

EYFS /Key Stage 1 Curriculum Map Year B Autumn

Kirkstead/Tintern/Richmond Autumn 1 Marvellous Me

Small Village, Big Horizons

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<p><i>Marvellous Me</i></p> <p><i>History</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>EYFS</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know what happens as we get older and what changes we see. Children know what a timeline is and can put key events on one. Children know how to sequence events? Children know how things have changed since they were a baby? Children know what the difference is between toys then and now. Children can explain the similarities/differences between children and parents? Children know what toys parents played with</p> <p>EYFS</p> <p>Children know what we mean by time order. Children can say what is different about them and about a baby. Children know that their parents were young. Children know that their parent's lives may be different to their own.</p>	<p>ENQUIRY SKILL</p> <p>Yr. 1/2Ask and begin to answer questions about events. e.g. When? What happened? What was it like...?Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> · asking relevant questions; · EXPRESSION – · the ability to recall, select and organise information <p>APPLICATION – i:</p> <ul style="list-style-type: none"> · making the association between aspects of life in different societies, <p>DISCERNMENT;</p> <ul style="list-style-type: none"> · developing insight into people, motives, actions and consequences; <p>ANALYSIS –</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; <p>.</p>	<p>ENQUIRY QUESTIONS</p> <p>EYFS</p> <p>Q1 how do we put events in time order?</p> <p>Q2 How have I changed since I was a baby</p> <p>Q3 How different were my parents when they were young?</p> <p>Year 1</p> <p>Q1 What can children do at different ages?</p> <p>Q2 How do I complete a personal timeline?</p> <p>Q3 How am I different to my parents?</p> <p>Q4 How are my toys different to the toys my parents played with?</p> <p>Key Vocabulary</p> <p>Baby</p> <p>Child</p> <p>Adult</p> <p>Growing</p> <p>Changes</p> <p>timeline</p>	<p>None</p> <p>Writing (autobiography)</p> <p>None</p>	<p>Year A term 1 Yr. 3 science -nutrition</p> <p>Year A term 1 Yr. 5/6 science -inheritance</p> <p>Year A term 2 EYFS science animals</p> <p>Year A term 2 KS1 science-animals</p> <p>Year A term 2 yr4/5 science-teeth</p> <p>Year A term 4 KS1 history -seaside</p> <p>Year A term 4 Yr. 5/6 science -lifestyles</p> <p>Year A term 5 EYFS science-animals</p> <p>Year A term 5 KS1 science -animals</p> <p>Year A term 5 yr. 3 science-skeletons</p> <p>Year B Term 1 EYFs Music-ourselves. Our bodies</p> <p>Year B Term 1 EYFS Science Bodies /senses</p> <p>Year B term 1 KS1 History-marvellous me</p> <p>Year B Term 2 EYFS Geog-local area</p> <p>Year B Term 2 KS1 Geog-local area</p> <p>Year B term 2 Yr. 3 Geography-local area</p> <p>Year B term 2 Yr. 3 science humans</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p>

						<p><i>Year B term 2 yr5/6 science-animals</i> <i>Year B Term3 EYFS History-space</i> <i>Year B Term 3 Yr. 4/5 science Animals/changes</i> <i>Year B term 4 EYFS science- animals</i> <i>Year B Term 4 KS1 science-animals</i> <i>Year B term 5 Yr. 4/5 science animals</i> <i>Year B Term 6 KS1 science -animals</i></p> <p><i>Writing</i> <i>Year A term 3 Yr. 3 Autobiography</i> <i>Year A term 3 Yr. 4/5 autobiography</i> <i>Year B term 1 KS1 autobiography</i> <i>Year B term 3 Yr. 5/6 Biography</i></p>	
<p><i>Science</i></p> <p><i>Animals Inc</i> <i>Humans - Body and senses</i></p>	<p>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which</p> <p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain</p>	<p>Children know that there are five senses. Children know that they use their eyes to see. They know they can see in the light but not dark. They know that an optician helps them see . Children know that they use their ears to hear. Children know the difference between loud and soft noises. They know that some people cannot hear. Children know that they use their tongue to taste. Children know that there are different tastes and different children will like different things. Children know that they use their nose to smell. Children know that they can recognise some objects from their smell alone. Children know that the sense of touch is associated with the whole body, rather than a particular organ. Children know they can recognise some objects using touch alone</p> <p>EYFS</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can</p>	<p>Key Questions EYFS</p> <p>Q1 what do we mean by sense Q2 how do we see ? Q3what body parts do we use to hear? Q4 can you sort objects by touch? Q5 How do we use all our senses ? Year 1 Q1can we name all five senses? Q2 Can we see in the light and the dark ? Q3 what does an optician do? Q4 How sensitive are our ears ? Q5what do things taste like ? Q6 can we only touch with our fingers?</p> <p>Key Vocabulary</p>	<p>Year A Term2 EYFS Science-body parts</p>	<p>Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science , States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 4 EYFS science exercise and health Year B term 1 KS1 science-senses Year B Term 4 KS1 science exercise and health Year B term 2 Yr. 3 science teeth and digestion Year B term 3 Yr. 4/5 Science-body changes Year B term 6 yr5/6 properties and changes in materials</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>APPLICATION</i> <i>DISCERNEMENT</i> <i>ANALYSIS</i></p>

