

Year Group 1						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Phenomenal Places		Superheroes		Fantastic Beasts	
Concepts and Knowledge	<p>Look at maps of the UK, Identify countries and capital cities. Look at the Union Jack and know that it represents 4 countries. Explore town, cities and countryside. Create maps and simple keys Explore conservation by looking at significant people in history for example Beatrix Potter. Explore British woodlands: identify different types of trees, plants, and creatures. Name all the continents.</p>		<p>Name all the oceans. Define and identify human and physical features in England and sort them. Explore superheroes in history. For example, Edward Jenner and smallpox vaccination and how this relates to now. Act out his greatest achievement, design a medal for his and recall facts about his life. To look at the life of Queen Elizabeth II and plot significant events on timeline. To draw the Queen on her coronation and compare to how she looks now. Look at photos/ portraits 'then and now' To explore the life of Amelia Earhart and understand her achievement of being the first woman to fly sole across the Atlantic was huge. Order three significant parts of her life on a timeline. Recall facts about her life. Extra information about her life from texts. Explore different types of materials and use this knowledge to test which would be most suitable for a superhero cape.</p>		<p>Sort 'Fantastic Beasts' into reptiles, mammals and birds etc. Animal classification Identify animals that are Carnivores, herbivores and omnivores. Create non-fiction fact sheets about animals. Explore life cycles – 'real life' ducklings and frogspawn in class. Children to make observational drawings, predictions and record their findings. Name parts of the human body and identify the five senses. Explore animal habitats in art and match creatures to the correct habitat. To recall facts about Sir David Attenborough's life and how he has introduced the world to a range of species To look at the life of Greta Thunberg and how she wants to draw attention to the effect of global warming on our planet. To identify the equator, north and south poles and understand how creatures live and adapt in different habitats around the world.</p>	
<p>Values: Honesty Wisdom Kindness Happiness Bravery Self-Belief</p>	<p>Honesty The Boy Who Cried Wolf Wisdom Beatrix Potter – conservation</p>		<p>Kindness Kindness Tree Happiness Link to what people in China do for fun. What makes you happy?</p>		<p>Bravery Wild animals – how would you feel if you found a wild animal? Self-belief Linked to transition – identifying own successes this year.</p>	

Physical Education						
Context	<p>Multi skills: Coach Led</p> <p>Multi skills: Teacher Led: Activity games from the LCP folders- focusing on spatial awareness and core skills.</p>	<p>Dance: Coach Led Heartline routine Follow basic movements set by the coach.</p> <p>(Christmas play dances) to learn a series of moves to match music.</p> <p>Teacher Led: Cyber coach/ Dance</p>	<p>Gymnastics: Coach Led</p> <p>Teacher Led: Multi skills: Outdoors Dance: if weather is poor</p>	<p>Racket and catching skills (net and wall): Coach Led</p> <p>Dance Teacher led</p>	<p>Striking and fielding skills: Coach Led</p> <p>Orienteering – Teacher Led Animals are hidden on the field, children receive a list of animals that they must find.</p>	<p>Athletics: Coach Led</p> <p>Sports Day practise: Teacher Led To participate and practise competitive sports day races.</p>
Aims	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 					
Key Vocab	<p>Attack Defend Dodge</p> <p>Throw, catch, pass, bounce, aim. Roll, shoot, score</p>	<p>Move, movement, rhythm, fast, slow, leap, spin, mirroring, unison, sequence, Travel</p>	<p>Gymnastics: balance, jump, roll, pencil jump, tuck jump,</p>	<p>Core strength Stretch Balance Hold Tennis racket Forehand</p>	<p>Orienteering: map, start, finish, teamwork</p> <p>North, South, East, West</p>	<p>Athletics: Relay Baton Long jump Sprinting</p>
National Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Start to follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Engage in competitive activities and team games</p> <p>Spatial awareness.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game</p>	<p>To develop balance and coordination skills through dance.</p>	<p>Introduce different basic balances – point, patch, partner. Standing balances, Kneeling balances Pike, tuck, star, straight, straddle shape</p> <p>Introduce basic movements - different jumps in isolation e.g. pencil, star, tuck, half turn.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled), pencil roll, Rocking for forward roll Crouched forward roll</p> <p>Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard (Sports Coach to deliver)</p> <p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still</p>	<p>To further develop balance, core strength and coordination skills through dance</p>	<p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Engage in competitive activities and team games</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Striking a ball off a cricket tee, towards a partner/ team to retrieve.</p> <p>Catching/retrieving the ball (attempt in the barrier position)</p> <p>Underarm throw towards the wickets</p>	<p>Use different ways of travelling, at varying speeds with a range of equipment.</p> <p>Standing long jump.</p> <p>Sprint – sprint using correct technique, head still and forwards, running arms.</p> <p>Relay practise – handover baton from static starting position.</p>

