

Y6 Spring 2 Half Term Plan 2020

Subject	Weekly detail					
WRITING: composition	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p style="text-align: center;">Links:</p> <p>Y5 missed history content – Local area study – WW2</p>	<p style="text-align: center;">Newspaper Article</p> <p>To identify key facts about an international and local historical event (WW2/ Sheffield Blitz)</p> <p>To research and make notes</p> <p>To use appropriate historical and descriptive language (to write an eyewitness account)</p> <p>To perform a composition</p> <p><u>Outcomes:</u></p> <p>Research sheets with WW2 facts</p> <p>Whole class eyewitness account created together</p> <p>Performance (socially distanced) of class piece to opposite Y6 class.</p>	<p style="text-align: center;">Newspaper Article</p> <p>to identify features of Newspaper articles</p> <p>(from First News and Sheffield Blitz)</p> <p>To use reported and direct speech</p> <p>To plan a newspaper article</p> <p><u>Outcomes:</u></p> <p>Highlight features on an actual article</p> <p>Rehearse reported and direct speech</p> <p>Begin planning newspaper article</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3a Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>En6/3.3a Plan their writing by:</p>	<p style="text-align: center;">Newspaper Article</p> <p>To write a newspaper article</p> <p>To edit and improve writing</p> <p><u>Outcomes:</u></p> <p>Newspaper article written and presented in newspaper style with feature of genre</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p> <p>using a wide range of devices to build</p>	<p style="text-align: center;">Persuasive Letter</p> <p>To identify features of persuasion</p> <p>To identify features of persuasive letters</p> <p><u>Outcomes:</u></p> <p>Link around “real life theme”</p> <p>Trips have been cancelled!</p> <p>CH to “send email” to Y6 to say that due toreasons he is considering cancelling all future Y6 trips</p> <p>Features of persuasive writing – look at bad examples</p> <p>Look at quality examples for features</p> <p style="color: red;">Class persuasive letter on different topic focussing on language use?</p>	<p style="text-align: center;">Persuasive Letter</p> <p>To plan a persuasive letter</p> <p>Compile argument to counteract points given and own positives</p> <p><u>Outcomes:</u></p> <p>Discussion around arguments for and against</p> <p>Planning sheet to structure writing</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3a Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p style="text-align: center;">Persuasive Letter</p> <p>To Write a persuasive letter</p> <p>To edit and improve writing</p> <p><u>Outcomes:</u></p> <p>Persuasive letter</p> <p><u>Curriculum Links:</u></p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>En6/3.3c Evaluate and edit by:</p>

	<p>Curriculum Links: En6/1c use relevant strategies to build their vocabulary</p> <p>En6/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En6/3.3a Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p>	<p>cohesion within and across paragraphs</p> <p>En6/3.3c Evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>En6/3.3d proofread for spelling and punctuation errors</p>	<p>Curriculum Links:</p> <p>En6/3.3a Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>En6/3.3b Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>En6/3.3d proofread for spelling and punctuation errors</p>
WRITING:VGP	1	2	3	4	5	6
	S1. Modal verbs	S2.Noun phrases	S3. Passive and active	S5.parenthesis	S7/8.Colons and semi colons	S10.Apostrophes for plural possession
WRITING: Spelling	1 En6/3.1a use further prefixes and suffixes and understand the guidance for adding them	2 En6/3.1a use further prefixes and suffixes and understand the guidance for adding them	3 En6/3.1b spell some words with 'silent' letters	4 En6/3.1b spell some words with 'silent' letters	5 En6/3.1c continue to distinguish between homophones and other words which are often confused	6 En6/3.1c continue to distinguish between homophones and other words which are often confused

Links:	See Lowfield Y6 Writing Targets
Writing Transcription	<p>En6/3.2 Handwriting and Presentation Pupils should be taught to write legibly , fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>
READING: Comprehension	<p style="text-align: center;">Novel Study – Goodnight Mr Tom (WW2 Y6 missed content) SATS Based Reading Comprehension</p>
Links:	<p>Reading (The objectives for Reading are common across Years 5 and 6)</p> <p>En6/2.1 Word Reading</p> <p>En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>En6/2.2 Comprehension</p> <p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>En6/2.2b understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p> <p>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En6/2.2d distinguish between statements of fact and opinion</p>

