

St Mary's CE Primary School

Year 3 Overview



“Love one another as Jesus loved us”  
(John 3 v 34-35)

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
	<p>Fables</p> <p>Dialogue and Plays</p> <p><b><u>Key Texts</u></b>                      * The Hare and the Tortoise                      * The Ant and the Grasshopper                      * Jack and Jill</p>	<p>Myths</p> <p>Non Chronological Reports</p> <p><b><u>Key Texts</u></b>                      * Theseus and the Minotaur                      * Medusa and Athena                      * The Stone Age</p>	<p>Mystery stories</p> <p>Language play poems</p> <p><b><u>Key Texts</u></b>                      * The 25<sup>th</sup> December Incident                      * The Mystery of the Bookcase.                      * In the Land of the Bumble Boo</p>	<p>Instructions, Procedural eg rules of a game                      Performance poems</p> <p><b><u>Key Texts</u></b>                      * How to Make a Healthy Sandwich                      * Beware of Boys                      * Gran Can You Rap?</p>	<p>Information texts                      Shape poems and Calligrams</p> <p><b><u>Key Texts</u></b>                      * Bubbles Poem                      * Pyramid Poem</p>	<p>Authors Roald Dahl                      Letters</p> <p><b><u>Key Texts</u></b>                      * The Twits                      * George's Marvellous Medicine                      * Letter to an inspirational person</p>



<p><b>English</b></p>	<p><b>Grammar</b></p> <p>Conjunctions to express time, place and cause.g. when,before,after,while,so, because (complex sentences)</p> <p>Adverbs</p> <p>Forms ‘a’ or ‘an’ according to whether word begins with a vowel or consonant.</p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><b>Grammar</b></p> <p>Conjunctions, adverbs,</p> <p>Prepositions to express time, place and cause e.g before, after, during, in, because of (complex sentences)</p> <p>Paragraphs to organise ideas <b><u>Headings/ sub headings.</u></b></p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><b>Grammar</b></p> <p>Conjunctions, adverbs, prepositions Clauses Sub ordinate Clauses (complex sentences)</p> <p>Introduce fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><b>Grammar</b></p> <p>Conjunctions, adverbs, prepositions Clauses Sub ordinate Clauses (complex sentences)</p> <p>Fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><b>Grammar</b></p> <p>Recognize some different forms of poetry</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p><b>Grammar</b></p> <p>Paragraphs. Conjunctions Adverbs Prepositions Present perfect form of verbs</p> <p>First and third person</p> <p>Use and understand grammatical terminology</p>
	<p><b>Punctuation</b></p> <p>Revise capital letters, full stops, exclamation marks and question marks (Y2 revision)</p>	<p><b>Punctuation</b></p> <p>Conjunctions, adverbs,</p> <p>Prepositions to express time, place</p>	<p><b>Punctuation</b></p> <p>Revise capital letters, full stops, exclamation marks and question marks (Y2 revision)</p>	<p><b>Punctuation</b></p> <p>Inverted commas to punctuate speech.</p>	<p><b>Punctuation</b></p> <p>Possessive apostrophe with plural nouns Paragraphs.</p>	<p><b>Punctuation</b></p> <p>Revise capital letters, full stops, exclamation marks and question marks (Y2 revision)</p>



	<p>Introduce inverted commas to punctuate speech.</p>	<p>and cause e.g before, after, during, in, because of (complex sentences)</p> <p>Paragraphs to organise ideas</p> <p>Headings/ sub headings.</p> <p>Using and punctuating direct speech</p>	<p>Using a comma after a fronted adverbial</p> <p>Question marks (Y2)</p>	<p>Commas in list (Y2 revision)</p> <p>Colon for instructions</p>	<p>Headings/ Sub Headings</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Inverted commas to punctuate speech.</p>
<p><b>Maths</b></p>	<p><b>Number -Place Value</b> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Place value of each digit in a 3-digit number. Compare/order numbers up to 1000. Read/write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100</p> <p><b>Addition and Subtraction</b></p>	<p><b>Number – multiplication and division</b></p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p> <p><b>Measurement -money</b></p>	<p><b>Number- Fractions</b></p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Equivalent fractions. Add/subtract fractions with the same denominator. Compare/order fractions with the same denominator. Solve problems that involve all of the above.</p>			



