

## Long Term Plan

Year 4 – 2022-2023



	Autumn	Spring	Summer
<b>The Ramsden Ruminator</b>	<b>What did the Romans leave behind? (Roman Empire and its Impact on Britain)</b>	<b>Where on earth was Doggerland? (Europe/Rivers)</b>	<b>Can you write like an Egyptian? (Study of the Ancient Egyptian Civilisation)</b>
<b>Class Texts</b>	<b>Roman Rescue – History Hackers (E-Bk)</b> <b>The Pack of Pompeii</b> <b>Myths and Legends: Romulus &amp; Remus/ Rama and Sita (Diwali)</b> <b>Non-fiction texts about the Romans and Historical accounts of Boudicca's Rebellion</b>	<b>Sabryna and the River Spirit Journey (E-Bk)</b> <b>Journey (Aaron Becker)</b> <b>The Tin Forest (H. Ward)</b> <b>The Song For Everyone (L.Morris)</b> <b>Non-fiction texts about European Landmarks/ Rivers</b>	<b>Leila &amp; the City of the Cat Goddess (E-Bk)</b> <b>Egyptian Cinderella (S. Climo)</b> <b>Stories from Ancient Egypt (J. Tyldsley)</b> <b>Avoid Being Tutankhamun (D.Stewart)</b> <b>Non-fiction texts about Egypt/Archaeology/Howard Carter</b>
<b>English: Reading Foci</b>	<b>Develop positive attitudes to reading and understanding of what they read:</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Increase familiarity with a wide range of books, including <b>Myths and Legends (Romulus &amp; Remus)</b> and re-tell some of these orally; <b>Prepare play scripts (Rama and Sita)</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action; Recognise some different forms of poetry (for example, free verse, narrative poetry); <b>Prepare poems (National Poetry Day)</b> to read aloud and to perform, showing understanding through intonation, tone, volume & action; Discuss words and phrases that capture the readers' interest and imagination;	<b>Develop positive attitudes to reading and understanding of what they read:</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Recognise some different forms of poetry (for example, free verse, narrative poetry); <b>Prepare poems (River Poems)</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action; Discuss words and phrases that capture the readers' interest and imagination; Use dictionaries to check the meaning of words read; <b>Understand what they read, in books they can read independently:</b> Check that the text makes sense to them,	<b>Develop positive attitudes to reading and understanding of what they read:</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; <b>Prepare play scripts (Jimmy and the Pharaoh)</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action; Recognise some different forms of poetry (for example, free verse, narrative poetry); Discuss words and phrases that capture the readers' interest and imagination; Use dictionaries to check the meaning of words read; <b>Understand what they read, in books they can read independently:</b> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;

	<p>Use dictionaries to check the meaning of words read;</p> <p><b>Understand what they read, in books they can read independently:</b></p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>Ask questions to improve their understanding of a text;</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predict what might happen from details stated and implied;</p> <p><b>Retrieve and record information from non-fiction;</b></p> <p><b>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></p>	<p>discussing their understanding and explaining the meaning of words in context;</p> <p>Ask questions to improve their understanding of a text;</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predict what might happen from details stated and implied;</p> <p>Identify main ideas drawn from more than one paragraph and summarise these;</p> <p>Identify how language, structure, and presentation contribute to meaning;</p> <p><b>Retrieve and record information from non-fiction;</b></p> <p><b>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></p>	<p>Ask questions to improve their understanding of a text;</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predict what might happen from details stated and implied;</p> <p>Identify main ideas drawn from more than one paragraph and summarise these;</p> <p>Identify how language, structure and presentation contribute to meaning;</p> <p><b>Retrieve and record information from non-fiction;</b></p> <p><b>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></p>
<p>English: Writing Foci</p>	<p>Diary of a Roman Soldier</p> <p>Persuasive Writing: Advert/Letter to recruit people into the Roman Army; Advert to sell a Roman Villa; Wanted Poster for Boudicca</p> <p>Myths &amp; Legends (Romulus &amp; Remus);</p> <p>Recounts</p> <p>Poetry Study (National Poetry Day): Cinquain &amp; Classic Poems (including Acrostic)</p> <p><b>Composition:</b></p> <p><b>Plan their writing</b> by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas;</p>	<p>Persuasive Writing: Holiday Brochures (Sicily) Postcards from European Cities (including address)</p> <p>Instruction, Explanation Texts and Fact Files (ICT)</p> <p>Scientific Writing (States of Matter Experiments)</p> <p><b>Composition:</b></p> <p><b>Plan their writing</b> by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas;</p> <p><b>Draft and write</b> by composing and rehearsing sentences orally, progressively building a varied</p>	<p>Newspaper Reports of Tutankhamun's Discovery</p> <p>Non-Chronological Reports</p> <p>Narratives (using 'Ancient Adventures' Writing Competition as stimulus)</p> <p>Scientific Writing (Electricity/Sound Experiments)</p> <p><b>Composition:</b></p> <p><b>Plan their writing</b> by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas;</p> <p><b>Draft and write</b> by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p>

