

EYFS	All About Me Term 1	Exploration Term 2	Our World Term 3
<b>Personal, Social and Emotional Development</b>	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><u>Self- confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more</li> </ul>	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><u>Self- confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others.</li> <li>• They take account of one another's ideas about how to organise their activity.</li> <li>• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul> <p><u>Self- confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>• Children are confident to try new activities, and say why they like some activities more than others.</li> <li>• They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>• They say when they do or don't need help.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its</li> </ul>

	<p>confident in new social situations.</p> <ul style="list-style-type: none"> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul>	<p>consequences, and know that some behaviour is unacceptable.</p> <ul style="list-style-type: none"> <li>• Children work as part of a group or class, and understand and follow the rules.</li> <li>• Children adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
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<b>Physical Development</b>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and</li> </ul>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• Children move confidently in a range of ways, safely negotiating space.</li> <li>• Children handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> <li>• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
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	<p>thumb and uses it with good control.</p> <ul style="list-style-type: none"> <li>• Can copy some letters, e.g. letters from their name.</li> </ul> <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>	
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<p><b>Communication and Language</b></p>	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. “what do we use to cut things?”)</li> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> </ul>	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> </ul>	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>• Children listen attentively in a range of situations.</li> <li>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>• Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Children express themselves effectively, showing awareness of listeners’ needs.</li> <li>• Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children develop their own narratives and explanations by connecting ideas or events.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</li> </ul>		
<b>Literacy</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Children read and understand simple sentences.</li> <li>• Children use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• Children also read some common irregular words.</li> <li>• Children demonstrate understanding when talking with others about what they have read.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• Children also write some irregular common words.</li> <li>• Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	
<b>Mathematics</b>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> </ul>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Children count reliably with numbers from one to 20, place them in order</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted,</li> </ul>	<ul style="list-style-type: none"> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> </ul>	<p>and say which number is one more or one less than a given number.</p> <ul style="list-style-type: none"> <li>• Using quantities and objects, children add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Children solve problems, including doubling, halving and sharing.</li> </ul> <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> <li>• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>• Children recognise, create and describe patterns.</li> <li>• Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>
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	<p>including steps, claps or jumps.</p> <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>	
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<p><b>Understanding the World</b></p>	<p><u>People in Communities</u></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed</li> </ul>	<p><u>People in Communities</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><u>People in Communities</u></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><u>Technology</u></p>
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	<p>such as plants, animals, natural and found objects.</p> <ul style="list-style-type: none"><li>• Talks about why things happen and how things work.</li><li>• Developing an understanding of growth, decay and changes over time.</li><li>• Shows care and concern for living things and the environment.</li></ul> <p><u>Technology</u></p> <ul style="list-style-type: none"><li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li><li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li><li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li></ul>		<ul style="list-style-type: none"><li>• Children recognise that a range of technology is used in places such as homes and schools.</li><li>• They select and use technology for particular purposes.</li></ul>
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	<ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers.</li> </ul>		
<b>Expressive Arts and Design</b>	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> </ul>	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> </ul>	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

	<ul style="list-style-type: none"> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	
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	<ul style="list-style-type: none"><li>• Engages in imaginative role-play based on own first-hand experiences.</li><li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li><li>• Uses available resources to create props to support role-play.</li><li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li></ul>		
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