	<p>Add/subtract mentally – 3- digit numbers +/- ones, tens, hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Multiplication and Division</b></p> <p>Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Statistics</b> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</p> <p><b>Measurement – length and perimeter</b> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.</p> <p><b>Fractions</b> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p>	<p><b>Measurement -Time</b> Tell and write the time – 12 and 24 hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds minutes and hours; use vocabulary such as o’clock, a.m ./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and number of days in each month, year and leap year. Compare duration of events.</p> <p><b>Geometry - Properties of shape</b> Draw 2d shape. Make 3d shapes. Recognise 3d shapes in different orientations and describe them. Recognise angles as a property of shape or description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><b>Measurement - Mass and Capacity</b> Measure, compare, add and subtract, mass, volume/capacity</p>
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<p><b>Science</b></p>	<p><b>Rocks - Strand Chemistry</b></p> <p><u>What's hidden below the surfaces? ... let's take a peek!</u></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p>Linked with work in geography pupils should explore different types of rocks and soils identifying the similarities and differences between them and investigate what happens when rocks are rubbed together and what</p>	<p><b>Forces and Magnets - Strand Physics</b></p> <p><u>Can the force be with you ?</u></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p>	<p><b>Animals Including Humans- Strand: Biology</b></p> <p>Teeth, skeleton, muscles, medicines, nutrition</p> <p><u>If you didn't have a skeleton, what would it stop you doing?</u></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p><b>Light Strand: Physics</b></p> <p><u>Can I leave my shadow behind?</u></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the</p>	<p><b>Plants - Strand: Biology</b></p> <p><u>How well does your garden grow?</u></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Understand the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction</p> <p>be introduced to the idea that plants can make their own food</p> <p>compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for</p>
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	<p>changes can occur when they are in water.</p> <p>observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time;</p> <p>classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p>	<p><b>identify some magnetic materials</b></p> <p><b>describe magnets as having 2 poles</b></p> <p><b>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</b></p> <p>observe that magnetic forces can act without direct contact.</p> <p>explore the behaviour and everyday uses of different magnets</p> <p>work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces</p>	<p>Learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p>Identify and group animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</p> <p>Research different food groups and how they keep us healthy and design meals based on what they find out.</p>	<p><b>size of shadows change</b></p> <p>explore what happens when light reflects off a mirror or other reflective surfaces</p> <p>Learn why it is important to protect their eyes from bright lights</p> <p>Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>Know that it is not safe to look directly at the Sun, even when wearing dark glasses.</p>	<p>patterns in the structure of fruits that relate to how the seeds are dispersed.</p> <p>observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers</p>
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		<p>and gathering and recording data to find answers their questions;</p> <p>explore the strengths of different magnets and find a fair way to compare them;</p> <p>sort materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other.</p> <p>identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>		<p>Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>		
	Working Scientifically: Recording data; Identifying scientific evidence; Planning enquiries (including recognising / controlling variables); Using test results to make predictions and set up further tests; Report and present findings; Take measurements using a range of scientific equipment.					
<b>Religious Education</b>	<u>Questful R.E</u> Unit 3.6 - Harvest (3hrs)	<u>Questful R.E</u> Unit 3.1 - Called by God (7hrs)	<u>Questful R.E</u> Unit 3.3 Jesus the Man who changed lives (6hrs)	<u>Questful R.E</u> Unit 3.4- Exploring the joy and	<u>Questful R.E</u> Unit 3.5 - Which rules should we follow? (6hrs)	<u>Non Christian Faith- Jewish</u> 2hrs rules 1hr sacred books. 1hr sacred places



	<p><u>Non Christian Faith- Jewish (1hr ) Sukkot festival)</u></p> <p><u>Questful R.E</u> Unit 3.2 - Christmas – God with us (4hrs)</p>	<p><u>UC- 2A.2-</u> What is it like to follow God? (People of God)</p>	<p><u>UC- 2A.4 –</u> What kind of world did Jesus want? (Gospel)</p>	<p>sadness of Easter. (5hrs)</p> <p><u>UC- 2A.5-</u> Why do Christians call the day Jesus died Good Friday? (Core Learning p2/3) (Salvation)</p>	<p><u>UC- 2B.3-</u> How can following God bring freedom and justice. (People of God)</p>	<p>1 hr Jewish Museum Visit 1hr pilgrimage – Wailing Wall 1hr Jewish festival- Purim.</p>
<p><b>Computing</b></p>	<p><b>E Safety to include emails</b> Think before you share and Respect Understand once an online message has been sent it can't be taken back <i>You tube – I don't want everybody to see my bum</i> <i>You tube – She sent me a poo</i> <i>Digiduck</i> How to respond if being asked for personal information <i>Think You Know –lesson 3</i> <i>Azooome – Search it up 'I've Won'</i> Use email address book Open and send an attachment <i>Purple mash – Unit 3.5 Emails</i></p>	<p><b>Data retrieving and organising</b> Create a graph from a database <i>Purple mash - 2 investigate</i>  Create simple branching database, identify objects, question to classify data <i>Purple Mash Unit 3.6 Branching</i></p>	<p><b>Algorithms and Programs</b> Plan complex series of instructions for screen and floor turtles and test and amend instructions for purpose <i>Purple Mash 2 logo</i></p>	<p><b>Algorithms and Programs</b> Create basic applications, investigating how different variables can be changed <i>Purple Mash –Unit 3.1 Coding</i>  Explore simulations and discuss benefits Use simulations to make and test predictions. <i>Lego WeDo- Roaring lion and hungry alligator</i></p>	<p><b>Communicating and Presentation</b> Create a publishing tool to create a poster or a leaflet <i>Desktop publishing</i> Create presentation using powerpoint Changes layout of slides and adding images and sounds <i>Powerpoint</i></p>	<p><b>Communicating and Presentation</b> Sequence short pieces of music using pre-recorded sounds <i>Purple Mash 2 Sequence</i></p>





