













Topic Question	Reception Key Text			Enhancements/experiences	
	Fiction	Non-Fiction	Poetry		
Autumn 1: I wonder what makes me special.	Traditional Tale 		Non-Fiction 	Poetry Leaves are falling Chop Chop	Local/environmental walks (to Upper Site) World Poetry Day (5-10-23) Harvest festival (1-10-23-15-10-23) Making soup making with Elderly community Grandparents Day (1-10-21)
Autumn 2: I wonder how people celebrate.	Traditional Tale 		Non-Fiction 	Poetry Pointy Hat I can build a snowman	Halloween (31-10-23) Outdoor Classroom Day (2-11-23) Bonfire Night (5-11-23) Remembrance Day (11-11-23) Diwali (12-11-23) World Nursery Rhyme Week (WB: 13-11-23) Children in Need (18-11-23) Christmas Performance to parents Christmas Party Visit the church Making gingerbread
Spring 1: I wonder how people help us.	Traditional Tale 		Non-Fiction 	Poetry Carrot Nose Pancakes	Bedtime experience Visit from fire engine Visit to Police Station Dentist workshop Pancake making RSPB Big School Bird Watch (WB: 8-1-24) National Storytelling Week (WB: 30-1-24) NS PCC Number Day (2-2-24) Chinese New Year (10-2-23) Valentine's Day (14-2-23)
Spring 2: I wonder what moves.	Traditional Tale 		Non-Fiction 	Poetry Mrs Blue-bird Popcorn	Pet day (Love your Pet Day 20-2-24) Wheels Day Vehicle making project Easter Easter Nest baking/making bread World Book Day (7-3-24) Mother's Day (10-3-24) Holt Festival (24-04-24)
Summer 1: I wonder where they call home.	Traditional Tale 		Non-Fiction 	Poetry Monkey Babies A little shell	Eid al-Fitr (9/10-4-23) St George's Day (23-4-24) BEEP BEEP Day/Road Safety Week (WB: 26-4-24) Around the world food tasting Local walks-reading and making maps Visitors to talk about their home countries Fashion Show Farm trip
Summer 2: I wonder what change looks like.	Traditional Tale 		Non-Fiction 	Poetry I have a little frog 5 little peas	Growing eggs Growing flowers/fruit I have a dream speeches Eid al-Adha (16/17-6-24) Fathers' Day (16-6-24) Transition events to Year 1 Sports Day Picnic at a local park-making a jam sandwich

Reception Curriculum Goals



<p>To become a</p> <p style="text-align: center;">Confident Communicator</p> <p>who can listen carefully in different situations, hold a conversation with friends and adults. Asking relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p style="text-align: center;">Independent Individual</p> <p>who can demonstrate our school values, set simple goals and persevere to achieve them. To select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p style="text-align: center;">Fantastic Friend</p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p style="text-align: center;">Amazing Athlete</p> <p>who can show strength, balance and co-ordination when playing. To move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a</p> <p style="text-align: center;">Talented Tool User</p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>	<p>To become a</p> <p style="text-align: center;">Brilliant Bookworm</p> <p>who can show a love for reading, using new vocabulary to talk about what they have read or has been read to them. To read words and simple sentences (using single sounds and digraphs they have learnt).</p>	<p>To become a</p> <p style="text-align: center;">Wow Writer</p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a</p> <p style="text-align: center;">Master of Maths</p> <p>who can show a deep understanding of numbers to 10. Recognising patterns within the number system, subitising, comparing quantities and recall number bonds to 5.</p>
<p>To become an</p> <p style="text-align: center;">Exceptional Explorer</p> <p>who can show curiosity about the world around them. To understand how to read and draw a simple map, understand some differences between times and places.</p>	<p>To become a</p> <p style="text-align: center;">Compassionate Citizen</p> <p>who can help to look after their community, care for the environment and have an awareness of other people's cultures and beliefs.</p>	<p>To become a</p> <p style="text-align: center;">Dynamic Designer</p> <p>who can choose and safely use the resources they need to make their creations. To talk about what they have made and how they have made it.</p>	<p>To become a</p> <p style="text-align: center;">Proud Performer</p> <p>who can perform a song, poem or dance to an audience and retell stories with expression and Confidence. To play a range of percussion instruments correctly and with good rhythm.</p>