	why some things occur, and talk about changes.	Children know there are five senses and can name them. Children know they use their eyes to see and their ears to hear. Children know they can feel objects and describe by touch. Children can describe an object using all five senses	tell others what they have found out.	Eye, ear, nose, tongue, touch, taste, hearing, smelling			
RE	EYFS Personal, Social and Emotional Development Myself Recognise and explore feelings	Know examples of people who belong to religious communities. Know ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.). Know stories/picture books to explore some ways in which religion is important to some people.	INVESTIGATION <ul style="list-style-type: none"> asking relevant questions; REFLECTION <ul style="list-style-type: none"> the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices EMPATHY <ul style="list-style-type: none"> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. SYNTHESIS <ul style="list-style-type: none"> connecting different aspects of life. Can explain about how they and others look like we look like Understand that everyone is different and unique	Enquiry Questions How do you feel? What makes you feel happy? What makes you feel sad? How do you think your friend is? feeling? What is the funniest thing that happened today? What do you love doing? If you could do anything right now what would it be? Key Vocabulary Happy Sad Nervous Sick Tired Afraid Suspicious Surprised Proud Excited Embarrassed Silly Confused	Year B Term 1 RSE – Well-being and emotions Year B Term 1 Science – Bodies and Senses Year B Term 1 Topic: Personal and family history	Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect	INVESTIGATION REFLECTION EMPATHY SYNTHESIS

			<p>We have different colour hair and eyes, we are different shapes and sizes, we have different personalities, we have different interests and we feel different feelings and emotions</p>				
<p>Art/DT Skeletons, self portraits</p>	<p>Yr. 1 Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>EYFS They safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>Children know about the work of a range of artists, Children can explain what a portrait is. Children know that different artists draw in different styles Children know how to use colours to portray emotions in a portrait. Children can talk about Picasso's abstract portraits. Children know how to use collage materials to make an abstract portrait. Children know how to use watercolours to create a background. Children know how to create a line drawing.</p> <p>EYFS Children can name different colours, children can use pencils and paint brushes to make marks, children can represent themselves in different ways. Children can use colours accurately. Children can identify main features in a portrait.</p>	<p>Yr 1 respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;</p>	<p>Enquiry Questions Q1 what is a portrait? Q2 Do we all draw and paint people the same way? Q3 what colour is happy? Q4 How can I make a portrait with collage pieces How many different mediums can I use to create a portrait?</p>	<p>None</p>	<p>Year A term 2 Yr. 3 Art Monet/Picasso Year A term 2 yr. 4/5 Art Constable Year A term 5 Yr. 4/5 Art portraits Year A term 1 Yr. 5/6 Art- /Hallam Year A term 2 yr. 5/6 Art Warhol Year B term 2 EYFS Art-observational drawings Year B term 1 KS1 Art-self portraits Year B term 2 KS1 Art-observational drawings Year B term 1 yr. 3 Art-Van Gogh Year B term 1 yr. 4/5 Art-landscapes Year B term 1 yr. 5/6 Art-watercolours Year B Term 2 yr. 5/6 /Art-pastels</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

