

## Year 3 Curriculum Overview Autumn Term 2025

|   | Week 1   | Week 2 | Week 3  | Week 4   | Week 5 | Week 6 | Week 7                                    | Week 8  |  | Week 9   | Week 10  | Week 11 | Week 12 | Week 13 | Week 14         | Week15 |
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| MATHEMATICS   | On-going application of mental, communication, problem solving and reasoning skills.   |        |   | On-going application of mental, communication, problem solving and reasoning skills. |        |        |   | Assessment Week   | HALF TERM  | Continue with Addition and Subtraction   | On-going application of mental, communication, problem solving and reasoning skills. |         |         |         | Assessment week |        |
|   | Place Value  |        |   | Addition and Subtraction   |        |        |   |   |  | To complement to 100   | Multiplication and Division  |         |         |         |                 |        |
| <ul style="list-style-type: none"><li>To represent numbers to 100</li><li>To partition numbers to 100</li><li>To look at a number line to 100</li><li>To look at hundreds in a number</li><li>To represent numbers to 1000</li><li>To partition numbers to 1000</li><li>To look at hundreds, tens and ones</li><li>To find 1, 10 or 100 more or less</li><li>To look at a number line to 1000</li><li>To estimate on a number line to 1000</li><li>To compare numbers to 1000</li><li>To order numbers to 1000</li><li>To count in 50s.</li></ul> |  |        | <ul style="list-style-type: none"><li>To apply number bonds within 10</li><li>To add and subtract 1s, 10s and 100s</li><li>To spot the pattern</li><li>To add 1s across a 10,100</li><li>To subtract 1s across 10, 100</li><li>To make connections</li><li>To add two numbers (no exchange)</li><li>To subtract numbers (no exchange)</li><li>To add two numbers across a 10</li><li>To add two numbers across a 100</li><li>To subtract two numbers across a 10</li><li>To subtract two numbers across a 100</li><li>To add 2 digit and 3 digit numbers.</li></ul> |  |        |        | To estimate answers                       | <ul style="list-style-type: none"><li>To know that multiplication is split into equal groups</li><li>To use arrays</li><li>To know multiples of 2</li><li>To know multiples of 5 and 10</li><li>To share and group numbers</li><li>To multiply by 3</li><li>To divide by 3</li><li>To know the 3 times table</li><li>To multiply by 4</li><li>To divide by 4</li><li>To know the 4 times table</li><li>To multiply by 8</li><li>To divide by 8</li><li>To know the 8 times table</li></ul> To work out number problems linked to the 2, 4 and 8 times tables. |  |  |  |         |         |         |                 |        |
|   |  |        |   |  |        |        | To know inverse operations                |   |  |  |  |         |         |         |                 |        |
|   |  |        |   |  |        |        | To make decisions on which method to use. |   |  |  |  |         |         |         |                 |        |
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| ENGLISH   | Moon Man by Tomi Ungerer <ul style="list-style-type: none"><li>To engage children with a story with which they will empathise</li><li>To explore themes and issues, and develop and sustain ideas through discussion</li><li>To develop creative responses to the text through drama, storytelling and artwork</li><li>To write in role in order to explore and develop empathy for characters</li><li>To write with confidence for real purposes and audiences.</li></ul> |        |   |  |        |        |   |   | HALF TERM  | Iron Man by Ted Hughes   |  |         |         |         |                 |        |
|   | Possible Writing Outcomes <ul style="list-style-type: none"><li>Poetry</li><li>Diary entry</li><li>News Reports</li><li>Explanation writing</li><li>Myth writing</li><li>Persuasive writing</li><li>Letter writing.</li></ul>  |        |   |  |        |        |   |   |  | <ul style="list-style-type: none"><li>To understand the themes of a text</li><li>To draw inferences from the written and visual text to support understanding of character.</li><li>To understand how illustration and text contribute to meaning</li><li>To write in role in order to explore and develop understanding of character.</li></ul> |  |         |         |         |                 |        |
| Oracy <ul style="list-style-type: none"><li>Picture prediction talk</li><li>Hot seating</li><li>Conscience corridor</li><li>Debate</li><li>Creating a new broadcast</li><li>Freeze frame</li></ul>  |  |        |   |  |        |        |   | HALF TERM   | Possible Writing Outcomes: <ul style="list-style-type: none"><li>Letter writing</li><li>Narrative recount</li><li>Conversation between characters</li><li>Illustrated sequel</li><li>Free Verse.</li></ul> |  |  |         |         |         |                 |        |
