

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Sparky <i>Electricity</i>	Shake it up! <i>Earthquakes and volcanoes</i>	Choccy Woccy <i>Mayan and Aztecs</i>	Where To Settle? <i>Romans</i>	Riotous Royalty	The Amazon
Trips / Visits	RE Synagogue		Chocolate Workshop		Hatfield House	
Book Study	The Iron Man		Charlie and The Chocolate Factory	History Hackers: Roman Rescue		Journey to the River Sea
English	<p><u>Instructional Writing</u> Writing how to complete electrical circuits and D&T projects.</p> <p>Assess effectiveness of others writing.</p> <p><u>Poetry</u> Compose poems based on various aspects of electricity</p> <p>Prepare poems to read aloud</p> <p>Perform, showing understanding through tone, volume and body language.</p> <p>Kenning Tetractys Shape Acrostic</p> <p><u>Catch up grammar due to Covid-19</u> Organise paragraphs around a theme Adverbs Prepositions Apostrophe with plurals Dictionary work</p>	<p><u>Diary writing</u> Look at main features of a diary and the reasons for these.</p> <p>Look at a range of survivor diaries and look at the language that has been used.</p> <p>Implement emotive language within own diary.</p> <p>Write a diary entry from someone affected by an earthquake</p> <p><u>SPAG</u> First person Past tense Chronological order Informal Conjunctions and adverbials</p> <p><u>Report Writing</u> Write an information text about the River Thames including features and surrounding buildings</p>	<p><u>Explanation Texts</u> Writing a detailed explanation of how chocolate is made and the history of chocolate.</p> <p>Identify the main features of explanation texts.</p> <p>Look at similarities and differences between instructional writing and explanation writing</p> <p><u>Stories set in Imaginary worlds</u></p> <p>Writing a descriptive piece in the style of Roald Dahl looking at imagery and sentence structures that support this.</p> <p><u>SPAG</u> Figurative language Similes, metaphor and alliteration Expanded noun phrase Adjectives</p>	<p><u>Letter Writing</u> Write a formal letter to Julia Cesar about the invasion of Britain and the Celts encountered.</p> <p>Look Greeting Organised Paragraphs Address</p> <p><u>Historical Story Writing (narrative)</u></p> <p>Create characters and plot in a historical setting.</p> <p><u>SPAG</u> Direct speech Tense Relative clause</p>	<p><u>Biographies</u> Look at the structure of biographies and the information that is in them.</p> <p>Highlight the key features and look at the reasons for these.</p> <p>Use knowledge of chronological order to support paragraphing.</p> <p>Write a biography about one of the Royals studied</p> <p><u>SPAG</u> Past tense/ Present perfect Pronouns for cohesion Expanded nouns Third person</p>	<p><u>Diary Writing</u> Writing a diary from the main character from the book to their friend in England.</p> <p><u>Persuasive Writing</u> Creating an advertisement to persuade people to visit Egypt</p> <p><u>SPAG</u> Powerful conjunctions Strong adjectives Ambiguous phrases Rhetorical questions</p>



		<p>SPAG Paragraphs Sub-headings Factual language Formal</p>				
Maths	<p><u>Catch up Maths due to Covid-19</u></p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Add and subtract numbers mentally using a three-digit number and one, tens and hundreds</p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p><u>Place Value</u> Recognise the place value of each digit up to</p>	<p><u>Place Value</u> Count in multiples of 9, 25 and 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Recall multiplication and division facts up to 12x12.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><u>Fractions and decimals</u> Count up and down in hundredths.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Solve simple measure and money problems involving fractions.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p>	<p><u>Place value</u> Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits.</p> <p>Estimate and use inverse operations to check answers calculation.</p> <p>Solve addition and subtraction two-step problems in contexts.</p>	<p><u>Place Value</u> Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Round any number to the nearest 10, 100, 1000.</p> <p>Recall multiplication and division facts up to 12x12.</p> <p>Read roman numerals to 100 (I to C)</p> <p><u>Fractions and decimals</u> Add and subtract fractions with the same denominator.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Count up and down in Hundredths</p>	<p><u>Place value</u> Count backwards through zero to include negative numbers and fractions.</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods</p> <p>Use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts.</p> <p><u>Multiplication and Division</u> Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Recognise and use factor pairs and commutatively in mental calculations.</p> <p>Multiplying two-digit and three-digit numbers by a one-digit</p>	<p><u>Place Value</u> Read Roman numerals to 100 (I to C)</p> <p><u>Addition and Subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods of columnar</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and Division</u> Recall multiplication and division facts up to 12x12.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written</p>



