

To be used as the main input and drive for maths provision/ enhancements. Introductions to sessions should begin with a NCETM activity.

EYFS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you: (take this time to play, get to know your children and allow them time to explore your maths provision).			Just like me! Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern.			It's me 1, 2, 3! Representing 1,2 and 3. Comparing 1,2 and 3. Composition of 1,2 and 3. Circles and triangles. Positional language.			Light and dark. Representing numbers to 5. One more or less. Shapes with 4 sides. Time.		
Spring term	Alive in 5! Introducing zero. Comparing numbers to 5. Composition of 4 and 5 compare mass (2) and compare capacity (2).			Growing 6, 7 and 8. 6, 7 and 8. Combining two amounts. Making pairs. Length and height. Time (2).			Building 9 and 10. Counting to 9 and 10. Comparing numbers to 10. Bonds to 10. 3D shapes. Spatial awareness. Patterns.			Consolidation.		
Summer term	To 20 and beyond. Build numbers beyond 10. Count patterns beyond 10. Spatial reasoning 1. Match, rotate and manipulate.			First, then and now. Adding more. Taking away. Spatial reasoning 2. Compose and decompose.			Find my pattern. Doubling. Sharing and grouping. Even and odd. Spatial reasoning 3. Visualise and build.			On the move. Deepening understanding. Patterns and relationships. Spatial mapping 4. Mapping.		

YEAR ONE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p>Autumn term</p> <p>Focus on counting on 2s.</p>	<p>Place value within 10.</p> <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> </ul> <p><b>Step 1</b> Sort objects</p> <p><b>Step 2</b> Count objects</p> <p><b>Step 3</b> Count objects from a larger group</p> <p><b>Step 4</b> Represent objects</p> <p><b>Step 5</b> Recognise numbers as words</p> <p><b>Step 6</b> Count on from any number</p> <p><b>Step 7</b> 1 more</p> <p><b>Step 8</b> Count backwards within 10</p> <p><b>Step 9</b> 1 less</p> <p><b>Step 10</b> Compare groups by matching</p> <p><b>Step 11</b> Fewer, more, same</p> <p><b>Step 12</b> Less than, greater than, equal to</p> <p><b>Step 13</b> Compare numbers</p> <p><b>Step 14</b> Order objects and numbers</p> <p><b>Step 15</b> The number line</p>					<p>Addition and subtraction within 10.</p> <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> </ul> <p><b>Step 1</b> Introduce parts and wholes</p> <p><b>Step 2</b> Part-whole model</p> <p><b>Step 3</b> Write number sentences</p> <p><b>Step 4</b> Fact families - addition facts</p> <p><b>Step 5</b> Number bonds within 10</p> <p><b>Step 6</b> Systematic number bonds within 10</p> <p><b>Step 7</b> Number bonds to 10</p> <p><b>Step 8</b> Addition - add together</p> <p><b>Step 9</b> Addition - add more</p> <p><b>Step 10</b> Addition problems</p> <p><b>Step 11</b> Find a part</p> <p><b>Step 12</b> Subtraction - find a part</p> <p><b>Step 13</b> Fact families - the eight facts</p> <p><b>Step 14</b> Subtraction - take away/cross out (How many left?)</p> <p><b>Step 15</b> Subtraction - take away (How many left?)</p> <p><b>Step 16</b> Subtraction on a number line</p> <p><b>Step 17</b> Add or subtract 1 or 2</p>					<p>Geometry: shape</p> <p>- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p><b>Step 1</b> Recognise and name 3-D shapes</p> <p><b>Step 2</b> Sort 3-D shapes</p> <p><b>Step 3</b> Recognise and name 2-D shapes</p> <p><b>Step 4</b> Sort 2-D shapes</p> <p><b>Step 5</b> Patterns with 2-D and 3-D shapes</p>		<p>Consolidation</p>
