




# St Hugh of Lincoln Catholic Primary School



## EYFS Curriculum Map

Topics, themes and enquiries	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>I Wonder What Makes Me So Special and Unique?</p> <p>I Wonder Which Special People Help Us?</p> <p>I Wonder How Other Peoples' Lives Can Be Different To Ours?</p>	<p>I Wonder What Emotions Are And How They Affect Us?</p> <p>I Wonder What Things Were Like In The Past?</p> <p>I Wonder What Materials Are And How We Can Use Them?</p> <p>I Wonder How Our Christmas Cards Get Delivered?</p>	<p>I Wonder How the Food We Eat Changes?</p> <p>I Wonder What Chinese/Lunar New Year Is And How It Is Celebrated?</p>	<p>I Wonder How Time Passes?</p> <p>I Wonder What Spring Is Like?</p>	<p>I Wonder What Lives in the Garden?</p> <p>I wonder Who King Charles Is?</p>	<p>I Wonder What It Is Like Under The Sea?</p>
Special Events, Celebrations and Enrichment	<p>Starting School</p> <p>Harvest Festival</p> <p>Black History Month</p> <p>Divali</p> <p>Fire and Rescue Visit</p> <p>Paramedic Visit</p> <p>Road Crossing Patrol</p> <p>Officer Visit</p>	<p>Remembrance</p> <p>Anti-bullying Week</p> <p>Bonfire Night</p> <p>St Hugh of Lincoln Feast Day</p> <p>Toys From the Past</p> <p>Workshop</p> <p>Making Porridge</p> <p>Hannukah</p> <p>Advent, Christmas and Nativity Performance</p> <p>Walk to the Post Box to post a letter</p>	<p>Life Space workshop – how to be healthy</p> <p>Making Bread</p> <p>Pizza Express Trip</p> <p>Lunar New Year</p> <p>Safer Internet Day</p>	<p>Lent</p> <p>Ramadan</p> <p>World Book Day</p> <p>Easter</p>	<p>Nower Wood Trip – Pond Dipping and Minibeast Trail</p> <p>Observe caterpillars – lifecycle of a butterfly</p> <p>Eid al-Fitr</p>	<p>World Ocean Day</p> <p>Sports Day</p> <p>Year 1 Transition</p>
Rich Texts Used As Vehicles for Learning	<p>What Makes Me a Me?</p> <p>As We Grow</p> <p>So Much</p> <p>Real Superheroes</p> <p>Anna Hibiscus' Song</p> <p>Little People Big Dreams, Nelson Mandela</p> <p>Long Walk to Freedom</p>	<p>How Are You Feeling Today?</p> <p>The Colour Monster</p> <p>The Elves and the Shoemaker</p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Jolly Christmas Postman</p>	<p>The Little Red Hen</p> <p>The Great Race</p> <p>I Love Chinese New Year</p> <p>Handa's Surprise</p> <p>Oliver's Vegetables</p>	<p>The Very Hungry Caterpillar</p> <p>Seasons Come, Season's Go – Tree</p> <p>Weather and the Seasons</p> <p>Busy Spring – Nature Wakes Up</p> <p>The Amazing Life Cycle Of Plants</p>	<p>Caterpillar, Butterfly</p> <p>Yucky Worms</p> <p>Aargh Spider!</p> <p>King Charles III</p>	<p>Tiddler</p> <p>The Rainbow Fish</p> <p>Commotion in the Ocean</p>
Story Time Quality Texts to Promote Diversity, Inclusion, Great	<p>The Colour Monster</p> <p>Starts School</p> <p>Super Duper You</p>	<p>Find Your Happy</p> <p>The Lion Inside</p> <p>A Little Bit Brave</p>	<p>Pattan's Pumpkin</p> <p>Amy Wu and The Perfect Bao</p>	<p>How to Catch a Star - Oliver Jeffers</p> <p>Afraid of the Dark</p>	<p>The Bookworm</p> <p>The Wall and The Wild</p>	<p>Clean Up!</p> <p>The Tale of The Whale</p>