	<p>En6/2.2e retrieve, record and present information from non-fiction</p> <p>En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>En6/2.2h provide reasoned justifications for their views.</p>					
MATHS	1	2	3	4	5	6
Links:	<p><u>Ma6/2.3 Fractions (decimals & percentages)</u></p> <p>Y6 Lesson 5 Unit 4: Compare and order fractions</p> <p>Y6 Lesson 6 and 7 Unit 4: Adding and subtraction fractions</p> <p>Y6 Lesson 8 Unit 4: Adding and subtracting fractions - mixed numbers</p> <p><u>Curriculum Links</u> <i>Ma6/2.3b compare and order fractions, including fractions >1</i></p> <p><i>Ma6/2.3c add and subtract fractions with</i></p>	<p><u>Ma6/2.3 Fractions (decimals & percentages)</u></p> <p>Y6 Lesson 9 Unit 4: Adding and subtracting fractions - mixed numbers</p> <p>Y6 Lesson 10 Unit 4: problem solving – add and subtract fractions</p> <p><u>Curriculum Links</u> <i>Ma6/2.3c add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</i></p>	<p><u>Ma6/2.3 Fractions (decimals & percentages)</u></p> <p>Y6 Lesson 11 Unit 4: problem solving – add and subtract fractions</p> <p>Y6 unit 4 end of unit test</p> <p><u>Curriculum Links</u> <i>Ma6/2.3c add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</i></p>	<p><u>Ma6/3.1 Measurement</u></p> <p>Y6 BOOK B Lesson 1 Unit 11: shapes with the same area (diff perimeter)</p> <p>Lesson 2/3 Unit 11: area and perimeter</p> <p><u>Curriculum Links</u> <i>Ma6/3.1d recognise that shapes with the same areas can have different perimeters and vice versa</i></p> <p><i>Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes</i></p> <p><i>Ma6/3.1f calculate the area of</i></p>	<p><u>Ma6/3.1 Measurement</u></p> <p>Y6 BOOK B Lesson 4 Unit 11: area of parallelogram</p> <p>Lesson 5/6/7 Unit 11: area of triangles</p> <p><u>Curriculum Links</u> <i>Ma6/3.1d recognise that shapes with the same areas can have different perimeters and vice versa</i></p> <p><i>Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes</i></p> <p><i>Ma6/3.1f calculate the area of</i></p>	<p><u>Ma6/3.1 Measurement</u></p> <p>Y6 BOOK B Lesson 8/9 unit 11: problem solving involving area and perimeter</p> <p><u>Curriculum Links</u> <i>Ma6/3.1d recognise that shapes with the same areas can have different perimeters and vice versa</i></p> <p><i>Ma6/3.1e recognise when it is possible to use formulae for area and volume of shapes</i></p> <p><i>Ma6/3.1f calculate the area of parallelograms and triangles</i></p>

	<i>different denominators and mixed numbers, using the concept of equivalent fractions</i>			<i>parallelograms and triangles</i>	<i>parallelograms and triangles</i>	
MATHS: UNTAUGHT	<p><i>angles at a point and 1 whole turn (total 360°)</i></p> <p><i>angles at a point on a straight line and half a turn (total 180°)</i></p> <p><i>other multiples of 90°</i></p> <p>Calculating lines and angles on a straight line</p> <p>Calculating angles around a point</p> <p>Triangles</p> <p>Quadrilaterals</p>	<p>Calculating lengths and angles in shapes</p> <p><i>use the properties of rectangles to deduce related facts and find missing lengths and angles</i></p> <p>Measure perimeter</p> <p>Perimeter on a grid</p> <p>Perimeter of rectangles</p>	<p>Perimeter of rectilinear shapes</p> <p>Calculate perimeter</p> <p>Counting squares</p> <p>Area of rectangles</p>	<p>Area of compound shapes</p> <p>Area of irregular shapes</p> <p><i>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</i></p> <p>Regular and irregular polygons</p>	Focus on Y6 SATS	Focus on Y6 SATS
CALCULATION	1	2	3	4	5	6
Links:	Focus on Y6 SATS Papers – arithmetic and reasoning – and New Calculation targets					
SCIENCE	1	2	3	4	5	6
Links:	<i>DH/MW to plan</i>					
DESIGN & TECHNOLOGY	1	2	3	4	5	6
Links:	Research To identify features of Ancient Greek Sandals	Design To design version of Ancient Greek sandal	Make To select and use appropriate	Paint To accurately use painting tools	Detail To use research to add appropriate detail	Evaluate To Evaluate success of product