	<p><b>Draft and write</b> by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; by organising paragraphs around a theme, and in non-narrative material using simple organisational devices for example, headings and subheadings to aid presentation; <b>Evaluate and edit</b> by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofread for spelling and punctuation errors;</p> <p><b>Read aloud their own writing</b>, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b><u>Vocabulary, Grammar and Punctuation:</u></b> Choose the correct tense when writing and be consistent: past/present; Extend range of sentences with more than one clause by using a wider range of conjunctions (co-ordinating/subordinating); Use conjunctions, adverbs and prepositions to express time, place and cause; Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use capital letters for proper nouns; Punctuate sentences correctly with full stops and capital letters, exclamation marks and question marks;</p>	<p>and rich vocabulary and an increasing range of sentence structures; by organising paragraphs around a theme, and in non-narrative material using simple organisational devices for example, headings and subheadings to aid presentation; <b>Evaluate and edit</b> by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors;</p> <p><b>Read aloud their own writing</b>, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b><u>Vocabulary, Grammar and Punctuation:</u></b> Use Standard English for verb inflections and plurals –it is/they are and I was/we were; Use there/their/they're; are/our; your/you're; where/wear/were/we're; have/of correctly; Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: noun, pronoun, possessive pronoun, determiner, adjective, verb, adverb.</p> <p><b><u>Handwriting:</u></b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p>	<p>In narratives, creating settings, characters and plot; and in non-narrative material using simple organisational devices for example, headings and subheadings to aid presentation;</p> <p><b>Evaluate and edit</b> by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; Proofread for spelling and punctuation errors;</p> <p><b>Read aloud their own writing</b>, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b><u>Vocabulary, Grammar and Punctuation:</u></b> Use fronted adverbials and adverbial phrases with commas after; Use and punctuate direct speech correctly; Understand the grammatical difference between plural and possessive 's'; Indicate possession by using the possessive apostrophe with singular and plural nouns; Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: noun, pronoun, possessive pronoun, determiner, adjective, verb, adverb, adverbial.</p> <p><b><u>Handwriting:</u></b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p>
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	<p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: noun, pronoun, possessive pronoun, determiner, adjective, verb, adverb.</p> <p><b>Handwriting:</b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; Increase the legibility, consistency and quality of their handwriting.</p> <p><b>Transcription:</b> Use further prefixes and suffixes and understand how to add them, revising old ones: e.g. ly, ed, es, ing, er, est; Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Spelling:</b> prefixes in, im, il; suffixes/spelling rules for adding: ly, es, ed, ing, er, est; au/augh; ough; sion; ssion; tion; cian;</p> <p><b>Statutory Spellings: m - o</b> material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary.</p>	<p><b>Transcription:</b> Spell further homophones e.g. here/hear; are/our; your/you're; there/their/they're; where/wear/were/we're; Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Spelling:</b> prefixes sub; super; suffix ation; words spelt with sc; soft c/ce</p> <p><b>Statutory Spellings: p - r</b> particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember.</p>	<p><b>Transcription:</b> Spell words that are often mis-spelt e.g. to/two/too; have/of/off; though/although/through/threw/thought; Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's); Use the first two or three letters of a word to check its spelling in a dictionary; Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Spelling:</b> prefixes inter; anti; auto; ex; non; suffix ous; words ending in er/ar</p> <p><b>Statutory Spellings: s - w</b> sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.</p>
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<p><b>Maths</b></p>	<p><b><u>Number: Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Represent numbers to 1,000</li> <li>• Partition numbers to 1,000</li> <li>• Number line to 1,000</li> <li>• Thousands</li> <li>• Represent numbers to 10,000</li> <li>• Partition numbers to 10,000</li> <li>• Flexible partitioning of numbers to 10,000</li> <li>• Find 1, 10, 100, 1,000 more or less</li> <li>• Number line to 10,000</li> <li>• Estimate on a number line to 10,000</li> <li>• Compare numbers to 10,000</li> <li>• Order numbers to 10,000</li> <li>• Roman numerals</li> <li>• Round to the nearest 10</li> <li>• Round to the nearest 100</li> <li>• Round to the nearest 1,000</li> <li>• Round to the nearest 10, 100 or 1,000</li> </ul> <p><b><u>Number: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract 1s, 10s, 100s and 1,000s</li> <li>• Add up to two 4-digit numbers – no exchange</li> <li>• Add two 4-digit numbers – one exchange</li> <li>• Add two 4-digit numbers – more than one exchange</li> <li>• Subtract two 4-digit numbers – no exchange</li> <li>• Subtract two 4-digit numbers – one exchange</li> <li>• Subtract two 4-digit numbers – more than one exchange</li> <li>• Efficient subtraction</li> <li>• Estimate answers</li> <li>• Checking strategies</li> </ul> <p><b><u>Measurement: Area</u></b></p>	<p><b><u>Number: Multiplication and Division 11 and 12 times-table</u></b></p> <ul style="list-style-type: none"> <li>• Multiply 3 numbers Factor pairs</li> <li>• Efficient multiplication</li> <li>• Written methods</li> <li>• Multiply 2-digits by 1-digit</li> <li>• Multiply 3-digits by 1digit</li> <li>• Divide 2-digits by 1-digit</li> <li>• Divide 3-digits by 1-digit</li> <li>• Correspondence problems</li> </ul> <p><b><u>Measurement: Area</u></b></p> <ul style="list-style-type: none"> <li>• What is area?