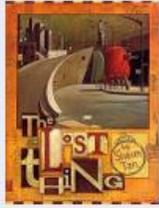
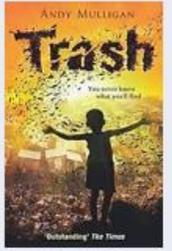


**St. Paul's CE Primary School**

**Year 6 Long Term Curriculum Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Theme</b>	The Victorians (History / Geography focus)		Human Circulatory System (Science focus)		The Mayan Civilization (History / Geography focus)		
<b>Quality Texts</b>	<p>The Lost Thing</p> 	<p><u>Cogheart</u></p> 	<p>The Spider and the Fly</p> 	<p>Wonder</p> 	<p>The Island</p> 	<p>Trash</p> 	
<b>English (possible writing outcomes)</b>	<p>Newspaper report on the Lost thing. Dialogue between the characters. Diary entry from the boy. Letter from the thing to the boy when he isn't lost. Re-write an alternative ending. Write in the style of the author.</p>	<p>Poetry. Innovate setting, linking to similar texts. Eg) Harry Potter / Hobbit Newspaper report. Eyewitness statement. Letter from one character to another. An advert for a house in the setting.</p>	<p>Character description Re-write part of the story to build atmosphere Write a balanced argument. Newspaper report on the events. Eulogy about a character. Kenning poetry</p>	<p>Recount of an event with added detail. Diary entry in character. Information text on evolution. Discussion text looking at either sides of the argument. Eye-Witness account.</p>	<p>Add dialogue between the characters. Newspaper report from the native's point of view. Diary entry from the man's point of view. Discussion text on immigration. Letter from the man to the natives.</p>	<p>Discussion text Write a new chapter. Newspaper report Improve description from a section of the text. Write an information text on an area of choice from the text.</p>	
<b>Writing skills:</b>	<p><b>Words/ Vocabulary:</b> Convert words into nouns (nominalisation) to convey precise, concise information: was cancelled – cancellation, is important – the importance Use specific features to create impact on the reader: figurative language, metaphor, personification etc. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing) How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p>		<p><b>Sentence structure:</b> Use a range of sentence types for impact and effect. Expand noun phrases with precision to convey information concisely: The cancellation of the Egyptian exhibition and the closure of the West Wing... The burning of the forest... Use the passive mood to change perspective or point of view: Active – The Viking invaders destroyed the castle. Passive – The castle was destroyed by the Viking invaders. The castle was destroyed. Use the subjunctive in the most formal writing: If I were to win the lottery, I would travel the world. Use rhetorical questions as a persuasive device.</p>		<p><b>Text structure:</b> Use different narrative structures and techniques according to the text type: horror, adventure etc. Use paragraphs effectively to link ideas within and across paragraphs. Non-narrative: Understand the range of non-narrative text types, how they are organised and the degree of formality required. Use a range of appropriate cohesive devices to link ideas across texts. Use appropriate techniques to engage the reader: Opening hook, Rhetorical questions, Personal comments, Varied conclusions. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p>		<p><b>Punctuation:</b> Use of the <b>semi-colon</b>, <b>colon</b> and <b>dash</b> to mark the boundary between independent clauses (For example: It's raining; I'm fed up) Use of the <b>colon</b> to introduce a list and use of <b>semi-colons</b> within lists Punctuation of bullet points to list information How <b>hyphens</b> can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>

			Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text			
<b>Reading skills:</b>	<b>Word reading / Vocabulary:</b> Use a developing range of strategies to decode text. Apply phonic skills when Read with concentration for increasing length of time. Use a range of non-fiction material to find information and evaluate its accuracy and basis in fact. Apply their growing knowledge of root words, prefixes and suffixes.		<b>Inference / Prediction / Making links:</b> Identify how characters change during the events of a longer novel. Compare and contrast characters, themes and structure in texts by the same and different writers. Recognise and explain bias in non-fiction texts. Make predictions from details stated and implied. Make comparisons within and across books. Recommend books that they have read for their peers. Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying. Summarising the main ideas.		<b>Explanation / Comprehension:</b> Continue to read challenging texts beyond those used in school, evaluate the style, state preferences, and justify them. Analyse language used and identify the grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes. Evaluate language, grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes. Compare effectiveness and impact of language, grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes in books read. Explain the author's viewpoint in a text and present an alternative point of view. Analyse the structure and the subtle clues across a complete text and how these contribute to the overall meaning. Discuss and evaluate how authors use of language impact on the reader. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and build on their own and other's ideas and challenge views courteously	
<b>Maths</b>	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction		Number: Decimals Number: Percentages Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio		Geometry: Properties of Shape Problem Solving Statistics Investigations	
	<b>Skills:</b> Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. They will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children will also take part in active maths, involving PE within their lessons.					
<b>Science</b>	Evolution and inheritance	Animals including humans – circulation and health	Living things and their habitats – classifying micro-organisms, plants and animals	Light – travel in straight lines, eyes	Electricity – symbols in circuit diagrams, complex circuits	Continue - working scientifically
	<b>Skills:</b> Take accurate and precise measurements using a range of equipment, take repeat reading Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Use scientific information (keys/data/records) to identify, classify and describe living things and material Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs Report and present findings from enquiries in oral and written forms such as displays and other presentations					