|   |  |        |   |  |        |        |   |   | <u>Oracy</u> <ul style="list-style-type: none"><li>Hot seating</li><li>Debate</li><li>Conscience corridor</li><li>News report</li><li>Retelling the story</li></ul>  |  |  |         |         |         |                 |        |
| SCIENCE   | <u>Animals including humans</u> <ul style="list-style-type: none"><li>To 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</li><li>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul>  |        |   |  |        |        |   |   | HALF TERM  | <u>Forces and Magnets</u> <ul style="list-style-type: none"><li>To compare how things move on different surfaces</li><li>To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li><li>To observe how magnets attract or repel each other and attract some materials and not others</li></ul>     |  |         |         |         |                 |        |
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|           | Star scientist – Marie Curie.  |  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li><li>To describe magnets as having 2 poles</li><li>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li></ul>   |  |  |  |  |
| HISTORY   |  |  |  |  |  |  |  |  | <p>Star scientist – Andre Marie Ampere.</p> <p><b><u>What is the legacy of the Ancient Greeks?</u></b></p> <ul style="list-style-type: none"><li>Who were the Ancient Greeks and when did they live?</li><li>Identify Greece and the Greek empire on a map.</li><li>Identify Greek beliefs and identifying their gods and goddesses – compare and contrast to Judaism.</li><li>To explain what everyday life like in Ancient Greece.</li><li>To know how Ancient Greece was governed.</li><li>To know the origins of the Olympics.</li><li>To know the role the Ancient Greeks played in the Chanukah story.</li></ul> |  |  |  |  |
| GEOGRAPHY | <p><b><u>Why do people live near volcanoes?</u></b></p> <ul style="list-style-type: none"><li>To name and describe the layers of the Earth.</li><li>To explain where and how mountains are formed.</li><li>Explain why volcanoes happen and where they occur.</li><li>To recognise the positive and negative effects of living near a volcano.</li><li>To explain what earthquakes are and why they occur.</li><li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li></ul>   |  |  |  |  |  |  |  |  |  |  |  |  |
| ART       | <p><b><u>Investigating Patterns</u></b></p> <ul style="list-style-type: none"><li>Investigate varied patterns in nature and surrounding environment</li><li>Introduce and experiment with different grades of pencil and other implements when drawing patterns – look at Escher’s work</li><li>Plan, refine and alter their drawings as necessary</li><li>Draw for a sustained period of time at their own level</li><li>Use different effects, e.g stippling, crosshatching to achieve variations in line, texture, tone, colour, shape and pattern</li><li>Look at tessellation, rotation and variety of visual effects</li><li>Introduce printing patterns using different materials, e.g. string experimenting with different rotations, etc when creating patterns</li><li>Introduce sketchbook to collect and record visual information from different sources</li><li>Gather and review information, making comparisons between artists and paintings</li><li>Explain how children can improve their work and what they might do differently next time.</li><li>Evaluate work in sketchbooks.</li><li>Link to BHM – Charles McGhee pattern work sculptures with paper</li></ul> <p><b><u>Artists:</u></b><br/>Escher(tessellating patterns), Orla Kiely (designer, patterns and textiles) Charles McGhee</p> |  |  |  |  |  |  |  |  |  |  |  |  |
| DT        |  |  |  |  |  |  |  |  | <p><b><u>Packaging – You want me!</u></b></p> <ul style="list-style-type: none"><li>Understand how products have been designed, made, what materials have been used and the construction technique</li><li>Identify a purpose and establish criteria for a successful product</li><li>Start to understand whether products can be recycled or reused</li><li>Know to make drawings with labels when designing</li></ul>  |  |  |  |  |

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|           |   |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>When planning, explain their choice of materials and components including function and aesthetics</li><li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</li><li>Start to work safely and accurately with a range of simple tools</li><li>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li><li>Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose.</i></li></ul>   |