PROGRESSION OF SKILLS

			shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care		Orienteering - Moving with spatial awareness. Working as a team	
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Introduce safe practice in PE. throwing underarm at a target within a specific distance; Introduce cupping and closing hands to catch a beanbag. Begin to apply these skills to play individual games using Complete PE programme.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control	Introduce different jumps in isolation e.g. pencil, star, tuck. Introduce different basic balances – point, patch.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Begin to apply these skills to play individual games using Complete PE programme.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Begin to apply these skills to play individual games using Complete PE programme. Introduce the basic principles of orienteering.	Introduce basic movements: running a short distance in a straight line with moving arms; Standing long jump. Sprint – sprint using correct technique, head still and forwards, running arms. Relay practise – handover baton from static starting position.
participate in team games, developing simple tactics for attacking and defending	Engage in competitive activities and team games (Bench ball)				Engage in competitive activities and team games- such as cricket Orienteering - Working as a team to locate objects based on clues.	Engage in competitive activities and team games (Sports Day) Relay practise – handover baton from static starting position.
perform dances using simple movement patterns.		Introduce music to repetitive dance movements with children remaining at one level (this is heavily modelled). Introduce tempo using obvious difference in music. Watch and describe performances. Begin to say how they could improve Tall and small movements, thinking about body position		Introduce music to repetitive dance movements with children remaining at one level (this is heavily modelled). Introduce tempo using obvious difference in music. Watch and describe performances. Begin to say how they could improve Tall and small movements, thinking about body position		

Music

PROGRESSION OF SKILLS

Context	Animal songs Seasonal Songs – Autumn Harvest Festival Songs The Gruffalo / Peter Rabbit – instrumental representation of the story. Peter and the Wolf – instruments representing animals / characters Christmas themed songs Elgar – countryside, Malvern, Worcestershire National Anthems Folksongs, Irish jigs, Michael Flatley	Superman theme tune John Williams – composer. Instruments that represent superheroes Class assembly songs Heroes and Villains	Activities linked to topic –. Fantastic Beasts – unicorns, ladybirds. Carnival of the Animals Bugs Life musical score Wagner – Ride of the Valkyries David Attenborough style ‘real’ animal scores John Williams- Jurassic Park
Aims	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		
Key Vocab	Beat, rhythm, pitch, tempo, dynamics	Beat, rhythm, pitch, tempo, dynamics	Beat, rhythm, pitch, tempo, dynamics
National Curriculum	Autumn	Spring	Summer
use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>Children will:</p> <ul style="list-style-type: none"> Begin to follow instructions on how and when to sing; Begin to make and control long and short sounds using the voice; 	<ul style="list-style-type: none"> Begin to follow instructions on how and when to sing; Begin to make and control long and short sounds using the voice; 	<ul style="list-style-type: none"> Begin to follow instructions on how and when to sing; Begin to make and control long and short sounds using the voice; Begin to imitate changes in pitch.
play tuned and untuned instruments musically	<p>Children will:</p> <ul style="list-style-type: none"> Begin to follow instructions on how and when to play a range of percussion instruments (e.g. tambourine, maracas, wooden blocks, Indian bells); Begin to make and control long and short sounds using a range of percussion instruments. 	<p>children will:</p> <ul style="list-style-type: none"> Begin to follow instructions on how and when to play a range of percussion instruments (e.g. tambourine, maracas, wooden blocks, Indian bells); Begin to make and control long and short sounds using a range of percussion instruments. 	<p>children will:</p> <ul style="list-style-type: none"> Begin to follow instructions on how and when to play a range of percussion instruments (e.g. tambourine, maracas, wooden blocks, Indian bells); Begin to make and control long and short sounds using a range of percussion instruments.
listen with concentration and understanding to a range of high-quality live and recorded music	<p>Children will:</p> <ul style="list-style-type: none"> Begin to recognise instruments of the orchestra. 	<p>Children will:</p> <ul style="list-style-type: none"> Begin to recognise the instruments that represent characters / events in a story 	<ul style="list-style-type: none"> Begin to identify the beat of a tune; Begin to recognise changes in dynamics and pitch; Begin to describe how the music makes them feel.
experiment with, create, select and combine sounds using the inter-related dimensions of music.		<p>Children will:</p> <ul style="list-style-type: none"> Begin to clap rhythms and compose short rhythmic and melodic patterns. 	

