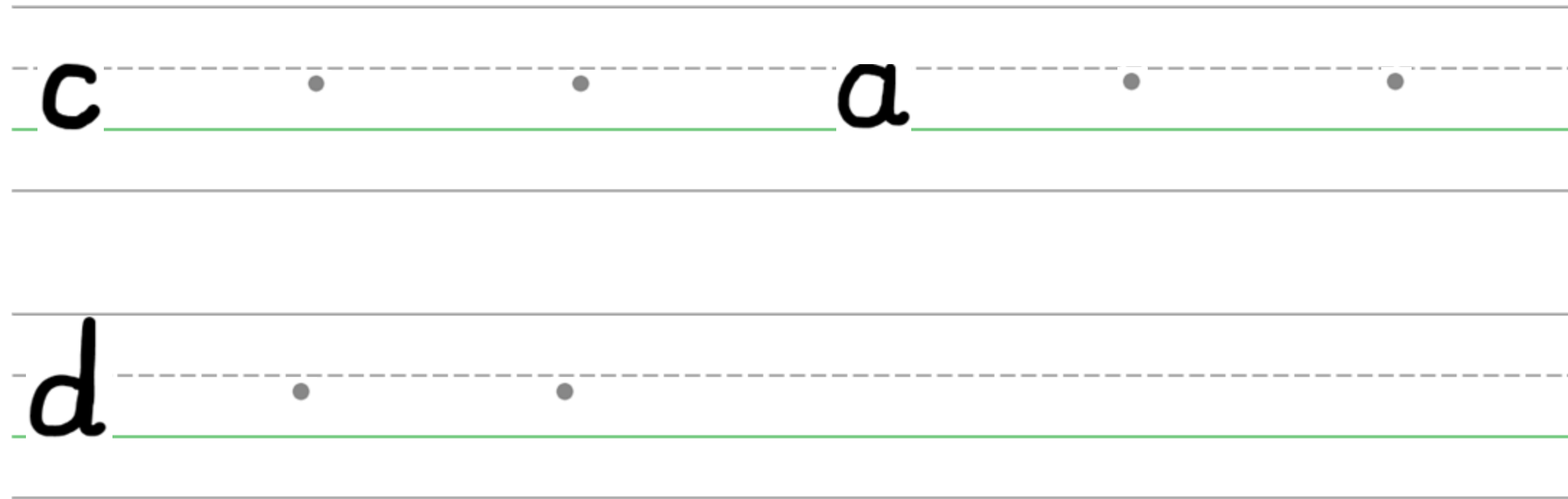
Practise forming the lowercase letters c, a and d.

1. Go over the grey examples.

Handwriting practice lines for lowercase letters c, a, and d. The first row contains three 'c's and three 'a's. The second row contains three 'd's. Each letter is shown in a grey font on a set of three horizontal lines (top, middle dashed, and bottom green).

Practise forming the lowercase letters c, a and d.

2. Try using the starting dot.



3. Complete one line, of each letter, independently on your tramlines.

Name: _____



Formation of c, a, d, o, g and q

Task A: Forming the lower case letters c, a and d in print

Practise forming the lowercase letters c, a and d.

1. Go over the grey examples.

c c c a a a

d d d

Practise forming the lowercase letters c, a and d.

2. Try using the starting dot.

c . . a . .

d . .

3. Complete one line, of each letter, independently on your tramlines.

Handwriting practice lines for Task 3. Each line consists of a solid top line, a dashed middle line, and a solid bottom line.

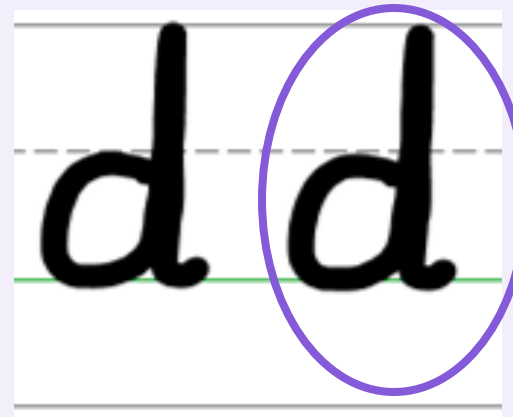
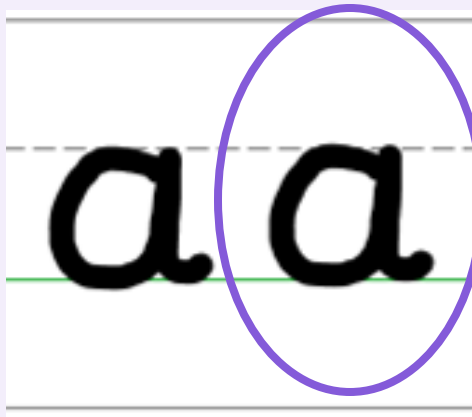
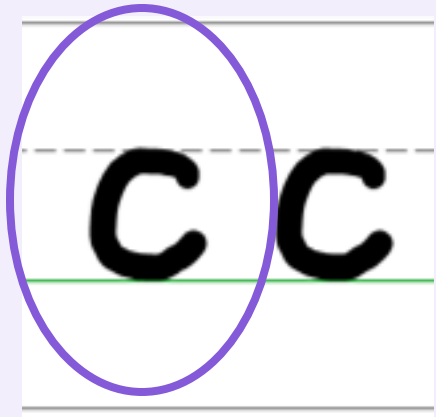
Task A

Forming the lower case letters c, a and d in print



Feedback

Practise forming the lower case letters c, a, and d.



Did you start just below the x-height line?

Did you go round in an **anti-clockwise direction**?

Did you keep your pencil on the page?

Circle your best and celebrate.

MATHS

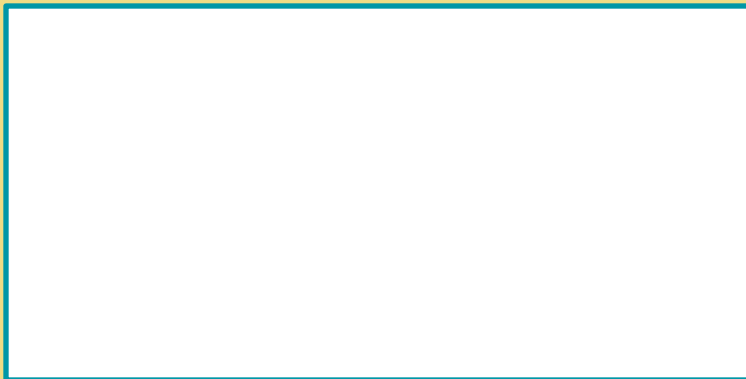
06.10.26

T.B.A.T. create bar models.

1. Place Value

12, 15, 18, ...

What would the next
three numbers be in
the sequence?



2. + and -

$$5 + \boxed{} = 15$$

$$6 \times 2 = \boxed{}$$



3. Reasoning

If I count in
multiples of
10, I will say
60.



Is Henry correct?
Explain why.



Solve these equations mentally.

Blue

- $32 + 47 =$

- $61 + 16 =$

-

Green

$79 - 21 =$

$79 - 37 =$

What other mental strategy can you think of to solve the equations?

Have you checked your answers using the inverse?

- **part**  **whole**
- **add**  **subtract** 
- **value** **worth**
-  **known**  **unknown** 
- **bar model**

Class 2A had 42 gold stars on Wednesday. By Friday they had won another 35 gold stars.