</li> <li>• Counting squares</li> <li>• Making shapes</li> <li>• Comparing area</li> </ul> <p><b><u>Number: Fractions What is a fraction?</u></b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Fractions greater than 1</li> <li>• Count in fractions</li> <li>• Add 2 or more fractions</li> <li>• Subtract 2 fractions</li> <li>• Subtract from whole amounts</li> <li>• Calculate fractions of a quantity</li> <li>• Problem solving – calculate quantities</li> </ul> <p><b><u>Number: Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Recognise tenths and hundredths</li> <li>• Tenths as decimals</li> <li>• Tenths on a place value grid</li> <li>• Tenths on a number line</li> <li>• Divide 1-digit by 10</li> <li>• Divide 2-digits by 10</li> <li>• Hundredths</li> <li>• Hundredths as decimals</li> <li>• Hundredths on a place value grid</li> <li>• Divide 1 or 2-digits by 100</li> </ul>	<p><b><u>Number: Decimals Make a whole</u></b></p> <ul style="list-style-type: none"> <li>• Write decimals</li> <li>• Compare decimals</li> <li>• Order decimals</li> <li>• Round decimals, halves and quarters</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>• Pounds and pence</li> <li>• Ordering money</li> <li>• Estimating money</li> <li>• Four operations</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>• Hours, minutes and seconds</li> <li>• Years, months, weeks and days</li> <li>• Analogue to digital – 12 hour</li> <li>• Analogue to digital – 24 hour Statistics</li> <li>• Interpret charts</li> <li>• Comparison, sum &amp; difference</li> <li>• Introducing line graphs</li> <li>• Line graphs</li> </ul> <p><b><u>Geometry: Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>• Identify angles</li> <li>• Order and compare angles</li> <li>• Triangles</li> <li>• Quadrilaterals</li> <li>• Line of symmetry</li> <li>• Complete a symmetric figures</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• Describe position</li> <li>• Draw on a grid</li> <li>• Move on a grid</li> <li>• Describe a movement on a grid</li> </ul>
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	<ul style="list-style-type: none"> <li>• What is area?</li> <li>• Count squares</li> <li>• Make shapes</li> <li>• Compare areas</li> </ul> <p><b><u>Number: Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiples of 3</li> <li>• Multiply and divide by 6</li> <li>• 6 times-table and division facts</li> <li>• Multiply and divide by 9</li> <li>• 9 times-table and division facts</li> <li>• The 3, 6 and 9 times-tables</li> <li>• Multiply and divide by 7</li> <li>• 7 times-table and division facts</li> <li>• 11 times-table and division facts</li> <li>• 12 times-table and division facts</li> <li>• Multiply by 1 and 0</li> <li>• Divide a number by 1 and itself</li> <li>• Multiply three numbers</li> </ul>		
<b>Science</b>	<p><b><u>Animals including Humans</u></b></p> <p>(K) Identify the different types of teeth in humans and their simple functions;  (K) Describe the simple functions of the basic parts of the digestive system in humans;  (WS) Asking relevant questions and using different types of scientific enquiries to answer them;  (WS) Setting up simple practical enquiries, comparative and fair tests;  (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;  (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>(K) Recognise that living things can be grouped in a variety of ways;  (K) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;  (K) Recognise that environments can change and that this can sometimes pose dangers to living things;  (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;  (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</p>	<p><b><u>Electricity</u></b></p> <p>(K) Identify common appliances that run on electricity;  (K) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;  (K) 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;  (K) Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;  (K) Recognise some common conductors and insulators, and associate metals with being good conductors;</p>

	<p><b><u>Living Things and their Habitats</u></b></p> <p>(K) Construct and interpret a variety of food chains, identifying producers, predators and prey;</p> <p>(K) Recognise that environments can change and that this can sometimes pose dangers to living things;</p> <p>(WS) Asking relevant questions and using different types of scientific enquiries to answer them;</p> <p>(WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</p> <p>(WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</p> <p>(WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables;</p> <p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>(WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</p> <p>(WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</p> <p>(WS) Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b><u>States of Matter</u></b></p> <p>(K) Compare and group materials together, according to whether they are solids, liquids and gases;</p> <p>(K) Identify that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius;</p> <p>(K) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature;</p> <p>(WS) Identifying differences, similarities or changes related to simple scientific ideas and processes;</p> <p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</p> <p>(WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>(WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</p> <p>(WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</p> <p>(WS) Using straightforward scientific evidence to answer questions or to support their findings;</p> <p>(WS) Asking relevant questions and using different types of scientific enquiries to answer them;</p> <p>(WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b><u>Sound</u></b></p> <p>(K) Identify how sounds are made, associating some of them with something vibrating;</p> <p>(K) Recognise that vibrations from sounds travel through a medium to the ear;</p> <p>(K) Find patterns between the pitch of a sound and features of the object that produced it;</p> <p>(K) Find patterns between the volume of a sound and the strength of the vibrations that produces it;</p> <p>(K) Recognise that sounds get fainter as the distance from the sound source increases;</p> <p>(WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</p> <p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>