<p>British Values, School Values and Exposure to Beautiful Literature</p>	<p>The Same But Different Tibble and Grandpa My Must-Have Mum More People to Love Me Kind Supertato Supermouse and the Volcano of Doom Elmer Fair Shares Mixed The Smeds and The Smooos</p>	<p>Cottonwool Colin The Many Colours of Harpreet Singh Jabari Jumps Peepo! Missing Richmond Little Red Riding Hood It's A No-Money Day I Definitely Don't Like Winter One Snowy Night Santa Post Alfie's Christmas</p>	<p>Chapatti Moon Oi Frog Eyes That Speak To The Sky The Bear and the Piano Eyes That Kiss In The Corners The Invisible The Runaway Wok Rabbit's Pancake Picnic</p>	<p>Max and the Tag- along Moon Look Up! Meet the Weather Rain Before Rainbows Tad Specs For Rex Luna Loves Art The Day the Crayons Quit The Extraordinary Gardener Bloom</p>	<p>Ten Seeds Not Now, Noor! Rex The Rhinoceros Beetle Spyder Firefly Home My Butterfly Bouquet Snail Trail Norman the Slug with a Silly Tail What the Ladybird Heard The Bad-Tempered Ladybird</p>	<p>Octopus Shocktopus Meet the Oceans Martha Maps it Out Dougal's Deep Sea Diary Boo! A Fishy Mystery Sea Little Turtle and the Sea The Whale Who Wanted More Tropical Terry The Lost Property Office Stefano the Squid Hero of the Deep</p>
<p>School Gospel Values</p> 	<p>Forgiveness</p>	<p>Hope</p>	<p>Thankfulness</p>	<p>Respect</p>	<p>Friendship</p>	<p>Love</p>
<p>Safety, Health and Wellbeing</p>	<p>Online Safety: Digiduck's Big Decision  Personal Safety: The Pants Rule</p>	<p>Antibullying Week Online Safety: Digiduck's Famous Friend</p>	<p>Safer Internet Day Oral Hygiene Healthy Eating</p>	<p>Online Safety: Detective Digiduck</p>	<p>Online Safety: Digiduck and the Magic Castle</p>	<p>Online Safety: Digiduck Saves the Day</p>
<p>RE</p>	<p><b>Creation and Covenant</b> -God made the world -God made me -God loves us as we are part of a family -We are part of God's family -We should look after God's world.</p>	<p><b>Prophecy and Promise</b> -I know that Mary was chosen by God -Mary and Joseph travel to Bethlehem -Jesus was born in a stable and laid in a manger -The Shepherds visited Jesus in a stable -Advent is a time for getting ready for Christmas -Jesus came for the whole world</p>	<p><b>Galilee to Jerusalem</b> -I know the Wise Men visited Jesus -I know the Wise men gave Jesus gifts -I know that Jesus welcomes everyone -I know that Jesus takes care of everyone -We care for others In Lent -Jesus teaches us that we should share what we have with others.</p>	<p><b>Desert to Garden</b> -We care for others in Lent -We grow closer to Jesus in Lent -Lent is a time to grow in love for others -Jesus rode into Jerusalem on a donkey -Jesus died on a cross</p>	<p><b>To the ends of the earth</b> -Jesus went back to his father -Jesus sent a special friend the Holy Spirit -The Holy Spirit is our friend -Jesus' friends spread the Good News about him -The Parish church is a special place</p>	<p><b>Dialogue and Encounter</b> -St Peter was a friend of Jesus -St Paul was a friend of Jesus -We are all invited to be a friend of Jesus -People all over the world are friends of Jesus -Encounters 1 Hinduism</p>

				-Jesus rose and we celebrate	-Our parish is a family and a community	-Encounters 2 Buddhism
British Values	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone’s ideas and opinions. We can choose who we would like to play with. We understand that voting can be used to make decisions. We understand that the most popular vote may not be our choice but we respect the majority decision. We learn how to share, take turns and work together. We have lots of opportunities to make our own choices.</p>	<p><b>The Rule of Law</b> We all know that we have rules at school that we must follow so that everyone can be safe, happy and learn. We know who to talk to if we do not feel safe. We know that many words and actions are right but that some are wrong. We know that making the wrong choices with our words and behaviour can lead to outcomes that we do not like. We learn to take responsibility for our poor choices.</p>	<p><b>Individual Liberty</b> We all have the right to have our own opinions. We all have our own voice and the right to be heard. We respect and value everyone’s voice and ideas. We are all respected as individuals. We feel safe to have a go at new activities. We recognise and celebrate our own talents and strengths and those of others. We learn how be increasingly independent.</p>	<p><b>Mutual Respect</b> We celebrate that we are all unique and respect the ways that we are different. We show respect to everyone. We treat our school and everything in it with respect so that it can be enjoyed by everyone.</p>	<p><b>Mutual Tolerance of Others</b> Everyone is valued, all cultures, faiths and beliefs and opinions are respected. We listen to the feelings of others. We are keen to learn about the lives of others who may have different experiences to us. We recognise our similarities to others as well as the ways that we may be different. We know that we belong to many communities: family, school, faith groups, local, national, world.</p>	
Characteristics of Effective Learning	<p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