PROGRESSION OF SKILLS

Concepts	Children identify signs of belonging to the Christian faith and Islam.	Why is Diwali celebrated? Story of Rama and Sita (Hindu) – Diwali (Bravery Value) Who is Jesus? Nativity story (Christian) (All CE Values) How is Christmas celebrated? Make a Christingle.	Why help others? Investigate the questions: Who can you help? Why reach out to help others? Should we just look out for ourselves? Children to explore the story of Jesus and Zaccheus – what is the meaning of the story? Jesus' Golden Rule. (Kindness Value)	How is Easter celebrated? Children to understand how Christians celebrate Easter. (All CE Values)	Compare naming ceremonies in Christianity, Islam and Sikhism.	Who is God and what is he like? Investigate the Christian story of the Prodigal Son. (kindness value)
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	<p>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</p> <p>Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians.</p> <p>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</p> <p>Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</p> <p>They should be encouraged to explain or support their views making use of simple reasons.</p>	<p>Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</p> <p>The other principal religions represented in Great Britain which, for the purposes of this agreed syllabus are defined as being Hinduism.</p> <p>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</p> <p>Pupils should be taught about the Christian festivals of Christmas They should be taught the outline of the Christmas story and explore what these stories suggest, mean or give expression to.</p> <p>They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</p> <p>Pupils should also explore at least one festival which is celebrated by at least one other religious tradition.</p> <p>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</p> <p>Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</p>	<p>Pupils should learn about Christian stories that are in the Bible, for example, stories like: the Pharisee and the tax-collector.</p>	<p>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</p> <p>Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to.</p> <p>They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</p>	<p>Pupils should learn about the church as a place used for Christian worship.</p> <p>They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.</p>	<p>Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</p> <p>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</p> <p>Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</p>

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Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored may suggest. They should be encouraged to explain or support their view making use of simple reasons.

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<p>Context</p>	<p>Beatrix Potter – life and legacy (conservation).</p> <p>Timelines of Beatrix Potter’s life Research from historical sources Presenting of factual information To understand and appreciate why we mark Remembrance day and the impact of the World Wars on modern day – use ICT to draw Flanders Field.</p> <p>Explore changes in history by looking at our school then and now. Compare photographs.</p>	<p>Real life superheroes</p> <p>Explore the life of Edward Jenner and his biggest achievement – vaccination- act out his most important achievement, freeze frame draw it and recall this event in order. Understand that life during this time was hard and appreciate and write about the lives of the poorest people in Britain.</p> <p>Queen Elizabeth II - compare Jubilee to coronation - timeline her life, her Jubilees and explore changes in the period in which she is reigning - (changes within living memory) links to art with portraits of her majesty then and now.</p> <p>Read about the life of Amelia Earhart and how she was the first woman to fly solo across the Atlantic- answer questions using information researched and read. Sort pictures of planes past and present and talk about similarities and differences.</p>	<p>Fantastic Beasts</p> <p>Life of David Attenborough - recall facts about his life in chronological order Place three significant moments in his life on a timeline</p> <p>Greta Thunberg – through videos and articles explore how Greta is brining global warming to our attention and its impact on our planet – especially the ‘fantastic beasts’</p> <p>Local historical place visit – Weston Park</p>
<p>Aims</p>	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 • 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’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales 		
<p>Reception Key Vocabulary</p>	<p>Then, now, old, new, past, change</p>		
<p>Year 1 Key Vocabulary</p>	<p>History, present, future, compare, historical person, time line, ruler, earliest, latest.</p>	<p>History, present, future, compare, historical person, time line, ruler, earliest, latest.</p>	<p>History, present, future, compare, historical person, time line, ruler, earliest, latest.</p>
<p>National Curriculum</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Changes within living memory. Where appropriate, these should be used to: reveal aspects of change in national life</p>		<p>Children can show an awareness of past and present by using the language of then and now. They understand the passing of time by looking at a timeline relating to themselves and know if the event happened before or after they were born. (Queen Elizabeth II - coronation to jubilee)</p>	
<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Children can show an awareness of past and present by using the language of then and now. They understand the passing of time by looking at a timeline relating to themselves and know if the event happened before or after they were born. (Beatrix Potter)</p> <ol style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<p>Children have an awareness of significant national events within a certain timeframe. Children can research significant events using a range of sources including text books, photographs, internet and video clips.</p> <p>Children begin to ask a range of questions, with support, that will deepen their knowledge into the understanding of why the event is a significant in history.</p> <ol style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	
<p>the lives of significant individuals in the past who have contributed to national and international</p>	<p>Children have an awareness of one significant person or group of people and their roles, responsibilities within a certain timeframe by researching by using a range of secondary sources, including, text books, images, internet, video clips etc. Children begin to ask a range</p>	<p>Children have an awareness of one significant person or group of people and their roles, responsibilities within a certain timeframe by researching by using a range of secondary sources, including, text books, images, internet, video clips etc. Children begin to ask a range of questions, with support, that will deepen their knowledge</p>	