| COMPUTING | <b>COMPUTING STRAND: Computer Science</b><br><b>Unit 3.1 Coding - Programs; 2Code</b> <ul style="list-style-type: none"><li>To review coding vocabulary that relates to Object, Action, Output, Control and Event</li><li>To use 2Chart to represent a sequential program design</li><li>To use the design to write the code for the program</li><li>To design and write a program that simulates a physical system</li><li>To look at the grid that underlies the design and relate this to X and Y properties</li><li>To introduce selection in their programming by using the if command</li><li>To combine a timer in a program with selection</li><li>To understand what a variable is in programming</li><li>To use a variable to create a timer</li><li>To create a program with an object that repeats actions indefinitely</li><li>To use a timer to make characters repeat actions</li><li>To explore the use of the repeat command and how this differs from the timer</li><li>To know what debugging mean</li><li>To understand the need to test and debug a program repeatedly</li><li>To debug simple programs</li></ul> To understand the importance of saving periodically as part of the code development process. |  |  |  |  |  |  |  |  | <u>Designers:</u> MGA, Kellogg’s, Hasbro<br><b>COMPUTING STRAND: Computer Science, Information Technology &amp; Digital Literacy</b><br><b>Unit 3.5 Email (including email safety) – Programs; Email</b> <ul style="list-style-type: none"><li>To think about the different methods of communication</li><li>To open and respond to an email. To write an email to someone, using an address book</li><li>To learn how to use email safely</li><li>To add an attachment to an email</li><li>To explore a simulated email scenario.</li></ul>  |
| PE        | <b>Football:</b> <ul style="list-style-type: none"><li>To develop the attacking skill of dribbling.</li><li>To develop changing direction and speed when dribbling.</li><li>To develop passing and begin to recognise when to use different skills.</li><li>To apply attacking skills to move towards a goal.</li><li>To use defending skills to delay an opponent and gain possession.</li><li>To apply skills and knowledge to compete in a tournament.</li></ul>   |  |  |  |  |  |  |  |  | <b>Gymnastics:</b> <ul style="list-style-type: none"><li>To be able to create interesting point and patch balances.</li><li>To develop point and patch balances on apparatus.</li><li>To develop stepping into shape jumps with control.</li><li>To develop stepping into shape jumps using apparatus.</li><li>To develop the straight, barrel, and forward roll.</li><li>To include rolls in sequence work using apparatus.</li><li>To be able to transition smoothly into and out of balances.</li><li>To be able to transition smoothly in and out of balances using apparatus.</li><li>To create a sequence with matching and contrasting actions and shapes.</li><li>To create a sequence on apparatus using matching and contrasting.</li><li>To create a partner sequence using the skills I have learnt and including a hoop.</li><li>To create a partner sequence using the skills that I have learnt and apparatus.</li></ul> |
| MUSIC     | <b>Ukulele – BEAT weekly lessons</b> <ul style="list-style-type: none"><li>To hold the ukulele correctly and maintain good posture</li><li>To identify and name the parts of the ukulele</li><li>To begin to use a tuner with support to check string pitches</li><li>To develop strumming technique (downstrokes first, later adding upstrokes)</li><li>To recognise and keep a steady beat when clapping and strumming</li><li>To learn and play first chords (C major and Am)</li><li>To perform simple one chord songs as a class (C chord focus).</li></ul>  |  |  |  |  |  |  |  |  | <b>Ukulele – BEAT weekly lessons</b> <ul style="list-style-type: none"><li>To add more chords (F and G7) and practise smooth changes</li><li>To play simple strumming patterns in time (down up strumming)</li><li>To use simple musical vocabulary (beat, rhythm, chord, strum and melody)</li><li>To play simple two chord songs in small groups or whole class</li><li>To listen and respond to changes in tempo and dynamics.</li></ul>   |

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| SRE/ PSHE | <p><u>Induction Week</u></p> <ul style="list-style-type: none"><li>To explain why our school has rules to keep us safe, healthy and happy</li><li>To care for the school/class environment</li><li>To develop strategies to manage the transition between Year 2 and Year 3.</li></ul> <p><u>Developing a Healthy Lifestyle – Cross-Curricular with Science</u></p> <ul style="list-style-type: none"><li>To make choices about how to develop healthy lifestyles. E.g. the risks of eating too much sugar, the benefits of regular exercise on their physical and mental health</li><li>To plan a healthy lunchbox/meal</li><li>To know how to maintain good oral hygiene (including brushing and flossing) and the importance of regular visits to the dentist. They can name 3 things they can do to look after their teeth</li><li>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread</li><li>To know some of the harmful effects of smoking (including passive smoking) on the body. They know the rules/laws to prevent smoking</li><li>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</li></ul> <p><u>Black History Month</u></p> <ul style="list-style-type: none"><li>To appreciate difference and diversity (people living in the UK). Children know what different religions and ethnicities live throughout the UK</li><li>To think about the lives of people living in other places, and people with different values and customs. They can see and respect other people’s points of view.