- How many gold stars do Class 2A have at the end of the week?

100



- What do you know?
- What do you not know?
- What would the bar model look like?

In Class 2A, the boys won 23 gold stars and the girls won 46 gold stars. How many gold stars do Class 2A have now?



- What do you know?
- What do you not know?
- What would the bar model look like?

The red table has 57 crayons. Ben takes 26 crayons. How many crayons does the red table have now?



- What do you know?
- What do you not know?
- What would the bar model look like?

The red table has 57 crayons. Ben takes some of them. Now there are 26 crayons left. How many crayons did Ben take?



- What do you know?
- What do you not know?
- What would the bar model look like?

06.10.26

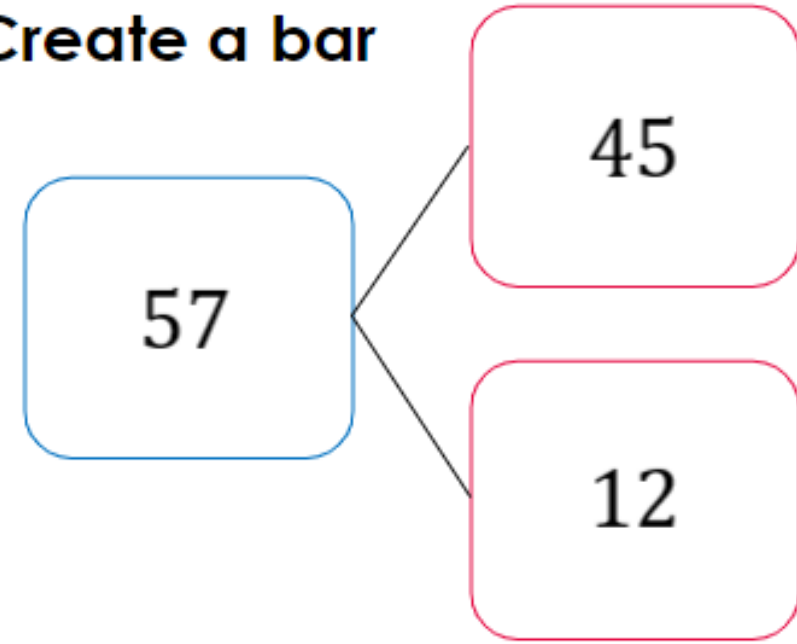
There were 43 chairs in the hall then 25 chairs were brought in. How many chairs are there now?

There were some chairs in the hall. Then 25 chairs were brought in. Now there are 68 chairs. How many chairs were in the hall to begin with?

There were 68 chairs in the hall then some were taken out. There are now 43 chairs. How many chairs were taken out?

CHALLENGE

Create a bar



Using this part-whole model, how many different bar models can you create to show the relationship between the numbers?

GREATER DEPTH

Amir says that 45 is the same as $57 - 12$. Do you agree with Amir? Explain your thinking using a bar model."

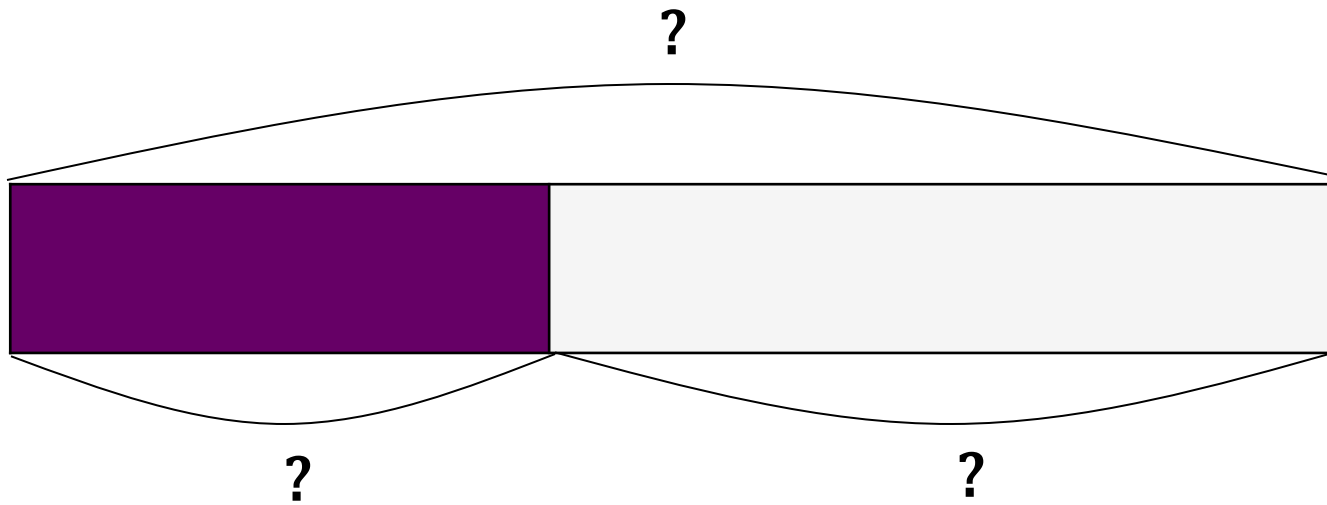
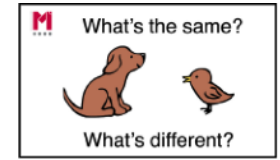
BRAIN BREAK

rainbow relaxation

4
mins



What did you notice about your bar models?



COMPUTING

Investigators

06/10/26

T.B.A.T. explain how information technology can help us

1 In a hospital, which device lets us see inside the body? (Tick **1** correct answer)

☐ scanner

☐ laptop

☐ printer

2 What is the device that gets information from a computer and prints it onto paper?
(Tick **1** correct answer)

☐ printer

☐ traffic light

☐ smartphone

3 Why are traffic lights information technology? (Tick **1** correct answer)

☐ They use electricity.

☐ They are made of metal and plastic.

☐ They have a computer that controls the lights.

barcode

A line pattern that gives information to a computer.

QR code

A square pattern that gives information to a computer.

Lesson outline

The benefits of information technology



Explore how IT works in a shop



Information technology (IT) can be found in shops.

Can you think of how information technology could be used in a shop?



Which information technology items can be found in a shop?



Which information technology items can be found in a shop?



These examples of information technology can all be found in a shop.