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<p>achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>of questions, with support, that will deepen their knowledge into the understanding of why they are significant nationally. (Beatrix Potter)</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sequence artefacts and events that are close together in time; b. order dates from earliest to latest on simple timelines; c. sequence pictures from different periods; d. describe memories and changes that have happened in their own lives; <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>into the understanding of why they are significant nationally. (Edward Jenner, Amelia Earhart)</p> <p>Children can:</p> <ul style="list-style-type: none"> a. sequence artefacts and events that are close together in time; b. order dates from earliest to latest on simple timelines; c. sequence pictures from different periods; d. describe memories and changes that have happened in their own lives; <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	
<p>Significant historical events, people and places in their own locality.</p>			<p>Children will explore the life of Sir David Attenborough and Greta Thunberg Children will create a timeline of significant events within their lives. Children will begin to understand how the work of one person can change the future.</p> <p>Children will have an awareness of a significant place in our locality. Children will have the opportunity to explore, investigate first-hand the importance of this historical place and why it is so meaningful to the local area and its residents. Visit to Weston Park.</p>

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<p>Context</p>	<p>Naming the 4 countries that make up the UK Identifying continents</p> <p>Map work linked to journeys (to school, and from main text) Use of photographs and aerial photographs to look at the changes to the human and physical features of the school grounds.</p> <p>Kingswood visit – orienteering, following trails.</p>	<p>Tibet– give directions to Eliot to fly to another country Physical features can he see as he fly's past? for example, Alps, Caspian Sea, Himalayas</p> <p>China/Tibet to UK - key physical and human features, climates, human/physical features</p>	<p>Links to climate change, variation, human and physical Geography -David Attenborough</p> <p>Weston Park visit – pond dipping, bug hunting, woodland walks.</p>
<p>Aims</p>	<p>Aims The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Geography – key stages 1 and 2 2 Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. 		
<p>Reception Key Vocabulary</p>	<p>Street, house, bungalow, school, place, mountain, map, road, beach,</p>		
<p>Year 1 Key Vocabulary</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>town, country, ocean, world, key, symbol. Physical features, human features.</p>	<p>town, country, ocean, world, key, symbol. Physical features, human features.</p>	<p>town, country, ocean, world, key, symbol. Physical features, human features.</p>
<p>National Curriculum</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Location knowledge... Name and locate the world's seven continents and five oceans.</p>	<p>Children have an awareness of what a country and a continent. To identify the UK on a child friendly map and the worlds seven continents.</p>	<p>Name and locate the worlds five oceans – link to book Eliot flying from UK to China over the oceans and past many physical and human features.</p>	<p>Continents / animal habitats</p>
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Children have an awareness of the four countries with the United Kingdom and the capital cities of the United Kingdom. Name the four countries of the UK, capital cities and surrounding seas.</p> <ul style="list-style-type: none"> Begin to know the differences between town and country locations. Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. 	<p>Review the countries that make up the UK. Locate England on a world map and plot the characters journey to China.</p>	