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<p><b>Learning Outside The Classroom</b></p>	<p>Collect natural materials for Roman Numerals Clock (twigs/sticks); Sukkah (leaves/branches) Leaf Lanterns; Investigate and sketch woodland habitats and food chains; Make and use simple guides or keys to explore and identify local living things in the woodland and pond area; Collect ideas and inspiration for Poetry, reading poems and performing plays (Rama and Sita) in the Amphitheatre; Paint shields and perform Roman shield formations; Living History Trip to Roman Fort at Murton Park in York.</p>	<p>Use the local environment throughout the year to raise and answer questions that help to identify and study plants and animals in their habitat; Identify how the habitat changes throughout the year; Explore possible ways of grouping a wide selection of living things that include animals (vertebrates and invertebrates) and flowering plants (including grasses) and non-flowering plants (ferns or mosses); Conduct experiments and measure temperature outside. Gather ideas and inspiration in the woods for creative writing: 'Tin Forest' setting descriptions.</p>	<p>Create timeline of Egyptian (and Roman) periods; Investigate 'nature's orchestra' by listening to the sounds around them in outdoor soundscapes, imitating what they have heard and compose their own music inspired by the sounds of nature, in the 'garden of sound'; Explore sounds that can be created using natural and man-made objects, including recycled junk; Perform in an outdoor music festival in the amphitheatre: 'The Wild Side'. Egyptian narratives: Gather ideas and inspiration in the woods for creative writing; Egyptian treasure hunt: follow the clues to find Cleopatra.</p>
<p><b>History</b></p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation; <b><u>Roman Empire and its Impact on Britain:</u></b> Julius Caesar's attempted invasion in 55-54 BC; (Place events from period studied on timeline and understand more complex terms - BC/AD and BCE/ACE); The Roman Empire by AD 42 and the power of its army; Successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudicca, offering a reasonable explanation for events;</p>		<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind; Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation; <b><u>Ancient Egyptians:</u></b> Study the achievements of one of the earliest civilisations, including an overview of where and when the Ancient Egyptian civilisation appeared; Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history by comparing the timeline of the <b>Egyptians and the Romans</b>;</p>

<p style="text-align: center;"><b>Geography</b></p>	<p>Roman Gods, Goddesses and beliefs;          'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity;          Use evidence to reconstruct life in the period studied e.g. <b>Living History Trip to Roman Fort at Murton Park in York</b>;          Choose relevant material to present a picture of one aspect of life in time past e.g. writing - <b>Diary of a Roman Soldier</b>, inspired by trip;          Communicate their knowledge and understanding by performing - <b>Shield Formations in Assembly</b>.</p> <p><u>Italy</u> (Rome: capital city);          Map the Roman Empire.</p>	<p><u>Europe</u>  <b>Locational knowledge:</b> Locate the world's countries, using maps to focus on <b>Europe</b>, concentrating on key physical and human characteristics and capital/major cities.  <b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of <b>England and Sicily</b> - Analyse evidence and draw conclusions e.g. make comparisons between locations (photos/pictures/maps)  <b>Geographical skills and fieldwork:</b> Use maps, atlases and globes to locate countries in <b>Europe</b> and describe features studied;          Use the eight points of a compass, grid references, symbols and keys to build knowledge of the United Kingdom and the wider continent of <b>Europe</b>.</p>	<p>Use terms related to the period and begin to date events; Identify key features and events of time studied, looking for links and effects;          Recall, select and organise historical information;          Look at the evidence available and begin to evaluate the usefulness of different sources;          Use textbooks, library and internet for research;          Use evidence to build up a picture of a past event e.g. <b>Discovery of Tutankhamun's tomb by Howard Carter</b>.</p> <p><u>Egypt (River Nile)</u>  <b>Why was/is the River Nile so important to the Egyptians?</b>          Study the flooding of the Nile and Aswan Dam;          Describe and understand key aspects of deserts and their location in the world.  <b>Human geography:</b> Describe and understand types of settlements and land use, irrigation crops and harvest.  <b>Geographical skills and fieldwork:</b> Use maps, atlases and globes to locate countries (<b>Egypt</b>) and describe features studied;          Use the 8 points of a compass, grid references, symbols and keys to build knowledge of the UK and the wider world e.g. <b>Egypt</b>;          Use letter/number co-ordinates to locate features on a map confidently: <b>Egyptian treasure hunt</b>;          Ask and respond to questions and offer their own ideas.</p>
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		<p><b>Rivers</b>  <b>Locational knowledge:</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features (including <b>rivers</b>).  <b>Human and physical geography:</b> Describe and understand key aspects of physical geography, including <b>rivers and the water cycle</b>; and human geography, including the distribution of natural resources, for example water.</p>	