**Prime Area: Communication and Language**

<p>Early Learning Goals:  <b>Listening, Attention and Understanding</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Early Learning Goals:  <b>ELG: Speaking</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
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Children develop their communication and language skills throughout the year by listening and discussing stories, circle time, adult-led whole class input, adult modelling and high quality interactions. All areas of provision are designed to promote children’s opportunities to use communication and language skills with their peers and adults. WellComm is used to assess communication and language on entry and to deliver intervention if required. Children learn how to develop their oracy skills to support their learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learners know what ‘good listening’ looks like during carpet time (adult-led input)</p> <p>Learners know how to listen to and follow instructions for school rules and routines</p> <p>Learners can say what our 3 schools rules are and how they can achieve these</p> <p>Learners can use words to indicate which simple choices they have made e.g. when choosing their snack/lunch, independent free-flow learning activities etc.</p> <p>Learners know how to ask and answer simple questions to adults and their peers.</p> <p>Learners will explore using new vocabulary correctly in context with support</p>	<p>Learners have the skills to describe their learning to adults/peers/ class</p> <p>When sharing ideas with their ‘Learning Buddy,’ learners know how to turn their bodies to face their partner’</p> <p>Learners listen to and respond to a range of texts appropriately</p> <p>Learners know how to ask and answer questions</p> <p>Learners have the skills to join in with familiar phrases when stories are read aloud</p> <p>Learners can use sentence stems to respond to questions using full sentences</p> <p>Learners will use new vocabulary correctly in context with growing independence and accuracy</p>	<p>Learners have the skills to listen to stories and describe links to their own experiences/ feelings by identifying similarities and differences</p> <p>Children learn to ask and answer who what where when why questions appropriately</p> <p>When sharing ideas with their ‘Learning Buddy,’ learners know how to turn their bodies to face their partner, use ‘magnet eyes,’ use a clear voice and take turns speaking’</p> <p>Learners know how to generate their own appropriate questions linked to topic and respond to questions appropriately</p> <p>Learners will learn how to ‘build’ on their own responses and the responses of others using conjunctions like ‘and’ and ‘because’</p>	<p>Learners have the skills to observe, identify and describe what they have learned about the natural world within their environment</p> <p>Children will be supported to use what they have learnt from non-fiction books (facts and vocabulary) in context: locating and describing plants, describing the weather and seasons etc.</p> <p>Children learn make predictions about what is happening based on what they have learnt e.g. which plants will grow best</p> <p>Learners use clarifying questions in response to others</p>	<p>Learners know how to follow a set of instructions and describe what they did</p> <p>Children can use what they have learnt from non-fiction books (facts and vocabulary) in context with explanations and predictions about what is happening: locating and describing minibeasts/habitats</p> <p>When sharing ideas with their ‘Learning Buddy,’ learners know how to respectfully disagree using sentence stems and conjunctions like ‘but’</p>	<p>Learners know how to ask questions to initiate further research and enquiry</p> <p>Learners are confident in their use of dialogue with their peers</p> <p>Learners use taught vocabulary independently and accurate in their independent learning</p> <p>Learners can perform poetry in a small group</p> <p>When sharing ideas with their ‘Learning Buddy,’ learners know how to respectfully disagree and feel confident to challenge their partner</p>

Children will learn to join in with familiar nursery rhymes and poems as part of a group					
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**Prime Area: Personal, Social and Emotional Development**

<p>Early Learning Goals:  <b>Self-Regulation</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p>Early Learning Goals:  <b>Managing Self</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p>Early Learning Goals:  <b>Building Relationships</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others’ needs.</li> </ul>
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Children develop their personal, social and emotional skills throughout the year by listening and discussing stories, Jigsaw PSHCE lessons, ‘Journey in Love RSE lessons, circle time, adult modelling and high quality interactions .

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p>Jigsaw PSHE Scheme - <b>Being Me in My World</b></p> <p><i>I can work together and consider other people’s feelings.</i></p> <p><i>I understand how it feels to belong and that we are all similar and different.</i></p> <p><i>I understand why it is good to be kind and use gentle hands.</i></p> <p><i>I am starting to understand children’s rights and this means we should all be allowed to learn and play.</i></p> <p><i>I can start to recognise my feelings.</i></p> <p><b>Being Me in My World</b></p> <p><i>I am learning what being responsible means.</i></p>	<p>Jigsaw PSHE Scheme - <b>Celebrating Difference</b></p> <p><i>I know we are all different but the same in some ways.</i></p> <p><i>I can tell you why I think my home is special to me.</i></p> <p><i>I can tell you how to be a kind friend.</i></p> <p><i>Everyone is good at different things.</i></p> <p><i>I understand that being different makes us all special.</i></p> <p><i>I know which words to stand up for myself when someone says or does something unkind.</i></p> <p><i>I can identify something I am good at.</i></p>	<p>Jigsaw PSHE Scheme - <b>Dreams and Goals</b></p> <p><i>I can use kind words to encourage people.</i></p> <p><i>I understand that if I persevere I can tackle challenges.</i></p> <p><i>I can tell you about a time I didn’t give up until I achieved my goal.</i></p> <p><i>I can set a goal and work towards it.</i></p> <p><i>I can say how I feel when I achieve a goal and know what it means to feel proud.</i></p> <p><b>Self-Regulation</b></p> <p>Children will learn that their words and actions can have an</p>	<p>Jigsaw PSHE Scheme - <b>Healthy Me</b></p> <p><i>I know what a stranger is and how to stay safe if a stranger approaches.</i></p> <p><i>I understand that I need to exercise to keep my body healthy.</i></p> <p><i>I know which foods are healthy and not so healthy and can make healthy eating choices.</i></p> <p><i>I know what the word ‘healthy’ means and that some foods are healthier than others.</i></p> <p><i>I know how to help myself go to sleep and understand why sleep is good for me.</i></p>	<p>Jigsaw PSHE Scheme - <b>Relationships</b></p> <p><i>I can recognise some of the jobs I do in my family.</i></p> <p><i>I know how to make friends and stop myself from feeling lonely.</i></p> <p><i>I can think of ways to solve problems and stay friends.</i></p> <p><i>I know how to be a good friend.</i></p> <p><i>I am starting to understand the impact of unkind words.</i></p> <p><i>I can use calm me time to manage my feelings.</i></p> <p><b>Self-Regulation</b></p>	<p>Jigsaw PSHE Scheme - <b>Changing Me</b></p> <p><i>I can express how I feel about moving to Year One.</i></p> <p><i>I can talk about how I feel about my worries and/or the things I am looking forward to about being in year one.</i></p> <p><i>I can share my memories and best bits about being in Reception.</i></p> <p><i>I can tell you some of the things I can do and foods I can eat to be healthy.</i></p> <p>RSE: Journey in Love - <b>The Wonder of Being Special and Unique</b> - <i>To celebrate the joy of being a special person in God’s family.</i></p>