History	The Victorians	Local history study (Industrial Revolution)			Mayan Civilisation or Benin	
	<b>Skills:</b> <u>Chronological understanding</u> <input type="checkbox"/> Place current study on time line in relation to other studies <input type="checkbox"/> Use relevant dates and terms <input type="checkbox"/> Sequence up to 10 events on a time line <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation <input type="checkbox"/> Know key dates, characters and events of time studied <input type="checkbox"/> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <input type="checkbox"/> Compare beliefs and behaviour with another time studied			<u>Historical enquiry</u> <input type="checkbox"/> Recognise primary and secondary sources <input type="checkbox"/> Use a range of sources to find out about an aspect of time past <input type="checkbox"/> Suggest omissions and the means of finding out <input type="checkbox"/> Bring knowledge gathered from several sources together in a fluent account <u>Interpretations of history</u> <input type="checkbox"/> Link sources and work out how conclusions were arrived at. <input type="checkbox"/> Consider ways of checking the accuracy of interpretations. <input type="checkbox"/> fact or fiction and opinion. <input type="checkbox"/> Be aware that different evidence will lead to different conclusions. <input type="checkbox"/> Confidently use the library and internet for research <u>Organisation and communication</u> <input type="checkbox"/> Select and organise information to produce structured work, making appropriate use of dates and terms.		
Geography			Topographical features over time		Continents and land use over time	Volcanoes and earthquakes
	<b>Skills:</b> <u>Drawing maps</u> <input type="checkbox"/> Draw a variety of thematic maps based on their own data. <input type="checkbox"/> Begin to draw plans of increasing complexity. <u>Representation</u> <input type="checkbox"/> Use/recognise OS map symbols; <input type="checkbox"/> Use atlas symbols. <u>Using maps</u> <input type="checkbox"/> Follow a short route on an OS map. Describe features shown on OS map. <input type="checkbox"/> Locate places on a world map. <input type="checkbox"/> Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <u>Scale/Distance</u> <input type="checkbox"/> Use a scale to measure distances. <input type="checkbox"/> Draw/use maps and plans at a range of scales.			<u>Perspective</u> <input type="checkbox"/> Draw a plan view map accurately. <u>Map knowledge</u> <input type="checkbox"/> Confidently identify significant places and environments <u>Style of map</u> <input type="checkbox"/> Use OS maps. <input type="checkbox"/> Confidently use an atlas. <input type="checkbox"/> Recognise world map as a flattened globe. <u>Direction/Location</u> <input type="checkbox"/> Use 8 compass points confidently and accurately; <input type="checkbox"/> Use 4 figure co-ordinates confidently to locate features on a map. <input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. <u>Geographical enquiry</u> <input type="checkbox"/> Suggest questions for investigating. <input type="checkbox"/> Use primary and secondary sources of evidence in their investigations. <input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places. <input type="checkbox"/> Collect and record evidence unaided. <input type="checkbox"/> Analyse		
RE	6.1 Life as a Journey <i>Non-Christian Link - Pilgrimage</i>	6.2 How do Christians prepare for Christmas <b>(UC – 2B.4)</b>	6.3 Why do Christians celebrate the Eucharist 6.3A Why is the Exodus such a significant event in Jewish and Christian history <i>Non-Christian Link - Passover</i>	6.4 Easter - Who was Jesus <b>(UC – 2B.4)</b>	6.5 Ascension and Pentecost <b>(UC – 2B.6)</b>	6.6 Ideas about God <i>Non-Christian Link – Names for God (UC – 2B.1) relationships</i> 6.7 People of Faith <i>Non-Christian Link - Hinduism</i>
	<b>Skills:</b> <b>Throughout the year the main skills taught are:</b> reflection, investigation, synthesising, enquiring, analysing, evaluating, expressing thoughts and ideas, interpreting and applying. <b>The Christian Concepts taught are:</b> people of God, salvation, gospel, kingdom of God, incarnation and God. <b>Values are key in the teaching of RE; the main values taught this year are:</b> perseverance, trust, hope, faith, wisdom, respect, compassion and humility. <b>These skills and values will be developed through some of the following experiences:</b> creating own timelines, discover places of pilgrimage, explore how Jesus fulfilled the prophecies of the Old Testament, interviewing clergy members, unpacking the words used in a Eucharist service, role play, seeing others' points of view, exploring own sources of inspiration and that of a Christian compared with Gandhi and Hinduism, artwork to interpret the idea of God and link with names of God in other faiths.					