<p>Spring term</p> <p>Focus on counting in 10s.</p> <p>From Spring 2 children to access daily maths before registration on the tables. Recorded in little books.</p>	<p>Place value within 20.</p> <ul style="list-style-type: none"> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Identify and represent numbers using objects and pictorial including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Given a number, identify 1 more and 1 less</li> </ul> <p><b>Step 1</b> Count within 20</p> <p><b>Step 2</b> Understand 10</p> <p><b>Step 3</b> Understand 11, 12 and 13</p> <p><b>Step 4</b> Understand 14, 15 and 16</p> <p><b>Step 5</b> Understand 17, 18 and 19</p> <p><b>Step 6</b> Understand 20</p>		<p>Addition and subtraction within 20.</p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b>Step 1</b> Add by counting on within 20</p> <p><b>Step 2</b> Add ones using number bonds</p> <p><b>Step 3</b> Find and make number bonds to 20</p> <p><b>Step 4</b> Doubles</p> <p><b>Step 5</b> Near doubles</p>		<p>Place value within 50.</p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given numb</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> </ul>		<p>Length and height.</p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</li> </ul> <p><b>Step 1</b> Compare lengths and heights</p> <p><b>Step 2</b> Measure length using objects</p> <p><b>Step 3</b> Measure length in centimetres</p>		<p>Mass and volume</p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</li> </ul> <p><b>Step 1</b> Heavier and lighter</p> <p><b>Step 2</b> Measure mass</p> <p><b>Step 3</b> Compare mass</p> <p><b>Step 4</b> Full and empty</p> <p><b>Step 5</b> Compare volume</p> <p><b>Step 6</b> Measure capacity</p> <p><b>Step 7</b> Compare capacity</p>				

	<p><b>Step 7</b> 1 more and 1 less</p> <p><b>Step 8</b> The number line to 20</p> <p><b>Step 9</b> Use a number line to 20</p> <p><b>Step 10</b> Estimate on a number line to 20</p> <p><b>Step 11</b> Compare numbers to 20</p> <p><b>Step 12</b> Order numbers to 20</p>	<p><b>Step 6</b> Subtract ones using number bonds</p> <p><b>Step 7</b> Subtraction – counting back</p> <p><b>Step 8</b> Subtraction – finding the difference</p> <p><b>Step 9</b> Related facts</p> <p><b>Step 10</b> Missing number problems</p>	<p><b>Step 1</b> Count from 20 to 50</p> <p><b>Step 2</b> 20, 30, 40 and 50</p> <p><b>Step 3</b> Count by making groups of tens</p> <p><b>Step 4</b> Groups of tens and ones</p> <p><b>Step 5</b> Partition into tens and ones</p> <p><b>Step 6</b> The number line to 50</p> <p><b>Step 7</b> Estimate on a number line to 50</p> <p><b>Step 8</b> 1 more, 1 less</p>			
<p>Summer term</p> <p>Focus on counting in 5s.</p>	<p>Multiplication and division.</p> <ul style="list-style-type: none"> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul> <p><b>Step 1</b> Count in 2s</p> <p><b>Step 2</b> Count in 10s</p> <p><b>Step 3</b> Count in 5s</p> <p><b>Step 4</b> Recognise equal groups</p> <p><b>Step 5</b> Add equal groups</p> <p><b>Step 6</b> Make arrays</p> <p><b>Step 7</b> Make doubles</p> <p><b>Step 8</b> Make equal groups – grouping</p> <p><b>Step 9</b> Make equal groups – sharing</p>	<p>Fractions.</p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul> <p><b>Step 1</b> Recognise a half of an object or a shape</p> <p><b>Step 2</b> Find a half of an object or a shape</p> <p><b>Step 3</b> Recognise a half of a quantity</p> <p><b>Step 4</b> Find a half of a quantity</p> <p><b>Step 5</b> Recognise a quarter of an object or a shape</p> <p><b>Step 6</b> Find a quarter of an object or a shape</p> <p><b>Step 7</b> Recognise a quarter of a quantity</p> <p><b>Step 8</b> Find a quarter of a quantity</p>	<p>Geometry: position and direction.</p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance)</li> <li>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...)</li> </ul> <p>(non-statutory guidance)</p> <p>Describe turns</p> <p>Describe position – left and right</p> <p>Describe position – forwards and backwards</p> <p>Describe position – above and below</p> <p>Ordinal numbers</p>	<p>Place value within 100.