<p><b>Self-Regulation</b> Children will start to learn to recognise that some emotions that can be difficult esp. when they start something new and unfamiliar (starting school.)</p> <p>Children will learn to begin to talk about how they have felt in different situations.</p> <p>Children will learn to follow the instruction ‘stop’ and non-verbal cues if their behaviour is not following our school rules.</p> <p><b>Managing Self</b> Children will learn our school rules of Ready, Respectful and Safe and will begin to understand why we have them. Children will learn to stop, give attention to and listen to an instruction from an adult before responding appropriately.</p> <p>Children will learn where the toilets are and how/when to use them respectfully and safely.</p> <p>Children will be supported by adults to follow daily routines to promote independence</p> <p>Children will learn where to find place and find their water bottle, book bag, coat etc.</p> <p>Children will learn how to wash their hands effectively and independently.</p> <p>Children will learn how to choose their own meaningful learning opportunities within continuous provision with adult modelling and support.</p>	<p>RSE: Journey in Love - <b>The Wonder of Being Special and Unique</b> - <i>To recognise the joy of being a special person in my family.</i></p> <p><b>Self-Regulation</b> Children will continue to talk about their own emotions using The Colour Monster and the Zones of Regulation</p> <p>Children will begin to recognise challenging emotions in themselves and know that they can ask an adult for support.</p> <p>Children will be increase awareness of the Characteristics of Effective Learning and will continue to be encouraged to demonstrate them.</p> <p><b>Building Relationships</b> Children will be supported to initiate play with others</p> <p>Children will be supported to recognise how their words and actions can affect others</p> <p>Children will learn what it might look like when they or others are experiencing ‘big’ or ‘challenging’ emotions and recognise some strategies that may be helpful</p> <p><b>Managing Self</b> Children follow daily routines with growing independence</p> <p>Children learn to persevere with activities that may be challenging</p>	<p>impact on the emotions of others.</p> <p>Children will learn how to begin to identify their own emotions and know strategies they can use to help regulate themselves.</p> <p><b>Managing Self</b> Children learn the importance of a balanced diet</p> <p>Children learn that we should eat more of foods like fruits and vegetables that contain lots of things that our bodies need and less of foods that are full of salt and sugar which can be bad for our bodies if we eat too much</p> <p>To know which foods should be eaten in moderation and why</p> <p>Children know how to brush their teeth effectively.</p> <p><b>Managing Self</b> Children follow daily routines independently</p> <p>Children are supported to try new things and challenge themselves</p> <p><b>Building Relationships</b> Children know how to ask for help or signal ‘big’ or ‘challenging’ emotions when interacting with their peers</p>	<p><i>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</i></p> <p>RSE: Journey in Love - <b>The Wonder of Being Special and Unique</b> - <i>To recognise that we are all different and unique.</i></p> <p><b>Self-Regulation</b> Children will recognise their emotions and know strategies to use if they become dysregulated with growing independence.</p> <p>Children will show a greater awareness of the way in which their words and actions can have an impact on the emotions of others.</p> <p><b>Building Relationships</b> Children demonstrate an awareness of resolving conflict in their interactions with others</p>	<p>Children will recognise their emotions and know strategies to use if they become dysregulated</p> <p><b>Building Relationships</b> Children learn strategies for resolving conflict in their interactions with others independently</p> <p><b>Managing Self</b> Children apply what they have learnt to independently manage their personal and hygiene needs</p>	<p><b>Self-Regulation</b> Children can recognise what they have achieved and what makes them feel proud.</p> <p>Children can set themselves a goal to help them continue to be successful learners in Year 1</p> <p>Prepare for transition into Year 1</p> <p><b>Building Relationships</b> Children learn to work collaboratively as part of a team to solve problems and meet goals</p> <p><b>Managing Self</b> Children apply what they have learnt to learn independently and with their peers. They naturally challenge themselves and show resilience</p>
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Children will learn how to use cutlery to eat their school lunch	Children can explain why it is important to follow our school rules; Ready, Respectful, Safe				
<b>Building Relationships</b> Children will be supported to share with others and take turns					