<b>Art and Design</b>	<p><b>Roman Mosaics:</b> Examine the style, designs, colours and materials of Roman mosaics, using them as inspiration to create own mosaics, e.g. <b>Calendar</b> for the next year;  <b>Celtic Stone Art:</b> Improve their mastery of art and design techniques with a range of materials;  <b>Clay Modelling: Design and Sculpt Janus, the Roman God of New Beginnings and Roman Pots</b> out of clay and then paint with increasing creativity, choosing paints and implements appropriately;  Show increasing independence and creativity with the painting process;  <b>Book Making - Diary of a Roman Soldier:</b> Plan, design, make and adapt models;  <b>Roman Villas and Roman Shields:</b> Work on their own and collaboratively with others, on projects with 2 and 3 dimensions and on different scales by making <b>Roman Villas</b> individually and assembling them together around a courtyard;  Show understanding of shape, space and form.</p>	<p><b>European Artists:</b> (Da Vinci, Monet, Van Gogh) Learn about great artists, architects and designers in history, exploring the legacy of Roman art and architecture;  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures;  Create sketchbooks to record observations and use them to review and revisit ideas;  <b>Island of Sicily Scene with Pastels:</b> Explore relationships between line and tone, pattern and shape, line and texture; Monet's <b>Bridge Painting/ Drawing, Painting of Aqueduct:</b> Alter and refine drawings, describing the changes using art vocabulary;  Plan and create different effects and textures with paint including water colours, using more specific colour language – hint, tone, shade, hue; show increasing independence and creativity with the painting process.</p>	<p><b>Egyptian Art:</b> Examine the style of Egyptian Art, their use of colour and available materials;  <b>Silhouette Art - Egyptian Pyramid;</b>  <b>Painting:</b> Choose paints and implements appropriately;  Make and match colours with increasing accuracy;  <b>Joseph's Technicolour Dreamcoat:</b> Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements;  Research, create and refine a print using a variety of techniques;  Question and make thoughtful observations about starting points and select ideas and processes to use in their work;  Compare ideas, methods and approaches in their work and say what they think and feel about them;  Adapt their work according to their views and describe how they might develop it further.</p>
<b>DT</b>	<b>Make Roman Villas, Shields, Roman Numerals Clock; Sukkah (Sukkot);</b>	<b>Bridge Building:</b> Understand how key events and individuals	<b>Design and make a variety of models, structures and Egyptian items</b> including:

	<p><b>Leaf Lanterns (Festivals of Light); Christingles:</b>          Develop their own design criteria and use these to inform their ideas;          Make design decisions, taking account of the availability of resources;          Share and clarify ideas through discussion;          Select tools, equipment and materials suitable for the task;          Explain their choices according to functional properties and aesthetic qualities;          Measure, mark out, cut and shape materials and components with some accuracy;          Assemble, join and combine materials and components with some accuracy;          Apply a range of finishing techniques, using different materials and textures;          Use a wide range of materials and components, including construction materials, textiles and food ingredients;          Follow procedures for safety and hygiene;  <b>Make Coconut Barfi for Diwali.</b></p>	<p>have helped shape the world e.g. <b>Brunel (and Inventors associated with Electricity: Edison);</b>          Use sketches, drawings and diagrams to develop and communicate their ideas;          Generate realistic ideas, focusing on the needs of the user;          Share and clarify ideas through discussion;          Apply understanding of how to strengthen, stiffen and reinforce more complex structures;          Consider the views of others, including intended users, to improve their work;          Describe the purpose of their products;          Explain how particular parts of their product work;          Identify the strengths and areas for development in their ideas and products;          Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;          Use a wide range of materials and components, including mechanical components, electrical components and food ingredients;  <b>European Food Tasting;          Melting and Freezing (Science);          Prepare unleavened bread for Easter Service (RE)</b></p>	<p>Egyptian jewellery; salt dough amulets; papyrus paper craft and hieroglyphs; pyramids and sarcophagus; shaduf; ancient burial masks; canopic jars;          Examine the technology that the Ancient Egyptians used to build pyramids without wheels and pulleys;          Gather information about the needs and wants of particular individuals and groups;          Indicate the design features of their products that will appeal to intended users;          Explain their choice of tools and equipment in relation to the skills and techniques they will be using;          Select materials and components suitable for the task;          Order the main stages of making;          Work confidently within a range of contexts;          Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p><b>Music</b></p>	<p>Explore and perform different types of accompaniment, creating an accompaniment to a known song,  <b>'Just Like A Roman' (Sing Up)</b> using ostinato patterns;          Using <b>BBC Schools Radio: Romans</b>, sing unison songs with the range of an octave e.g.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory;          Recognise that repeated patterns are often used in music e.g. <b>Beethoven's Fifth Symphony;</b>          Appreciate and understand a wide range of music drawn from different traditions and from</p>	<p><b>Sound: Link with Science Topic</b>          Identify how sounds are made, associating some of them with something vibrating;          Recognise that vibrations from sound travel through a medium to the ear;          Find patterns between the volume of a sound and the strength of the vibrations that produced it;</p>