</li></ul> <p><u>British Values</u></p> <ul style="list-style-type: none"><li>Democracy assembly plus follow-up work</li></ul> <p><u>Mental Health</u></p> <ul style="list-style-type: none"><li>To recognise positive things about themselves and set goals to help achieve personal outcomes</li><li>To learn that they must take care of their mental wellbeing as well as their physical wellbeing</li><li>To suggest ideas and strategies to support their own and other’s mental health and wellbeing</li><li>To recognise that people’s feelings change over time and they can experience a range of emotions.</li></ul> <p><u>NSPCC – ‘Speak Out, Stay Safe’</u></p> <ul style="list-style-type: none"><li>To know about and can form positive, healthy relationships</li><li>To offer and receive constructive support and feedback to and from others</li><li>To learn that there may be pressure to behave in an unacceptable/unhealthy way and this could come from a variety of sources e.g. friends/the media. They develop strategies to deal with peer pressure.</li><li>To understand the concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.</li></ul> <p><u>Awareness Days/Weeks</u><br/>Black History Month<br/>Jeans for Genes Week – 15<sup>th</sup> – 21<sup>st</sup> September<br/>10<sup>th</sup> October – World Mental Health Day<br/>NSPCC – Speak Out, Stay Safe assemblies and follow-up work</p> | <p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"><li>To describe the nature and consequence of teasing, bullying and aggressive behaviours and can express ways of responding to them</li><li>Children can listen and respond to a wide range of people</li><li>To learn that their actions affect themselves and others</li><li>To develop strategies to resolve differences.</li></ul> <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"><li>To know that wearing bright or fluorescent clothing (in daytime) and reflective clothing (at night) will help to keep them safe when near traffic</li><li>To consolidate what ‘Stop, Look and Listen’ means</li><li>To know why they need to follow rules for crossing the road and to be able to recognise safer places to cross</li><li>To begin to learn and use the Green Cross Code.</li></ul> <p><u>Preparing To Be Citizens In Society</u></p> <ul style="list-style-type: none"><li>To know about the ways in which rules and laws keep people safe. Furthermore they need to know how to take part in making and changing them. (British Values)</li><li>To know about their responsibilities, rights and duties (home, school and the environment)</li><li>To see that the School Council in school mirrors how local/national democracy works. They learn about the role of a School Councillor</li><li>To understand about resolving differences – agreeing and disagreeing.</li></ul> <p><u>Awareness Days</u></p> <p>Anti-Bullying Week – 10<sup>th</sup> – 14<sup>th</sup> November<br/>Road Safety Week<br/>Christmas Appreciation</p> |
| MENTAL    | <p><b>Module 1      Meet your Brain</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"><li>How to focus their mind to help them train their brain.</li><li>About Team H-A-P and their roles in more detail.</li><li>How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.</li></ul>   | <p><b>Module 2      Celebrate</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"><li>That scientists discovered that we all have 24 Character Strengths but in different amounts.</li><li>That we all have 24 strengths, but focusing on the 5 main categories of Character Strengths and thinking about them like a pick and mix bag of sweets.</li></ul>  |

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|        | <ul style="list-style-type: none"><li>- Why our Amygdala behaves the way it does and how evolution has shaped how it works.</li><li>- How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.</li><li>- About Neurons and Neural Pathways and the role they play in learning.</li><li>- How to look after their brains to help them to be at their best.</li></ul>   |  | <ul style="list-style-type: none"><li>- That half of our character is set by genetics and the other half from our experiences.</li><li>- That their character can grow based on our experiences, just like their brains do with Neuroplasticity.</li><li>- Why it is important to spot Character Strengths in others and how they can be used.</li><li>- That Character Strengths can help them to approach difficult situations.</li><li>- When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.</li></ul>   |