<b>Indoor PE</b>	Net and Wall Games (Benchball)	Net and Wall Games (Benchball)	Dance	Dance	Gymnastics	Gymnastics
	Invasion Games (Netball)	Invasion Games (Netball)	Striking and Fielding Games (Cricket)	Striking and Fielding Games (Cricket)	Athletics	Athletics
<b>Outdoor PE</b>	<p><b>Skills:</b></p> <p><b>Dance:</b> Exaggerate dance movements and motifs (using expression when moving); performs with confidence, using a range of movement patterns; demonstrates a strong imagination when creating own dance sequences and motifs; demonstrates strong movements throughout a dance sequence; combines flexibility, techniques and movements to create a fluent sequence; moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs; beginning to show a change of pace and timing in their movements; is able to move to the beat accurately in dance sequences; improvises with confidence, still demonstrating fluency across their sequence; dances with fluency, linking all movements and ensuring they flow; demonstrates consistent precision when performing dance sequences; modifies parts of a sequence as a result of self and peer evaluation; uses more complex dance vocabulary to compare and improve work.</p> <p><b>Gym:</b> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction; adapts sequences to include a partner or a small group; gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement; draw on what they know about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques and how these are applied in their own and others' work; uses more complex gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances.</p> <p><b>Games:</b> Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together effectively e.g. <i>dribbling, bouncing, kicking</i>; keeps possession of balls during games situations; consistently uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; modifies competitive games; compares and comments on skills to support creation of new games; can make suggestions as to what resources can be used to differentiate a game; apply knowledge of skills for attacking and defending; uses running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Athletics:</b> Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component e.g. <i>hop skip jump (triple jump)</i>; beginning to record peers performances, and evaluate these; demonstrates accuracy and confidence in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control.</p> <p><b>Outdoor Adventurous Activities:</b> Develops strong listening skills; use s and interprets simple maps; think activities through and problem solve using general knowledge; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe.</p> <p><b>Evaluation:</b> Watches and describes performances accurately; learn from others how they can improve their skills; comment on tactics and techniques to help improve performances; make suggestions on how to improve their work, commenting on similarities and differences.</p> <p><b>Healthy Lifestyles:</b> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>					
<b>Art</b>		Painting – Lowry – Oldham mills	Charcoal – insects (English link)	Clay - 'Proportions of the human body' Science linked		Sketching - 'Evolution of Man', 'Animals' in mixed media
	<p><b>Skills:</b></p> <p>To work independently to develop a range of ideas which shows curiosity, imagination and originality.</p> <p>To work systematically when investigating, researching and testing ideas and plans using sketch books and other sensible approaches.</p> <p>To suggest what can be done to further develop technical and craft skills to improve mastery of materials and art techniques.</p> <p>To create successful finished work independently.</p> <p>To make sensible choices when selecting suitable art processes and to use and combining these effectively.</p> <p>To use a variety of recording methods and techniques, materials and processes to combine and organise line, shape, form and space and apply colour, tone, pattern and texture.</p> <p>To give a reasoned evaluation of both their own and professional's work which takes into account the starting points, the intentions and the context behind the work.</p> <p>To describe, interest and explain the work, ideas and ways of working of some important artists, crafts people, designers and architects.</p> <p>To include the influence of the individuals differences historical, cultural and social context in which they worked.</p> <p>To know the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>					