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	<ul style="list-style-type: none"> • Begin to know simple features of the countries of the UK. <p>Make the Union Jack flag, highlighting the four different countries that it's made up of.</p>		
<p>Place knowledge...</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Naming the 4 countries that make up the UK</p> <p>Identifying continents</p> <p>Map work linked to journeys (to school, and from main text)</p> <p>Use of photographs and aerial photographs to look at the changes to the human and physical features of the school grounds.</p> <p>Create keys for maps</p>	<p>Children have an awareness of the meaning of a human and physical geographical feature. Children can compare the physical and human features of Sedgley and China (Tibet) - act out the flight and using videos, google maps and photographs highlight human and physical features that we pass.</p> <p>Use aerial photographs to recognise basic human and physical features.</p> <ul style="list-style-type: none"> • Produce a journey line. • Use internet mapping programmes to observe aerial views. (Google Earth) 	<p>Compare animal habitats in a hot and cold climate. For example, the British fox with a polar bear. Explore what human and physical features may encourage them to settle in a particular habitat.</p>
<p>Human and Physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Children can identify seasonal and daily weather patterns in the United Kingdom. Children can</p> <p>Name weather types in the UK.</p> <ul style="list-style-type: none"> • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols • Use world maps and globes to identify the UK and begin to locate other countries. • Explain some dangers of the weather. 	<p>To know what human and physical Geography is and sort features into the correct category.</p>	<p>To explore physical and human Geography by identifying the equator, north and south pole and predicting where jungles, and glaciers may be located. Children to use this knowledge to place animals in the correct location on the map.</p>
<p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Children can use globes to identify the United Kingdom and the continents.</p>	<p>Review – locate the UK on a child friendly world map.</p>	<p>Review-Children can use globes to identify the United Kingdom, the continents and the oceans.</p>
<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Children can use directional language: near, far, left and right to describe routes and some key features on a map.</p>	<p>Children can use directional language: near, far, left and right to describe routes and some key features on a map. Children to create a basic map, key and compass to show how Eliot snuck into the evil masterminds lair.</p>	<p>Children can use directional language: near, far, left and right to describe routes and some key features on a map.</p>
<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Children can use aerial photographs to recognise basic human and physical features. Children begin to use some basic symbols in a key.</p>	<p>Children can use aerial photographs to recognise basic human and physical features. Children begin to use some basic symbols in a key (Sedgley / China).</p>	

PROGRESSION OF SKILLS

<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children use observational skills to study the layout of the school and its grounds. They can identify the key human and physical features of the location and can create their own key to identify these.</p> <p>Recognise familiar places in their local area.</p> <ul style="list-style-type: none"> • Use maps to gather information about the local area. • Locate places/landmarks on a map. • Use simple compass directions (N, E, S, W) • Recognise basic map symbols. • Use simple fieldwork skills to study the geography of the local area. • Make simple observations. <p>Plot a simple route on a map.</p> <ul style="list-style-type: none"> • Recognise housing types. • Explore geographical issues through discussion. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Express own views and opinions about the environment and suggest simple improvements. • Use presentation skills. 		
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Design and Technology			
Context	Design, make and evaluate sandwiches for a woodland tea party.	Design, make and evaluate linked to superhero topic. E.g. <ul style="list-style-type: none"> a superhero vehicle- link to balloon powered experiment a Superhero statue by manipulating pipe cleaners 	A fantastic beastly sock puppet. Understand where food comes from and then plant and grow strawberries at school to be turned into a super smoothie. Design and make a moving mini- Beast
Skills and knowledge	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients , according to their characteristics Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, and creating templates. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, and creating templates. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Use the basic principles of a healthy and varied diet to prepare dishes
Aims	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 		
Key Vocabulary	design, create, cut, shape, evaluate, improve, product, model, ingredients, healthy, chop, grate, prepare, slice, tools	design, create, cut, shape, join, finish, materials, evaluate, improve, product, model, ingredients, healthy, cook, chop, grate, prepare, slice, tool	design, create, cut, shape, join, finish, materials, evaluate, improve, product, model, ingredients, healthy, cook, chop, grate, prepare, slice, tools
National Curriculum	Autumn	Spring	Summer
Design purposeful, functional, appealing products for themselves and other users based on design criteria	<p>Children can:</p> <ul style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; 	Children can design their product after looking at a range of everyday existing models.	Children can design their product after looking at a range of everyday existing models.