	<p>Can I create strong passwords and understand privacy settings? <i>Twinkl – E-safety – Year 3 – Lesson 3 – Keep it to yourself</i></p>					
<p>E Safety will be revisited at the start of each half term</p>						
<p><b>Geography</b></p>					<p style="text-align: center;"><b>Human and Physical Geography</b></p> <p style="text-align: center;"><b><u>Are all rivers raging ?</u></b> <b><u>Rivers/Mountains/UK</u></b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains and the water cycle.</li> </ul> <p>Name and locate within the United Kingdom key topographical features :</p> <ul style="list-style-type: none"> <li>• hills, mountains, coasts and rivers</li> </ul> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Covered in Y3 and Year 5)</p>	



	Ongoing development of geographical skills and fieldwork			
<b>History</b>	<p><b>Who First Lived in Britain?</b></p> <p><b>Changes in Britain from Stone Age to Iron Age</b></p> <p>Late Neolithic hunter- gatherers and early farmers</p> <p><b>Bronze age to Iron Age</b></p> <p><b>Changes in Britain from Stone Age to Iron Age</b></p> <p>Late Neolithic hunter-gatherers and early farmers - Skara Brae.</p> <p>The Bronze Age religion, technology and travel - Stonehenge.</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Daily life, homes, hunting, farming, inventions and culture.</p>	<p><b>Could you be a tomb raider?</b></p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>In depth study of Ancient Egypt and its achievements.</p>		
	Ongoing development of chronological understanding and historical enquiry skills			
<b>Art</b>	<p><b>Drawing</b></p> <p>Experiment with the potential of various pencils (at least 3 different grades) show different tones; show tone &amp; texture?</p>	<p><b>Modroc/Clay</b></p> <p>Shape and form.</p> <p>Show sufficient control to join and manipulate materials for the purpose intended?</p>	<p><b>Painting</b></p> <p>Colour mixing. Introduce different types of brushes.</p>	<p><b>Collage</b></p> <p>Select colours and materials to create effect, giving reasons for their choices.</p>



	<p><i>Incorporate charcoal and pastels, close observation.</i></p> <p>Draw images of stone, bronze and iron age homes/weapons/cooking utensils/artefacts</p> <p>Group cave art (pastels)</p>		<p><i>Add onto your work to create texture and shape?</i></p> <p>Create Egyptian Mummy using modroc and decorate by painting.</p>		<p>Techniques- apply colour using dotting, scratching, splashing. Mix colours of paint to recreate 'The River' by Cezanne's Bridge of Maincy</p> <p>Use different brushes to recreate Cezanne's 'Bridge of Maincy'</p> <p>George Seurat – River Seine - Pointillism</p>		<p>Refine work as they go along to ensure precision</p> <p>Learn and practise a variety of techniques eg overlapping, tessellation, mosaic and montage</p>	
					Artist to be studied: <b>George Seurat</b>			
Design Technology	<p><b>Mechanisms</b> Levers and Linkages Christmas Card</p>		<p><b>Food</b> Healthy Eating and Food Origins Healthy Sandwiches</p>		<p><b>Structures</b> Joining, stiffening, strengthening Pyramids</p>			
					Key Individual to study: <b>Gaudi - Sagrada Familia – Link with MFL</b>			
Physical education (PE)	<p><b>Games</b> Striking and Fielding T MOVE PE Year 3 Striking and Fielding: Fundamentals Unit</p>		<p><b>Dance</b> Explorers Val Sabin Unit</p>	<p><b>Gymnastics</b> Movement, Symmetry and apparatus work T MOVE PE Y3 UNIT FOCUS ON MOVEMENT and SYMMETRY</p>	<p><b>Swimming</b></p>		<p><b>Swimming</b></p>	