Area (Schemes/resources used to support)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Communication and Language</u> Bucket Club NELI	<ul style="list-style-type: none"> • Able to sit in a circle and wait their turn to speak. • Repeats modelled sentences. • Begins to direct their speech at an adult. • Interacts with peers during play responding to direct • Understand basic who, what, where, when questions for comprehension 	<ul style="list-style-type: none"> • Passes a talking object and speaks on their turn. • Voice is audible in a group and a basic sentence is used. • Interaction with peers is expressive and shows their needs and wishes. • Answers direct questions from adults and approaches them with worries or needs. • Begin to understand and use new vocabulary when discussing key texts/topics 	<ul style="list-style-type: none"> • Knows the rules of a circle and puts their hand up to speak or waits. • Eye contact is made and voice is directed at listeners. • Sentence is used, only sometimes needing a model or stem. • Peer interaction is back and forth, with pauses and responses from each. • Adults are engaged in conversation when playing alongside. • Questions are answered with basic responses. 	<ul style="list-style-type: none"> • Topics of interest result in extended conversations where conjunctions are used. • Questions are responded to and basic questions are asked. • Peer interaction is sustained and questions are asked and answered during the interaction. • There are clear pauses to show listening. Answers show awareness that they have listened. 	<ul style="list-style-type: none"> • Pupils are given opportunities to explain by using why and how questions. • More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. • Pupils are confident and will approach known adults and familiar friends. • Pupils take account of what has been said, responding in an appropriate way • Begin to understand and answer how questions for comprehension 	<ul style="list-style-type: none"> • Pupils are offering their own explanations for things, using increasing vocabulary. • Questions are understood and responded to appropriately. • They are able to share their feelings about things and show some emotional literacy. • Taught vocabulary is used in different contexts to show Mastery.
<u>Personal, Social, Emotional Development</u> Zones of Regulation Kapow	Self-regulation: My feelings (Kapow) <ul style="list-style-type: none"> • Selecting and using resources in their new classroom setting • Getting used to new routines & rules. 	Building relationships: Special relationships (Kapow) <ul style="list-style-type: none"> • Continuing to develop friendships & relationships • Increasingly following rules and boundaries 	Managing self: Taking on challenges (Kapow) <ul style="list-style-type: none"> • Showing independence in selecting & using resources 	Self-regulation: Listening and following instructions (Kapow) <ul style="list-style-type: none"> • Begin to regulate their behaviour using taught strategies 	Managing self: My wellbeing (Kapow) <ul style="list-style-type: none"> • Manage own basic hygiene - understanding the importance of health food choices 	Building relationships: My family and friends (Kapow) <ul style="list-style-type: none"> • Expressing and moderating feelings • Finding solutions to conflicts using taught strategies