PROGRESSION OF SKILLS

	<ul style="list-style-type: none"> work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 		
Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none"> design models using simple computing software; plan and test ideas using templates and mock-ups; f understand and follow simple design criteria; 	Children can create their own simple templates and discuss these with others.	Children can create their own simple templates and discuss these with others.
Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	With support, children can use given tools and equipment to practise their skills of cutting , shaping, joining and finishing.	With support, children can use given tools and equipment to practise their skills of cutting, shaping, joining and finishing.	With support, children can use given tools and equipment to practise their skills of cutting, shaping, joining and finishing.
Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		With support, children can choose suitable materials from a small range of materials provided.	With support, children can choose suitable materials from a small range of materials provided.
Evaluate explore and evaluate a range of existing products	Children can handle and discuss existing products and express their opinions on them. Children can: <ul style="list-style-type: none"> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; 	Children can handle and discuss existing products and express their opinions on them. Children can: <ul style="list-style-type: none"> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; 	Children can handle and discuss existing products and express their opinions on them. Children can: <ul style="list-style-type: none"> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making;
Evaluate evaluate their ideas and products against design criteria	<ul style="list-style-type: none"> as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria; <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>	<ul style="list-style-type: none"> as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria; <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>	<ul style="list-style-type: none"> as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria; <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>
Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable		<ul style="list-style-type: none"> Children can explore how different materials can be made stronger, stiffer and more stable. talk about and start to understand the simple working characteristics of materials and components; 	build simple structures, exploring how they can be made stronger, stiffer and more stable;

PROGRESSION OF SKILLS

<p>Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Superhero vehicles- explore and create products using mechanisms, such as levers, sliders and wheels. – wheel and axel mechanism</p>	
<p>Cooking Nutrition use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes. With support, children use a product that they have grown to create a healthy dish, such as a sandwich</p>		<p>With support, children use a product that they have grown to create a healthy dish, such as smoothie</p>
<p>Cooking Nutrition understand where food comes from.</p>	<p>Children show some awareness of where food comes from by planting seeds and watching them grow (bean). Children can: a. explain where in the world different foods originate from; b. understand that all food comes from plants or animals; c. understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d. name and sort foods into the five groups in the Eatwell Guide; e. understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes.</p>		<p>Children show some awareness of where food comes from by planting seeds and watching them grow.</p>