barcode



scanner



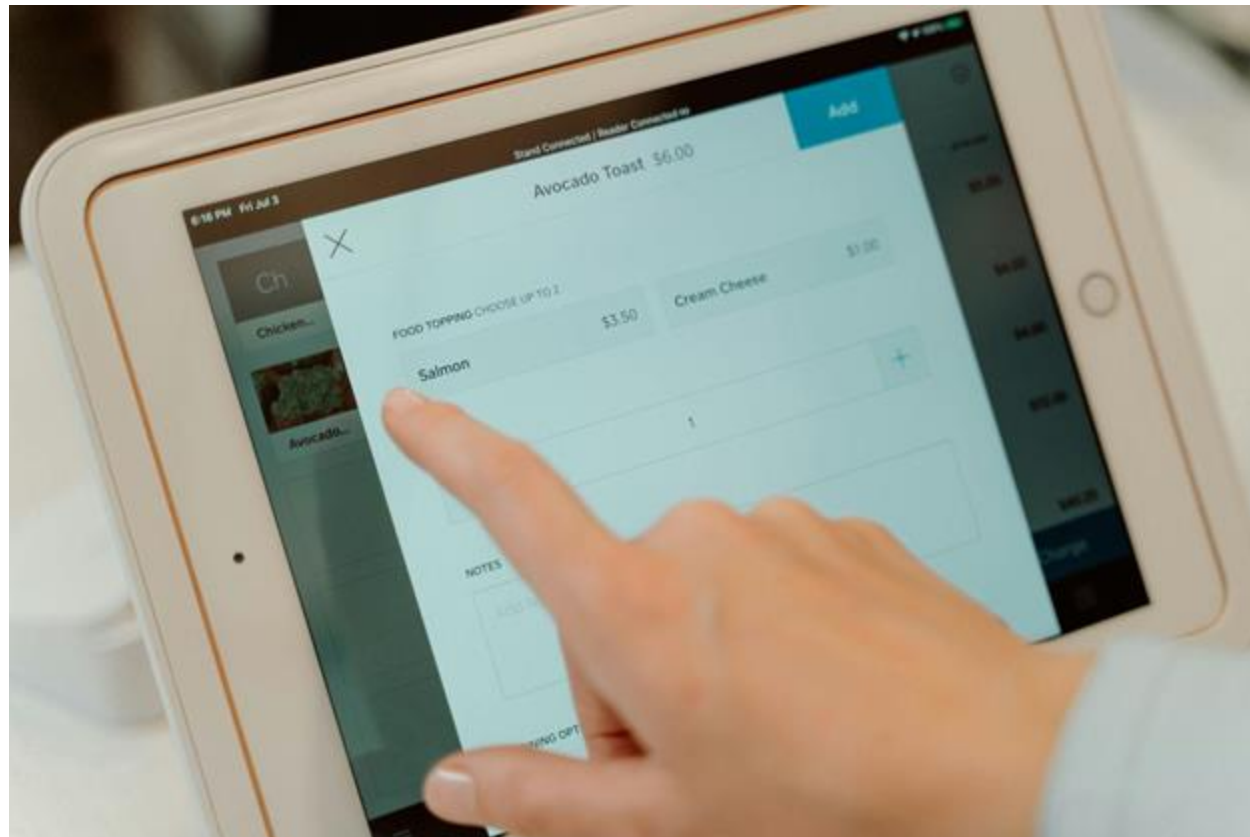
card reader



till

These items all work together.

Have you ever seen or used a self-checkout machine in a shop? How did it work?





Most items in a shop have a **barcode** or **QR code** on them.

A **barcode** is a a line pattern that gives information to a computer. You often see **barcode** labels on food items.

A **QR code** is a square pattern that gives information to a computer. **QR codes** are often seen on posters.

Barcodes and **QR codes** contain information that can be read very quickly by a computer.



What is a line pattern that gives information to a computer?

a

QR code

b

barcode



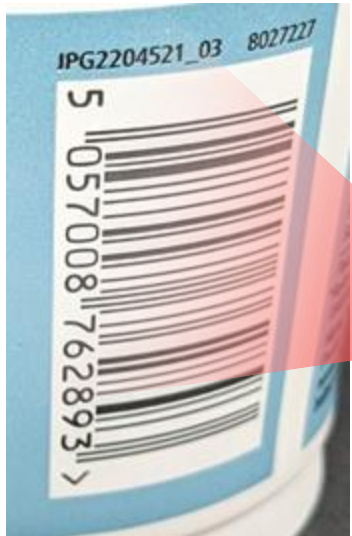
c

scanner



When you shop:

The **barcode** is scanned by a scanner.



The scanner is connected to a till.



The till sends the information from the **barcode** to the main computer that all of the tills are connected to.



The main computer searches for an item that matches the information, and looks up its price.



The price is sent to the till and shown on the screen.

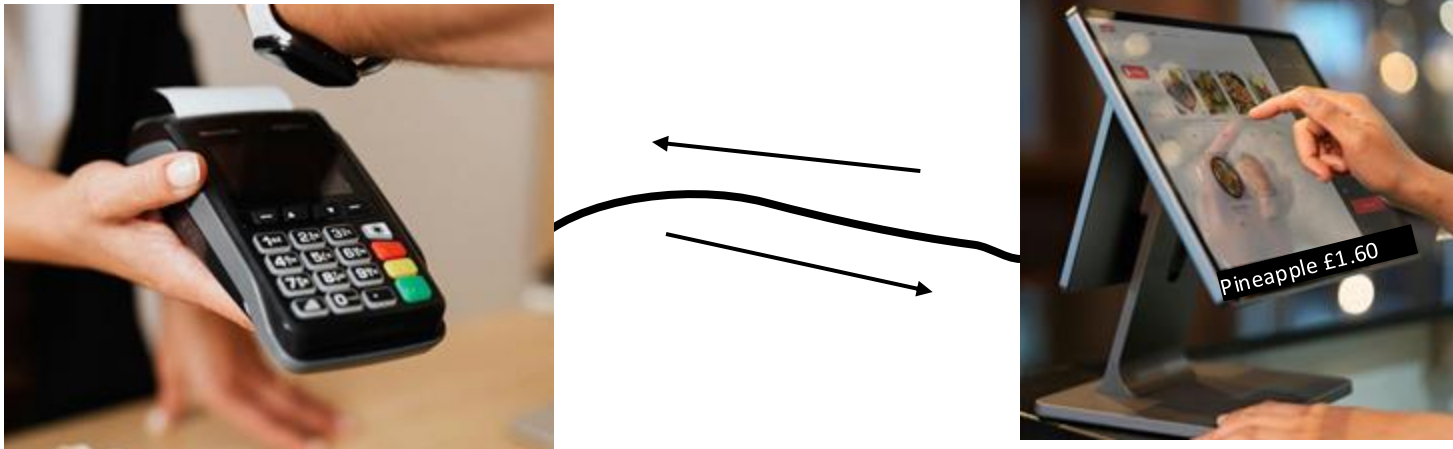


The price is added to a list of items the customer is buying.



If you pay by bank card, you will use a card reader. The card reader has a computer inside it and connects to the till. It reads information from the bank card.

The card reader sends information to the till. The shop's computers tell the bank to pay for the shopping. Computers make sure the payment is correct and safe.





Which information technology device reads the information in **QR codes** and **barcodes**?

a

till

b

scanner



c

printer

Name: _____



Worksheet

Benefits of information technology

Task A: Explore how IT works in a shop

- 1) Draw arrows to connect the IT devices and show how they work together.



- 2) With a partner, explain how the IT works in a shop. Use your diagram from question 1 to help you.

Name: _____



Worksheet

Benefits of information technology

Task A: Explore how IT works in a shop

- 1) Draw arrows to connect the IT devices and show how they work together.



- 2) With a partner, explain how the IT works in a shop. Use your diagram from question 1 to help you.

Task A

Explore how IT works in a shop



1) Draw arrows to connect the IT devices and show how they work together.



