

Fledglings Curriculum Map 25-26

	Autumn	Spring	Summer
General Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Here I am  Coming back /my new area/new beginnings, Dinosaurs, Little Red Hen – harvest, staying healthy/food/human body, how have I changed? My family/PSED focus, what am I good at? How do I make others feel? Being king/staying safe, The Nativity, Panto, Christmas lists and letters to Father Christmas.	Once upon a Time  Traditional tales, people who help us/careers, library visits, Gingerbread man, animals and hibernation, animals and down on the farm, animal patterns, David Attenborough, spring, baby animals, Space	Our Wonderful World  Minibeasts, life cycles, plants and flowers, weather and seasons, animals around the world, Superheroes, climates, plants and lifecycles, forest school, transport, where in the world have you been, where do you live in the UK/world?
Possible Texts	Owl Babies The Big Book of Families Nativity Brown Bear, Brown Bear Pig in the Pond Walking Through the Jungle Farmyard Hullabaloo The Scarecrows Hat Shark in the Park The Very Hungry Caterpillar Dear Zoo Each Peach Pear Plum My Friend Bear Rosie's Walk Percy the Park Keeper Bear Hunt Polar Bear, Polar Bear Dear Dinosaur How to catch a Dinosaur Harry and the Dinosaurs	Tiger Who Came to Tea The Jolly Postman Goldilocks Farmer Duck The Ugly Duckling The Emperor's Egg Oi Dog Shh Goodnight Moon Why Should I Brush My Teeth? Tree, Seasons Come and Seasons Go A Stroll Through the Seasons Whatever Next Aliens Love Underpants The Way Back Home Oh No George Poles Apart	Aghh Spider The Tiny Seed Oliver's Vegetables Handa's Surprise Jack and The Beanstalk Jasper's Beanstalk Superworm What the Ladybird Heard Peace at Last

WOW moments	Autumn trail Remembrance Day Harvest Guy Fawkes/Bonfire night Halloween Diwali Hannukah Children in Need World Nursery Rhyme Week	Mobile Library Chinese New Year New Year's Resolutions Valentine's Day Pancake Day World Book Day Internet Safety Mother's Day Ramadam Easter Theatre Visit Dentist in for the people who help us	Tasting food from cultures Map work Eid D-Day Father's Day Trip Out Children's Gardening Week
COEL	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.		
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>		
Assessment Opportunities	Tapestry All About Me Tapestry WOW Moments EYFS team meetings Monster Phonics Play visits	Tapestry All About Me Tapestry WOW Moments EYFS team meetings Ongoing assessments and tracking Monster Phonics Play visits	Tapestry All About Me Tapestry WOW Moments Ongoing assessments and tracking Pupil progress meetings EY data Monster Phonics Play visits

Parental Involvement	Play visits and re-settling Cohort data Parents meeting Home visits ECAT 2 year old check Baselining within 6 weeks of starting Sharing observations on Tapestry Stay and play sessions for parents Nativity	Cohort data Parents meeting Home visits ECAT 2 year old check Baselining within 6 weeks of starting	Cohort data Parents meeting Home visits ECAT 2 year old check Baselining within 6 weeks of starting
Phonics	Phase 1 - Environmental Sounds and Instrumental Sounds • Listening skills and awareness of sounds in the environment • Awareness of sounds made with instruments and differentiate the instrument sounds Phase 1 - Environmental Sounds and Instrumental Sounds • Talk in detail about the sounds, recall, and identify the different sounds	Phase 1 - Body Percussion and Rhythm and Rhyme • Develop and awareness of sounds and rhythms • Distinguish between sounds and remember patterns of sounds • Talk about the sounds we make with our bodies Phase 1 - Body Percussion and Rhythm and Rhyme • Increase awareness of words that rhyme and develop knowledge about rhyme • Talk about words that rhyme and start to produce rhyming words	Phase 1 - Alliteration and Voice Sounds • To develop an understanding of alliteration • To listen to sounds at the beginning of words and hear the differences between them Phase 1 - Alliteration and Voice Sounds • To explore how different sounds are articulated, and extend understanding of alliteration • To distinguish between differences in vocal sounds, including oral blending and segmenting • To explore speech sounds
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .		