	<p>To identify features of modern sandals</p> <p>*Inside the Factory – NB Trainers</p> <p>Outcomes: Sandal Design Pack – create mood board collage of Ancient Greek style (sandals and designs)</p> <p>Curriculum links DT2/1.1a Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>To anticipate problems in manufacturing</p> <p>Outcomes: Sketch own design and label with method/materials</p> <p>Curriculum links DT2/1.1b Design: Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>modelling resources</p> <p>To strengthen design using tools and resources</p> <p>Outcomes: Create sole of sandal</p> <p>Create straps using card, tape and string</p> <p>Curriculum links DT2/1.2a Make Build straps and main design using masking tape and card/string etc DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately Technological Knowledge DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Outcomes: Paint sandal using appropriate colours and designs</p> <p>Curriculum links DT2/1.2a Make DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately Technological Knowledge DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Outcomes: Paint and embellish sandals</p> <p>Curriculum links DT2/1.2a Make Detail and finishing of sandal DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technological Knowledge DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Outcomes: Completed evaluation sheet</p> <p>Curriculum links DT2/1.3b Evaluate Evaluate own and peers sandals against original design and criteria DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>
HISTORY	1	2	3	4	5	6
Links:	DH to teach					
PE	1	2	3	4	5	6

<p>Links: Ancient Greece – History</p> <p><u>Curriculum links across all weeks:</u> PE2/1.1a Key Skills</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Athletics</p> <p>To be able to learn and use skills needed to increase fitness and athletic ability.</p> <p>Outcome</p> <p>Focus on Marathon (Long distance running skills)</p> <p>Develop awareness of own stamina</p> <p>Maintain consistent pace over period of time</p>	<p>Athletics</p> <p>To be able to learn and use skills needed to increase fitness and athletic ability.</p> <p>Outcome</p> <p>Focus on Sprint/hurdle skills (Short distance)</p> <p>Develop sprint-start technique</p> <p>Develop efficient running style</p>	<p>Athletics</p> <p>To use efficient technique to perform vertical jump and standing long and triple jumps.</p> <p>Outcome</p> <p>Learn skills for Standing long jump</p> <p>Use two foot to two foot technique</p> <p>Use measuring skills to assess length</p>	<p>Athletics</p> <p>To use efficient technique to perform vertical jump and standing long and triple jumps.</p> <p>Outcome</p> <p>Learn skills for triple jump</p> <p>Hop, Skip and Jump</p> <p>Use measuring skills to assess length</p>	<p>Athletics</p> <p>To develop a variety of techniques to throw for distance</p> <p>Outcome</p> <p>Learn Javelin skills</p> <p>Use measuring skills to assess length</p>	<p>Athletics</p> <p>To develop a variety of techniques to throw for distance</p> <p>Outcome</p> <p>Learn discuss and shot put skills</p>
<p>RE</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>Links:</p> <p>What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p>	<p>Religion, family and community:</p> <p>Welcome to Y6 RE</p> <p>Rules and Respect for discussing religion</p> <p>What is your personal belief? Family belief?</p> <p>To compare different forms of</p>	<p>Religion, family and community:</p> <p>to understand how different religions care for others</p> <p>What is community?</p> <p>What does Lowfield do to care for its community?</p>	<p>Religion, family and community:</p> <p>To visually represent personal values</p> <p>Religions often ask for a commitment from their followers.</p> <p>Give examples from Christianity and Islam</p>	<p>Religion, family and community:</p> <p>To visually represent personal values</p> <p>Outcomes: Continue from prior – creating personal crest to show own values</p> <p>Curriculum Links: linking to the expressive arts, pupils develop their own</p>	<p>Religion, family and community:</p> <p>To identify similarities and differences between the ways different communities show that they belong</p> <p>How do you know someone belongs to a certain religion?</p>	<p>Religion, family and community:</p> <p>To describe similarities and differences between the ways different communities show that they belong</p> <p>Remind prior learning on different belongings</p>

