## **Nursery Long Term Planning**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic/ Lines of enquiry	<b>We are Special -</b> All about me.	We are Celebrating - Celebrations, Seasons, Autumn, Christmas.	We are Cold! Seasons, Winter.	We are Farmers - On the Farm, Spring.	We are in the Garden - Minibeasts, Growing.	We are Travelling - Transport and Travel.
Core Text	Puffin Peter	TREE	One Snowy Night	Rosie's Walk	Mind Phonal Minusbeartel	JOURNEY
Supplementary text	Super	TAP mile MAGIC TREE	SCREEN STORY OF STORY	Farm Ladyhird Heard	British Control of State of St	Cellina Transport

Knowledge and concepts	Baseline Sense of belonging Routines and relationships Personal attributes Families All about me Looking after ourselves Nursery Rhymes	Seasonal change Autumn Celebrations - Christmas Diwali Remembrance Day Hanukkah Halloween Bonfire Night Looking after the world around us.	Seasonal change Winter Park Keepers Rhyme Weather Positional Language	Seasonal change Spring Farm animals Taking care of animals Growing on a farm. People who help us - Farmers.	Seasonal change Summer Minibeasts Growing Life Cycle of a Minibeast Taking care of plants. Healthy Eating Planting	Journeys Travel Modes of Transport The world around us. People who help us. Floating/Sinking
Additional lines of enquiry /Extra Curricular enrichment	Diversity We are all different Similarities and Differences -  Bedtime Stories Story Sack Club Come on in event Forest Schools Library Visits Walk of our Local Area - All about where we live.	Diwali Harvest Halloween Hanukkah Bonfire Night Exploring countries Travelling Ted visits Park Visit Bedtime Stories Christmas Crafts Nativity Story Sack Club Come on in event. Library Visits	Chinese New Year Celebration Safer Internet Day Mothers Day Valentine Day Exploring countries Travelling Ted visits Park Trip Bedtime Stories Story Sack Club Come on in event.	Shrove Tuesday World Book Day Holi Ramadan - Farm Trip Bedtime Stories Story Sack Club Come on in event. Library Visit	Easter Passover Eid Healthy/Unheal thy eating Looking after our bodies Caterpillars Bedtime Stories Story Sack Club Come on in event. Visit to the Butterfly House.	At the beach Beach trip. Summer Transition to Reception - Bedtime Stories Story Sack Club Come on in event. Graduation Photos Graduation Ceremony Visit to RNLI Beach Schools Transition Time with Reception Library Visit

		Autumn Walk	Library Visit		Library Visit				
Cultural Capital	Whilst the children are within continuous provision we will play different music from our classical composers throughout the year introducing the children to a different style of music. The composers have been carefully selected to feature a range of style of classical music and also celebrate diversity within the music.								
	Classical Composer of the term - September - Samuel Coleridge-Taylor October - Jacques Offenbach	Classical Composer of the term - November - Thomas Newman December - Debbie Wiseman	Classical Composer of the term - January - Karl Jenkins February - Frédéric Chopin	Classical Composer of the term - February - Florence Price March - Wolfgang Amadeus Mozart	Classical Composer of the term - April - Antonio Vivaldi May - Gian Carlo Menotti	Classical Composer of the term - June - Johann Sebastian Bach July - John Williams			
	Artist of the term - Pablo Picasso and Frida Kahlo	Artist of the term - Andy Goldsworthy and Jackson Pollock	Artist of the term - Wilhelmina Barns-Graham and Etel Adnan	Artist of the term - Gustav Klimt and Dame Barbara Hepworth	Artist of the term - Henry Matisse and Louise Bourgeois	Artist of the term - Vincent Van Gogh and Roy Lichtenstein			
	Author of the Term - Nick Sharratt  Diversity Text - All Are Welcome	Author of the Term - Julia Donaldson Diversity Text - Hats of Faith	Author of the Term - Lynley Dodd  Diversity Text -	Author of the Term - Oliver Jeffers  Diversity Text - My Daddies	Author of the Term - David McKee  Diversity Text - The Perfect Fit	Author of the Term - Ella Bailey Diversity Text - LOUD!			
PSED	_	F PSED planning we also encouraging children to	•	·	-	•			