	<ul style="list-style-type: none"> • Building relationships with adults & peers in the setting. . To identify and express their feelings . To identify how to moderate these feelings emotionally and socially . To explore different copying strategies to help regulate emotions . To explore different facial expressions and what they mean 	<ul style="list-style-type: none"> . Talk about our families, understanding they are valuable and special . Talk about people who are special to me, thinking about what it means to be a valued person . To understand why it is important to share and cooperate with others . To develop strategies to help when trying to share with others . To see themselves as a valuable individual, understanding interests of themselves and others . To explore diversity through similarities and differences 	<ul style="list-style-type: none"> • Identify the range of feelings and how others may feel . To understand why we have rules. . To understand the important of persistence/perseverance in the face of challenge. . Develop confidence in their own ability to solve problems. . To work together as a group to overcome challenges and communicate effectively with others. . To learn and practice copying strategies. . To learn new skills, showing resilience and perseverance 	<ul style="list-style-type: none"> • Show independence in managing their needs • Show resilience in the face of challenge . To understand why it is important to listen carefully . To listen actively . To talk about and retell parts of stories they have deep familiarity with . To understand the importance of telling the truth and thinking of others feelings . To follow instructions with several ideas/actions . To give instructions with several ideas/actions . To listen and respond to phrases 	<ul style="list-style-type: none"> • Working cooperatively and taking turns with others • Demonstrates sensitivity to the feelings, needs and wants of others and how to manage these . To learn about the importance of exercise. To explore how exercise affects different parts of the body. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being. 	<ul style="list-style-type: none"> • Show increasing understanding for following school rules . To understand that we all have different beliefs and celebrate special times in different ways. . To think about the perspectives of others in the class. . To understand why sharing is important . To understand the characteristics that make a good friend. . To think about why it might be difficult for others to be a good friend all of the time. . To consider why it is important to support each other by being kind. . To learn how to help, listen to and support others when working in a team. . To plan a party to celebrate the special friendships within the class.
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					To explore what it means to have a balanced diet.	
<u>Physical Development</u> PE Write Dance	PE: . Fundamental Locomotive Skills . Practice and refine movement skills they have already acquired . Develop small motor skills to use tools independently and safely . Attempt to manage own hygiene. . To develop strength and stability of body . To explore in moving in different ways	PE: . Gymnastics (floor) . Develop control when moving. . Develop overall body strength, balance, co-ordination and agility . Develop core strength . Develop the skills to manage the school day - put and take of own coat and put and take of own shoes/wellington boots.	PE: . Gymnastic (large equipment) . Develop core muscle strength and posture . Combine different movements with ease . Establish the correct pencil grip and posture for writing . Develop the skills to manage the school day - To be able to put on and take off own waterproofs.	PE: . Playground Games . Confidently use small and large Apparatus . Talk about how I can keep Healthy . Develop ball skills by taking part on group balls skills . Begin to about different ways I can be healthy and keep active . Develop the skills to manage the school day - dressing and undressing and fastening up a coat.	PE: . Athletics . Develop body strength . Develop balance when using large equipment . Develop confidence and accuracy when using a ball . Develop coordination . Develop handwriting style . Negotiates space and obstacles safely, considering themselves and others . Develop the skills to manage the school day - fastening up buttons when changing.	PE: . Multiskills . Refine different ways of moving, hopping, skipping etc. . Demonstrates overall body strength, balance, co-ordination and agility . Hold a pencil effectively, using tripod grip . Use a range of small tools effectively. . Talk about different ways I can be healthy and keep active
<u>Literacy</u> RWI WRITER sequence Write Dance	. To use pictures to tell stories . To sequence familiar stories . To independently look at book, holding them the correct way and turning pages	. To engage in story times, joining in with repeated phrases and actions . To begin to answer questions about the stories read to them . To enjoy and increasing range of	. To act out stories . To begin to predict what may happen in the story . To suggest how a story might end . Begin to understand and use key words associated with books	. To retell a story . To follow a story without pictures or props . To talk about the characters in the books they are reading	. To begin to answer questions about what they have read . To use vocabulary that is influenced by their experiences of books . Be able to read 4/5 sound words (Set 1 and 2 sounds)	. To answer questions about what they have read . To know that information can be retrieved from books . Be able to read a simple sentence with speed including

	<ul style="list-style-type: none"> • Be able to recognise their name (self-registration, peg label, book bag). . Be able to read taught Set 1 sounds • To able to blend sounds together in order to read CVC words (Set 1 sounds) • Be able to write their name (by copying) . Begin to write some Set 1 sounds • Be able to orally blend sounds together to make words • Be able to identify initial (and end) sounds and write them 	<p>books including fiction, non-fiction, poems and rhymes</p> <ul style="list-style-type: none"> . To learn Set 1 special friends . Be able to blend taught sounds together in order to read CVC/CVCC/CCVC words . Begin to read simple phrases . Begin to recognise taught common exception words . Begin to read books that match their phonics ability • Be able to write their name (using this to label their work) . Be able to write all Set 1 sounds using correct letter formation . Be able to write CVC words (using Set 1 sounds) . Begin to write labels 	<p>including page, title, front/back cover, blurb etc.</p> <ul style="list-style-type: none"> . Begin to identify taught Set 2 sounds . Begin to read simple phrases . To recognise taught common exception words . To read books that match their phonics ability . To form lower case letters correctly . Begin to write simple phrases 	<ul style="list-style-type: none"> . To read taught Set 2 sounds • Be able to read nonsense CVC/CVCC/CCVC words . Attempt to read longer words . Be able to write taught Set 2 sounds accurately • Be able to write simple phrases . Be able to write taught common exception words . Begin to learn how to identify and write capital letters. . Begin to use finger spaces when writing. 	<ul style="list-style-type: none"> • Be able to read 3/4 sound nonsense words (Set 1 and 2 sounds) . To be able to read longer words • Begin to write simple sentences . Begin to write taught common exception words .To form lower case and upper case letters correctly . Begin to write simple sentences using capital letters, finger spaces and full stops. . Begin to write longer words, which are spelt phonetically. . To spell taught common exception words correctly. . To read their work back. 	<p>common exception words</p> <ul style="list-style-type: none"> . To read and write compound words • Be able to write a simple sentence (using full stops, capital letters and finger spaces) . To spell more common exception words accurately . To read their work back and check it makes sense, editing if needed
Maths	<ul style="list-style-type: none"> • Revision of numbers 1-5 • l:l Correspondence 	<ul style="list-style-type: none"> • Subitise within 5 • Patterns within 4 	<ul style="list-style-type: none"> • Subitise within 5 - Structured and random 	<ul style="list-style-type: none"> • Symmetrical Patterns/Doubling 	<ul style="list-style-type: none"> • Familiar subitising patterns 	<ul style="list-style-type: none"> • Consolidation of their understanding of