## Prime Area: Physical Development

<p>Early Learning Goals:</p> <p><b>Gross Motor Skills</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Early Learning Goals:</p> <p><b>Fine Motor Skills</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Gross Motor</b> Learn to move freely and navigate space safely (inside and out) running, jumping, skipping, hopping Learn to navigate space safely and using a scooter and/or tricycle (outside) Learn to run skilfully and Learn to show understanding of the need for safety when climbing (trim trail) and consider and manage some risks Learn to control large arm movements when standing for throwing and mark making (bean bags, wet cloths on large surface, chalk, paint brushes, gymnastic ribbons etc.)</p> <p><b>Fine Motor</b> Learn to use cutlery correctly Manipulate objects with good fine motor skills: playdough, scissors,</p>	<p><b>Gross Motor</b> Learning to travel with confidence and skill in a range of movements when using equipment. Learn to move freely and with pleasure and confidence in a range of skilful ways. Learn to negotiate space successfully to avoid obstacles. Learn to balance in different ways using different parts of the body</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p><b>Gross Motor</b> Learn how to catch a ball with increased control Learn to move objects by pushing, pasting, throwing, catching, or kicking it with increasing control. Learn to moves freely and with pleasure and confidence in a range of skilful ways.</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction, and malleable materials with increasing control Encourage children to draw freely. Teach and model correct letter formation Holding Small Items / Button Clothing / zips</p>	<p><b>Gross Motor</b> Learn to understand and accept the needs of others and can take turns and share when playing physical team games Learning to demonstrate increasing control and accuracy when throwing and catching a large ball.</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Form recognisable letters mostly correctly formed</p>	<p><b>Gross Motor</b> Demonstrates how to run skilfully and negotiates space successfully, adjusting speed and/or direction to avoid obstacles Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>	<p><b>Gross Motor</b> Handle and control equipment with precision to fulfil games that involve throwing and catching Demonstrate control and accuracy when manoeuvring self in, through, over and under obstacles with speed Keeps play going by responding to what others are saying or doing. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p>

pencils/pens/crayons/chalk, tongs, thread beads, pick up small loose parts, squeeze pegs  Learn and apply correct pencil grip	Engage children in structured activities: guide them in what to draw, write or copy.	Cutting with Scissors			Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
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## Specific Area: Literacy

<p>Early Learning Goals:</p> <p><b>Comprehension</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Early Learning Goals:</p> <p><b>Word Reading</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Early Learning Goals:</p> <p><b>Writing</b> - Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
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Daily phonics lessons delivered using Read, Write Inc. phonics programme. Daily phonics lessons build up from 10 minute carpet input and 5 minute group application in Autumn 1 to 60 minute lessons in Summer 1. Phonics lessons taught in Reception in 3 homogenous groups based on ongoing assessment (at least 6 assessment captures per year.) Children may move between the groups as appropriate based on their progress. Daily 1:1 intervention is used to support pupils whose progress may be slower. The outline below shows the path that the majority of pupils will follow through the phonics programme but some may move through at a slightly slower or more accelerated pace based on regular assessment of their phonics knowledge and application of skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Comprehension</b> Use puppets, drama and role-play to retell familiar stories and rhymes</p> <p>Use modelled vocabulary to retell familiar traditional tales Make predictions about characters and events</p> <p>Decide what characters might think or say at various points in stories</p> <p><b>Word Reading</b> Practise oral blending Oral blending of 2 and 3 sound words</p>	<p><b>Comprehension</b> Use puppets, drama and role-play to retell familiar stories using repeated words and phrases from the text e.g. “I’ll huff and I’ll puff and I’ll blow your house down!”</p> <p>Make predictions about characters and events when listening to stories</p> <p>Make connections between what you hear in stories and your own experiences</p> <p>Draw and label characters</p>	<p><b>Comprehension</b> Use puppets, drama and role-play to retell familiar stories in the correct sequence</p> <p>Be able to say what taught words mean</p> <p>Answer simple questions about phonetically decodable texts including questions that start to use inference.</p> <p><b>Word Reading</b> Learn phoneme/grapheme correspondence for ck, ll, ff, ss</p>	<p><b>Comprehension</b> Use puppets, drama and role-play to retell familiar stories using precise vocabulary from the story</p> <p>Use taught vocabulary correctly and in context</p> <p>Answer questions about phonetically decodable texts including questions that use inference.</p> <p><b>Word Reading</b> Learn phoneme/grapheme correspondence for ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p><b>Comprehension</b> Use taught vocabulary to describe minibeasts</p> <p>Share facts to show what you have learnt about minibeasts from non-fiction books shared in class</p> <p>Create story maps based on stories that have had read to them</p> <p>Answer questions about phonetically decodable texts including questions that use inference.</p>	<p><b>Comprehension</b> Use taught vocabulary to describe sea creatures and their habitats</p> <p>Share facts about a chosen sea creature to show what you have learnt from non-fiction sources using taught vocabulary accurately</p> <p>Answer questions about phonetically decodable texts including questions that use inference.</p> <p><b>Word Reading</b> Consolidate phoneme/grapheme correspondence to</p>