	<p>colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>						
<p>Music</p>	<p>1.1 Ourselves (exploring sounds) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- learn and sing along to songs.</p>	<p>1.1 Ourselves (exploring sounds) Children explore ways of using their voices expressively. They develop their knowledge of body percussion.</p>	<p>1.1 Ourselves (exploring sounds) Children create and respond to vocal sounds through games and learning songs. Children explore how sounds change. Children use body actions to songs they learn. Children perform a body percussion song. They begin to explore descriptive sounds.</p>	<p>1.1 Ourselves (exploring sounds) Key Questions What is pitch? How can you create this sound? Can you perform this poem? What different ways can you use your voice? What expressive vocal sounds can be added to the story? What body percussion can be added to the story?</p> <p>Key Vocabulary</p> <p>Pitch Dynamics Tempo</p>	<p>1.1 Ourselves (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>1.1 Ourselves (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNMENT ANALYSIS</p>

	<p>1.10 Our Bodies (beat) Mu1/1.1 Listen with concentration and understanding to a range of high- quality live and recorded music. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- Listen to music and respond using body percussion.</p>	<p>1.10 Our Bodies (beat) Children develop their knowledge of a steady beat. Children will know how to perform a steady beat at two different speeds (tempi). Children will respond to music and play rhythm patterns on body percussion.</p>	<p>1.10 Our Bodies (beat) Children will recognise and respond to a steady beat in a song. Children will recognise and respond to a steady beat at different speeds. Children will identify a recurring rhythm pattern in a song. Children will perform rhythm patterns and perform together.</p>	<p>1.10 Our Bodies (beat) Key Questions</p> <p>What is the beat? How can you show that you know the beat? Can you hear the beat, what happens to the speed? What actions can be used to mark the steady beat in the song? What is the rhythm pattern in this song? Can you mark the beat?</p> <p>Key vocabulary Beat Tempo (slow/fast, slower/faster) Timbre (spooky, scary, bright, cheery) Rhythm</p>	<p>1.10 Our Bodies (beat) Year B EYFS/ Y1 Aut 1 1.10 Our Bodies</p> <p>Year A EYFS/ Y1 Aut 1 1.2 Number</p>	<p>Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p> <p>1.10 Our Bodies (beat) Year B EYFS/Y1 Sum 1 1.2 Number</p>	
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						<p>1.5 Machines Y1/2 Aut 1 1.10 Our Bodies Aut 2 1.8 Pattern Sum 1 1.5 Machines Y2/3 Aut 1 2.4 Our Bodies Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2 Aut 1 3.2 Building AUt 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat.</p> <p>Year A EYFS/ Y1 Spring 1 1.1.5 Machine Sum 1 1.10 Our Bodies Sum 2 1.8 Pattern Y1/2 Aut 2 1.5 Machines Sum 1 2.4 Our Bodies 2.6 Numbers Y2/3 Aut 2 2.6 Numbers Spring 2 3.6 Time LKS2 Aut 1 3.2 Building Sum 1 4.5 Buildings Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat.</p>	
<p>Computing 1.1 computing systems</p>	<p>Pupils should be taught to: use technology purposefully to</p>	<p>Children know that technology is something that helps us. Children can locate examples of technology in the classroom</p>	<p>Children can: applications and devices in order to communicate ideas, work, messages and</p>	<p>Enquiry Questions Q1 What is technology? Q2 What are the parts of a computer?</p>	<p><i>Year A term 1 EYFS- Technology around us</i></p>	<p><i>Year A term 1 KS1 -IT around us</i> <i>Year A Term 1 Yr. 3 Connecting Computers</i></p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

