

Reception Curriculum Map Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Ourselves	Celebrations	Traditional Tales	Healthy Me	Growing	Around the World

PRIME AREAS OF LAERNING	<b>Personal, Social &amp; Emotional Development</b>  Making Relationships Self-confidence and self-awareness Managing feelings and behaviour	Being Me in My World <ul style="list-style-type: none"> <li>How it feels to belong</li> <li>Looking at being similar and different</li> <li>Recognise feelings</li> <li>Look at what I enjoy</li> <li>Look at responsibilities</li> <li>Gentle hands</li> </ul>	Celebrating Difference <ul style="list-style-type: none"> <li>What I am good at</li> <li>Being different makes me special</li> <li>Knowing we are different but the same</li> <li>Families and Home</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	Dreams and Goals <ul style="list-style-type: none"> <li>Perseverance</li> <li>Setting Goals</li> <li>Achieving Goals</li> <li>Making Links to the future</li> <li>Feelings when I achieve a goal</li> </ul>	Healthy Me <ul style="list-style-type: none"> <li>Understanding exercise is healthy</li> <li>Understanding moving and resting are good for my body</li> <li>Healthy/Unhealthy foods</li> <li>Sleep</li> <li>Being clean</li> <li>Stranger danger-</li> </ul>	Relationships <ul style="list-style-type: none"> <li>Belonging</li> <li>Friendships</li> <li>Solving Problems</li> <li>How to treat others</li> <li>How to manage my feelings</li> <li>How to be a good friend</li> </ul>	Changing Me <ul style="list-style-type: none"> <li>Naming body parts</li> <li>Respecting your body</li> <li>Growing Up</li> <li>Expressing feelings about moving on</li> <li>Discussing worries</li> <li>Discussing memories</li> </ul>
		Reception: <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Manage their own needs.</li> </ul> ELG: <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> </ul>	Continued and... Reception: <ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> </ul>	Continued and... ELG: <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	Continued and... ELG: <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	Continued and... ELG: <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul>	As Summer 1.  Core Skill: To understand the importance of healthy food choices - <a href="#">To plan and make a healthy snack (links to PD and EAD)</a>

	<b>Communication and Language</b>  Listening and attention Understanding Speaking	Reception: <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	Reception: <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	Reception: <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul> ELG: <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>	Reception: <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	ELG: <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	ELG: <ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p>Core Skill: To be able to develop and extend a narrative.</p>
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	<p><b>Physical Development</b></p> <p>Moving and handling Health and self-care</p>	<p><b>Get Set 4PE Fundamentals</b></p> <p><b>Build on from nursery</b></p> <p>Reception Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul>	<p><b>Get Set 4PE Dance</b></p> <p><b>Build on from nursery</b></p> <p>Reception Progress towards a more fluent style of moving, with developing control and grace.</p>	<p><b>Get Set 4PE Gymnastics</b></p> <p><b>Build on from nursery</b></p> <p>Reception 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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.</p> <p>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.</p>	<p><b>Get Set 4PE Ball Skills</b></p> <p><b>Build on from nursery</b></p> <p>Reception 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</p>	<p><b>Get Set 4PE Games</b></p> <p><b>Build on from nursery</b></p> <p>Reception Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others:</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Get Set 4PE Team Games - prepare for sports day</b></p> <p><b>Build on from nursery</b></p> <p>ELG Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <p>Core Skill: To understand the importance of healthy eating - <a href="#">To plan and make a healthy choices (links to PSE and EAD)</a></p> <p>Joining: <a href="#">To be able to use a range of joining techniques.</a></p> <p><a href="#">To be able to use scissors accurately.</a></p>
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SPECIFIC AREAS OF LEARNING	<b>Literacy</b>  Reading Writing	Core text: Super Duper Me! Funnybones It's okay to be different What if? Look Up  Name writing Initial sounds Segment and blending words  Reception <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	Core text: What do you celebrate? Lighting a Lamp Festivals of Color  Fireworks night, Remembrance Day, Diwali, Hanukkah, Ramadan/Eid, Christmas Building on from Nursery  Write a caption Attempt to write a simple sentence Lists  Reception <ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	Core text: The Great Fairy Tale Disaster Discuss favourite fairy story Chinese New Year Goldilocks - letter writing and character description Rhyming words Sentence structure  Reception Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> </ul> Spell words by identifying the sounds and then writing the sound with letter/s.  ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; <ul style="list-style-type: none"> <li>Anticipate - where appropriate - key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Core text: Oliver's Vegetables.  Oliver's Fruit Salad Which Food will you choose? A fruit is a suitcase for a seed?  ELG Write recognisable letters, most of which are correctly formed;  Write simple phrases and sentences that can be read by others.	Core text: The Tiny Seed Growing Frogs  Label drawings Sentence structure Write irregular words Non-fiction books Sequence life cycles Write a recount Story writing  Reception Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  ELG Say a sound for each letter in the alphabet and at least 10 digraphs; <ul style="list-style-type: none"> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	Core text: The Journey We're going on a Bear hunt, Train ride, The Journey (water cycle), Handa's Surprise, Look Up, Clean Up  Labels and captions Sentence structure Use descriptive language Discuss a journey to school Write a story of a journey  Lists Sentence structure Posters Instructions Story writing  Reception Re-read what they have written to check that it makes sense.