Daily Storytime A book for the week Each half term – quality text, rhyme, multicultural, well being and interests. We will be asking children to select and take home a story for the week to share with parents. Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions,	• Rhyme of the week • Sign of the week • Settling in activities • Making friends • Show an interest in the lives of other people - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes Key vocab: <i>colours, nursery areas, adults’ names, rules & routines. Celebrations, describing words, food/ingredients.</i> Author Focus – Nick Sharratt - Pants - Shark in the Park - You Choose - Moo-Cow – Kungfu Cow - Octopus Socktopus - Unicorn Moonicorn - Don’t Put Your Finger in the Jelly Nelly - Elephant Wellyphant - Chocolate Moose for Greedy Goose - Really, Really - Wriggle & War	• Rhyme of the week • Sign of the week - I can speak 2/3 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers. - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role play sometimes building stories around objects and toys. Key vocab: <i>seasonal language, revisit colour, light & dark. Chick life cycle, planting/growing, recycling.</i> Author Focus – Eric Carle - The Hungry Caterpillar - The Tiny Seed - Brown Bear, Brown Bear, What Do You See? -Slowly, slowly said the slouth -The very busy spider -The very quiet cricket -The bad tempered ladybird -From head to toe -The mixed up chameleon -Polar bear, polar bear what do you hear? -Do you want to be my friend?	• Rhyme of the week • Sign of the week • Settling in activities - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines - I can use language as a powerful means of widening contact and sharing feelings. - I can communicate effectively with my peers and adults. - I can follow three-step instructions, sometimes without visuals. - I can anticipate key events in stories. - I can ask simple questions and wait for a response. Key vocab: <i>frog life cycle, seasonal changes, animals and habitats. Emotions, positional language/prepositions, revisit colour</i> Author Focus – Hannah Lee - The Rapping Princess - My Hair
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	- When a Monster is Born		
Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Managing Self Regulation We will be having PSHE sessions based on SCARF as used through the school	<u>SCARF: Me and My Relationships</u> • All about me • What makes me special • Me and my special people • Who can help me? (self-regulation) • Me and my feelings 1 & 2 (naming different feelings, thinking about ow to feel with ‘no so good feelings’, know some self-care techniques) • Know that some actions and words can hurt others’ feelings. • Oral hygiene teeth leaning linked to dental nurse • Handwashing • Class rules: Behavioural expectations in the class/boundaries set. - I can separate from my main carer with support - I can distract myself when I am upset - I know about oral hygiene <u>SCARF: Valuing Difference</u>	<u>SCARF: Keeping myself safe</u> • What’s safe to go in my body? • Keeping myself safe • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe • Class rules: behavioural expectations in the class/boundaries - I can separate from my main carer with support - I can distract myself when upset - I can use an adult as a secure base - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help	<u>SCARF: Being my best</u> • Bouncing back when things go wrong: resilience • Yes I can: confidence and resilience • Healthy eating (2 weeks) • Move your body • A good night’s sleep • Importance of exercise • Being kind to living creatures • Taking care of animals (frogs/butterflies) - I can separate from my main carer with support - I can distract myself when I get upset - I can use an adult as a secure base - I am confident to talk to other children when playing - I can usually tolerate delay when my needs are not immediately met. - I can seek out others to share experiences

	• I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • Kind and caring • Independence: selecting and putting back own belongings - I can express my own feelings - I am aware of my own feelings and am beginning to understand that some action and words can hurt others' feelings. - I can demonstrate friendly behaviour and form good relationships with adults and peers	<u>SCARF: Rights & Responsibilities</u> • Looking after my special people: I know that caring relationships are at the heart of happy families. • Looking after my friends: I know what makes a good friend • Being helpful at home and caring for our classroom • Caring for our world • Looking after money • Looking after money (2) • Healthy eating: Fruit kebabs/making a fruit smoothie. - I am beginning to understand about foods that are healthy and unhealthy - I can express my own preferences and interests - I can respond to a few appropriate boundaries	- I welcome value and praise for what I have done. <u>SCARF: Growing and changing</u> • Seasons • Life stages, plants, animals, humans • Life stages, human life stage, who will I be? • Where do babies come from? • Getting bigger • Me and my body, girls and boys • Transition in F2 • School readiness - I enjoy the responsibility of carrying out small tasks - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes may not always be met - I am confident and outgoing with familiar people in the safe context of my setting.
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		