	Me and My Relationships - All about Me - > Marvelous me! > I'm special  -My Special People > People who are special to me	Valuing Difference -Same and Different Me and my friends -Different Families and Homes >Friends and family -Kindness and Caring >Including everyone	Keeping Myself Safe -Keeping my Body Safe >Safety Indoors and Outdoors >What's safe to go into my body  -People who Help Keep me Safe > People who help to keep me safe	Rights & ResponsibilitiesLooking after Myself and my Friends > Looking after myself >Looking after others  -Caring for my Environment >Looking after my environment	Being my Best -Bouncing Back (growth mindset) > I can keep trying > I can do it!  -Exercise and Sleep > What does my body need?	Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families
PD	Gross Motor Skills- P.E. Passport - Fundamental Skills Run confidently. Kick a ball. Jump with both feet off the ground at the same time. Catch a large ball. Pedal a tricycle. Fine Motor Skills Explores different materials and	Gross Motor Skills- P.E. Passport - Elmer Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Gross Motor Skills- P.E. Passport - How to Catch a Star Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Gross Motor Skills- P.E. Passport - Rosie's Walk Start taking part in some group activities which they make up for themselves, or in teams.  Fine Motor Skills Start to eat	Gross Motor Skills- P.E. Passport - Minibeasts Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Gross Motor Skills- P.E. Passport - Transport Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out

independently their own plan. For tools. Skip, hop, stand on Choose the right and learning how example, choosing a one leg and hold a Develop resources to carry to use a knife and spade to enlarge a pose for a game like manipulation and out their own plan. **Fine Motor Skills** fork. small hole they dug control, for musical statues. For example, Start to eat with a trowel. example tearing Show a choosing a spade to Use large-muscle independently preference for a enlarge a small hole Collaborate with paper. movements to and learning they dug with a dominant hand. others to manage large wave flags and how to use a trowel. items, such as moving streamers, paint knife and fork. a long plank safely, and make marks Collaborate with Show a carrying large hollow others to manage **Fine Motor Skills** preference for a blocks. large items, such as Use one-handed dominant hand. moving a long tools and plank safely, **Fine Motor Skills** equipment, for carrying large example, making Be increasingly hollow blocks. independent as they snips in paper with get dressed and scissors. undressed, for **Fine Motor Skills** Use a comfortable example, putting coats grip with good Be increasingly on and doing up zips. independent as control when holding pens and they get dressed Be increasingly and undressed, for independent in pencils. example, putting meeting their own care needs, e.g. brushing coats on and doing teeth, using the toilet, up zips. washing and drying Be increasingly their hands thoroughly. independent in meeting their own care needs, e.g.

			brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
C&L	C&L is not specifically planned for across the year practice, continuous provision, group time and target setting support the development of inditimes are designed to support children who are	I weekly focus learning all have a weight ividuals. Intervention programmes such	y focus on CLL. Observations next steps and

Literacy –	Phonics -	Phonics -	Phonics -	Phonics -	Phonics -	Phonics -
	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics
			Introduction of	Phase 2 Sound/Oral	Phase 2 Sound/Oral	Phase 2 Sound/Oral
	Comprehension -	Comprehension -	Phase 2 Sounds/	Blending/Segmentin	Blending/Segmentin	Blending/Segmentin
	Enjoys sharing	Understand the five	Oral	g Activities	g Activities	g Activities
	books with an adult.	key concepts about	Blending/Segmentin			
	Repeats words and	print: - print has	g Communication	Comprehension -	Comprehension -	Comprehension -
	phrases from	meaning - the	Comprehension -	Understand the	Engage in	Engage in
	familiar stories.	names of the	Understand the	five key concepts	extended	extended
	Asks questions	different parts of a book - print can	five key concepts	about print: - print	conversations	conversations
	about a book.	have different	about print: - print	has meaning - the	about stories,	about stories,
	Beginning to	purposes - page	has meaning - the	names of the	learning new	learning new
	develop a narrative about a book they	sequencing - we	names of the	different parts of	vocabulary	vocabulary
	have read using	read English text	different parts of	a book - print can	Begin to answer	Begin to answer
	props in play.	from left to right	a book - print can	have different	how and why	how and why
	proposition,	and from top to	have different	purposes - page	questions about	questions about
	Word Reading -	bottom	purposes - page	sequencing - we	the stories they	the stories they
	Notices some print,	Name the characters from a	sequencing - we	read English text	,   hear	hear
	such as the first	familiar story.	read English text	from left to right		
	letter of their name,	Word Reading -	from left to right	and from top to	Word Reading -	Word Reading -
	a bus or door	Develop their	and from top to	bottom	Use some of their	Use some of their
	number or a familiar	phonological	bottom	Listen to a story	print and letter	print and letter
	logo.	awareness, so that	Listen to a story	and comment on	knowledge in	knowledge in
		they can: - spot and	and comment on	the events.	_	· ·
	Writing	suggest rhymes -	the events.	the events.	their early writing.	their early writing.
	Enjoys drawing	count or clap		Mond Dooding	For example:	For example:
	freely.	syllables in a word -	Word Reading -	Word Reading -	writing a pretend	writing a pretend
	Add some marks to their drawings,	recognise words	Develop their	Develop their	shopping list that	shopping list that
	which they give	with the same initial sound, such as	phonological	phonological	starts at the top of	starts at the top of
	willell tiley give	Journa, Judit as	prioriological	awareness, so	the page; write	the page; write