	<p>a four-digit number</p> <p>Order and compare numbers beyond 1000</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p><u>Addition and subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and Division</u> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1;</p>	<p>Recognise and write decimal equivalents of any number of tenths and hundredths.</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Conversion</u> Convert between different units of measure.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><u>Measure</u> Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting time to hours, minutes, seconds, years and months.</p> <p><u>Statistics</u> Solve comparisons, sum</p>	<p><u>Multiplication & Division</u> Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally.</p> <p>Recognise and use factor pairs and in mental calculation.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Divide using formal written method of short division.</p> <p>Solve problems involving multiplying and adding.</p> <p><u>Geometry</u> Identify acute and obtuse angles</p> <p>Compare and order angles up to two right angles. Describe positions on a 2D grid as coordinates.</p>	<p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Measure</u> Convert between different units of measure e.g. km-m/ hr-min</p> <p>Measure and calculate the perimeter of a rectilinear figure in m and cm</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>number using formal written layout.</p> <p>Divide using formal written method of short division.</p> <p><u>Measure</u> Convert between different units of measure</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence's.</p> <p>Measure and calculate the perimeter and area of shapes.</p> <p><u>Geometry</u> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple</p>	<p>method.</p> <p>Divide using short division.</p> <p>Solve problems involving multiplying and adding</p> <p><u>Measure</u> Read, write, and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
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	<p>dividing by 1; multiplying together three numbers.</p> <p>Count in multiples of 6 and 7.</p> <p>Recall multiplication and division facts for multiplication tables up to 12x12.</p> <p>Multiply two digit and three-digit numbers by a one digit number using formal written lay out.</p> <p>Divide using the short division method with exact answers.</p> <p><u>Geometry</u> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Describe movements between positions as translations.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>		<p>symmetrical figure with respect to a specific line of symmetry.</p> <p>Describe movements between positions as translations of a given unit</p> <p>Plot specified points and draw sides to complete a given polygon.</p>	
Science	Switched On (<i>Electricity</i>)	Good Vibrations (<i>Sound</i>)	Where does all that food go? (<i>Animals</i>)	Who Am I? (<i>Living things including plants</i>)	In a State (<i>States of matter</i>)	Human Impact (<i>Living things and their habitats</i>)



	<p>Identify common appliances that run on electricity.</p> <p>Construct simple circuits, identify and name basic parts including cells, wire, bulbs, switches and buzzers.</p> <p>Experiment with lighting lamps on different circuits. Recognise common conductors, insulators and associate metal with being good conductors.</p>	<p>Identify how sounds are made, associating some with vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produces it/ strength of the vibrations and the volume.</p> <p>Recognise that sounds get fainter as the distance from the sound increases.</p> <p>Make ear muffs or muffling boxes to see which one is the best insulation.</p>	<p><i>including humans)</i></p> <p>Describe the function of the digestive system in humans.</p> <p>Identify the different types of teeth.</p> <p>Construct food chains, identify producers, predators and prey (compare teeth of carnivores and herbivores).</p> <p>Look at what can damage teeth.</p>	<p>Grouping a wide selection of flowering and non-flowering plants.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Group and compare materials – solids, liquids, and gases.</p> <p>Observe changes in so materials states when cooled.</p> <p>Measure change in Celsius and deal with temperature.</p>	<p>Introduce living things and their habitats/revisit environmental change and dangers.</p> <p>Look at groups of living things.</p> <p>Classifying vertebrates, fish, amphibians, reptiles, birds, and mammals,</p> <p>Classifying invertebrates: snails, slugs, worms, spiders and insects.</p> <p>Look at environmental changes and dangers that occur.</p> <p>Make ongoing observations.</p>
<p>Computing</p>	<p>E-safety To use technology safely, look at examples of what acceptable behaviour is.</p> <p>How to use the internet safely.</p> <p>How to act if you feel unsafe on a computer.</p> <p>Methods of reporting problems on a computer.</p>	<p>Digital Literacy: Research and develop a topic</p>	<p>E-safety Develop an understanding of the history of computers, networking and the internet.</p> <p>Look at the rapid ascension of computer science.</p>	<p>Coding: Game - Boat race</p>	<p>Digital Literacy</p> <p>E-Safety Communication and collaboration in the wider world</p> <p>Children create an individual blog page – learning to customise. Understanding how web pages are built.</p>	<p>Computing Controlling simple sprites with commands and prompts.</p> <p>Using programs such as ‘Scratch’ and ‘Blockly’ to create a list of commands to achieve a purpose.</p>