<p>and networks - technology around us</p>	<p>create, organise, store, manipulate and retrieve digital content;</p> <p>recognise common uses of information technology beyond school;</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>EYFS Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p>	<p>Children know the main parts of a computer. Children know how to switch on and log into a computer. Children know how to use a mouse to click and drag. Children know how to use a mouse to open a program. Children know how to click and drag to make objects on a screen Children can use a mouse to create a picture. Children know that writing on a computer is called typing. Children know how to type their name on a computer Children can save and open work to a file. Children know how to use the arrow keys to move the cursor . Children can delete letters. Children know some rules for using technology responsibly</p> <p>EYFS Children know what a computer is. Children know the main components of a computer. Children can use the keyboard to type their name</p>	<p>demonstrate control; save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>..</p>	<p>Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work Q6 What can you do using a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers?</p> <p>Key Vocabulary</p> <p>Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>		<p><i>Year A term 1 Yr4-The internet</i> <i>Year A term 1 yr. 4/5 sharing information</i> <i>Year A term 1 Yr5/6 Communication</i> <i>Year B term 1 KS1 -IT around us</i> <i>Year B Term 1 Yr. 3 Connecting Computers</i> <i>Year B term 1 Yr4/5-The internet</i> <i>Year B term 1 yr. 45/6 sharing information</i></p>	
<p>PE Mastering basic movements</p>	<p>Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending</p> <p>EYFS Children show good control and coordination in large</p>	<p>children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p> <p>EYFS Children can move with purpose. Children can move left and right</p>	<p>Yr. 1 Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Use different ways of travelling in different directions or pathways.</p> <p>.</p>	<p>Enquiry Questions Q1 can I run fast and slow? Q2 Can I change direction? Q3How do I bounce the ball? Q4How high can I jump? Q5 How far can I jump?</p> <p>Key vocabulary dance run jump pace fast slow high low left right catch throw</p>		<p><i>Year A Term 5 EYFS -team games</i> <i>Year A term 1 yr. 3 attacking/defending.</i> <i>Year A term 1 yr. 4/5 football/hockey</i> <i>Year A term 1 yr. 5/6-netball/tag rugby</i> <i>Year A term 5 KS1 -team games</i> <i>Year A term 5 Yr. 3 -defending/attacking skills.</i> <i>Year B term 1 KS1 mastering basic movements</i> <i>Year B term 1 Yr. 3 -throwing/catching skills.</i></p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

	<p>and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.</p>	<p>forwards and backwards. Children can bounce and catch a ball. Children can jump from 2 feet to two feet.</p>				<p><i>Year B term 1 Yr. 4/5 football/hockey Year B term 1 Yr. 5/6 netball/tag rugby Year B term 5 KS1 -team games Year B term 5 Yr. 3 - defending/attacking skills.</i></p>	
<p>PSHE/RSE</p>	<p>Emotional Well Being Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Know about the benefits of hobbies and interests</p>	<p>Describe or demonstrate how to listen to other people Describe or demonstrate the signs that show we are being listened to Give reasons for listening to others Describe what it feels like to be listened to/not listened to Suggest things we can do to help get on with other people in class and on the playground</p>	<p>Enquiry Questions Who are our friends? What do they do to make us happy? What do they do to make us angry/sad? What do we do to make our friends happy/angry/sad? How does it feel to be ignored? Key Vocabulary Emotions Happiness Sadness Anger Frustration Surprise Fear Nervousness</p>	<p>Year B Term 1 EYFS RE: Myself Year B Term 1 EYFS English: Mini autobiography Year B Term 1 EYFS Music: Ourselves</p>	<p>Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

Kirkstead/Tintern/Richmond Autumn 2 Stop, Look and Listen

Small Village, Big Horizons

<i>Curriculum area</i>	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
Stop, look and listen Geography	Yr. 1 Pupils should be taught about: Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of	Children know 3 things about our local area. Children can find 3 places on a local street map and say where they can be found Children know how to use compass directions to follow simple instructions on the playground.,	Yr. 1 Ask geographical questions, observe and record what they see, express their own views about people, places and environments and communicate their knowledge and ideas in different ways	ENQUIRY QUESTIONS EYFS Q1 What 3 things can I name in my local area Q2 What do I like about where I live? Q3 What is my house like? Q4 How do I cross the road safely? Year 1	<i>None</i>	<i>Year A term 1 EYFS Geog-local weather</i> <i>Year A term 3 EYFS history-castles</i> <i>Year A Term 6 EYFS history Britain and the world</i> <i>Year A term 1 KS1 Geog-local weather</i>	INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS

	<p>features and routes on a map. Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>EYFS 1.Children know about similarities and differences in relation to places, objects, materials and living things. 2.They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>Children know how to follow a street map. Children are able record what they can see and hear in our local area. Children know how to make decisions about what they like and dislike about our local area., Children know how to label places on a map of our local area. Children know how to show a 'route' on a map of our local area Children can explain a route to a partner using key words., Children know how to name 3 different types of housing and explain some differences between these types of houses Children should be able to name 3 (or more) jobs that people do in our local area. Children know how to ask questions to find out what local people do in our area. Children are able to suggest 2 ways in which where we live could be improved. Children know how to cross roads safely.</p> <p>EYFS Children know some features of their local area. Children can say what they like about Swineshead. Children can describe their house and where they live. Children know how to cross the road safely</p>	<p>• I ask what is this place like? • I tell others' the things I like and dislike about a place INVESTIGATION – · asking relevant questions; · carrying out fieldwork and observational skills to develop a greater place knowledge EXPRESSION · the ability to recall, select and organise information · the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography INTERPRETATION · the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; · the ability to suggest meanings and draw conclusions from what they see APPLICATION · considering the impact of human activities on the environment · learning both about and also from geography</p>	<p>Q1 What local places can I find on a street map? Q2 What can I see and hear in the local area? Q3 How do I plot my route to school on a local map? Q4 What types of houses do I pass on the way to school? Q5 How could I make Swineshead better?</p> <p>Key Vocabulary</p> <p>Compass Direction Fieldwork Industrial Residential Commercial Agricultural</p>	<p>Writing (Reports) Year A term 1 EYFS reports Year A term 1 KS1 reports</p>	<p>Year A term 3 KS1 history-castles Year A Term 6 KS1 history Britain and the world Year A term 2 Yr4/5 geog local area comparison Year B term 5 EYFS geog-local area Year B term 5 KS1 geog-local area Year B term 2 geog -local area comparison</p> <p>Writing (reports) Year A term 3 yr. 5/6 reports Year B term 2 KS1 reports Year B term 3 Yr. 3 reports Year B term 1 yr. 4/5 reports Year B term 1 yr. 5/6 reports Year B term 3 yr. 3 reports Year B term 5 yr. 5/6 report</p>	
Science	1d1: Observe changes across the four seasons	Children can describe how the weather changes across the	Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they	Key Questions EYFS	Year A term 1 EYFS geography -weather	Year A term 1 Ks1 geography weather Year A term 1 seasonal changes	INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT

	<p>1d2: Observe and describe weather associated with the seasons and how day length varies</p> <p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Seasons• children can describe day length in autumn• children can observe and describe the weather in autumn. • children can collect and record data about the weather in Autumn. • children can identify signs of autumn. Children can describe how day length varies from autumn to Winter. • children can identify changes in the trees and in clothes that We wear from autumn to winter. • children can observe and describe the weather in winter. • children can collect and record data about the weather in Winter.</p> <p>EYFS Children can name the four seasons. Children can explain some of the differences between the seasons, including what they would wear and the activities they would follow</p>	<p>see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p>	<p>Q1 what are The Four Seasons ? Q2 What would I wear in autumn, winter , spring or summer ? Q3 what different activities would I enjoy in The Four Seasons? Year 1 Q1What are seasons? Q2 How does the weather change in different seasons? Q3what difference does the season make to the day length? Q4 what changes do we notice from autumn to winter ? Q5 how much does it rain in autumn and winter</p> <p>Key Vocabulary Autumn, winter, spring, summer, seasons, months, daylight, weather</p>		<p>Year A term 2 yr. 3 geography plants and climates Year B term 2 EYFS music seasons Year B term 3 EYFS music-weather Year B term 6 EYFS science -plants Year B term 3 Ks1 music weather Year B term 4 Ks1 music-seasons Year B term 6 EYFS science -plants Year B term 1 Yr. 3 geography-climates</p>	<p>ANALYSIS</p>
<p>RE</p>	<p>EYFS Personal, Social and Emotional Development My Friends</p> <p>Establish effective relationships with other children and adults</p>	<p>Know the Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) Know examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)</p>	<p>INVESTIGATION</p> <ul style="list-style-type: none"> knowing how to use different types of sources as a way of gathering information; <p>EXPRESSION</p> <ul style="list-style-type: none"> the ability to explain concepts, rituals and practices; <p>INTERPRETATION</p>	<p>Key Questions Who are your friends? What makes a good friend? How can we make friends? How and why do we say sorry? Who are you playing with today? What is it about **** you like? How does **** make you feel? Who made you happy today? How did you help someone today?</p>	<p>Year B Term 1 EYFS RE: Myself Year B Term 1 Topic: Personal and family history</p>	<p>Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT</p>