	<p><b>Boudicca, Roman Gods and Goddesses</b>, expressively with awareness and control of the expressive elements: timbre, tempo, texture, dynamics;</p> <p><b>Sing Into the Arena, Make a Mosaic, The Strata of Society</b> and create different vocal effects; Understand how mouth shapes can affect voice sounds;</p> <p>Perform with awareness of different parts, singing rounds and partner songs;</p> <p>Practise, rehearse and present performances with an awareness of the audience in the <b>Harvest and Christmas (Christingle) Church Services. Link to RE: Religious Music and Spiritual Expression.</b></p> <p>Explore and respond thoughtfully to examples of Christian music such as <b>Christmas Carols and Songs</b>, considering the meanings of words in musical worship.</p> <p>Appreciate and understand a range of music drawn from different traditions and from great composers and musicians by listening to <b>Gustav Holst's Planet Suite (Link with Roman Gods)</b>, exploring orchestral instruments and sections of the orchestra;</p> <p>Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p>	<p>great composers and musicians, especially from <b>Europe</b>, using <b>BBC Ten Pieces e.g. Mozart, Bach, Strauss;</b> Listen to <b>Strauss: Blue Danube (link to Rivers Topic)</b> using the music as stimulus for composing 4 beat word rhythms and selecting instruments to describe visual images;</p> <p>Play 4 parts together, with awareness of what others are playing, keeping to a steady beat and identifying static and moving parts;</p> <p>Analyse and comment on how sounds are used to create different moods, creating music that describes contrasting moods and emotions;</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood;</p> <p>Recognise how music can reflect different intentions;</p> <p>Describe, analyse and compare different kinds of music using a musical vocabulary;</p> <p>Discuss and compare some <b>European National Anthems</b> e.g. G.B., Italy, France, Germany, Spain, Netherlands.</p> <p><b>Religious Music and Spiritual Expression. Link to RE:</b></p> <p><b>'Christianity, music and worship: what can we learn?'</b></p> <p>Listen to/compare/sing examples of music from Christianity including <b>Easter Hymns and Songs (See RE Curriculum)</b></p> <p>Consider why music matters in religious life and human life. <b>Link English/PSHE: 'The Song For Everyone' by Lucy Morris.</b></p>	<p>Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world including <b>Ancient Egypt;</b> Find patterns between the pitch of a sound and features of the object that produced it;</p> <p>Recognise and explore different combinations of pitch sounds;</p> <p>Find out how the pitch and volume of sounds can be changed in a variety of ways;</p> <p>Make and play own instruments (<b>e.g. Egyptian Sistrum</b>) by using what they have found out about pitch, vibration and volume;</p> <p>Use instruments to accompany songs: <b>'Tutankhamun' (Sing Up) and BBC Schools Radio: Ancient Egypt e.g. River Nile; Build That Pyramid; Amulets and Hieroglyphs; Ancient Gods &amp; Goddesses</b></p> <p>Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p> <p>Practise, rehearse and present performances with an awareness of the audience in the <b>Class Assembly.</b></p> <p><b>Sounds of Nature (Learning Outside the Classroom)</b></p> <p>Investigate 'nature's orchestra' by listening to the sounds around them in outdoor soundscapes, imitating what they have heard and compose their own music inspired by the sounds of nature, through the 'garden of sound';</p> <p>Explore sounds that can be created using natural and man-made objects, including recycled junk;</p> <p>Perform in an outdoor music festival: 'The Wild Side'.</p>
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<p>RE</p>	<p><b>4.4 Religion, Family, Community, Worship, Celebration, Ways of Living</b>  <b>Enquiry question ‘How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?’</b>  Learn about Festivals, including Harvest, Sukkot and Thanksgiving; and Festivals of Light, including Diwali, Hannukah and Advent/Christingle (<b>Perform in the Christingle Celebration</b>);  Describe links between Hindu stories and celebrations, e.g. Rama and Sita, using different literary approaches to the characters and meanings of the stories (<b>Perform in a Play</b>);  Explore the themes of light/darkness, goodness/evil, honesty, trust, collaboration, co-operation, patience and devotion in relation to stories told at festivals (<b>Link PSHE</b>);  Make connections to their own lives and celebrations, including non-religious festivals such as New Year;  Explain similarities and differences between Hindu festivals and a ‘big day’ they celebrate (may be Christmas Day.)  <b>(Religions: Hinduism, Judaism, Christianity)</b></p> <p><b>4.3 Spiritual Expression</b>  <b>Enquiry question ‘Christianity, music and worship: what can we learn?’</b>  Explore and respond thoughtfully to examples of Christian music such as <b>Christmas Carols (Perform in the Christingle)</b>;  Consider the meanings of words used in musical worship.</p> <p><b>Roman Gods and beliefs and links to</b></p>	<p><b>4.2 Symbols &amp; Religious Expression</b>  <b>Enquiry Question ‘How do people express their religious and spiritual ideas on pilgrimages/religious journeys?’</b>  Consider the purposes of going on a pilgrimage (including the Holy Land at Easter) and think about why they would choose their own kind of spiritual journey if they could;  Explore the value of belonging to a community (<b>Link PSHE</b>) and expressing spirituality in the memories, rituals, emotions, experiences, stories and music of pilgrimages.  <b>(Religions: Christianity, Islam, Hinduism, Humanism)</b></p> <p><b>4.3 Spiritual Expression</b>  <b>Enquiry question ‘Christianity, music and worship: what can we learn?’