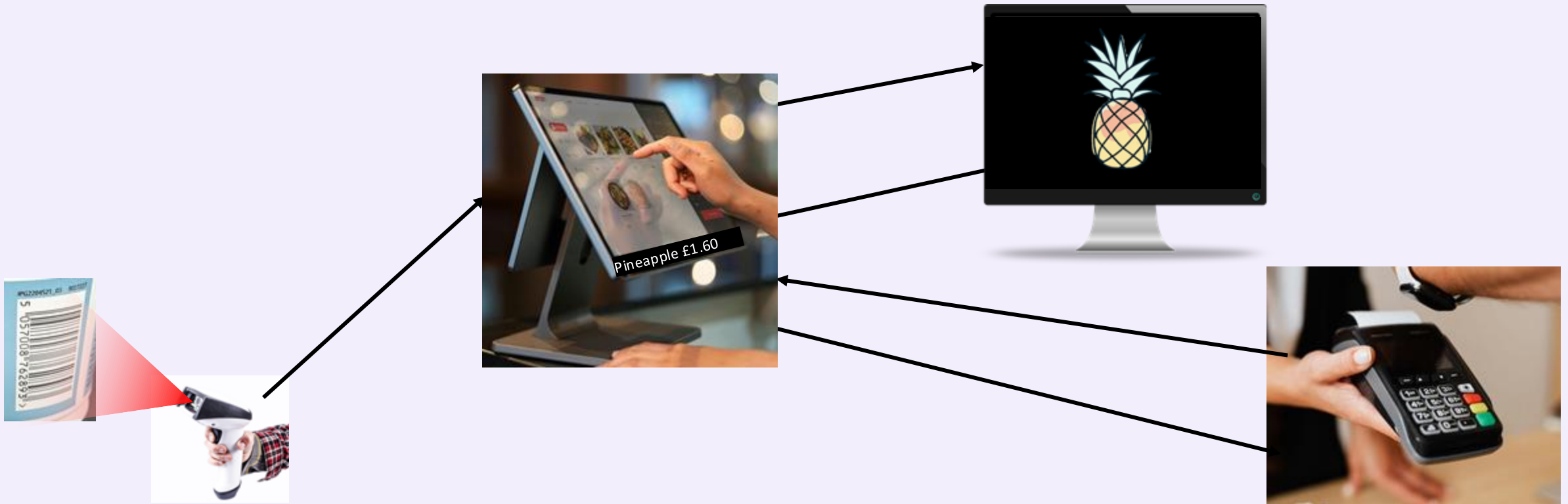
Task A

Explore how IT works in a shop



Feedback

1) Draw arrows to connect the IT devices and show how they work together.



Task A

Explore how IT works in a shop



Practice

2) With a partner, explain how the IT works in a shop. Use your diagram from question 1 to help you.

2) With a partner, explain how the IT works in a shop. Use your diagram from question 1 to help you.



Izzy

The scanner reads the **barcode** information and sends it to the computer in the till.

The till connects to another computer to search for the price. Once it finds it, it sends the price back to the till to show on the screen.



Andeep

ART Pioneers

Which of these shapes can help you draw the outline of a face in a portrait? (Tick **1** correct answer)

☐ oval

☐ triangle

☐ rectangle

☐ square

Match the facial feature with its correct description. (Write the correct letter in each box)

a	eyes
b	nose
c	mouth

	helps us see things around us
	the part we use to smile or show emotions
	helps us breathe and smell

Which of these tools is best for creating a collage? (Tick **1** correct answer)

☐ paintbrush

☐ glue stick

☐ camera

☐ pencil

Make a print profile portrait



Art and design

Unit I am beautiful: drawing and mixed media

Outcome

I can create a print profile portrait.

Keywords

printmaking

making pictures by pressing a design from a block, plate, or screen onto paper or fabric

engraving

using a sharp tool to scratch a picture or design into a surface

matrix

the surface on which the design for printing is made

Lesson outline

Make a print profile portrait



Designing a print profile portrait



History of printmaking

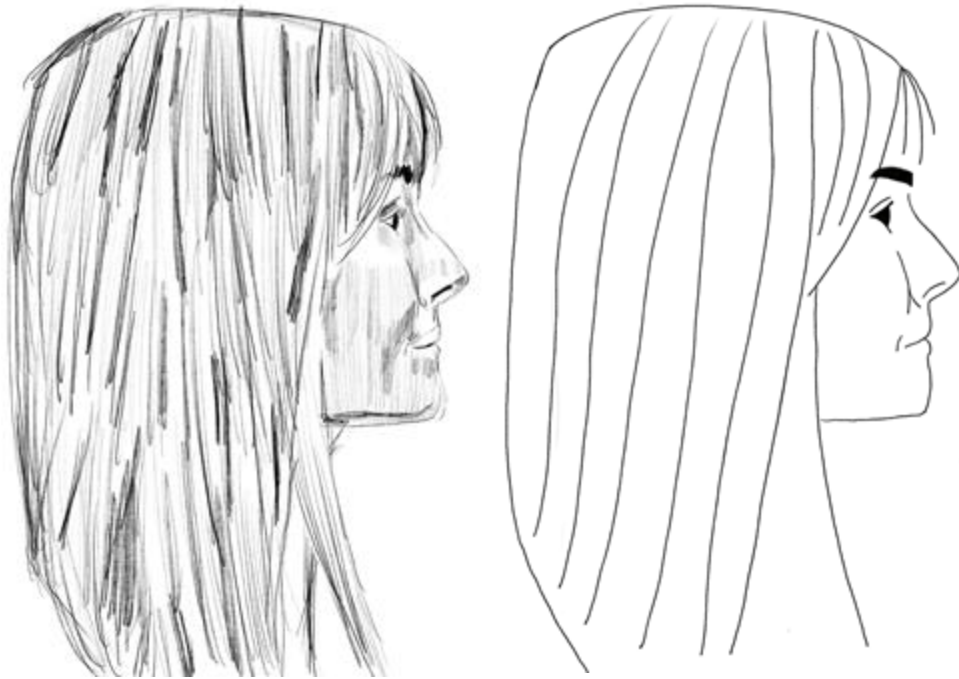


Creating the print profile portrait



You may remember that a **profile portrait** is an artist's recording of the person from the side view.

What do you notice about the two drawings?