		<p>Know how to stand up for own rights and for others Have a developing awareness • of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others Games Taking turns Circle time say something nice about the person beside you Working in pairs to build the tallest tower Create a picture / poster about being a good friend with your partner</p>	<ul style="list-style-type: none"> the ability to draw meaning from artefacts, works of art, poetry and symbolism; <p>REFLECTION</p> <ul style="list-style-type: none"> the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>APPLICATION</p> <ul style="list-style-type: none"> making the association between religions and individual, community, national and international life; <p>DISCERNMENT</p> <ul style="list-style-type: none"> explaining the significance of aspects of religious belief and practice <p>Can operate independently within the environment and show confidence in linking up with others for support and guidance Showing that we accept all children and their families and recognising and celebrating the cultural diversity</p>	<p>Key Vocabulary Friends School rules Good friends and making the right decision Happy Sharing Patience Kind Thoughtful Generous Loving Trust Laughter Special Playing Caring Listens</p>		<p>Year B Term 3 KS1 RSE: Respect Year A Term 2 KS1 RSE: Friendship and community Year A Term 2 Y3&4 RSE: Friendship and community Year A Term 2 Y4/5 RSE: Friendship and community Year A Term 2 Y5/6 RSE: Friendship and community</p>	
<p>Art/DT Mark making skills/ Observational drawings</p>	<p>Yr. 1 Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</p>	<p>Children can hold a pencil correctly children are able to connect one point to another • Children can use pressure to change the appearance of a line. Children are able to use repetition to create pattern. Children know how to make choices about which pencil to use when drawing patterns • Children have</p>	<p>Yr. 1 respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and</p>	<p>Enquiry Questions Q1 How can I join one point to another? Q2 How do I create patterns using repetition. Q3 What makes a good brushstroke? Q4 What is texture? Q5 Who is Paul Klee?</p> <p>Key vocabulary</p>	<p>Year B term 1 EYFS Portraits</p>	<p>Year A term 2 Yr. 3 Art Monet/Picasso Year A term 2 yr. 4/5 Art Constable Year A term 5 Yr. 4/5 Art portraits Year A term 1 Yr. 5/6 Art- Hallam Year A term 2 yr. 5/6 Art Warhol Year B term 2 EYFS Art-observational drawings</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNMENT ANALYSIS</p>

	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>EYFS They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>control over the marks they make. Children know how to hold a paintbrush correctly Children know what happens if they apply too much pressure on the brush. Children are able to use different techniques when painting. Children know how to use a range of mediums and materials to create texture. Children know how to describe texture using adjectives. Children can express a preference for which medium they preferred using and say why. Children can use different techniques to complete a piece of art work. Children can reflect on their learning and say what they have done well. Children can imitate art by a famous artist?</p> <p>EYFS Children can make a range of marks. Children know how to hold pencils and paintbrushes correctly. Children know what texture is. Children can say whether they prefer pencils or paint</p>	<p>secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;</p>	<p>Line, mark making, pressure, texture, patterns, medium, material, Paul Klee</p>		<p>Year B term 1 KS1 Art-self portraits Year B term 1 yr. 3 Art-Van Gogh Year B term 1 yr. 4/5 Art-landscapes Year B term 1 yr. 5/6 Art-watercolours Year B Term 2 yr. 5/6 Art-pastels</p>	
Music	<p>1.6 Seasons (Pitch) Mu1/1.1 Listen with concentration and understanding to a range of high- quality live and recorded music.</p>	<p>1.6 Seasons (Pitch) Children develop music vocabulary and understanding of pitch movements.</p>	<p>1.6 Seasons (Pitch) Children explore dynamics and pitch through body movement. They learn to sing a song with vocal sound effects to explore pitch shapes.</p>	<p>1.6 Seasons (Pitch) Key Questions What happens to the music you can hear? What is pitch? What are dynamics? (volume)</p>	<p>1.6 Seasons (Pitch) Year B Aut 2 1.6 Seasons Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons</p>	<p>1.6 Seasons (Pitch) Music Express units focusing on Pitch. KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