<p>Learn phoneme/grapheme correspondence for m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Segment and blend these sounds to read 2 and 3 sound words</p> <p><b>Writing</b> Mark-make with intention of conveying meaning e.g. lists, labels, instructions, recipes, messages, cards, letters etc.</p> <p>Refine and practise use of dominant hand and correct pencil grip</p> <p>Practise writing name</p> <p>Practise letter formation for taught sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</p>	<p><b>Word Reading</b> Learn phoneme/grapheme correspondence for l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk Segment and blend these sounds to read 2 and 3 sound words</p> <p><b>Writing</b> Mark-make with more precision including accurate use of initial sounds with the intention of conveying meaning e.g. lists, labels, instructions, recipes, messages, cards, letters etc.</p> <p>Write name with increasing accuracy</p> <p>Practise letter formation for taught sounds: l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk</p> <p>Write CV and CVC using taught sounds</p>	<p>Segment and blend all taught sounds to read 2, 3 and 4 sound words</p> <p>Learn to segment 'in your head' for speedy reading</p> <p>Learn to read 2 and 3 sound nonsense words</p> <p>Learn to sight read high frequency words: it, in, is, sit, am, on, sat, yes, man, not, a, dog, up, get, him, cat, can, us, big, and, got, an</p> <p>Learn to sight read common exception words: l, of, my, to, the, no, put, for, he</p> <p><b>Writing</b> Form letters with increasing accuracy</p> <p>Form letters correctly when writing name</p> <p>Begin to write simple dictated words and phrases with finger spaces between words (using words children can read)</p>	<p>Segment and blend all taught sounds to read 2, 3, 4 and 5 sound words and multi-syllabic words</p> <p>Learn to segment 'in your head' for speedy reading</p> <p>Learn to read 3 and 4 sound nonsense words</p> <p>Learn to sight read high frequency words: with, his, that, ship, have, red, went, fat, leg, bad, box, but, them, milk, thin, had, then, off, black, hot, bed, this, fish, six, catch, long, cut, will, lot, mix, bag, pink, bit</p> <p>Continue to sight read common exception words: and learn to sight read common exception words: your, said, you, be, are,</p> <p><b>Writing</b> Write simple dictated sentences with finger spaces between words (using words children can read including common exception words)</p> <p>Begin to use capital letters at the start of a sentence with a full stop at the end</p>	<p><b>Word Reading</b> Consolidate phoneme/grapheme correspondence to segment and blend all taught sounds to read 2, 3, 4 and 5 sound words and multi-syllabic words</p> <p>Learn to sight read high frequency words: full, lost, left, help, ran, let, wet, off, shop, stop, chips, swim, run, dad, ran, has, next, bug, log, sand, back, stick, cross, mum, mat, mess, did, bed, milk</p> <p>Continue to sight read common exception words and learn to sight read new common exception words: to, go, me, baby</p> <p><b>Writing</b> Write dictated sentences with finger spaces between words (using words children can read)</p> <p>Use capital letters at the start of a sentence with a full stop at the end</p>	<p>segment and blend all taught sounds to read 2, 3, 4 and 5 sound words and multi-syllabic words</p> <p>Learn to sight read high frequency words: from, well, such, rest, best, pet, smell, must, sun, soft, hand, rock, ask, cap, vest, sock, along, drink, quick, way, say, stay, day, green, keep, when, three, just, catch, night, right, might, play, feel, just, went, think, follow, street, last, snow, throw, grow, own, sleep, food, cool</p> <p>Continue to sight read common exception words and learn to sight read new common exception words: all, call, her, I've, want, we, she, some,</p> <p><b>Writing</b> Use capital letters at the start of names of people and places</p> <p>Write phonetically plausible sentences for a variety of purposes that can be read by others (finger spaces, clearly formed letters, phonetically plausible, accurate spelling of some common exception words)</p>
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## Specific Area: Mathematics

Early Learning Goals:

**Number** - Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids)

Early Learning Goals:

**Numerical Patterns** - Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and

number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	odds, double facts and how quantities can be distributed equally.
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Daily maths lessons delivered using White Rose Maths Early Years scheme. Daily maths includes an input on the carpet, adult-led group work and access to mathematic equipment in continuous provision. Continuous provision will be enhanced to create opportunities for children to apply knowledge and skills taught. Quality interactions with adult will model and promote accurate use of vocabulary, knowledge and skills to move children forward with their learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Match pictures and objects Identify a set Sort objects Explore sorting techniques Create sorting rules Compare Amounts  Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns  Find 1, 2 and 3 Subitise 1, 3 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3	Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position  Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 More 1 Less Composition of 4 and 5 Composition of 1 – 5  Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Introducing Zero Find 0 – 5 Subitise 0 – 5 Represent 0 - 5 1 more 1 less Composition 1 - 5 Conceptual subitising to 5  Compare Mass Find a balance Explore capacity Compare capacity  Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	Explore length Compare length Explore height Compare height Talk about time Order and sequence time  Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd  Explore 3-D Shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns  Add more How many did I add? Take Away How many did I take away? Spatial Reasoning Compose and Decompose  Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles  Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations

## Specific Area: Understanding The World

Early Learning Goals: <b>Past and Present</b> - Children at the expected level of development will:	Early Learning Goals: <b>People, Culture and Communities</b> - Children at the expected level of development will:	Early Learning Goals: <b>The Natural World</b> - Children at the expected level of development will:
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<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Past and Present</b> Exploring family members) To know that our parent/s were born further back in the past than us and that our grandparents were born even further back in the past. To know that humans change as they grow.</p> <p>To compare and recognise some similarities and differences between the past and now. (Photos of family members)</p> <p>To learn about the life of Nelson Mandela</p> <p>To know why Nelson Mandela is an important figure in history and his impact on the world.</p> <p>To recognise that there are many people who help us – explore some key workers and how they help us including emergency workers and school road crossing patrol officers</p> <p><b>People, Culture and Communities</b></p>	<p><b>Past and Present</b> To compare similarities and differences between familiar objects and places in the past – shoes, shoe shops and shoe making, toys and teddies</p> <p><b>People, Culture and Communities</b> Explore festivals from other world faiths and compare with Christian festivals/celebrations: Divali, Hannakah</p> <p>Use simple maps to explore local area (walk to the post box)</p> <p><b>The Natural World</b> To recognise and describe the differences between night and day</p> <p>To know that water freezes and turns to ice when it gets very cold.</p> <p>To know that ice melts when it is in a warm place</p>	<p><b>Past and Present</b> Explore how farms and farming have changed over time</p> <p><b>People, Culture and Communities</b> To know that places in other parts of the world can have different weather, landscapes, animals and food growing</p> <p>To use photographs, stories and our own experiences to explore similarities and differences between Kenya and the UK: food, climate, clothes etc.</p> <p>To learn about Chinese and Lunar New Year – who celebrates this and why? How is it celebrated?</p> <p>To explore and identify similarities and differences between our suburban local area and a more rural location</p> <p><b>The Natural World</b> To recognise signs of the changing of the season and observe signs of spring</p>	<p><b>People, Culture and Communities</b> Learn about Lent and Easter and why these are important to Christians Learn about Ramadan</p> <p><b>The Natural World</b> To know that a seed is a baby plant waiting to grow To know that plants need soil, light and water to grow.</p> <p>To use observation skills to explore the different parts of plants.</p> <p>To know that plants have roots and to observe and explore these in seeds, bulbs and plants in different stages of growth.</p> <p>To give seeds what they need to grow.</p> <p>To make predictions and observe seeds and bulbs as they grow.</p>	<p><b>Past and Present</b> Learn about the life of King Charles III To know some of the key changes in our country within the lifetime of King Charles III</p> <p><b>People, Culture and Communities</b> Learn about Eid ul Fitr</p> <p>To use maps to find specific areas in our school learning environment.</p> <p>To use positional language to describe routes on maps and give directions.</p> <p>To draw plans and maps of our school learning environment</p> <p><b>The Natural World</b> To make observations about the changing of the season and observe signs of summer Observe and describe the weather</p>	<p><b>Past and Present</b> Reflect on out time in Reception, what we have learnt and how we have grown and changed</p> <p><b>The Natural World</b> To use pictures and books to research some ocean creatures.</p> <p>Use atlases and globes to identify oceans</p> <p>To know that humans can have a negative impact on our planet - relating to our oceans and World Ocean Day</p> <p>To know what we can do to try and look after and protect our oceans and planet</p>

<p>To compare similarities and differences between our lives and the life of Hannah Hibiscus in Africa (homes, clothes, families, hobbies)</p> <p>To know that maps, globes and atlases provide information about where places are in the world and what they are like</p> <p>To explore maps and globes to locate and compare the UK and South Africa. How can we travel between these two countries? What is different? Why might that be?</p> <p>To use technology (Google Maps) to see the position of Africa on the map and describe how we would get there.</p> <p><b>The Natural World</b> To observe the changing of the seasons as summer ends and autumn begins To recognise the signs of autumn To observe and describe the weather</p>	<p>To recognise the changing of the season and observe signs of winter</p> <p>To observe and compare changes in the weather</p>	<p>Learn that we have 4 seasons in this country and learn about typical weather conditions for each season.</p> <p>Observe and describe the weather using specific vocabulary</p>	<p>To make accurate drawings and diagrams of seeds, plants and bulbs and add some labels.</p> <p>Observe and describe the weather using specific vocabulary</p> <p>To recognise the changing of the season and observe signs of spring</p> <p>To make drawings to record the signs of spring observed outside.</p>	<p>To know the different stages in the lifecycle of a butterfly.</p> <p>To observe and describe the changes during the lifecycle of a butterfly – butterfly garden</p> <p>To make observational drawings and sketches of minibeasts.</p> <p>To use simple keys and diagrams to identify minibeasts.</p> <p>To know that a habitat is a place where an animal or plant lives</p> <p>Make and observe a wormery</p>	
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## Specific Area – Expressive Arts and Design