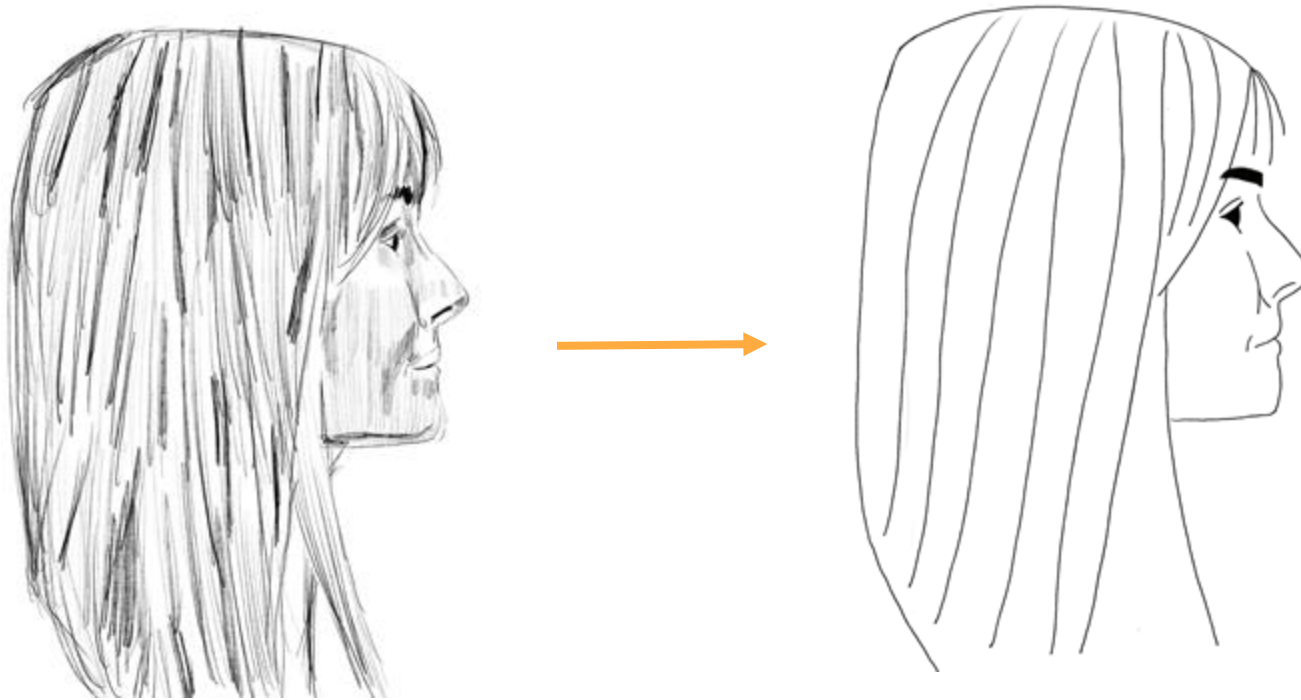


The lines in the second profile portrait are bold and clear. This is different to sketching when we use lots of light lines.



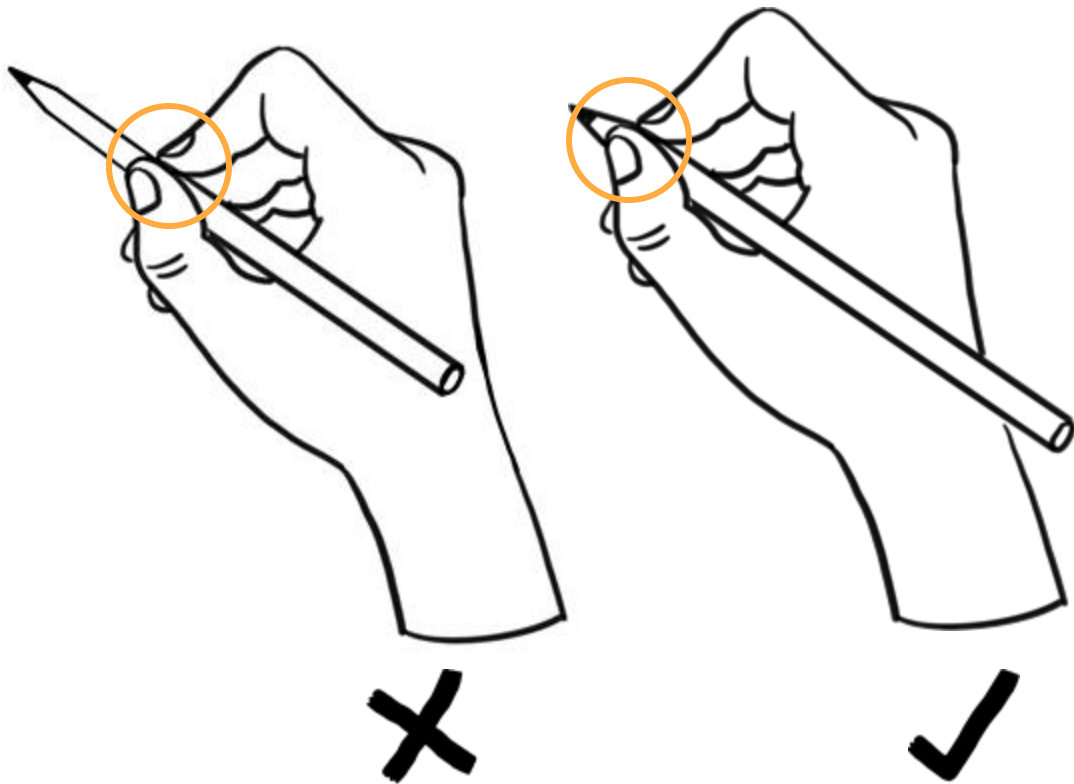
Sofia

When creating a design to print, it is important to keep the design **simple**



Use **clear, bold** lines, as smaller details may not print well.

When drawing **clear**, **bold** lines it is important hold your pencil correctly.



Holding your pencil with a firm grip towards the **tip** of the pencil helps to control the lines we draw.

This is different to when we are sketching.

When creating a design to print it is important to keep the design simple.

a

complicated

b

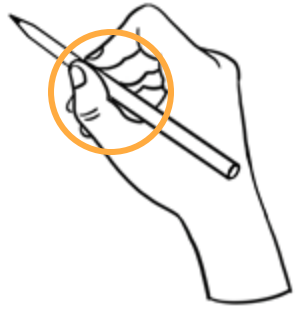
simple



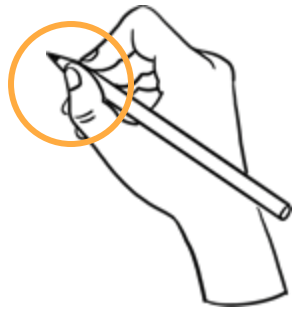
c

straight

1) Create a circle using **bold** lines.



Sketch the shape using a light sketching grip.



Trace over the shape using a firm grip.



Erase the sketching lines.

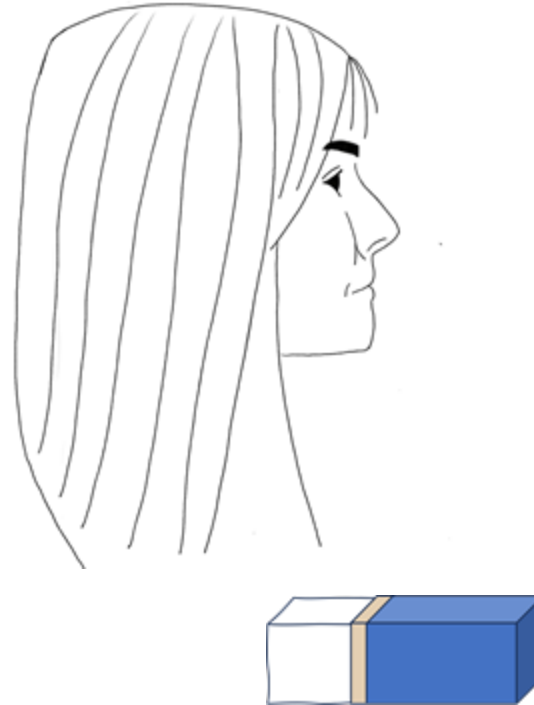
2) Create a simple side profile drawing using **bold** lines.



Sketch the basic shapes using a light sketching grip.