	<p>Coding- Interactive Chatbox</p> <p>Animation programs – making small animation pieces online. Basic programming ideas introduced here.</p>					
History			<p><u>Ancient Civilisation - Mayan Civilisation</u></p> <p>To build an over view of world history.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p><u>Roman Britain- The Roman Empire and its impact of Britain</u></p> <p>To investigate and interpret the past. chronology</p> <p>Give reasons why separate versions of the same event may differ</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use sources of evidence</p>	<p><u>Extended Chronological study-The changing Power of the Monarchy</u></p> <p>Use dates and historical terminology</p> <p>Explore main events and changes giving cause and consequence</p> <p>Give reasons for the changes of the period</p> <p>Describe how past actions and events have changed life today</p>	

				<p>to deduce information about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>		
Geography	<p><u>Local Geography</u></p> <p>name and locate counties and cities of the United Kingdom,</p> <p>Look at geographical regions and identify human and physical characteristics,</p> <p>key geographical features (including hills, mountains, coasts and rivers), and land-use patterns;</p> <p>Understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p><u>Plate tectonics</u></p> <p><i>Earthquakes, volcanoes and settlement patterns</i></p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>				<p><u>Rivers and the water cycle</u></p> <p>To locate and describe several contrasting physical environments</p> <p>To use a map and atlas to identify given countries</p> <p>To identify the Equator , Northern Hemisphere and Southern Hemisphere on a map</p> <p>To understand the relationship between climate and vegetation</p> <p>To describe the main landscape features of a river</p>

	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied					
Art			<p>Artist Study- Andy Warhol</p> <p>Create initial sketches as a preparation for painting</p> <p>Observe colours</p> <p>Select colour to reflect mood</p> <p>Create tessellations</p>		<p>Artist study- William Morris</p> <p>Work on a variety of scale</p> <p>Create computer generated drawings</p> <p>Confidently mix colours and match tones, tints and shades</p> <p>Use sketch books for recording textures/ patterns</p> <p>Modify and adapt print</p>	<p>Sculpture</p> <p>Plan and develop</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p>
Design Tech	<p>Best the buzzer game</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated</p>	<p>Earthquake proof building</p> <p>Design and create an earthquake-proof building</p> <p>-Experiment using a range of materials to test and decide the best materials to build structures that would survive earthquakes</p>		<p>Ancient Roman Art- Mosaic</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through</p>		

	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>			<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p>		
PE	<p>Net / Wall - GSFS Directing the ball.</p> <p>Outdoor and adventurous games: Follow map and symbol Trails. Trust and Communication activities.</p>	<p>Dance. – GSFS</p> <p>Invasion Games- Controlling and receiving.</p>	<p>Gym - GSFS</p> <p>Invasion Games: Keeping possession of the ball.</p>	<p>Athletics - GSFS</p> <p>Dance Characters.</p>	<p>Tennis - GSFS</p> <p>Gym Receiving Body Weight.</p>	<p>Rounders and Cricket - GSFS</p> <p>Athletics: Developing good running, throwing and jumping techniques.</p>
Music	The children will be participating in clarinet lessons with the Enfield Music Service			<p>Mamma Mia</p> <p>Listening and Appraising Musical Activities Warm-up Games</p>	<p>Glockenspiel Stage 2</p> <p>Listening and Appraising Musical Activities Warm-up Games</p>	