</b>  Listen to/compare/sing examples of music from Christianity including <b>Easter Hymns and Songs e.g. ‘Christ the Lord is Risen Today’ and ‘The Lord’s Evening Meal’</b>, culminating in a simple <b>Easter Service</b>, including preparing (<b>Link DT</b>)/ sharing bread;  Explain similarities and differences between examples of the music Christians use from the past/ contemporary worship;  Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God and express reasons why particular pieces of music are spiritual for them (consider the idea of being ‘spiritual but non-</p>	<p><b>4.1 The Journey of Life &amp; Death</b>  <b>Enquiry Question ‘Why do some people think life is like a journey? Where do we go? What do different people think about life after death?’</b>  Learn about key ways in which Christians, Hindus and Muslims see life as a journey and how key moments (life’s milestones) are marked by celebrations, rituals and ceremonies for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals;  Learn about different concepts of an afterlife such as Muslim Paradise; Christian Heaven; Hindu Reincarnation and Moksha; non-religious views e.g. Humanist commitment to ‘the one life we have’;  Understand the link between religious ideas about ‘destiny’ or ‘destinations’ at the end of life and the ways religious people live now;  Consider similarities and differences between questions about life’s meaning and the possibility of a next life.  <b>Link to History: Egyptian tombs and mummification.</b></p> <p><b>(Religions: Christianity, Hinduism, Islam, Judaism, Humanism)</b></p> <p><b>Joseph and the Israelites; Moses and the Exodus from Egypt, including Passover.</b></p>
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	<p><b>Early Christianity.</b></p>	<p>religious') identifying pieces of music that make them feel calm, excited, peaceful, joyful;  Show an understanding of how and why Christians use music to express beliefs about God and devotion to God;  Consider why music matters in religious life and human life. <b>Link English/PSHE: 'The Song For Everyone' by Lucy Morris.</b></p>	
<p><b>PHSE/  Citizenship/  RSE</b></p>	<p><b><u>Relationships – TEAM</u></b>  To be able to talk about changes and how they might make me feel;  To explain how and why we should work well as a team;  To describe how my actions and behaviour affect my team;  To pay attention to and respond considerately to others;  To describe why disputes might happen and learn strategies to resolve them.</p> <p><b><u>Relationships – Digital Wellbeing</u></b>  To identify some positives and negatives of the Internet;  To explain what to do if they experience or see bullying online;  To explain ways to communicate safely online and identify ways to get support if they do not feel safe;  To assess the reliability of online information;  To explain what personal information includes.  To know why we shouldn't share passwords and private information;  To explain why we have rules and restrictions around the technology we use.</p>	<p><b><u>Living in the Wider World - Diverse Britain</u></b>  To describe what it is like to live in the British Isles;  To talk about what democracy is and understand why it is important;  To talk about what rules and laws are and identify how they help us;  To talk about what liberty means and identify the rights of British people;  To describe a diverse society and talk about why it is important;  To explain what being British means to me and to others.</p> <p><b><u>Living in the Wider World - One World</u></b>  To discuss ways in which people's lives are similar and different and give reasons for these differences;  To explore differences of opinion and identify if I feel these are fair;  To think about the lives of people living in other places, make considered decisions and give reasons for my opinions;  To recognise how my actions impact on people living in different countries and identify things I can do to make the world a fairer place;</p>	<p><b><u>Health and Wellbeing - Safety First</u></b>  To be responsible for making good choices to stay safe and healthy;  To identify a risky situation and act responsibly;  To understand that I can choose not to do something that makes me feel uncomfortable;  To know how to stay safe when out and about;  To know about dangerous substances and how they affect the human body;  To know how to respond in emergency situations.</p> <p><b><u>Health and Wellbeing - Growing Up</u></b>  To describe male and female body parts and explain what these are for;  To describe how boys' bodies will change as they go through puberty;  To describe how girls' bodies will change as they go through puberty;  To describe the feelings that some people experience as they grow up;  To understand that there are many different types of relationships and families;  To describe how babies are made and how they are born.</p>

		<p>To explain what climate change is and how it affects people's lives as well as identify what I can do to help;</p> <p>To identify different organisations that help people in different countries who are in challenging situations and explain how they do this.</p>	