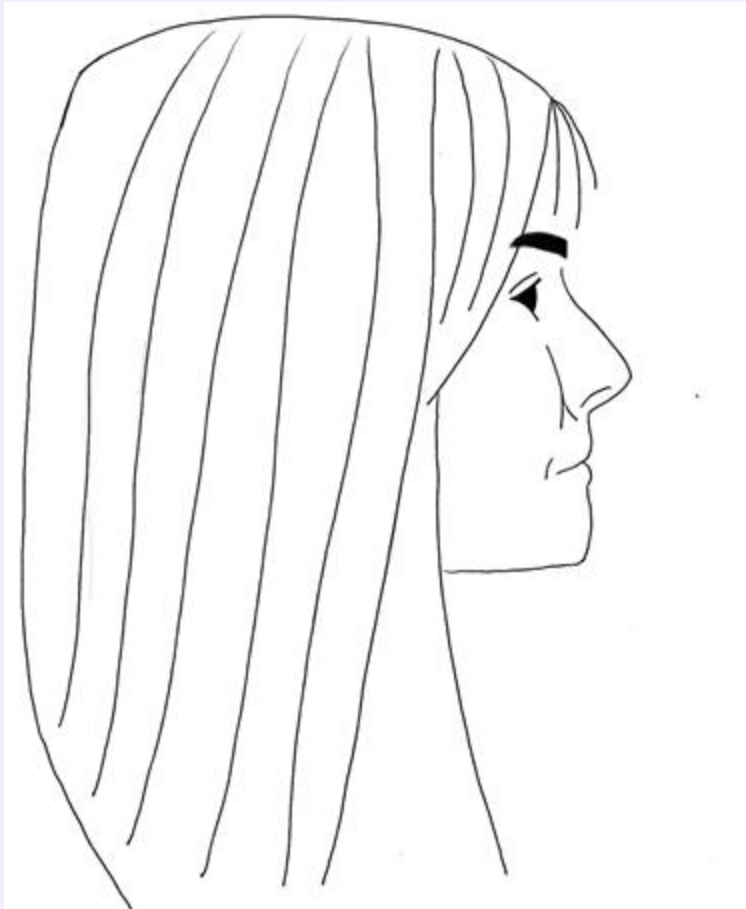


Trace over the shape using a firm grip.



Erase the sketching lines.

You may have created a profile portrait drawing like this:



I think the profile portrait drawing is simple and has clear, bold lines so that the design will show up when printing.



Sofia

Lesson outline

Make a print profile portrait



Designing a print profile portrait



History of printmaking



Creating the print profile portrait



How might a designer or artist make copies of this design quickly?



Printing is a way to make many copies of a design onto paper or fabric **quickly** and **neatly**.

Printing is a way to _____^{copy} the same design,
picture, or pattern onto something.

a

draw

b

copy



c

sew



Before we had **modern** printers, people used other techniques to copy designs repeatedly.

Sofia and Andeep are researching the history of **printmaking**.

They look into stenciling, woodblock printing and the printing press.



Stenciling:

A stencil (a thin sheet with cut-out shapes) is placed over a surface.

Ink or paint is brushed or sprayed over it to leave a design underneath.

This method was often used for creating patterns on walls, fabrics, and pottery.



Woodblock printing:

A design is carved into a block of wood.

Ink is applied to the raised part of the wood.

The block is pressed onto paper or fabric to transfer the design.

This method was originally used for making **books** and **decorative patterns** in countries like China and Japan.



Printing press:

Developed by Johannes Gutenberg, the printing press used movable metal letters to print books and documents.

This method allowed faster and cheaper printing, like creating multiple copies of a book.



Woodblock printing was originally used for making
books and decorative patterns in countries like China and Japan.

a

toys

b

books



c

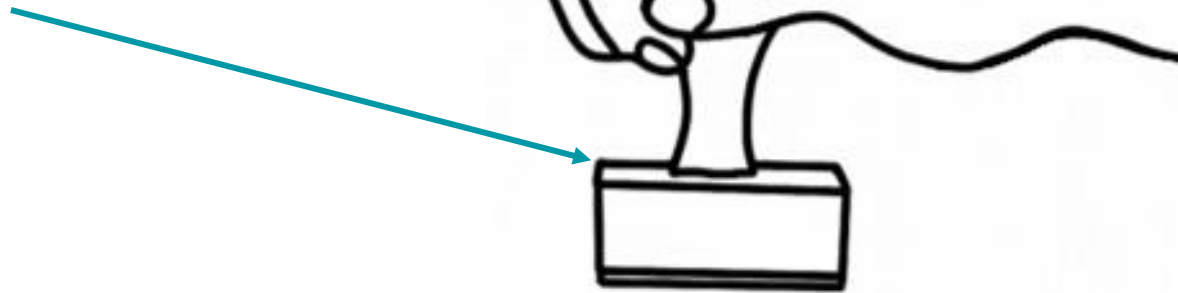
photographs

When might you have seen this method of **printmaking** before?



Printmaking is a way to make pictures using a block, plate, or screen and then pressing them onto paper or fabric.

stamp printing



Sofia and Andeep are discussing where they have seen **printmaking** before.

I have seen stamp printing in a post office when people send letters.

My teachers use stamps when they check my work in my school book!



Sofia



Andeep

Printmaking is a way to make pictures using a block, _____, or screen and then pressing them onto paper or fabric.

a

paintbrush

b

plate



c

glue

- 1) Match the image to the **printing** technique.
Talk to a partner about what each technique is used for.



stenciling

woodblock printing

printing press

You may have matched the different printing techniques like this:



printing press



woodblock printing



stenciling



printing press



woodblock printing



stenciling



Sofia

I remember that woodblock printing was used for making books and decorative patterns.

Lesson outline

Make a print profile portrait



Designing a print profile portrait



History of printmaking

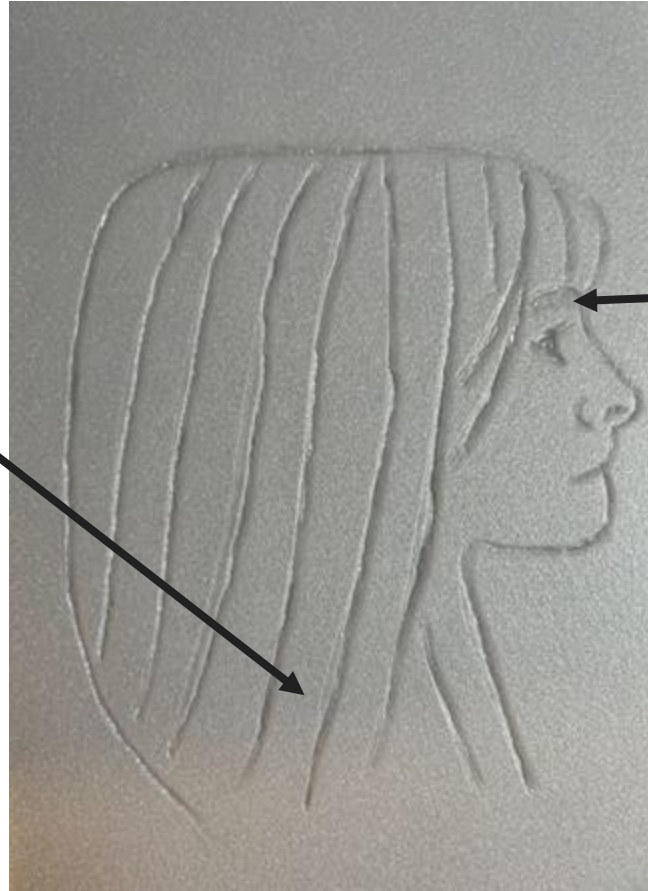


Creating the print profile portrait

The **printmaking** process:

The **matrix** is the surface on which the design for printing is made.

Here, the **matrix** is a piece of polystyrene.



The design you want to print is **engraved** into the **matrix** using a pointed tool.

Press firmly but not too hard, as pressing too hard can make a hole in the **matrix**.

True or false?

When **engraving** your design, you need to press down as hard as you can.