<p>All the religions and beliefs of Sheffield</p>	<p>weekly worship within our community</p> <p>What do you do for “weekly worship”?</p> <p>Look at what Jewish communities do</p> <p>Look at what Buddhist communities do</p> <p>How does that compare to you?</p> <p><u>Outcomes:</u> IWB slide with four way comparison of main aspects of weekly worship – Islam, Christianity, Buddhism, Judaism</p> <p><u>Curriculum Links:</u> investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2);</p>	<p>Discuss around charity and support that is in place</p> <p>What does your religion say about caring for others?</p> <p>Compare own beliefs to Buddhist beliefs.</p> <p><u>Outcomes:</u> Make a pledge for something you can do to help our local community inside or outside school</p> <p><u>Curriculum Links:</u> investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2);</p>	<p>What do you personally value?</p> <p>Give examples such as working hard at sports, caring for animals, loving their family etc.</p> <p><u>Outcomes:</u> Create a personal crest (discuss Lowfield crest etc) modelling their values.</p> <p><u>Curriculum Links:</u> linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2);</p>	<p>imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2);</p>	<p>Discuss key clues from certain religions regarding dress and events</p> <p>Focus Islam and Judaism</p> <p>Contrast with Christianity and Buddhism</p> <p><u>Outcomes:</u> IWB with four way comparison of key signifiers someone may be part of a particular religion</p> <p><u>Curriculum Links:</u> list and describe similarities and differences between the ways different communities show that they belong (C1);</p>	<p><u>Outcomes:</u> Debate – Does someone have to look a certain way to belong to a certain religion?</p> <p>Pick out known/famous figures and ask whether their look prevents them from being part of their religion.</p> <p>Discuss respect for rules for other religions and none.</p> <p><u>Curriculum Links:</u> list and describe similarities and differences between the ways different communities show that they belong (C1);</p>
---	---	--	---	---	--	---

RSHE PSHE	1	2	3	4	5	6
Links:	<p>Family</p> <p>Fa1) Why do people get married?</p> <p>Understand why people get Married</p> <p>Know that forced marriage is illegal</p> <p>Outcomes: Class circle/discussion time</p> <p><u>PSHE links:</u> R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to</p>	<p>Family</p> <p>Fa1) Why do people get married?</p> <p>Understand why people get Married</p> <p>Know that forced marriage is illegal</p> <p>Outcomes: Class circle/discussion time</p> <p><u>PSHE links:</u> R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to</p>	<p>Family</p> <p>Fa2) Are families ever perfect?</p> <p>Identify the positive features that should be present in a family</p> <p>Learn how to disagree with Respect</p> <p>Know the difference between secrets and surprises (when to break confidentiality)</p> <p><u>PSHE links:</u> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this</p>	<p>Family</p> <p>Fa2) Are families ever perfect?</p> <p>Identify the positive features that should be present in a family</p> <p>Learn how to disagree with Respect</p> <p>Know the difference between secrets and surprises (when to break confidentiality)</p> <p><u>PSHE links:</u> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this</p>	<p>Family</p> <p>Fa3) Is there such a thing as a normal family?</p> <p>Understand the diversity of home lives</p> <p>Appreciate that many people have heritage from other countries and may have dual heritage</p> <p>Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun</p> <p><u>PSHE links:</u> R7. to recognise and respect that there are different types of family structure (including single parents,</p>	<p>Family</p> <p>Fa3) Is there such a thing as a normal family?</p> <p>Understand the diversity of home lives</p> <p>Appreciate that many people have heritage from other countries and may have dual heritage</p> <p>Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun</p> <p><u>PSHE links:</u> R7. to recognise and respect that there are different types of family structure (including single parents,</p>

	<p>people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but also living apart</p>	<p>people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but also living apart</p>	<p>should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret L2. to recognise there are human rights, that are there to protect everyone H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret L2. to recognise there are human rights, that are there to protect everyone H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L7. to value the different contributions that people and groups make to the community R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L7. to value the different contributions that people and groups make to the community R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
--	--	--	---	---	---	---