<i>Fine Motor</i>	• I can hold a pencil (fisted/digital pronate grip) to make marks • I am beginning to do up my own large bottoms • I can turn the pages in a book • I can fit the pieces of a puzzle together • I can pick up tiny objects using a fine pincer grasp • I can use one-handed tools and equipment, e.g. make snips in paper with child's scissors. NEXT LEVEL SPORTS: Gymnastics • Balance • Core muscle strength • Jumping and landing • Awareness of space	• I can use tweezers • I can use tools effectively in playdough (e.g. cutters/rollers) • I can take off and put on my own shoes (not laces) • I am beginning to do up my own zip • I can show increasing control over tools like pencils and crayons • I can use tools for mark making with control • I can grip using five fingers or preferably two fingers and thumb for control.	• I can use a 4-finger grip to hold my pencil • I can use pincers, tweezers and threading equipment with increasing control and confidence. • I can use scissors effectively to cut straight lines in paper • I am beginning to use 3 fingers (tripod grip) to hold my pencil. NEXT LEVEL SPORTS: Multiskills • Balance • Different ways of moving • Negotiate space • Travelling with confidence • Refining fundamental skills NEXT LEVEL SPORTS: Athletics • Running skills • Agility • Sports day
<i>Gross Motor</i> <i>Daily wake and shake (funky feet or big moves)</i> <i>Yoga session</i>	Use outdoor equipment and cooperation games. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Ball skills – throwing and catching. Crates play – climbing, skipping, ropes in outside area, dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull or push. Two-wheeled balance	Ball skills – aiming, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with carrying confidence level, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance/moving to music Gymnastics /balance Balance – children moving with confidence Dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.	Obstacle activities – children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times a day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Dance/ moving to music Races/team games involving gross motor movements Dance related activities

	bikes and pedal bikes without stabilisers, skateboards and wheelbarrows.	Use picture books and other resources to explain the important of the different aspects of a healthy lifestyle.	Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
	<i>From Development Matters 20':</i> <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> <i>Progress towards a more fluent style of moving, with developing control and grace.</i> <i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> <i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</i> <i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i>		
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)		
Comprehension	• I can fill in missing words from well-known rhymes • I can show a preference for a book or a song or a rhyme • I can join in with rhymes and stories.	• I am beginning to be aware of the way stories are structured • I show an interest in illustrations and print in books and print in the environment. • I can understand that print has meaning • I can hold a book the right way up and turn the pages myself. • I can describe main story setting, events and principle characters • I can make suggestions about what might happen next in a story	• I can describe main story settings, events and principle characters • I can tell a story to friends • I can spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sounds, such as money and mother.

		• I know that print can have different purposes • I know the names of the different parts of a book	
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organizing counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We use Master the Curriculum documentation to support our Maths input below is our termly input		
	• Recognising colours • Matching number, shape & size • Sorting colour, size • Number 1 subitising • Number 2 subitising • Pattern ABABAB • I can recite some number names in sequence • I can show interest in and join in with number rhymes • I can recite some number names past five • I can have conversations about numbers • I can say when two small groups have the same number • I can sort objects using one simple criteria • I can share play toys with a friend when asked • Link the number symbol with its cardinal number value - Count beyond ten • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers. • Compare length, weight and capacity	• Number 3 subitising • Counting to 4 • Numeral 4 • Counting to 5 • Tall and short • Mass • Capacity lighter • Capacity full or empty • I can recite some number names in sequence • I can show interest in and join in with number rhymes • I can bring one or two objects to an adult when asked • I can extend a simple ABABAB pattern • I can experiment with my own symbols, marks and numerals • I can create a simple ABABAB pattern • I can use number names to ten	• 2D & 3D shapes • Sequencing • Position on & under • Composition of 3 • What comes before and after • Numbers to 5 • I can recite some number names in sequence • I can show interest in and join in with number rhymes • I can correct a simple pattern • I can show understanding of simple comparisons - less • I can take one object away when asked • I can use informal language such as 'stripy' 'pointy' when sorting objects • I know that the last number reached when counting objects is how many in total • I have fast recognition of three objects • I can compare quantities