meaning to. For	money and mother	awareness, so	that they can: -	'm' for mummy.	'm' for mummy.
example: 'That's n	·	that they can: -	spot and suggest	Write some or all	Write some or all
mummy.'	Writing	spot and suggest	rhymes - count or	of their name.	of their name.
Make marks to represent their	Use some of their	rhymes - count or	clap syllables in a		
name.	print and letter	clap syllables in a	word - recognise	Writing -	Writing -
name.	knowledge in their early writing. For	word - recognise	words with the	Will begin to	Attempt to write
	example: writing a	words with the	same initial	attempt to write	their name in a
	pretend shopping	same initial	sound, such as	their name in a	way that they or
	list that starts at the	sound, such as	money and	way that they or	others can
	top of the page;	money and	mother	others can	recognise.
	write 'm' for	mother		recognise.	Discuss the marks
	mummy.		Writing -	Discuss the marks	they make, e.g.
		Writing -	Use some of their	they make, e.g.	"this is a car"
		Use some of their	print and letter	"this is a car"	tino io a car
		print and letter	knowledge in	tilis is a car	
		knowledge in	their early writing.		
		their early writing.	For example:		
		For example:	writing a pretend		
		writing a pretend	shopping list that		
		1 .	, , ,		
		shopping list that	starts at the top of		
		starts at the top of	the page; write		
		the page; write	'm' for mummy.		
		'm' for mummy.	Write some or all		
		Write some or all	of their name		
		of their name.			

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Maths –	Master The	Master The	Master The	Master The	Master The	Master The
	Curriculum Units -	Curriculum Units -	Curriculum Units -	Curriculum Units -	Curriculum Units -	Curriculum Units -
	Colours	Number 1	Number 3	Number 6	Sequencing	Number
	Matching	Number 2	Number 4	Height and Length	Positional Language	Composition
	Sorting	Pattern	Number 5	Mass	More/Fewer	What Comes After?
				Capacity	2D Shape	What Comes
	Number -	Number -	Number -		3D Shape	Before?
	React to changes of	Fast recognition of	Say one number for	Number -		Numbers to 5
	amount in a group	up to 3 objects,	each item in order:	Say one number for	Number -	Consolidation
	of up to 3 items.	without having to	1,2,3 and 4.	each item in order:	Experiment with	
	Count in every day	count them	Know that the last	1,2,3,4 and 5.	their own symbols	Number -
	contexts, sometimes	individually	number reached	Know that the last	and marks as well as	Experiment with
	skipping numbers.	('subitising').	when counting a	number reached	numerals.	their own symbols
		Recite numbers past	small set of objects	when counting a	Solve real world	and marks as well as
	Numerical Pattern -	5.	tells you how many	small set of objects	mathematical	numerals.
	Joins in with finger		there are in total	tells you how many	problems with	Solve real world
	rhymes with	Shape, Space and	('cardinal principle').	there are in total	numbers up to 5.	mathematical
	numbers.	Measure -	Show 'finger	('cardinal principle').	Compare quantities	problems with
		Sorting/matching -	numbers' up to 4.	Show 'finger	using language:	numbers up to 5.
	Shape, Space and	sort groups of	Link numerals and	numbers' up to 5.	'more than', 'fewer	Compare quantities
	Measure -	objects according to	amounts: for	Link numerals and	than'.	using language:
	Compare sizes,	different criteria	example, showing	amounts: for	Subitise to 3.	'more than', 'fewer
	weights etc. using	Explore 2D and 3D	the right number of	example, showing	Represent 1 - 3 on	than'.
	gesture and	shapes (for	objects to match the	the right number of	fingers, on a tens	Subitise to 3.
	language –	example, circles,	numeral, up to 4.	objects to match the	frame and with	Represent 1 - 5 on
	bigger/little/smaller,	rectangles, triangles		numeral, up to 5.	objects.	fingers, on a tens
	high/low, tall, heavy.	and cuboids) using	Shape, Space and			frame and with
	Notice patterns, for	language such as big	Measure -	Shape, Space and	Numerical Pattern -	objects.
	example, spots and	and little, small and	Copy and continue a	Measure -	Join in with number	
	stripes and arrange	large. Show some	simple ABAB pattern	Copy and continue a	songs, attempting to	Numerical Pattern -
	things in patterns.	understanding of	– stone, leaf, stone,	simple ABAB pattern	represent numbers	Join in with number
	Complete inset	tall, short or long.	leaf	– stone, leaf, stone,	using fingers where	songs, attempting to
	puzzles.	Can make	Describe a familiar	leaf	appropriate.	represent numbers