</p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul> <p><b>Step 1</b> Count from 50 to 100</p> <p><b>Step 2</b> Tens to 100</p> <p><b>Step 3</b> Partition into tens and ones</p> <p><b>Step 4</b> The number line to 100</p> <p><b>Step 5</b> 1 more, 1 less</p> <p><b>Step 6</b> Compare numbers with the same number of tens</p> <p><b>Step 7</b> Compare any two numbers</p>	<p>Measurement : money</p> <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> </ul> <p><b>Step 1</b> Unitising</p> <p><b>Step 2</b> Recognise coins</p> <p><b>Step 3</b> Recognise notes</p> <p><b>Step 4</b> Count in coins</p> <p>Measurement: Time.</p> <ul style="list-style-type: none"> <li>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Compare, describe and solve practical problems for time</li> <li>Measure and begin to record time (hours, minutes, seconds)</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times</li> </ul> <p><b>Step 1</b> Before and after</p> <p><b>Step 2</b> Days of the week</p> <p><b>Step 3</b> Months of the year</p> <p><b>Step 4</b> Hours, minutes and seconds</p> <p><b>Step 5</b> Tell the time to the hour</p> <p><b>Step 6</b> Tell the time to the half hour</p>	<p>Consolidation.</p>

YEAR TWO	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Autumn term</p> <p>Counting in 2's and 10s.</p> <p>Children to do maths work in little books each</p>	<p>Place value</p> <ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words (Y1)</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a 2-digit number (tens, ones)</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul> <p><b>Step 1</b> Numbers to 20</p> <p><b>Step 2</b> Count objects to 100 by making 10s</p> <p><b>Step 3</b> Recognise tens and ones</p> <p><b>Step 4</b> Use a place value chart</p> <p><b>Step 5</b> Partition numbers to 100</p> <p><b>Step 6</b> Write numbers to 100 in words</p> <p><b>Step 7</b> Flexibly partition numbers to 100</p> <p><b>Step 8</b> Write numbers to 100 in expanded form</p>					<p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20 (Y1)</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul> <p><b>Step 1</b> Bonds to 10</p> <p><b>Step 2</b> Fact families - addition and subtraction bonds within 20</p> <p><b>Step 3</b> Related facts</p> <p><b>Step 4</b> Bonds to 100 (tens)</p> <p><b>Step 5</b> Add and subtract 1s</p> <p><b>Step 6</b> Add by making 10</p> <p><b>Step 7</b> Add three 1-digit numbers</p> <p><b>Step 8</b> Add to the next 10</p> <p><b>Step 9</b> Add across a 10</p> <p><b>Step 10</b> Subtract across 10</p> <p><b>Step 11</b> Subtract from a 10</p>					<p>Geometry: Shape.</p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>Identify 2-D shapes on the surface of 3-D shapes</li> </ul> <p><b>Step 1</b> Recognise 2-D and 3-D shapes</p> <p><b>Step 2</b> Count sides on 2-D shapes</p> <p><b>Step 3</b> Count vertices on 2-D shapes</p> <p><b>Step 4</b> Draw 2-D shapes</p> <p><b>Step 5</b> Lines of symmetry on shapes</p> <p><b>Step 6</b> Use lines of symmetry to complete shapes</p> <p><b>Step 7</b> Sort 2-D shapes</p> <p><b>Step 8</b> Count faces on 3-D shapes</p> <p><b>Step 9</b> Count edges on 3-D shapes</p> <p><b>Step 10</b> Count vertices on 3-D shapes</p> <p><b>Step 11</b> Sort 3-D shapes</p> <p><b>Step 12</b> Make patterns with 2-D and 3-D shapes</p>	
<p>Spring term</p> <p>Counting in 5's. Mastering 2s and 10s.</p>	<p>Measurement: money.</p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<p>Multiplication and division.</p> <ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>					<p>Length and height.</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>Solve problems with</li> </ul>		<p>Mass, capacity and temperature.</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>			