		• I am beginning to count small quantities accurately • I can show understanding of simple comparisons - more • I can give one more object when asked • I can identify the shape of everyday objects	• I can say one number name for each item in order to five • I can link numerals and amounts • I can show finger numbers up to five • I can describe a sequence of events in order • I can use mathematical language to describe shapes • I can identify numerals in the environment • I can represent numbers using marks
Understanding The World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Throughout continuous provision and our Friday I wonder why day, during which we focus on children's interests and UTW.	• I enjoy joining in with family customs and routines • Which people are special and why? • Being special: where do we belong? • Belonging to their family • Being part of the kittens/Pinewood family • Which stories are special and why? • Diwali - I am interested in photographs of myself and familiar people and objects - I am curious about people and show interest in stories about myself and my family - I can talk about what I was like when I was a baby • What times are special and why? • Which stories are special and why? - Christmas - I can remember and talk about significant events in my own experience	• What times are special and why? - Chinese New Year - In pretend play I can imitate everyday actions and events from my own family and cultural background - I can begin to make sense of my own life-story and family's history - I can identify where things belong in my environment, e.g. where my bottle, coat, painting goes • What times are special and why? • Which stories are special and why? - Easter - What places are special and why? - Church at Easter - I can recognise similarities and differences	• What is special about our world? - Awe and wonder : growth and change of animals - I know that I have similarities and differences that connect me to and distinguish me from others - I can see my new friends have similarities and differences that connect them to and distinguish them from others - I can talk about places in and around school • What is special about our world? - Summer Solstice - I can develop my sense of responsibility and membership of a community - I can use simple positional language - I am beginning to talk about and describe changes in my environment

	- I show interest in different occupations (e.g. fire fighters/nurse/police officers) - I enjoy celebrating my birthday and that of others - I can make observations about my immediate environment - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea	- I can talk about environments in stories - I can talk about places I have visited (e.g. the park, supermarkets, etc.) - I can follow positional language instructions - I am beginning to notice changes in my environment	
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.		
<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion</i>	- I can explore different materials freely, in order to develop my ideas about how to use them what to make - I can use various construction materials - I can manipulate playdough (rolls/knead) Songs: • The Wheels on the Bus • 1,2,3,4,5 Once I Caught a Fish Alive	- I can join different materials and explore different textures - I can draw identifiable pictures - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control Songs: • Wing the Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping on The Bed • Twinkle Twinkle	- I can draw a person with identifiable features - I can develop my own ideas and then decide which materials to use to express them Songs: • Big Bear Funk Listen attentively, move to and talk about music, expressing their feelings and responses - I have been exposed to a different range of artists - I can show interest and describe the texture of things Songs: • Big Bear Funk • Baa, Baa Black Sheep

	• Twinkle, Twinkle • Baa, Baa Black Sheep • Humpty Dumpty • Wind the Bobbin Up Develop storylines in their pretend play - I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) - I can recognise names and colours Songs: • I'm a Little Teapot • The Grand Old Duke of York • Ring O'Rose • Hickory Dickory Dock • Not Too Difficult • The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody We would number songs from the Master curriculum	• If You're Happy and You Know It • Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them. - I can talk about what I am creating - I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me'. Songs: • Old Macdonald • Incy Wincy Spider • Baa, Baa Black Sheep • Row, Row, Row Your Boat • The Wheels on The Bus • The Hockey Cokey Create collaboratively sharing ideas, resources and skills We would number songs from the Master curriculum	• Twinkle Twinkle • Incy Wincy Spider • Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and response We would number songs from the Master curriculum
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