<p>Early Learning Goals: <b>Creating with Materials</b> - Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Early Learning Goals: <b>Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Creating with Materials</b> Kapow Art - Drawing:</p>	<p><b>Creating with Materials</b> Kapow Art - Painting and Mixed-Media:</p>	<p><b>Creating with Materials</b> Kapow Art - Sculpture and 3-D:</p>	<p><b>Creating with Materials</b> Kapow Art - Craft and Design:  <ul style="list-style-type: none"> <li>Developing confidence with cutting skills exploring</li> </ul> </p>	<p><b>Artist Study: Vincent van Gogh</b> - explore and appraise</p>	<p><b>Artist Study: Guy Harvey</b> - explore and appraise</p> <p>Making own aquarium scenes</p>

<ul style="list-style-type: none"> <li>Investigate patterns made by different textures - mark making with wax crayons</li> <li>Explore mark making with felt tips</li> <li>Explore mark making with chalk</li> <li>Explore mark making with pencils – still life observational drawing</li> <li>Use a mirror and observational skills to make a self-portrait</li> <li>Use a variety of colours and materials to make a self-portrait</li> </ul> <p><b>Artist Study – Allina Ndebele:</b> explore and appraise</p> <p>Use loose part natural materials (stones, leaves, twigs etc. to represent self, emotions and family)</p> <p><b>Being Imaginative and Expressive</b> Sing nursery rhymes and songs Learn to sing traditional songs about Nelson Mandela</p>	<ul style="list-style-type: none"> <li>Explore paint through finger painting</li> <li>To create natural paintbrushes and use them to create abstract and figurative art</li> <li>Respond to music through the medium of painting</li> <li>To make collages using mixed media</li> <li>To create landscape collages (inspired by Megan Coyle)</li> <li>To create a large group painting based on the colours and patterns of fireworks</li> </ul> <p><b>Artist Study – Wassily Kandinsky:</b> Use 2d shapes to create artwork inspired by Kandinsky (collage)</p> <p>Use media to express movement (Fireworks – oil pastels)</p> <p>Use media to express Remembrance – poppy paintings/playdough poppies</p> <p>Represent Bible stories through art - Making Christmas cards</p> <p><b>Being Imaginative and Expressive</b> Learn and perform Nativity songs and dance/actions</p>	<ul style="list-style-type: none"> <li>Explore clay and it's properties through manipulation</li> <li>Explore playdough and it's properties using hands and tools</li> <li>To create natural 3D landscape pictures using objects</li> <li>Design animal sculptures</li> <li>Create animal sculptures using clay</li> <li>Paint clay animal sculpture</li> </ul> <p><b>Artist Study - Guiseppe Archimboldo:</b> explore and appraise Use fruit and vegetables to create and photograph portraits</p> <p><b>Being Imaginative and Expressive</b> Explore traditional Kenyan dance – learn to follow the pulse and copy simple dance moves in time to the music</p>	<p>differences when cutting a range of materials</p> <ul style="list-style-type: none"> <li>Developing threading skills when threading a range of different materials in different ways</li> <li>Explore techniques for joining paper and card using different tools and equipment</li> <li>Learn to fold, cut and curl paper</li> <li>Refine drawing and colouring skills to create a design for a tissue paper flower</li> <li>Use design to make tissue paper flowers</li> </ul> <p>Folding paper to make flowers – Mother's Day cards</p> <p><b>Artist Study: Damien Hirst – The Cherry Blossom Collection:</b> explore and appraise</p> <p>Use collage to represent cherry blossom</p>	<p>Compare paintings by different artists: Vincent van Gogh's <i>Almond Blossom</i> and Damien Hirst's <i>Cherry Blossom</i></p> <p><b>Being Imaginative and Expressive</b> Musical Appreciation – Roger Cichy – Army Ants</p> <p>Learn to move in time to the music - Roger Cichy – <i>Army Ants</i></p>	<p>Create starfish sculptures: pipe cleaners and silver foil, clay</p> <p><b>Being Imaginative and Expressive</b> Perform a poem in a group (Commotion in the action)</p> <p>Camille Saint-Saëns – Carnival of the Animals - <i>Aquarium</i></p> <p>Under the sea dance – move in time to the music with movements inspired by underwater creatures</p>
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