

Class 3 Curriculum Cycle B

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	Where are we?	World War 2	Mexican Madness	The Lancashire Cotton Industry	Turn that tap off!	Ancient Egyptians
<u>E.A.T Opportunities</u>	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Active learning	<u>Focus</u> Active learning
<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Play conkers • Nature scavenger hunt • Wintery adventure walk 	<ul style="list-style-type: none"> • Make a wildlife home • Yoga session 	<ul style="list-style-type: none"> • Taste different foods • Plant and grow own vegetables 	<ul style="list-style-type: none"> • STEM Learning Week • Museum visit • Look after a new animal 	<ul style="list-style-type: none"> • Stargazing • Pond dipping 	<ul style="list-style-type: none"> • Den building • Bird watching • Snail racing
<u>Visit or Visitor</u>	Science themed visit or visitor	Speak to an athlete	Visit a restaurant/chef visit	Science Museum	Brockholes Sanctuary/ Martin Mere	Garden centre visit
<u>Lead Subjects</u>	Geography	History	Geography	History	Geography	History
<u>History</u>		World War 2		The Lancashire Cotton Industry		Ancient Civilizations
<u>Geography</u>	Settlements		The Americas: Mexico!		Rivers and the water cycle	
<u>PSHCE</u>	Families and Relationships	Health and Well-Being	Safety and the Changing Body	Citizenship	Economic Well-Being	Transition
<u>Science</u>	Electricity	Animals including Humans (nutrition)	Teeth and digestion	Forces	States of Matter	Plants- functions and parts
<u>Art and Design</u>		Drawing	Sculpture and 3D		Painting of water	Craft and Design
<u>Physical Education</u>	Dan (AFC Fylde)- FUNDamentals FUNDamentals Multi-skills	Dan (AFC Fylde)- Invasion Games Gymnastics	Dan (AFC Fylde)- Dance Outdoor Adventures	Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports	Dan (AFC Fylde)- Striking and Fielding Swimming	Dan (AFC Fylde)- Athletic Activities Swimming
<u>Design Technology</u>	Board game with an electronic component			Textiles	Cooking	Woodwork-planter
<u>Modern Foreign Language</u>	Playtime	My Home	My Town	Describing People	The Body	Sport
<u>Music</u>	Let Your Spirit Fly	Glockenspiel: Stage 2	Stop!	Easter Production	The Dragon Song Bringing Us Together	Reflect, Rewind and Replay
<u>Computing</u>	<u>Unit 3.1 and 4.1 Coding</u> <u>Unit 4.2 Online Safety</u>	<u>Unit 4.2 Online Safety</u> <u>Unit 4.3 Spreadsheets</u>	<u>Unit 4.4 Writing for Different Audiences</u> <u>Unit 4.5 Logo</u>	<u>Unit 4.5 Logo</u> <u>Unit 4.6 Animation</u>	<u>Unit 4.7 Effective Search</u>	<u>Unit 4.8 Hardware investigators</u>

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<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Play conkers • Nature scavenger hunt • Wintery adventure walk 	<ul style="list-style-type: none"> • Make a wildlife home • Yoga session 	<ul style="list-style-type: none"> • Taste different foods • Plant and grow own vegetables 	<ul style="list-style-type: none"> • STEM Learning Week • Museum visit • Look after a new animal 	<ul style="list-style-type: none"> • Stargazing • Pond dipping 	<ul style="list-style-type: none"> • Den building • Bird watching • Snail racing
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<u>Lead Subjects</u>	Geography	History	Geography	History	Geography	History
<u>History</u>		<p>World War 2</p> <p>Substantive Concept: Childhood</p> <p>Disciplinary concept –consequence</p> <p>What was the consequence of WW2 on children's lives?</p>	<p>Ancient Civilisations (Mayans)</p> <p>Substantive Concept: Civilisations</p> <p>Disciplinary concept -similarities and difference</p> <p>How much did Ancient Sumer, Shang, China and the Indus civilisation have in common?</p>	<p>The Lancashire cotton Industry (Local Black History Unit)</p> <p>Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept – Sources and Evidence</p> <p>What can you discover about the cotton industry and its impact on the population of Lancashire?</p> <p>What effect did the cotton famine have on the local population?</p>		<p>Ancient Egypt</p> <p>Substantive Concept: Leadership</p> <p>Disciplinary concept -historical interpretations</p> <p>What do different sources reveal about Queen Nefertari?</p>
<u>Geography</u>	<p><u>Settlements</u></p> <p>Are settlements the same all around the world?</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		<p><u>The Americas: Mexico!</u></p> <p>How amazing are the Americas?</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p><u>Rivers and the water cycle</u></p> <p>How does a river change along its course?</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	