			INCORPORATE APPARATUS WORK			
	<p><b>Games</b></p> <p><b>Invasion</b></p> <p><b>T MOVE PE Year 3 Invasion Games: Fundamentals Unit</b></p> <p>Change of direction/ <b>Football focus</b> where possible</p>	<p><b>Gymnastics</b></p> <p>Stretching and curling (focus on shapes)</p> <p>T MOVE PE SHAPE Y3 UNIT</p>	<p><b>Dance</b></p> <p>Life on the Nile</p> <p>Lessons led by <b>OCL Coach</b></p> <p>Series of lessons designed to develop dance linked to Egyptians history lessons.</p>	<p><b>Games</b></p> <p>Net &amp; Wall</p> <p>TENNIS</p> <p>AEGON SCHOOL TENNIS PACK DVDS AND HANDBOOK– Y3 LESSONS 1-5</p>	<p><b>Games</b></p> <p><b>Striking &amp; Fielding</b></p> <p><b>ROUNDERS</b></p> <p>T MOVE PE</p> <p>Children’s rounders rules ppt</p> <p>6 lessons to develop rounders-specific game skills building on from fundamentals unit</p> <p>(Revise catching, accurate throwing, striking with aim, fielding &amp; stopping)</p>	<p><b>Athletics</b></p> <p>Jumping for distance</p> <p><b>Elevating Athletics</b></p> <p>6 lessons with focus on developing distance jumping skills – extend to simple long jump.</p>
Languages (Spanish)	Yo (All About Me)		Canciones y juegos (Games and Songs)		Vamos a celebrarlo! (Celebrations)	

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“Love one another as Jesus loved us”  
(John 3 v 34-35)

<p><b>RSHE</b> (inc British Values and RSE)</p>	<p><i>Family and people who care for us</i> (R1.3)</p> <p><i>Being Safe</i> (R5.4)</p>	<p><i>Caring friendships</i> (R2.3)</p> <p><i>Respectful relationships</i> (R3.3, R3.4)</p>	<p><i>Online Relationships</i> (R4.1)</p> <p><i>Internet Safety and harms</i> (H7.3, H7.4)</p>	<p><i>Mental wellbeing</i> (H6.5, H6.6)</p> <p><i>Basic first aid</i> (H12.2)</p>	<p><i>Health and prevention</i> (H11.1, H11.5)</p>	<p><i>Physical health and fitness</i> (H8.2)</p> <p><i>Healthy eating</i> (H9.1)</p>
<p><b>British Values</b></p>	<p><b>Rule of Law:</b> How/why rules and laws are made and enforced, including school rules</p> <p><b>Democracy:</b> Election of School Council</p> <p><b>Individual Liberty:</b> Making the correct, healthy choices</p> <p><b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith - Sukkhot</p>		<p><b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith - Passover</p>		<p><b>Mutual Respect:</b> <i>Recognise peoples' feelings and realising that most friendships have ups and downs R2.4</i></p> <p><i>Show, respect, constructively challenge different points of view R3.5</i></p> <p><i>Personal boundaries R5.3</i></p> <p><b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith – sacred books, sacred places, visit to Jewish Synagogue</p>	
<p><b>Economic Awareness</b></p>			<p><b>Money Matters:</b> <b>Where does money come from?</b> <b>Lending and Borrowing</b> <b>Budgeting.</b></p>			
<p><b>Music</b></p>	<p><b>Pitch</b></p> <p>Performing Composing and Improvising Listening and Appraising Vocal Skills</p>	<p><b>Pitch Notation</b></p> <p>Performing Composing and Improvising Listening and Appraising</p>	<p><b>Beat</b></p> <p>Performing Composing and Improvising Listening and Appraising Vocal Skills</p>	<p><b>Structure</b></p> <p>Performing Composing and Improvising Listening and Appraising</p>	<p><b>Performance</b></p> <p>Performing Composing and Improvising Listening and Appraising</p>	<p><b>Composition</b></p> <p>Performing Composing and Improvising Listening and Appraising Vocal Skills</p>

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	Music Express : China Autumn 1	Vocal Skills  Music Express : in The Past	Music Express : Building	Vocal Skills  Music Express : Human Body	Vocal Skills  Music Express : Food And Drink	Music Express : Environment
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