<p>NCETM Mastering Number</p> <p>+ in SSM weeks</p> <p>Money - show within the environment.</p>	<ul style="list-style-type: none"> • Counting to 5 • Learn counting Rhymes and Songs • Showing and making numbers using objects • Use language of Comparison • Days of the week. • Size - All about me. 	<ul style="list-style-type: none"> • Use fingers to represent Quantities • 1:1 Correspondence/ know the last number counted is how many • Counting rhymes and songs • Cardinality of 5 • Count beyond 5 • Recognise numerals to 5 • Numbers made with 1s • Compose own numbers within 5 • Explore parts and wholes • Compare sets • Language of comparison • Compare by looking/subitising • Compare equal sets • Patterns AB ABB AAB 	<ul style="list-style-type: none"> • Patterns to 5 and more than 5 • Patterns with small group and 1 More • Match arrangements to fingers • Verbal counting to 20 and beyond • Counting objects • Order numbers • Composition of 5 missing/hidden parts • Composition of 6 • Numbers to 10 as 5 and some more • Compare and use language to compare play comparison games • Compare by matching equal sets • Explore making unequal sets • Mass and capacity. • 2D shapes 	<ul style="list-style-type: none"> • Cardinality of numbers within 10 • Counting pattern beyond 20 • Odd and even numbers using the 'shape' of these • Begin to link even to doubles • Begin to explore composition within 10 • Compare numbers and reason using its 'how many'ness/position in the number system • 3D Shapes. 	<ul style="list-style-type: none"> • Subitising with number patterns • Know when to count and when to subitise • Verbal counting to 20 and beyond • Counting from different starting Points • Composition of 10 • Repeating patterns. • Positional and ordinal language - visualise, build and map (white rose). 	<p>concepts previously taught through working in a variety of contexts and with different numbers</p> <ul style="list-style-type: none"> • Weight- ordering 3 objects by weight. • Language of weight. • Order sets of objects Height and length- ordering 3 objects by a set criteria
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		. Mass and capacity (making gingerbread) gingerbread story.				
Understanding the world	<ul style="list-style-type: none"> . To know about my own life-story . To know how I have changed . To know about family structures and talk about who is part of their family . To identify similarities and differences between themselves and peers. . To know the name of the town the school is in. . To know about features of the Immediate environment. . To know that there are many countries around the world. . To ask questions about the natural environment. . To respect and care for the natural environments 	<ul style="list-style-type: none"> . To know about figures from the past (Jesus, Stevie Wonder, Anna Palova, Grandparents etc). . To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class . To talk about how Hindus celebrate Diwali . To talk about the Christmas Story and how it is celebrated . To know that people around the world have different religions . To know about and recognise the signs of Autumn . To know about features of the world and Earth 	<ul style="list-style-type: none"> . To talk about the lives of the people around us. . To know that the Emergency services exist and what they do. . To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (St. Valentine, Marcus Rashford, Mother's Day, Bedtime experience) . To talk about Chinese New Year (and compare this to other celebrations we have learned) . To know about people who help us within the local community, . To know about and recognise the signs of Winter . To know some Important processes and changes in the 	<ul style="list-style-type: none"> . To know about the past through settings, characters and events encountered in books read in class and storytelling. . To know that Christians celebrate Easter. . To know about and recognise the signs of Spring . To plant seeds . To know the different between herbivores and carnivores . To know about different habitats 	<ul style="list-style-type: none"> . To know about the past through settings, characters and events encountered in books read in class and story telling . To know that people in other countries may speak different languages . To observe the growth of seeds and talk about changes . To know how to care for growing plants . To know about features of my own immediate environment and how they might vary from another. . To know that simple symbols are used to identify features on a map 	<ul style="list-style-type: none"> . To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class . To know about and recognise the signs of Summer . To learn about lifecycles of plants and animals . To know that some things in the world are man-made and some things are natural . To harvest grown fruit and vegetables . To know some Important processes and changes in the natural world including states of matter (melting, floating and sinking)