<u>PSHCE</u>	<u>Families and Relationships</u> <ul style="list-style-type: none"> • Understand of the need for rules for PSHE lessons. • Understand that problems occur in friendships and that violence is never right. • Understand what bullying is and what to do if it happens. • Understand that families love and support each other but sometimes problems can occur and help is available if needed. • Understand how toys can reinforce gender stereotypes and recognise male and female stereotyped characters. • Understand that stereotypes arise from a range of factors, including explaining some which are associated with age. • Understand that stereotypes about disabilities are untrue. • Understand that what they do and say has an effect on other people. • Understand how to show that you are listening and describe what a good listener is. • Understand that manners vary in different situations. • Understand the similarities and differences that can exist between people and how to show respect. • Understand that families are all different and that the country people live in can influence these differences. 	<u>Health and Well-Being</u> <ul style="list-style-type: none"> • Create a healthy diary, where energetic activities and high energy food are scheduled for the same day. • Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy. • Identify and share key facts about dental health. • Identify strengths in their peers' work. • Describe a calm place that helps them to feel relaxed. • Write or describe their strengths and how they could use these in school. • Describe how they would break a problem down into small, achievable goals. • Understand the range of emotions we can experience. • Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries. • Understand what mental health is and that sometimes people might need help. 	<u>Safety and the Changing Body</u> <ul style="list-style-type: none"> • Send an email which describes some of the best ways to avoid being tricked by fake emails. • Understand the reasons for legal age restrictions. • Demonstrate an understanding of how search engines work and whether information is useful. • Understand some of the risks of smoking and some of the benefits of being a non-smoker. • Identify a casualty who is having an asthma attack. • Understand choices that they can make and those that are made for them. • Understand it is most important to ensure the safety of myself and others when faced with an emergency situation. • Explain rules for keeping safe near roads. 	<u>Citizenship</u> <ul style="list-style-type: none"> • Describe the benefits of recycling. • Know that there are different groups within the local community and how they use community buildings/places. • Describe in simple terms the role of a local councillor. Being able to justify why one issue might be more important than another to local people. • Understand the need for rules and the reason for having consequences of breaking rules. • Understand that children have rights and how these benefit them. • Understand what human rights are and why they are important. 	<u>Economic Well-Being</u> <ul style="list-style-type: none"> • Understand that a range of things might influence our spending decisions. • Understand how to create a simple budget. • Understand how situations involving money can affect our feelings. • Understand that a wide range of jobs are available and that skills and interests lead people to certain jobs. Year 4 only <ul style="list-style-type: none"> • Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. • Understand how to keep track of money and why this is important. • Understand ways in which we can lose money and the range of feelings associated with losing money. • Understand that there are a range of influences on job choices and that these can be positive or negative. Year 3 and 4 <ul style="list-style-type: none"> • Understand that people can change their job. 	<u>Transition</u> <ul style="list-style-type: none"> • Understand past achievements and how goals can help us to achieve in the future. • Understand that change is part of life and that there are strategies that they can use to help them cope with change.
<u>Science</u>	<u>Electricity</u> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 	<u>Animals including humans (nutrition)</u> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<u>Teeth and digestion</u> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<u>Forces</u> <ul style="list-style-type: none"> • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<u>States of matter</u> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<u>Plants- functions and parts</u> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants

<u>Art and Design</u>		<u>Drawing: Growing Artists</u> <ul style="list-style-type: none">• Know the difference between organic and geometric shapes.• Use simple shapes to form the basis of a detailed drawing.• Use shading to demonstrate a sense of light and dark in their work.• Shade with a reasonable degree of accuracy and skill.• Blend tones smoothly and follow the four shading rules.• Collect a varied range of textures using frottage.• Use tools competently, being willing to experiment.• Generate ideas mostly independently and make decisions to compose an interesting frottage image.• Make considered cuts and tears to create their ideas.• Understand how to apply tone, with some guidance about where to use it.• Draw a framed selection of an image onto a large scale with some guidance.• Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.	<u>Sculpture and 3D: Mega Materials</u> <ul style="list-style-type: none">• Try drawing in an unfamiliar way and take risks in their work.• Use familiar shapes to create simple 3D drawings and describe the shapes they use.• Draw a simple design with consideration for how its shape could be cut from soap.• Transfer a drawn idea successfully to a soap carving.• Make informed choices about their use of tools.• Successfully bend wire to follow a simple template, adding details for stability and aesthetics.• Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.• Show they are considering alternative ways to display their sculpture when photographing it.• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.• Describe how their work has been influenced by the work of El Anatsui.		<u>Painting: Light and Dark: Water</u> <ul style="list-style-type: none">• Share their ideas about a painting.• Describe the difference between a tint and a shade.• Mix tints and shades by adding black or white paint.• Discuss their real-life experiences of how colours can appear different.• Use tints and shades to paint an object in 3D.• Try different arrangements of objects for a composition, explaining their decisions.• Produce a clear sketch that reflects the arrangement of their objects.• Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.• Paint with care and control to make a still life with recognisable objects.	<u>Craft and Design: Ancient Egyptian Scroll</u> <ul style="list-style-type: none">• Recognise and discuss the importance of Ancient Egyptian art.• Consider the suitability of a surface for drawing.• Record colours, patterns and shapes through observational drawing.• Choose and use tools and materials confidently.• Begin to experiment with drawing techniques.• Create a selection of sketches that show idea exploration.• Produce a final design with a clear purpose.• Follow instructions with minimal support.• Discuss and evaluate the process and outcome of their work.• Produce a complete painted or drawn piece from a design idea.• Use colours and materials appropriately, showing an understanding of effective composition.• Have a clear idea of the subject of their zine, including a range of images and information.
	<u>Physical Education</u>	Dan (AFC Fylde)- FUNdamentals FUNDamentals Multi-skills	Dan (AFC Fylde)- Invasion Games Gymnastics	Dan (AFC Fylde)- Dance Outdoor Adventures	Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports	Dan (AFC Fylde)- Striking and Fielding Swimming

<u>Design Technology</u>	<u>Electrical Systems: Wand</u> <ul style="list-style-type: none">• Explain what information design is and understand its impact, considering what could happen if we had no signage, posters or written communication in public places of interest.• Research and choose a specific Ancient Roman topic on which to base their initial poster ideas.• Complete design criteria based on a client’s request.• Roughly sketch four initial poster ideas, indicating where a bulb will be located for each.• Review their initial ideas against the design criteria and peer feedback, developing a final design.• Assemble an electric poster, including a functional, simple circuit with a bulb, following a demonstration.• Acknowledge, with a brief explanation, the need to mount the poster using corrugated card.• Test that the simple circuit works by adding a battery.• Evaluate their electric posters in a letter to a client.			<u>Textiles: Cushion</u> <ul style="list-style-type: none">• Use a cross-stitch to join two pieces of fabric together.• Design and cut the template for a cushion.• Use cross-stitch and appliqué to decorate a cushion face.• Make a cushion that includes appliqué and cross-stitch.	<u>Cooking and Nutrition: Adapting a Recipe</u> <ul style="list-style-type: none">• Explain that fruits and vegetables grow in different countries based on their climates.• Understand that seasonal fruits and vegetables grow in a given season.• Understand that eating seasonal fruit and vegetables positively affects the environment.• Design a tart recipe using seasonal ingredients.	<u>Woodwork: Planter</u> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
<u>Music</u>	<u>Let Your Spirit Fly</u> <p>Theme: RnB and other musical styles.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<u>Glockenspiel: Stage 2</u> <p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<u>Stop!</u> <p>Theme: Grime and other styles of music.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children should know the difference between pulse and rhythm. Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<u>Easter Production</u>	<u>The Dragon Song</u> <p>Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p> <u>Bringing Us Together</u> <p>Theme: This is a Disco song about friendship, peace, hope and unity.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<u>Reflect, Rewind and Replay</u>