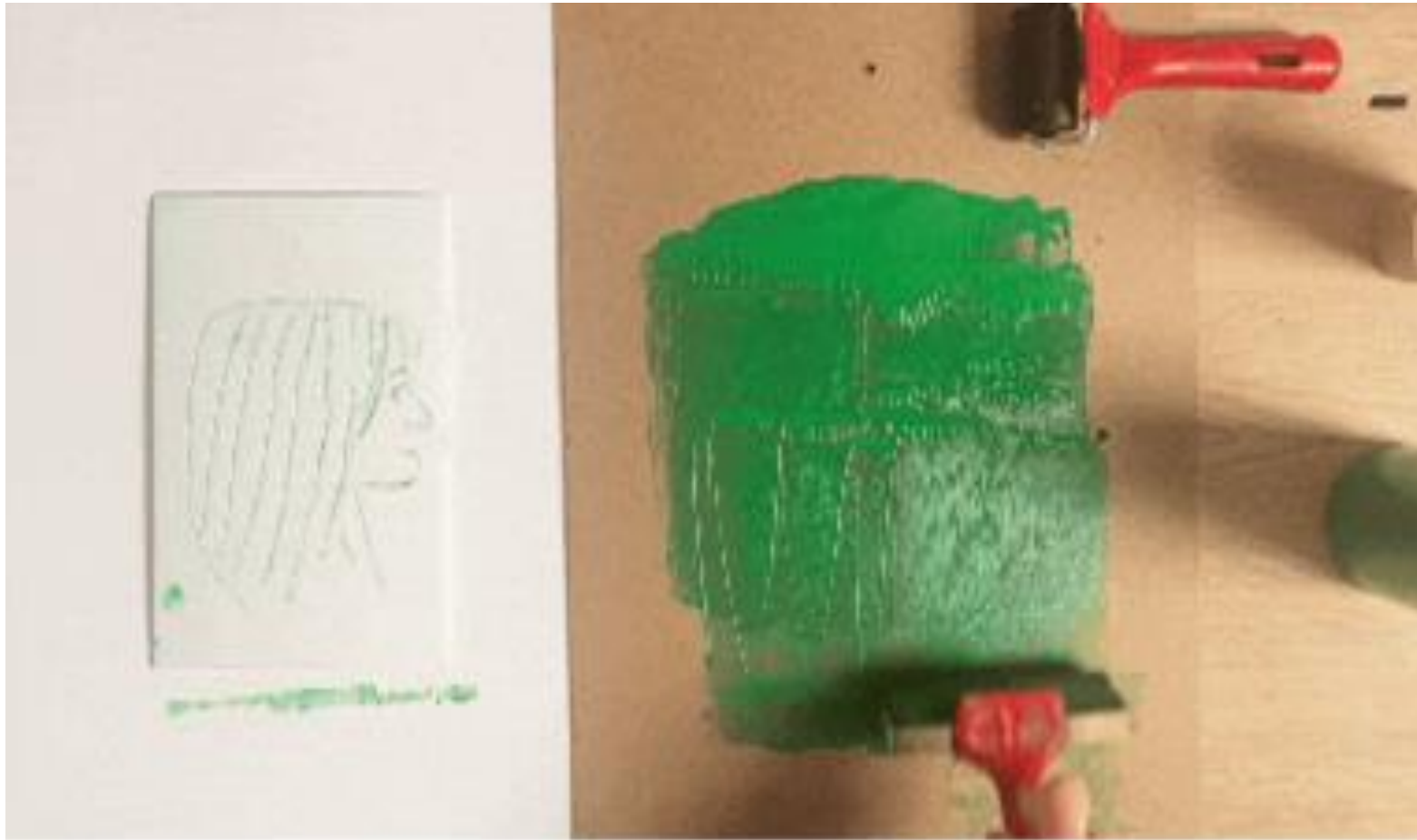
True



False

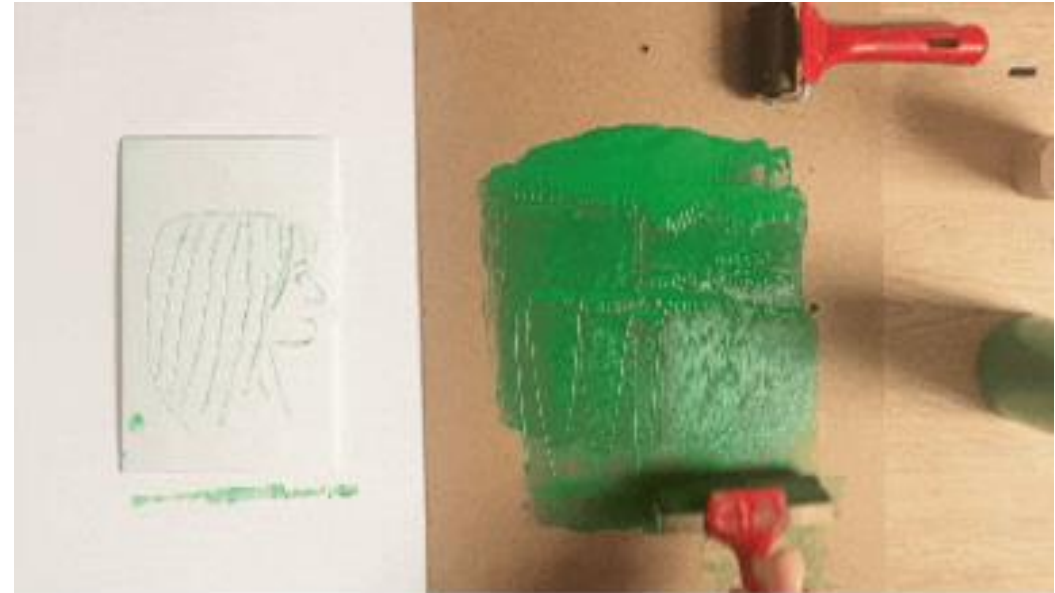


You should press firmly but not too hard, as pressing down as hard as you can might make a hole in the **matrix**.

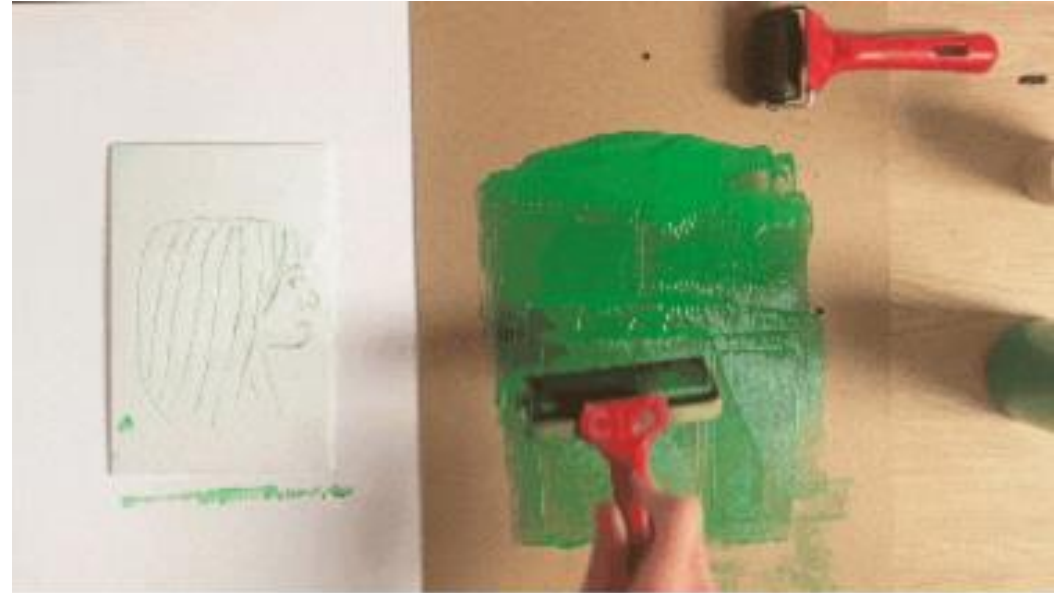


What is the artist doing to spread the ink evenly?