			<p>natural world including states of matter (freezing)</p> <p>. To know that some animals are nocturnal</p>			
	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - Getting to know the school (environment and people) - Local environment walks 	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - Outdoor Classroom Day - Halloween - Diwali - Christmas - Visit to Church 	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - RSBP Big School Bird Watch - Emergency services visits/trips - Chinese New Year - Valentine's Day 	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - Pet Day - Wheelie Day - Easter 	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - Farm Trip - Local Walks (maps) - Visitors to talk about their home countries 	<p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - Growing eggs. - Growing flowers/fruit. - Lifecycles
<p>Expressive Arts and Design</p> <p>Kapow</p> <p>Poetry Basket</p>	<p>To name colours</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and Crayons.</p> <p>To role-play using given props and costumes to act out narratives.</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory Measures (spoons, cups)</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA).</p> <p>To know how to work safely and Hygienically.</p> <p>To use non- statutory measures (spoons, cups)</p> <p>To use some cooking Techniques (melting, cutting with cutters, using the oven).</p> <p>To perform a song in the Christmas Play.</p> <p>To pitch match.</p>	<p>. To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>. To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>. To know how to work safely and hygienically</p> <p>. To use nonstatutory measures (spoons, cups)</p> <p>. To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>. To use tools to cut and join wood</p> <p>. To know the</p>	<p>. To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>. To share creations and talk about the process</p> <p>. To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>. To make props and costumes for different role play scenarios</p> <p>. To use nonstatutory measures (spoons, cups)</p> <p>. To use some cooking techniques (spreading, cutting, threading,</p>	<p>. To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>. To draw more detailed pictures of people and objects</p> <p>. To manipulate materials</p> <p>. To know some similarities and differences between materials</p> <p>. To move in time to music</p> <p>. To learn dance routines</p> <p>. To act out well know stories</p> <p>. To follow a</p>	<p>. To know which prime colours you mix together to make secondary colours</p> <p>. To learn about and compare artists (Van Gogh - Sunflowers)</p> <p>. To create observational drawings</p> <p>. To explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>. To share creations, talking about the process and evaluating their work</p> <p>. To adapt work where necessary</p> <p>. To create own</p>

	<p>To use some cooking techniques (pouring, combining, stirring, using a blender).</p> <p>To sing and perform nursery rhymes.</p> <p>To join in with singing assemblies.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether they like or dislike a piece of music.</p> <p>To create musical patterns using body Percussion.</p> <p>To learn and perform simple poems with support.</p> <p><u>Specific activities:</u></p> <ul style="list-style-type: none"> - World Poetry Day - Harvest Festival Soup (Kapow) 	<p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To learn and perform simple poems with minimal support.</p> <p><u>Specific activities</u></p> <ul style="list-style-type: none"> - Making gingerbread - World Nursery Rhyme Week - Christmas Performance - Sliding Santa Chimneys (Kapow) 	<p>names of tools</p> <p>. To join in with whole school singing Assemblies</p> <p>. To create musical patterns using untuned instruments</p> <p>. To begin to create costumes and resources for role play</p> <p>To learn and perform simple poems with minimal support using gestures.</p> <p><u>Specific activities</u></p> <ul style="list-style-type: none"> - Making Pancakes - Mother's Day video - Junk modelling (Kapow) 	<p>coring, mixing, grating, adding flavour)</p> <p>. To use tools to cut and join wood using different nails and screws</p> <p>. Use the name of known tools</p> <p>. To associate genres of music with characters and stories</p> <p>. To create costumes and resources for role play</p> <p>. To learn and perform simple poems no support using gestures.</p> <p><u>Specific activities</u></p> <ul style="list-style-type: none"> - Vehicle Day (Kapow) - Making Easter Nests/bread - Hanging Egg decoration (Kapow) 	<p>musical pattern to play tuned instruments</p> <p>. To create narratives based around stories</p> <p>. To learn and perform simple poems no support using gestures and voice.</p> <p><u>Specific activities:</u></p> <ul style="list-style-type: none"> -Coco Chanel - fashion show (Kapow) -Around the world food tasting. - Maps (local walks) 	<p>compositions using tuned instruments</p> <p>. To learn and perform simple poems no support using gestures, voice and facial expressions.</p> <p><u>Specific activities:</u></p> <ul style="list-style-type: none"> -'I have a dream' speeches -Making jam sandwiches
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