	<p><b>Step 1</b> Count money - pence</p> <p><b>Step 2</b> Count money - pounds (notes and coins)</p> <p><b>Step 3</b> Count money - pounds and pence</p> <p><b>Step 4</b> Choose notes and coins</p> <p><b>Step 5</b> Make the same amount</p> <p><b>Step 6</b> Compare amounts of money</p> <p><b>Step 7</b> Calculate with money</p> <p><b>Step 8</b> Make a pound</p> <p><b>Step 9</b> Find change</p> <p><b>Step 10</b> Two-step problems</p>	<p><b>Step 1</b> Recognise equal groups</p> <p><b>Step 2</b> Make equal groups</p> <p><b>Step 3</b> Add equal groups</p> <p><b>Step 4</b> Introduce the multiplication symbol</p> <p><b>Step 5</b> Multiplication sentences</p> <p><b>Step 6</b> Use arrays</p> <p><b>Step 7</b> Make equal groups — grouping</p> <p><b>Step 8</b> Make equal groups — sharing</p>	<p><b>Step 9</b> The 2 times-table</p> <p><b>Step 10</b> Divide by 2</p> <p><b>Step 11</b> Doubling and halving</p> <p><b>Step 12</b> Odd and even numbers</p> <p><b>Step 13</b> The 10 times-table</p> <p><b>Step 14</b> Divide by 10</p> <p><b>Step 15</b> The 5 times-table</p>	<p>addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <ul style="list-style-type: none"> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><b>Step 1</b> Measure in centimetres</p> <p><b>Step 2</b> Measure in metres</p> <p><b>Step 3</b> Compare lengths and heights</p> <p><b>Step 4</b> Order lengths and heights</p> <p><b>Step 5</b> Four operations with lengths and heights</p>	<p><b>Step 1</b> Compare mass</p> <p><b>Step 2</b> Measure in grams</p> <p><b>Step 3</b> Measure in kilograms</p> <p><b>Step 4</b> Four operations with mass</p> <p><b>Step 5</b> Compare volume and capacity</p> <p><b>Step 6</b> Measure in millilitres</p> <p><b>Step 7</b> Measure in litres</p> <p><b>Step 8</b> Four operations with volume and capacity</p> <p><b>Step 9</b> Temperature</p>
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<p>Summer term Mastering 2s, 10s and 5s. Counting in 3s.</p>	<p>Fractions.</p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions, for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Step 1</b> Introduction to parts and whole</p> <p><b>Step 2</b> Equal and unequal parts</p> <p><b>Step 3</b> Recognise a half</p> <p><b>Step 4</b> Find a half</p> <p><b>Step 5</b> Recognise a quarter</p> <p><b>Step 6</b> Find a quarter</p> <p><b>Step 7</b> Recognise a third</p> <p><b>Step 8</b> Find a third</p>	<p>Measurement: Time.</p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><b>Step 1</b> O'clock and half past</p> <p><b>Step 2</b> Quarter past and quarter to</p> <p><b>Step 3</b> Tell time past the hour</p> <p><b>Step 4</b> Tell time to the hour</p> <p><b>Step 5</b> Tell the time to 5 minutes</p> <p><b>Step 6</b> Minutes in an hour</p> <p><b>Step 7</b> Hours in a day</p>	<p>Statistics.</p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<p>Geometry: Position and direction.</p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul> <p><b>Step 1</b> Language of position</p> <p><b>Step 2</b> Describe movement</p> <p><b>Step 3</b> Describe turns</p> <p><b>Step 4</b> Describe movement and turns</p> <p><b>Step 5</b> Shape patterns with turns</p>	<p>Consolidation.</p>
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	<p><b>Step 9</b> Find the whole</p> <p><b>Step 10</b> Unit fractions</p> <p><b>Step 11</b> Non-unit fractions</p> <p><b>Step 12</b> Recognise the equivalence of a half and two quarters</p> <p><b>Step 13</b> Recognise three-quarters</p> <p><b>Step 14</b> Find three-quarters</p> <p><b>Step 15</b> Count in fractions up to a whole</p>		<p><b>Step 1</b> Make tally charts</p> <p><b>Step 2</b> Tables</p> <p><b>Step 3</b> Block diagrams</p> <p><b>Step 4</b> Draw pictograms (1-1)</p> <p><b>Step 5</b> Interpret pictograms (1-1)</p> <p><b>Step 6</b> Draw pictograms (2, 5 and 10)</p> <p><b>Step 7</b> Interpret pictograms (2, 5 and 10)</p>		
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