<p><b>MFL</b> <b>(BSL/French)</b></p>	<p><b><u>BSL</u></b> Fingerspelling Numbers 1-10 Numbers 11 – 100 Colours Directional verbs Facial expression Questions Places Jobs</p> <p><b><u>French</u></b> <b><u>Unit 1 – Cultural unit – Where is France?</u></b> Where is France? What major cities are there in France? What is Paris like? <b><u>Unit 2 – Numbers and Alphabet</u></b> Numbers to 30 The alphabet Correct pronunciation <b><u>Unit 3 – All About Me</u></b> Various ways of greeting each other Introducing yourself and asking questions</p>	<p><b><u>Unit 4 – My Home</u></b> Rooms in the home Basic adjectives to describe the home and the rooms Describing where they live <b><u>Unit 5 – Colours</u></b> Basic colours and colours of the rainbow Correct pronunciation of each colour Links – are any colours the same or different in English? <b><u>Unit 6 – Animals</u></b> Family pets Likes and dislikes Introducing your pet <b><u>Unit 7 – Food</u></b> Simple foods Foods found on a simple café menu Create own menu Visit the butchers and bakers <b><u>Unit 8 – Calendar</u></b> Days of the week Months of the year Correct pronunciation <b><u>Unit 9 – Clothing</u></b> Basic items of clothing School uniform Introduce body parts – main limbs</p>	<p><b><u>Unit 10 – Shopping</u></b> Currency Asking how much something is <b><u>Unit 11 – Holidays and Celebrations</u></b> Singing Happy Birthday Talking about their own birthday Learning words to do with festivals and events Learning vocabulary about holidays <b><u>Unit 12 – My Town</u></b> Words to describe their town Words to describe shops and features of their town Transport – including transport vocabulary <b><u>Unit 13 – Weather</u></b> What's the weather today? What's the weather this week? What's the weather this year? Using maps to talk about weather in different places <b><u>Unit 14 – Sports</u></b> Simple sports Simple phrases to describe what sports they play <b><u>Unit 15 – School</u></b> Introduction to school days in France Lessons Likes and dislikes of lessons Different jobs The classroom</p>

<p><b>PE</b></p>	<p><b><u>Multi Skills</u></b> Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness.</p> <p><b><u>Cross Country</u></b> Pupils will learn the correct ways to run for a long-distance event such as cross country, focusing on breathing and maintaining a level of pace for a long run.</p> <p><b><u>Football</u></b> Pupils will be able to explain the rules of the game; Pupils will be drilled in their dribbling, passing and shooting before being put into small sided games following FA guidelines to put the skills into practice; Pupils who excel will choose the most appropriate tactics to use in a game and also work alone or as part of a team to regain possession of the ball.</p>	<p><b><u>Multi Skills</u></b> Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness.</p> <p><b><u>Tag rugby</u></b> Pupils will learn to develop their handling, tackling, attacking and defending skills through drills; Pupils will then extend this into small sided games; Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p><b><u>Netball</u></b> Pupils will be drilled in different passing and shooting techniques; They will then look to bring these into free role game scenarios; Pupils who excel will be introduced into netball positions, learning how to move the ball swiftly to cause a problem for the opposition in games.</p>	<p><b><u>Competitive Games</u></b> Apply the basic principles of attack and defence; Control their body in accordance with the strategy of the given game.</p> <p><b><u>Kwik Cricket</u></b> Pupils will learn how to bat, bowl and field through various drills following ECB guidelines as well as the basic rules for scoring; They will then look at implementing this into different cricket games such as French Cricket and Caterpillar Cricket.</p> <p><b><u>Rounders</u></b> Pupils will be learn the basic rules of the game and will be coached in batting and fielding skills; Pupils will then be introduced into playing games of Rounders with games such as 10 Base Rounders (to develop their fielding skills) and Home Run Rounders (to develop their running in between bases.)</p>
	<p><b><u>Swimming and Water Safety:</u></b> until February. Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively; Perform safe self-rescue in different water-based situations.</p>		
<p><b>Computing</b></p>	<p><b><u>Computing systems and networks – The Internet</u></b> To describe how networks physically connect to other networks; To recognise how networked devices make up the internet; To outline how websites can be shared via the World Wide Web (WWW); To describe how content can be added and accessed on the World Wide Web (WWW);</p>	<p><b><u>Programming A – Repetition in shapes</u></b> To identify that accuracy in programming is important; To create a program in a text-based language; To explain what ‘repeat’ means; To modify a count-controlled loop to produce a given outcome; To decompose a task into small steps;</p>	<p><b><u>Creating media – Photo editing</u></b> To explain that digital images can be changed; To change the composition of an image; To describe how images can be changed for different uses; To make good choices when selecting different tools; To recognise that not all images are real; To evaluate how changes can improve an image.</p>

	<p>To recognise how the content of the WWW is created by people.</p> <p><b><u>Creating media – Audio editing</u></b></p> <p>To identify that sound can be digitally recorded;          To use a digital device to record sound;          To explain that a digital recording is stored as a file;          To explain that audio can be changed through editing;          To show that different types of audio can be combined and played together'          To evaluate editing choices made.</p>	<p>To create a program that uses count-controlled loops to produce a given outcome.</p> <p><b><u>Data and information – Data logging</u></b></p> <p>To explain that data gathered over time can be used to answer questions;          To use a digital device to collect data automatically;          To explain that a data logger collects 'data points' from sensors over time;          To use data collected over a long duration to find information;          To identify the data needed to answer questions;          To use collected data to answer questions.</p>	<p><b><u>Programming B – Repetition in games</u></b></p> <p>To develop the use of count-controlled loops in a different programming environment;          To explain that in programming there are infinite loops and count controlled loops;          To develop a design that includes two or more loops which run at the same time;          To modify an infinite loop in a given program;          To design a project that includes repetition;          To create a project that includes repetition.</p>
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