	<u>Playtime</u>	<u>My Home</u>	<u>My Town</u>	<u>Describing People</u>	<u>The Body</u>	<u>Sport</u>
<u>Modern Foreign Languages</u>	<ul style="list-style-type: none"> Pick out familiar words and phrases from a spoken sentence. Say and write a few sentences about themselves in the first person from memory. Prepare and present some basic instructions for a playground game. Recite some verses of a song from memory. Use knowledge of French phonics to spell some simple words correctly. Express opinions using basic sentences. Follow and understand the majority of a written text when listening to it read aloud. 	<ul style="list-style-type: none"> Identify a given sound most times it appears when listening to a song. Recognise some familiar words and phrases in a spoken story. Use numbers and colours in descriptions. Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. Respond to a spoken question with a written answer in a full sentence. Confidently say sentences where the word order differs to English. Be able to give the gender of a noun from its article. 	<ul style="list-style-type: none"> Understand and be able to give simple directions to town buildings. Say and write from memory a few sentences about where they live. Be able to recognise some French prices with minimal aid. Read part of a story aloud to the class, with some support. Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly. 	<ul style="list-style-type: none"> Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. Grasp the concept that some sentence structures differ in French. Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. Use the correct articles with plural nouns when prompted. Write some simple French sentences to give a summary of a character from a story. 	<ul style="list-style-type: none"> Be able to identify the gender of a noun from its article when listening and reading. Use the correct article with some common nouns when speaking and writing. Recite a simple French rhyme from memory, with some verbal or visual prompts. Describe things using simple adjectives. Frequently recognise and identify different subject pronouns when reading. 	<ul style="list-style-type: none"> Identify the gender of a noun in a sentence when listening to it. Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play. Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. Follow a model to write sentences in the first person using common verbs. Become increasingly confident in recognising and understanding French sentences with different word orders.
<u>Computing</u>	<p><u>Unit 3.1 Coding</u></p> <ul style="list-style-type: none"> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene. <p><u>Unit 4.1 Coding</u></p> <ul style="list-style-type: none"> To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand the 'repeat until' command. To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To create a playable game. <p><u>Unit 4.2 Online Safety</u></p> <ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft. 	<p><u>Unit 4.2 Online Safety</u></p> <ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called ‘plagiarism’ and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. <p><u>Unit 4.3 Spreadsheets</u></p> <ul style="list-style-type: none"> To format cells as currency, percentage, decimal to different decimal places or fraction. To use the formula wizard to calculate averages. To combine tools to make spreadsheet activities such as timed times tables tests. 	<p><u>Unit 4.4 Writing for Different Audiences</u></p> <ul style="list-style-type: none"> To explore how font size and style can affect the impact of a text. To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign. <p><u>Unit 4.5 Logo</u></p> <ul style="list-style-type: none"> To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo. 	<p><u>Unit 4.5 Logo</u></p> <ul style="list-style-type: none"> To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo. <p><u>Unit 4.6 Animation</u></p> <ul style="list-style-type: none"> To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how animation can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to ‘stop motion’ animation. To share animation on the class display board and by blogging. 	<p><u>Unit 4.7 Effective Search</u></p> <ul style="list-style-type: none"> To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. 	<p><u>Unit 4.8 Hardware investigators</u></p> <ul style="list-style-type: none"> To understand the different parts that make up a computer. To recall the different parts that make up a computer. <p><u>Unit 4.11 micro:bit</u></p> <ul style="list-style-type: none"> To understand how sensor inputs from the accelerometer can be used to detect movement, such as when a step is taken. To understand how variables can be used to keep track of things in a program. To understand how inputs, outputs and computer code work together to make control systems. To understand what logic is and how it can be used to make different outputs happen according to different inputs. To be able to make a control system and game.

	<ul style="list-style-type: none">• To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.• To identify the risks and benefits of installing software including apps.• To understand that copying the work of others and presenting it as their own is called ‘plagiarism’ and to consider the consequences of plagiarism.• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.• To identify the positive and negative influences of technology on health and the environment.• To understand the importance of balancing game and screen time with other parts of their lives.	<ul style="list-style-type: none">• To use a spreadsheet to model a real-life situation.• To add a formula to a cell to automatically make a calculation in that cell.				
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