Computing						
Context	Basic Skills: Logging on; using the mouse and keyboard; saving and opening files	Revelation Art: Creating pictures linked to main texts, Remembrance day and Christmas..	Technology at Home Digital devices used outside of school	ESPRESSO CODING: Block Coding On the Move (4 lessons) Following / inputting clear instructions Understand how programs execute and respond to inputs.	ESPRESSO CODING: Block Coding Simple Inputs (5 lessons) Combining start and input events to create more advanced apps and programs using precise instructions	J2E – Jit Pictograms showing how children travel to school, using J2E, Jit. Beebots – links to maths curriculum (online and real life control of Beebots).
Aims	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. 					
Key Vocab	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private,	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private, program, create, save, click, object	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private, technology, digital, internet,	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private, algorithms, program, create, save, coding, solve, run, code, execute, action, start event, click, object technology, digital, internet,	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private, algorithms, program, create, save, coding, solve, run, code, execute, action, start event, click, object technology, digital, internet,	Computer, keyboard, monitor, save, open, username, password, Instructions, , internet safety, passwords, private, Beebots, algorithms, program, create, save, coding, solve, run, code, execute, action, start event, click, object technology, digital, internet,
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions				Children are beginning to learn what an algorithm is, in its simplest form, and use this knowledge to sequence a set of instructions to complete a given task using programmable toys, such as Beebots and simple coding programs	Children are beginning to learn what an algorithm is, in its simplest form, and use this knowledge to sequence a set of instructions to complete a given task using programmable toys, such as Beebots and simple coding programs	Children are beginning to learn what an algorithm is, in its simplest form, and use this knowledge to sequence a set of instructions to complete a given task using programmable toys, such as Beebots and simple coding programs
create and debug simple programs				Children can create a simple block coding program and can solve a given problem.	Children can create a simple block coding program and can solve a given problem.	Children can create a simple block coding program and can solve a given problem.
use logical reasoning to predict the behaviour of simple programs				Children are using simple inputs to order events in a basic program.	Children are using simple inputs to order events in a basic program.	Children are using simple inputs to order events in a basic program.
use technology purposefully to create, organise, store, manipulate and retrieve digital content	Children to learn how to log on to school network; basic keyboard skills; saving and opening files Children to use	Word – adding text; copying and pasting images from the Internet. Create a picture of favourite character from the book – The Last Wolf	Children to create a superhero callout and add text			Children to use J2E (Jit) to create pictograms (maths link)
recognise common uses of information technology beyond school			Children are aware of different technology in our homes.			
use technology safely and respectfully, keeping personal information private; identify where to	Children are beginning to understand the importance of keeping safe online and the	Children are beginning to understand the importance of keeping safe online and the	Children are beginning to understand the importance of keeping safe online and the importance of keeping their passwords private.	Children are beginning to understand the importance of keeping safe online and	Children are beginning to understand the importance of keeping safe online	Children are beginning to understand the importance of keeping safe online and the importance of keeping their passwords private.

PROGRESSION OF SKILLS

go for help and support when they have concerns about content or contact on the internet or other online technologies.	importance of keeping their passwords private.	importance of keeping their passwords private.		the importance of keeping their passwords private.	and the importance of keeping their passwords private.	
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Art and Design						
Context	Homes, nature, calendars. Artwork in the style of Beatrix Potter.	Take inspiration from the greats such as Van Gogh Portrait of the Queen (past and present) Superhero statues, sculptures, clothes.			Fantastic beast art inspired by the. Camouflage collages – create a background and camouflage on the beasts we have studied. Habitat for example a woodland scene for a fox.	
Aims	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 					
Key Vocabulary	Draw, sketch, observe, colour, pattern, texture, line, shape, design, create, Line, tone texture, mark making, light and dark tones. Shape, colour, smudging, mixing, form and space.	Draw, sketch, observe, colour, pattern, texture, line, shape, design, create, Line, tone texture, mark making, light and dark tones. : portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.			mix, primary colours, secondary colours, sculpture, statue, model, rolling, cutting pinching, carving, collage, cut, place, arrange, brushstroke primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	
Artists	David Hockney –colour and landscapes Mondrian: Matisse Illustrations in children’s books using printing and collage Rousseau: Chagall	Turner Cezanna- Light/shade/tone Andy Warhol Roy Lichtenstien - link to superhero callouts <i>Queen Elizabeth</i> <i>Use famous portrait taken by Cecil Beaton</i> <i>Van Gogh – sunflowers – children make own version for superhero mums (Mothers’ Day)</i>			Brian Wildsmith & Eric Carle Window by Jeannie Baker Two by Two by Barbara Rei	
National Curriculum	Autumn	Spring			Summer	
use a range of materials creatively to design and make products	Recognise that ideas can be expressed in artwork. Experiment with an open mind. try out a range of materials and processes and recognise they have different qualities. Use materials purposefully: Weaving with paper to create a background for calendar.	Take inspiration from the greats such as Van Gogh to recreate his Sunflowers painting for our superhero mums.				