| FRENCH | <b>Les Animaux (Animals)</b> <ul style="list-style-type: none"><li>• To recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles</li><li>• To understand that there are more determiners/ articles in French than in English</li><li>• To use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be).</li></ul>  |  | <b>Je Peux (I am able)</b> <ul style="list-style-type: none"><li>• To recognise, recall and spell 10 action verbs in French</li><li>• To use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able)</li><li>• To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but).</li></ul>   |
| JS     | <b>Chagim: Rosh Hashanah</b> <ul style="list-style-type: none"><li>• To know the date of Rosh Hashanah</li><li>• To know that Teshuvah means returning to Hashem, and that Hashem is nearer to us in Ellul and during this time</li><li>• To know we ask Hashem to write us in the ‘Sefer Chaim Tovim’ (the Book of Good Life) – the link between R. Hashanah &amp; Y. Kippur in terms of the “Ktivah” and “Chatima”</li><li>• To revisit the Simanim and a wider range of requests.</li><li>• To know we wish people a ‘Ketivah V’chatimah Tovah’ (“Be written and sealed for good!”)</li><li>• To know Hashem judges us on Rosh Hashanah for the coming year – the initial writing of the verdict. We also wish each other “Ketivah Tovah” (That we should be written for a good year).</li></ul> <b>Chagim: Yom Kippur</b> <ul style="list-style-type: none"><li>• To be able to compare and contrast the structure of regular weekday davening and Shabbat tefilla and YK and know that the day is split into five services</li><li>• To ask for forgiveness for the wrong we have committed</li><li>• To know that the story of Yonah is read at Mincha on Yom Kippur</li><li>• To know Yom Kippur’s Hebrew date</li><li>• To know Yom Kippur Greeting – “Chatimah Tovah” (“Be sealed for good!”). Hashem considers our actions and seals His judgement in His book for the coming year).</li></ul> <b>Chagim: Succot/Shmini Atzeret/Simchat Torah</b> <ul style="list-style-type: none"><li>• Arbah minim –To know the source of each of them in the natural world; the name of tree in English</li><li>• To knows that we recite a full Hallel throughout Succot, Shemini Atzeret &amp; Simchat Torah</li><li>• To be familiar with the “Harachaman Hu Yakim” addition in Birkat Hamazon</li><li>• To know what Hoshanah Rabba &amp; Shemini Atzeret are</li><li>• To know the purpose of Shemini Atzeret – Hashem requests our company for an extra day.</li><li>• To know the festival structure: the names and status of all 9 days incl. Hoshana Rabbah. Shemini Atzeret: a separate two-day festival, the second day of which is also called Simchat Torah</li><li>• Introduce the names Chol Hamoed and Shemini Atzeret and when they occur</li><li>• Highlights of Shemini Atzeret and Simchat Torah: Tefillat Geshem, Hakafof, Kol Hane’arim, Chatan Torah and Chatan Bereshit, Nashay Chayil.</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>• To review all the letters in Hebrew script including final letters</li><li>• To review the loud and quiet Shva sound</li></ul> |  | <b>Chagim: Chanukah</b> <ul style="list-style-type: none"><li>• To know what constitutes a Kosher Chanukiah and correct placement of Menorah, how high, low, by door or window. What about a top floor flat etc</li><li>• Mitzvah of Pirsumei Nisah and its reason</li><li>• Review the story in correct sequence: Knows the characters with focus on Matityahu and his family (including the names of the 5 sons)</li><li>• Appreciates that the miracles of Chanukah happened through ‘Hashgachat Hashem’ – when one puts their trust in Hashem and does their very best, Hashem takes care of the rest</li><li>• Has a general understanding of the “Al Hanisim” prayer (up to + incl. Bazman Hazeh) – is able to locate it in Birkat Hamazon.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• To continue reviewing the Hebrew script letters</li><li>• To be able to read shin and sin with two dots and understand the associated rules</li><li>• To review the shva rule when there are two in a row in the middle of a word.</li></ul> <b>Parasha:</b> <ul style="list-style-type: none"><li>• Lech Lecha – Keeping peace</li><li>• Vayera – enthusiasm when doing a mitzvah</li><li>• Chayei Sarah – making peace.</li><li>• Toldot – speaking politely</li><li>• Vayeshev – Hashem cares for each person</li><li>• Miketz – Teshuva.</li></ul> <b>Topic: Shul</b> <ul style="list-style-type: none"><li>• To know the Aron Kodesh is holy and contains the Sifrei Torah</li><li>• To know the Aron Kodesh faces the Kotel in Jerusalem</li><li>• To know that the Aron Kodesh is covered by a parochet</li><li>• To know the names of the accessories of the Sefer Torah.</li><li>• To know why we need a Bimah in a shul and what it reminds us of</li><li>• To know where the Ner Tamid is located and what it represents.</li></ul> |

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|  | <div>Parasha:<ul style="list-style-type: none"><li>Bereshit – Working together</li><li>Noach – Doing what is right.</li></ul></div> |  |  |
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