	<p><b>Mathematics</b></p> <p>Numbers Shape, space and measure</p>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Continue, copy and create</li> <li>Continue, copy and create repeating patterns.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–10.</li> <li>Count beyond ten.</li> <li>Explore the composition of numbers to 10.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create</li> <li>Continue, copy and create repeating patterns.</li> </ul> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (halving).</li> </ul>
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	<p><b>Understanding the world</b></p> <p>People and communities The world Technology</p>	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past. (look at images of themselves)</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them. (Autumn, Spring, Summer Walk)</li> <li>• Draw information from a simple map. (Use a map of school to negotiate outside area and encourage children to draw their own version)</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (winter and ice)</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past. (looking characters from traditional tales)</li> <li>• Draw information from a simple map. (story map)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries. (China – linking to Chinese New Year)</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around.</li> <li>• Describe what they see, feel and hear outside.</li> <li>• Recognise that some environments are different from the one in which they live.</li> <li>• Understand the effects of changing seasons on the natural world around them.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul>	<p>ELG:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past. (look at images of transport)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries. (Africa – linking to Handa’s Surprise)</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Draw information from a simple map (Journey to school look at an ariel view and where the school is located on our road)</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> <p>Core Skill: To be able to explain the changing seasons.</p>
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	<p><b>Understanding the world</b></p> <p>People and communities The world Technology</p>	<ul style="list-style-type: none"> <li>• Walk around the school grounds to look at their immediate environment linking to seasons.</li> <li>• Discuss our family and belonging</li> <li>• Talking about ourselves looking at similarities and differences</li> <li>• Ordering photos of ourselves</li> <li>• Forest school</li> </ul>	<p>Build on from nursery</p> <ul style="list-style-type: none"> <li>• Find out about children from around the world.</li> <li>• Listen to stories including some faith stories about festivals eg Nativity, Hanukkah, Diwali</li> <li>• Look at places of worship</li> <li>• Exploring places, dress, food and music</li> <li>• Look at Bonfire Night, remembrance day</li> <li>• Light and Dark</li> <li>• Forest School</li> </ul>	<p>Build on from nursery</p> <ul style="list-style-type: none"> <li>• Compare China with our own environment (Chinese New Year)</li> <li>• Exploring materials looking at similarities and differences</li> <li>• Senses</li> <li>• Investigations</li> <li>• Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Exercise</li> <li>• Ways to stay healthy</li> <li>• Looking at places on a map where food comes from.</li> </ul> <p>(Journey of a banana)</p> <ul style="list-style-type: none"> <li>• Comparing environments</li> <li>• Forest School</li> <li>• Know why some people celebrate Easter</li> </ul> <p>Awe and wonder of the world - sources of wisdom</p>	<ul style="list-style-type: none"> <li>• Growing</li> <li>• Lifecycles</li> <li>• Seasons</li> <li>• Observational drawing</li> <li>• Changing states</li> <li>• Forest School</li> </ul> <p>Build on from nursery Awe and wonder of the world - new life</p>	<ul style="list-style-type: none"> <li>• Use maps and globes to locate some familiar countries/ holiday destinations.</li> <li>• Find out about our local environment and draw a map.</li> <li>• Route to school using google maps (aerial photographs) Find out about Africa and link to UK.</li> <li>• Retelling a journey</li> <li>• Comparing old and new transport</li> <li>• Forest School</li> </ul>
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	<p><b>Expressive arts and design</b></p> <p>Exploring and using media and materials Being imaginative</p>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> </ul> <p>ELG: ongoing throughout year</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups (Christmas songs).</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills (traditional tales display).</li> <li>Explore and engage in music making and dance, performing solo or in groups (Nursery Rhymes &amp; Chinese New Year).</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them (vehicles).</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used;</li> </ul>	<p>Reception:</p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used;</li> </ul>	<p>ELG:</p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used;</li> </ul> <p>Core Skill: To understand the importance of healthy eating - <a href="#">To plan and make a healthy choices (links to PSE and PD)</a></p> <p><a href="#">To be able to move water successfully from one place to another.</a></p> <p><a href="#">To be able to use scissors accurately.</a></p>
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	<p><b>Expressive arts and design</b></p> <p>Exploring and using media and materials Being imaginative</p>	<ul style="list-style-type: none"> <li>• Use instruments to explore sounds - untuned.</li> <li>• Sing Nursery rhymes</li> <li>• Expressing feelings about music - linked to dance unit</li> <li>• Self portraits</li> <li>• Mark Making</li> <li>• Exploring artists</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to explore sounds. - tunes and untuned</li> <li>• Singing and performing together</li> <li>• Diva pots <i>build on from Nursery by adding texture/pattern.</i></li> <li>• Christmas decorations</li> <li>• Colour mixing</li> <li>• Printing and patterns</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Playing instruments in time with Nursery Rhyme</li> </ul> <p><i>Build on from nursery</i></p> <ul style="list-style-type: none"> <li>• Design and make for purpose</li> <li>• Mask making</li> <li>• Exploring texture and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs, make music using various instruments, dance and experiment with ways of changing them.</li> <li>• Making musical instruments</li> <li>• Observational drawing</li> </ul> <p><i>Build on from nursery</i></p>	<ul style="list-style-type: none"> <li>• Use instruments to create music for a particular theme e.g, seasons.</li> <li>• Joining materials</li> <li>• Collage</li> <li>• Paints and printing</li> <li>• Using different tools</li> </ul> <p><i>Build on from nursery</i></p>	<ul style="list-style-type: none"> <li>• Singing songs and performing</li> <li>• Art with recycled materials</li> <li>• Making boats</li> <li>• Making vehicles</li> <li>• Joining Materials</li> <li>• Colour mixing</li> <li>• Using different tools</li> </ul>
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