	<p>Mu1/1.4 Experiment with, create, select and combine sounds.</p> <p>EFYS- What happens to the music?</p> <p>1.7 Our School (Exploring sounds) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- What sounds can you hear> Can you make these sounds using different equipment?</p>	<p>Children develop listening skills and are able to identify changes in pitch. Children listen to a variety of music such as orchestral music.</p> <p>1.7 Our School (Exploring sounds) Children explore sounds around them in the classroom environment. They know that sounds come from sources and materials. Children explore the sounds of instruments. Children learn and use musical vocabulary.</p>	<p>Children play listening games to identify different pitched sounds. Children relate pitch changes to graphic symbols, Children listen to orchestral music.</p> <p>1.7 Our School (Exploring sounds) Children relate classroom sounds to a classroom map. Children listen and watch a sound movie. Children make their own table-tapping music. Children explore the sounds of instruments. Children record their sounds. Children use technology to create a soundscape as part of a song performance.</p>	<p>How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?</p> <p>Key vocabulary Dynamics (loud/quiet, louder/quieter) Pitch (high/low, higher/ lower, step, leap, slide, falling/rising) Beat</p> <p>1.7 Our School (Exploring sounds)</p> <p>Key Questions What sounds can you hear in the classroom? Can you match sounds to the classroom map? What is a sound movie? What sounds do instruments make? How can we record sounds? What are contrasting sounds? What is a soundscape?</p> <p>Key Vocabulary Timbre (rustle, scrunch, tear, tap, rub) Dynamics (loud/quiet) Duration (long/short) Texture</p>	<p>Year A Summer 2 1.12 Water</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>Sum 2 2.11 Water</p> <p>LKS2 Year B Spring 1 3.7 In the Past</p> <p>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish.</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles</p>	
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						<p><i>Sum 1 5.4 Keeping Healthy</i> <i>Y6</i> <i>Aut 2 6.2 Journeys</i> <i>Spring 1 6.3 Growth</i> <i>Spring 2 6.4 Roots</i></p> <p><i>Year A</i> <i>EYFS/Y1 Summer 1 1.9 Storytime</i> <i>KS1 Aut 1 1.4 Weather</i> <i>Spring 1 1.7 Our School</i> <i>1.9 Storytime</i> <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our land</i> <i>Y2/3</i> <i>Aut 1 2.9 Weather</i> <i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Spring 2 3.3 Sounds</i> <i>LKS2 (has Mu2/1.5)</i> <i>Aut 1 3.1 Environment</i> <i>3.2 Buildings</i> <i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p>	
Computing	Pupils should be taught to:	Children know how to make marks on a screen and explain which tools are used.	Children can: add text strings, text boxes and show and hide objects and	Enquiry Questions Q1 what do different freehand tools do?	<i>None</i>	<i>Year A term 3 EYFS Computing-writing</i>	INVESTIGATION EXPRESSION APPLICATION

<p>1.2 creating media- digital paintin g</p>	<p>purposefully to create, organise, store, manipulate and retrieve digital content;</p> <p>EYFS Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes</p>	<p>Children know how to draw lines on a screen and explain which tools are used Children can use the paint tools to draw a picture. Children know how to make marks with the square and line tools and can use the shape and line tools effectively. Children know how to use the shape and line tools to recreate the work of an artist. Children can choose appropriate shapes and colour choices. Children know how to create a picture in the style of an artist. Children know that different paint tools do different jobs and can say which tools were helpful and why. Children can make dots of colour on the page. Children know how to change the colour and brush sizes. Children know how to use dots of colour to create a picture in the style of an artist . Children know the differences between painting on a computer and on paper and can express a preference</p> <p>EYFS Children know what technology is. Children know how to use an app. Children know how to drag . Children can use a simple PAINT program</p>	<p>images, manipulating the features; use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>Q2 How do I use the shape tool and the line tools? Q3 How can I use PAINT/PAINTZ on my own to paint a picture Q4 Can you make a painting that looks like a Mondrian or a Matisse?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>		<p>Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr. 3 Computing-animation Year A term 3 Yr. 3 Computing-publishing Year A term 2 Yr. 4 Computing -audio editing Year A term 2 Yr. 4/5 computing vector drawing Year A term 3 Yr. 4 Computing photo editing Year A term 3 Yr. 4/5 Video-editing Year B term 2 EYFS Computing-painting Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr. 4/5 Computing -audio editing Year B term 3 Yr. 4/5 Computing photo editing</p> <p>Year B term 2 Yr. 3 Computing-animation Year A term 2 Yr. 5/6 Computing -3d modelling Year A term 3 yr. 5/6 Computing -web pages Year B term 2 Year B term 3 yr. 5/6 Computing -video editing</p>	<p>DISCERNEMENT ANALYSIS</p>
<p>PE Dance</p>	<p>Pupils should be taught to:</p>	<p>Children can show control as they travel, jump and spin; Children know how to</p>	<p>describe how the body feels before during and after exercise. Carry and place</p>	<p>Enquiry Questions Q1 What is beat?</p>	<p>None</p>	<p>Year A term 2 EYFS Dance Year A term 2 KS1 Dance Year A term 2 Yr. 3 Dance</p>	<p>INVESTIGATION EXPRESSION APPLICATION</p>