using fingers where comparisons route. Describe a familiar Recite numbers to relating to size. 10 or beyond. Discuss routes and appropriate. route. Can talk about 'My locations, using Recite numbers to Discuss routes and Demonstrate words like 'in front day' locations, using understanding that 10 or beyond. Talk about and of' and 'behind'. words like 'in front Demonstrate we use one number identifies the Make comparisons of' and 'behind'. for each item, when understanding that patterns around between objects Make comparisons we use one number counting. them. For example: relating to length for each item, when between objects Attempt to count stripes on clothes, and weight. relating to length objects, actions and counting. designs on rugs and Select shapes and weight. sounds. Attempt to count wallpaper. Use objects, actions and appropriately: flat Select shapes Use and understand informal language surfaces for appropriately: flat the term "more" in sounds. like 'pointy', 'spotty', building, a surfaces for practical contexts. Use and understand 'blobs' etc triangular prism for building, a the term "more" in a roof etc. triangular prism for Shape, Space and practical contexts. a roof etc. Measure -Describe the size or shape of real-life Shape, Space and objects using simple Measure mathematical Describe the size or vocabulary, e.g. shape of real-life big/small, objects using simple round/straight. mathematical Extend and create vocabulary, e.g. big/small, ABAB patterns – stick, leaf, stick, leaf. round/straight. Notice and correct Extend and create ABAB patterns an error in a repeating pattern. stick, leaf, stick, leaf. Notice and correct Use everyday an error in a language to discuss repeating pattern. length, size, height,

			weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Time - understand	Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.  Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).  Shape - Know some
			Shape - Know some common 2D and 3D	vertices, sides, edges, faces,
				Shape - Know some common 2D and 3D shapes.
				Time - understand first/next

Understanding	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
of the world	Begin to make	Begin to make	Begin to make	Show interest in	Show interest in	Show interest in
	sense of their	sense of their	sense of their	different	different	different
	own life-story and	own life-story and	own life-story and	occupations.	occupations.	occupations.
	family's history.	family's history.	family's history by			
			being able to	People, Culture	People, Culture	People, Culture
	People, Culture	People, Culture	discuss who is in	and Communities	and Communities	and Communities
	and Communities	and Communities	their family and	Show interest in	Know that they	Notice similarities
	Notice differences	Begin to make	show some sense	different	may come from a	and differences
	between people.	sense of their	of their own	occupations	different country	between people,
		own life-story and	history, e.g. "I was	Know that there	from other	reflecting on
	The Natural	family's history.	born first and	are different	children and	differences
	World		then the twins" or	countries in the	understand that	positively.
	Explore materials	The Natural	"before I was	world and talk	these are	Know that they
	with different	World	born, Mummy	about the	different places.	may come from a
	properties.	Use all their	lived in Spain but now we live in	differences they		different country
	Explore natural	senses in	London".	have experienced	The Natural	from other
	materials, inside	hands-on	London .	or seen in photos	World	children and
	and out.	exploration of	Daniela Cultum		Show	understand that
	Repeat actions	natural materials.	People, Culture and Communities		understanding	these are
	that have an	Explore		The Natural	that we need to	different places.
	effect.	collections of	Notice similarities and differences	World	care for living	Show interests in
		materials with		Explore how	things, e.g.	different
		similar and/or	between people,	things work.	watering plants,	occupations, e.g.
		different	reflecting on differences	Plant seeds and	handling insects	role-playing police
		properties.	positively.	care for growing	gently.	or doctors.
		Talk about what	positively.	plants.	Use their senses	
		they see, using a		Understand the	to explore natural	