					Optional Flexible Games Singing Playing instruments Improvisation Composition Performing	Optional Flexible Games Singing Playing instruments Improvisation Composition Performing
RE	<p>Judaism Identify some key features and symbols of the synagogue.</p> <p>Know that for Jewish people the Torah is the word of God and contains guidance on how to live.</p> <p>Explain how the way the Torah is kept and used in the synagogue reflects its importance as the Word of God.</p> <p>Know that Jews believe that there is only One God.</p> <p>Reflect on and identify sources of authority which influence their own lives.</p> <p>Identify and compare their own values and rules for living with those of Jews.</p> <p>Reflect on things which provide continuity, identity and a sense of</p>	<p>The Quran and Prophet Mohammed Compare their own experience of quietness for reflection with those of religious people such as Muhammad.</p> <p>Explain why Muhammad is called the Messenger of Allah.</p> <p>Reflect on children's own experience of being daunted by a task.</p> <p>Explain the impact the revelation of the Qur'an had on the life of Muhammad.</p> <p>Explain how Muslims regard Muhammad.</p> <p>Identify some key events in the life of Muhammad.</p> <p>Explain why Muslims remember key events in the life of Muhammad.</p> <p>Talk about people who are role models for</p>	<p>Hinduism Use a Hindu analogy to show awareness of the Hindu belief that God is in everything.</p> <p>Show understanding of the idea that one person has many characteristics.</p> <p>Make links between the idea that one person has many characteristics and the Hindu belief that One God has many forms.</p> <p>Describe some of the usual features of a shrine in a Hindu home and explain their meanings.</p> <p>Describe how the actions of puja show Hindu devotion to God.</p> <p>Identify characteristics of Ganesh and the Hindu beliefs about God these reflect.</p>	<p>Christianity Make connections between the different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions</p> <p>Make connections between Jesus' command to go out into the world and make disciples of all nations and the Christian practice of Mission</p> <p>Make connections between awareness that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church</p> <p>Make connections between the belief that service to others is service to God (ie commandment to love</p>	<p>RE and ethics</p> <p>The big question: Why does each faith see God as a different representation?</p>	<p>Sikhism Explain how pictures of Guru Nanak symbolise that he is special to Sikhs.</p> <p>Give examples from Sikh stories that Guru Nanak was a special child.</p> <p>Explain how events from the life of Guru Nanak teach Sikhs to treat others with respect and equality.</p> <p>Explain ways in which each of us can be a good influence in the lives of others.</p> <p>Explain how Guru Nanak's words and actions made a difference to the lives of others.</p> <p>Explain the reasons Guru Nanak gave for treating all humans equally with respect.</p>

	<p>belonging</p> <p>Talk about things which remind Jews of God and belonging to the Jewish community.</p> <p>Explain how Jewish beliefs are reflected in the synagogue.</p> <p>Reflect on similarities and differences between the synagogue and other places of worship they may have knowledge of.</p> <p>Can use religious language and terms correctly in their own questions.</p> <p>Show respect for the beliefs and lifestyle of others.</p>	<p>them and influence them.</p> <p>know the Islamic greeting – Assalamu Aleicum - and its meaning.</p> <p>Discuss how people can show respect to others and to their beliefs and values.</p> <p>Formulate questions about some of the ways in which Muslims learn about their religion and how to live.</p> <p>Demonstrate respect for a Muslim visitor, for their beliefs and values.</p>	<p>Reflect on obstacles in life and ways of overcoming them.</p> <p>Consider how Hindus may turn to God in the form of Ganesha and who they themselves turn to for help in overcoming obstacles.</p> <p>Describe how the actions of puja show Hindu devotion to God.</p> <p>Describe what is involved in Hindu worship in a mandir.</p> <p>Identify characteristics of Krishna and the Hindu beliefs about God these reflect.</p> <p>Reflect on their own experiences of giving as an act of showing love.</p> <p>Describe what happens in a Hindu family at Raksha Bandhan and explain its significance.</p> <p>Reflect on how they value relationships with family and friends in the light of what they've learnt about Raksha Bandhan.</p>	<p>God and love your neighbour) and its implications for how Christians to respond to others</p>		<p>List some of Guru Nanak's key teachings about God and how to live.</p> <p>Give examples of how Sikhs put Guru Nanak's teachings into practice.</p>
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PSHE/Citizenship	<p>Value TBC</p> <p>PSHE -Mutual Respect To show respect for thoughts and feelings</p> <p>To disagree respectfully</p> <p>That everyone is entitled to an opinion</p> <p>P4C Community</p>	<p>Value TBC</p> <p>PSHE- Resilience To identify barriers to learning</p> <p>To develop strategies to cope with disappointment</p> <p>To develop resilience</p> <p>P4C Say no to bullying</p>	<p>Value TBC</p> <p>PSHE- Making Choices That there are dug (other than medicines) that are common in everyday life and why people choose to use them</p> <p>About the effects and risks of taking drugs and drinking alcohol</p> <p>About different patterns of behaviour that are related to drug use</p> <p>P4C Staying Safe Online</p>	<p>Value TBC</p> <p>PSHE- Looking After Me Why people may eat or avoid certain foods</p> <p>About other factors that contribute to people's food choices</p> <p>About the importance of getting enough sleep</p> <p>P4C Loss and Bereavement</p>	<p>Value TBC</p> <p>PSHE- Democracy About Britain as a democratic society</p> <p>About how laws are made</p> <p>Learn about the local council</p> <p>P4C Marriage</p>	<p>Value TBC</p> <p>PSHE- Relationships and Sex Education</p> <p>P4C Human Rights</p>
Events	Multicultural week	Anti-bullying	Safer Internet Day	Sports Relief/ Comic Relief		Sports Day
Arts Trophy						