When printing, roll out your ink evenly onto a flat surface.

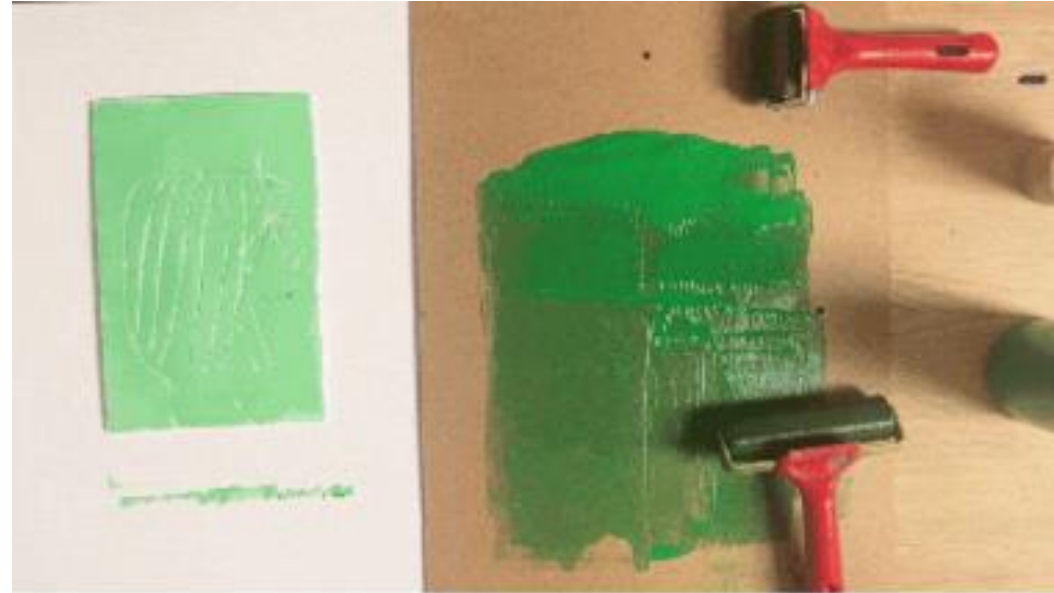


Apply the ink or paint evenly to the **matrix** using a roller or paintbrush.

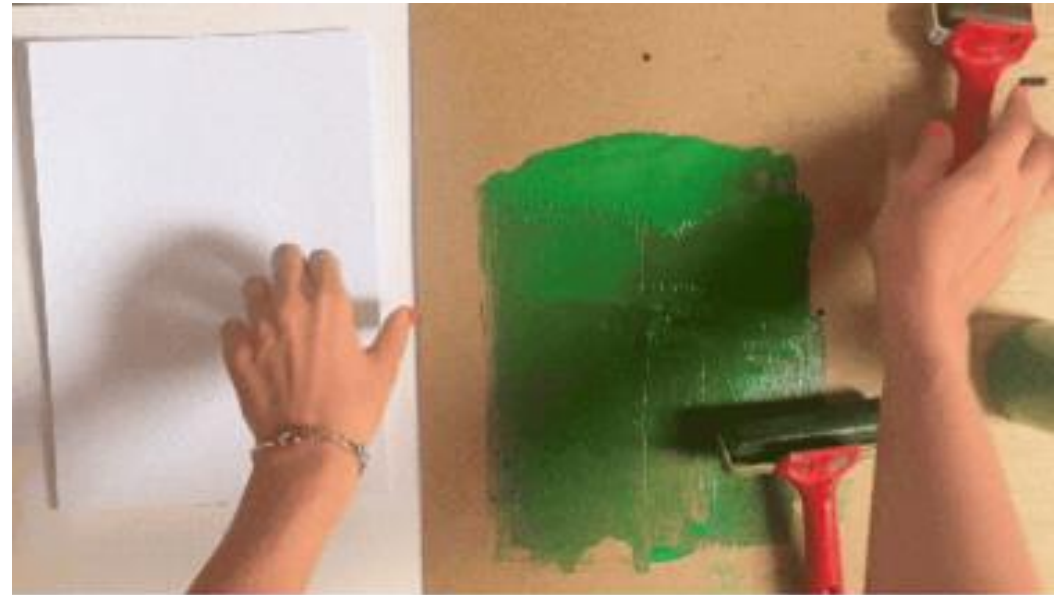


Then, place the paper over the **matrix** and use a clean roller or hands to press down.

Ink is rolled onto the raised parts, just like putting ink onto a stamp.



Finally, carefully and slowly reveal your print.



What is the first step of creating a print?

a

Roll out the ink or paint.



b

Place the paper over the **matrix** and press down.

c

Apply the ink or paint evenly to the **matrix**.

d

Carefully and slowly reveal the print.

What could be improved about this print?



If you forget to roll your paint out evenly, the paint fills the **engraved** lines and creates blotches on the paper.



Laura

1) **Engrave** your profile portrait into your **matrix** such as foam, cardboard or rubber.

- Lightly sketch out your design onto your **matrix** using a sketching grip.
- **Engrave** your design into the **matrix** using a pointed tool such as a blunt pencil.



- 1) You may have **engraved** your design like this:

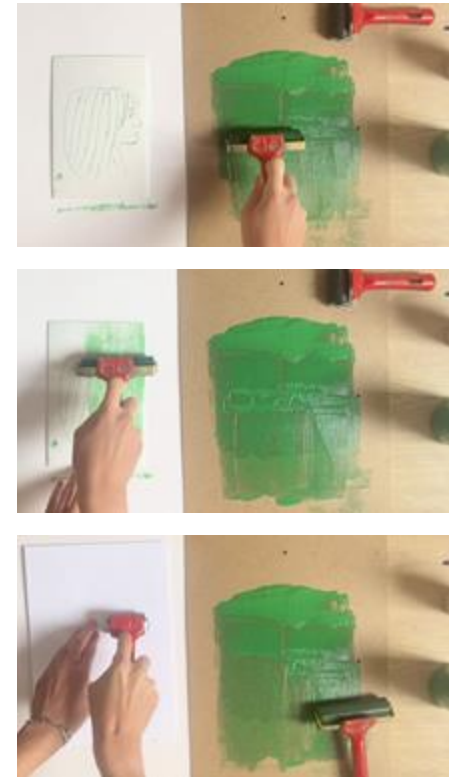


Did you remember to press firmly into the **matrix**?

Did you make sure that you didn't press too hard to stop it from going through to the other side?

2) Print your profile portrait onto paper.

- Roll out the ink or paint evenly onto a flat surface.
- Apply the paint or ink evenly to the **matrix**.
- Place the paper over the **matrix** and press down.
- Carefully and slowly reveal the print!



You may have created a print like this.



I think the artist has created clear lines by not using too much ink.



Sofia

A print is a picture made by pressing an inked design onto paper.

When creating a design to print it is important to keep the design simple.

The **matrix** is the surface on which the design for printing is made.

There are different types of **printmaking** techniques such as stencilling, wood block printing and the printing press.