PROGRESSION OF SKILLS

	<p>Design / Collage of pants (PSHE)</p> <p>Show interest in and describe what they think about the work of others.</p>		
<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Use a range of materials creatively to design and make produces. Use a wide range of patterns.</p> <p>Use drawing as medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.</p> <p>Use painting as a medium to develop and share ideas. Involve experiences and imagination.</p> <p>Leaf art – using wax crayons and a wash to create leaf patterns.</p>	<p>Take inspiration from the greats such as Van Gogh to recreate his Sunflowers painting for our superhero mums.</p> <p>Use drawing as medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create – abstract art superhero scene using geometric shapes and lines</p> <p>Create a sculpture of Edward Jenner using pipe cleaners</p>	
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To explore mark making with HB pencils and 4B, wax crayons, dry pastels, oil pastels and coloured pencils.</p> <p>To explore qualities of line and shape.</p> <p>To explore mark making to create textures with a variety of media.</p> <p>To explore smudging with dry pastels. - (Woodland scene for Little Red)</p> <p>To be taught resist printing and relief printing.</p> <p>Leaf art – using wax crayons and a wash to create leaf patterns.</p>	<p>To explore mark making with HB pencils and 4B, wax crayons, dry pastels, oil pastels and coloured pencils. (past and present pictures of the Queen in colour and black and white)</p> <p>Compare 4b pencils with HB – discuss light and dark tones.</p> <p>To explore qualities of line and shape. Freeze Frame drawings of Edward Jenners experiment</p>	<p>To mix colours –focus on naming primary and secondary colours.</p> <p>3D- Explore surface texture on Plasticine using found objects and tools. Roll out clay</p>
<p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>a. Link their products to well-known artists. Attempt to make links to the local artistic community. describe the work of famous, notable artists and designers;</p> <p>b. express an opinion on the work of famous, notable artists;</p> <p>c. use inspiration from famous, notable artists to create their own work and compare.</p>	<p>Create superhero statues by posing and acting and then replicating the pose by manipulating materials such as wires, pipe cleaners and dough. (Yuri Gagarin sculpture as an example)</p>	<p>Andy Warhol – animal paintings</p>

Science			
Context	<p>Label parts of a plant.</p> <p>Name 4 Seasons- explore similarities and differences.</p> <p>Identify and name a range of different plants and trees.</p> <p>Identify and compare British woodland animals and common pets.</p>	<p>Identify and name objects and the material from which they are made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Materials Link to DT – create a superhero cape – children to investigate the best material to make the cape waterproof.</p> <p>Human body – link to superpowers</p>	<p>Identify a range of mammals.</p> <p>Poo experiment – can children identify whether the mammal is an herbivore, carnivore or omnivore</p> <p>Habitats – children investigate the habitats of different animals and identify adaptations for living in those habitats.</p> <p>Identify and compare birds and reptiles.</p> <p>Identify and compare fish and amphibians.</p> <p>Life cycle of frogs and fish.</p> <p>Life Cycle of birds.</p>
Aims	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future 		
Key Vocabulary	<p>Seasons autumn winter spring and summer</p> <p>Daylight</p> <p>wild plants garden plants weed deciduous evergreen</p> <p>Roots, stem, leaves, flowers, petals, fruit</p> <p>Seed, bulb</p>	<p>Object material hard soft stretchy shiny dull rough smooth bendy not bendy waterproof not waterproof absorbent not absorbent transparent opaque</p>	<p>Amphibians' birds fish mammals' reptile's carnivore herbivore omnivore</p> <p>Body parts</p> <p>Sight hearing touch taste smell</p>
National Curriculum	Autumn	Spring	Summer
Skills	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>

PROGRESSION OF SKILLS

	<p>Scientific thinking make careful observations, sometimes using equipment to help them, of seeds and plants. They can explore the world around them, leading them to ask some simple scientific questions about how and why things happen. Children can make close observations of plants. Children can observe the natural world around them. Children can observe closely. They can identify, classify and sort plants from their observations. They begin to explain their choices using simple scientific language. Children can identify similarities and differences between plants and begin to sort them according to a given criteria.</p>	<p>Scientific thinking Distinguish between an object and the material it is made from. • Make a prediction. • Perform simple tests. • Use their observations to answer simple questions. Sort objects</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Scientific thinking observe and identify animals in the world around them. With a support resource, they sort and classify them into simple groups. make careful observations of animals in the same group and can use simple features to compare living things (animals). can use simple secondary sources to find answers to help them sort and classify animals according to what they eat. can use their senses to carry out simple practical tests, using simple equipment. After making careful observations, they can draw simple conclusions and can, with support, record and communicate their findings in a range of ways. • Children use simple sorting diagrams to sort and classify objects (animals) into simple groups of their choice and are beginning to explain why they have sorted them this way.</p>
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