	<p>perform dances using simple movement patterns.</p> <p>EYFS Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.</p>	<p>identify which part of a performance may need to be improved; Children can keep to the beat of the music when performing; Children can improvise independently and adapt previous ideas to include in a dance; Children know how to • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p> <p>EYFS Children can follow a simple pattern. Children can make controlled movements. Children know how to join a range of different movements together. Children can change the speed of their actions and the style of their movements. Children know how to create a short movement phrase which demonstrates their own ideas.</p>	<p>equipment safely. Copy and repeat actions. Build a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as Unison canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control.</p>	<p>Q2 How do I perform in unison? Q3 What is the difference between unison and canon? Q4 What do we mean by sequence</p> <p>Key vocabulary Canon, sequence, unison, performance, repetition</p>		<p>Year A term 2 Yr. 4/5 Dance Year A term 2 yr. 5/6 Dance Year A term 2 Yr. 3 Dance Year B term 2 EYFS Dance Year B term 2 KS1 Dance Year B term 2 Yr. 4/5 Dance</p>	<p>DISCERNEMENT ANALYSIS</p>
<p>PSHE/RSE</p>	<p>Physical Well being To learn about some of the things that keep our bodies healthy (physical</p>	<p>Know the characteristics and mental and physical benefits of an active lifestyle Know the importance of building regular exercise into daily and weekly routines</p>	<p>Identify some ways of taking care of themselves List favourite foods and say which ones are important to keep them healthy and which</p>	<p>Enquiry Questions What do we think we need to do to keep ourselves healthy? What do we do during our day that keeps us healthy?</p>	<p>Year B Term 1 EYFS PE: Mastering basic movements Year B Term 1 EYFS PE: Dance</p>	<p>Termly PE lessons throughout Year A and Year B Year B Term 4 EYFS RSE/PSHE: Health and Prevention</p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</p>

	<p>activity, sleep, rest, healthy food)</p>	<p>and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Know the risks associated with an inactive lifestyle (including obesity) Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. Pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy,' food and 'not-so healthy' food, rather than 'good food' and 'bad food'.</p>	<p>ones need to be eaten in moderation Describe how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well</p>	<p>What do we think healthy people do and don't do? What things can we do when we feel good and healthy?</p> <p>Key Vocabulary Diet Exercise Healthy Activity Sleep Rest</p>	<p>Year B Term 1 EYFS Music: Our Bodies Year B Term 1 EYFS Science: Bodies and senses</p>	<p>Year B Term 4 KS1 Science: Humans – exercise Year B Term 2 KS1 RSE/PSHE: Physical well-being Year B Term 1 Y3&4 Music: Ourselves Year B Term 2 Y4/5 RSE/PSHE: Physical well-being Year B Term 2 Y5/6 RSE/PSHE: Physical well-being Year A Term 5 Y3/4 Science: Muscles and human skeleton Year A Term 2 Y4/5 Science: digestive system Year A Term 2 Y5/6 Science: Circulatory System Year A Term 2 Y5/6 DT: design a healthy snack</p>	
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