<b>Design Technology</b>	Weaving / sewing – Victorian based			Electricity – design and create an electrical 'Colour Wheel' (Science linked)	Paper Mache - Maya masks Food - Maya Banquet	
	<p><b>Skills:</b> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. To plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. To identify the strengths and areas for development in their ideas and products. To know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. To confidently select appropriate tools, materials, components and techniques and use them safely and accurately. To assemble components to make working models. To aim to make and to achieve, a quality product. With confidence, pin, sew and stitch materials together to create a product. To understand how mechanical systems such as cams or pulleys or gears create movement. To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. To evaluate against their original criteria and suggest ways that their product could be improved. To evaluate the key designs of individuals in design and technology has helped shape the world. To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. To understand that seasons may affect the food available. To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source and use a range of cooking techniques e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. To begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>					
<b>Music</b>	Ukulele Workshop	Ukulele Workshop	Ukulele Workshop	Ukulele Workshop	Ukulele Workshop	Ukulele Workshop
	<p><b>Skills:</b> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Sing confidently as a class, in small groups and alone. Begin to have an awareness of improvisation. Listen to longer pieces of music and identify features. Identify how mood is created by music and lyrics. Identify the metre of different songs by recognizing the strong and weak beats. Compose a short song or piece of music using stimuli. Perform using notation as a support. Sing songs using notation as a support. Improve their work through analysis. Present performances effectively to an audience.</p>					
<b>Computing</b>	Programming – Python (E-Safety)	Programming – Python (E-Safety)	Multimedia – Sonic Pi (E-Safety)	Multimedia – Sonic Pi (E-Safety)	Technology – Adobe Spark / (E- Safety)	Technology – Adobe Spark / (E- Safety)
	<p><b>Skills:</b> <b>Text and multimedia:</b> Use advanced tools in word processing such as tabs, appropriate text formatting, line spacing etc. appropriately to create quality presentations appropriate for a known audience. Multimedia work shows restrained use of effects that help to convey meaning rather than impress. <b>Digital images:</b> Make a short film / animation from images (still and / or moving) that they have sourced, captured or created. Use images that they have sourced / captured / manipulated as part of a bigger project (e.g. presentation or document). <b>Sound and Music:</b> Create multiple track compositions that contain a variety of sounds. Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience. <b>Electronic Communication:</b> Share ICT work they have done electronically by email, VLE, or uploading to authorised sites and where possible seek and respond to feedback. Abide by school rules for e-safety. <b>Research and E-Safety:</b> Use copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Make appropriate use of selected resources for a given audience, acknowledging material used where appropriate.</p>					

	<p><b>Control and Algorithms:</b> Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.</p> <p><b>Handling Data:</b> Solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings. Demonstrate the need for accuracy and strategies for spotting implausible data. Discuss issues relating to data protection and the need for data security in the world at large (e.g. health, police databases).</p> <p><b>Modelling Simulation:</b> Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. Relate their use of spreadsheets to model situations to the wider world.</p> <p><b>Data Logging:</b> Identify opportunities for data logging and carry out experiments. Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. Check and question results, spot trends in data and identify when problems may have occurred.</p> <p><b>Understanding Technology:</b> Begin to show an awareness of specific tools used in working life. Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems. Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p><b>Understanding Networks:</b> Show an understanding of the school network and how it links computers to resources in school and beyond and compare this with other networks they may encounter at home or in the wider world (e.g. banks) Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.</p> <p><b>Understanding the internet:</b> Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication</p>					
PSHE	Managing Conflict	The World of Work	Taking responsibility for my own safety	Changing relationships	Rights, responsibilities and the law	Transition and managing change
	<p><b>Skills:</b>          Make decisions to resolve differences.          Recognise the consequences of racism, teasing, bullying and aggressive behaviours and how to respond and ask for help.          Recognising other people's feelings and how their actions can affect others, seeing things from their point of view.          Explore how media presents information          Recognise and challenge stereotypes.          Facing challenges positively and making responsible choices, recognising that there are different types of rights and responsibilities at school, at home and in the community.          Understand how they can develop skills to make a contribution to a job in their future.          Understand what makes a healthy lifestyle and what affects mental health, including making informed choices.          Learn about which substances and drugs are legal or illegal, their effects and risks.          Recognising risk with own safety, including road safety and physical contact.          Develop an understanding of how to handle peer pressure and how to ask for help.          Where further support is available to keep themselves safe.          Recognising the changes as they reach puberty.          Create an awareness of types of relationships including marriage, friends and family.          Recognise why rules and laws are made and what democracy is plus the role of voluntary, community and pressure groups.          Recognising that there are different types of rights and responsibilities at school, at home and in the community.          Developing an awareness of worldwide resources and how communities sustain their environment          Identify own worth and achievements, seeing their mistakes, making amends and setting goals.</p>					
Spanish	Vocabulary and conversations about transport	Vocabulary and conversations about sports	Vocabulary and conversations about the weather	Vocabulary and conversations about telling the time	Spanish cultural awareness	Building vocab into conversations
	<p><b>Skills:</b>  <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  <u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences  <u>Reading:</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  <u>Writing:</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing  <u>Grammar:</u> Understand gender of nouns, definite and indefinite articles. Understand singular and plural forms of nouns. Recognise adjectives, place and agreement. Conjugate key verbs (and make verbs negative). Use high-frequency sentence-builders, such as connectives and qualifiers, (adverbs of time, prepositions of place).  <u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>					