wide vo	Exp thing Be und ne and na en	ne Natural  /orld  kplore how nings work. egin to nderstand the eed to respect nd care for the atural nvironment and I living things.	key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	materials and describe what they observe, e.g. "a heavy log" "wet leaves".	The Natural World Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets.
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EAD	DT Unit -	DT Unit -	DT Unit -	DT Unit -	DT Unit -	DT Unit -
	Structures - Junk	Cooking and	Textiles -	Structures -	Textiles - Flower	Structures -
	Modelling	Nutrition - Soup	Bookmarks	Hanging Egg	Threading	Boats
				Decoration		
	Creating with	Creating with	Creating with		Creating with	Creating with
	Materials	Materials	Materials	Creating with	Materials	Materials
	Make marks	Explore different	Enjoy	Materials	Explore colour	Explore colour
	intentionally.	materials freely,	mark-making	Enjoy	and	and
	Explore paint	in order to	opportunities.	mark-making	colour-mixing.	colour-mixing.
	using fingers and	develop their	Create closed	opportunities.	Listen with	Listen with
	other parts of	ideas about how	shapes with	Create closed	increased	increased
	their bodies as	to use them and	continuous lines,	shapes with	attention to	attention to
	well as brushes	what to make.	and begin to use	continuous lines,	sounds.	sounds.
	and other tools.	Develop their	these shapes to	and begin to use	Show different	Show different
	Explore different	own ideas and	represent	these shapes to	emotions in their	emotions in their
	materials, using	then decide	objects.	represent	drawings and	drawings and
	all their senses	which materials	Draw with	objects.	paintings, like	paintings, like
	to investigate	to use to express	increasing	Draw with	happiness,	happiness,
	them.	them. Join	complexity and	increasing	sadness, fear etc.	sadness, fear etc.
	Manipulate and	different	detail, such as	complexity and	Respond to what	Respond to what
	play with	materials and	representing a	detail, such as	they have heard,	they have heard,
	different	explore different	face with a circle	representing a	expressing their	expressing their
	materials.	textures.	and including	face with a circle	thoughts and	thoughts and
	Make simple		details.	and including	feelings.	feelings.
	models which	Being	Use drawing to	details.	Use	Use
	express their	Imaginative and	represent ideas	Use drawing to	blocks/constructi	blocks/constructi
	ideas.	Expressive	like movement	represent ideas	on toys to build	on toys to build

"small worlds" Remember and or loud noises. like movement "small worlds" Being or loud noises. sing entire e.g. a pen on a e.g. a pen on a **Imaginative and** songs. Being farm. farm. Take part in **Imaginative and Expressive** Being Join in with simple, pretend **Expressive** Imaginative and **Being** Being songs and play often based Develop **Expressive** Imaginative and **Imaginative and** on familiar rhymes, making storvlines Develop **Expressive Expressive** some sounds. experiences, e.g. through storylines Know and join in Know and join in making dinner. Explores a range small-world or through with some with some of instruments Take part in role-play. . small-world or nursery rhymes nursery rhymes or favourite and play them in simple pretend Sing the pitch of role-play. . or favourite different ways. Sing the pitch of play, using an a tone sung by songs and songs and Use objects as object to another person a tone sung by poems. poems. ('pitch match'). another person representations represent Request a Request a in pretend play, something else Sing the melodic ('pitch match'). favourite favourite even though e.g. a child holds shape (moving Sing the melodic song/rhyme. song/rhyme. a wooden block they are not melody, such as shape (moving Respond to Respond to melody, such as to their ear and similar. up and down, music with music with up and down, pretends it is a down and up) of movement. movement. telephone. familiar songs. down and up) of Create their own Create their own Begin to develop familiar songs. songs, or songs, or complex stories Begin to develop improvise a song improvise a song around one they using small complex stories around one they world equipment using small know. know. like animal sets, world equipment Play instruments Play instruments dolls and dolls like animal sets, with increasing with increasing dolls and dolls control to control to houses etc.

				houses etc.	express their feelings and ideas.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	express their feelings and ideas.  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Parental engagement	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Nativity	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Reception New Starters Parent Meeting.	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Stay and Play Sessions	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Stay and Play Sessions Reports

Assessment	Baseline Assessments EY Tracker Phase 1 Phonics Assessments Pencil Grip Tracker (Name Writing) Talk Boost Assessments	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Name Writing Fundamental Skills Assessments	Teacher Assessments Pencil Grip Tracker Name Writing Fundamental Skills Assessments Talk Boost Assessments	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Name Writing Fundamental Skills Assessments	Teacher Assessments Pencil Grip Tracker Name Writing Fundamental Skills Assessments Talk Boost Assessment	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Fundamental Skills Name Writing Assessments Reports
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