

RECEPTION	Content	Geographical Skills Understanding the World	
	<p><u>People, Culture and Communities</u> <b>3 and 4 year olds</b> Shows interest in different occupations and ways of life.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>Reception</u> Enjoys joining in with family customs and routines.</p> <p><u>Early Learning Goal</u> Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The Natural World</u> <b>3 and 4 year olds</b></p> <p><b>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b></p> <p><b>Talk about some of the things they have observed, such as plants, animals, natural and found objects.</b></p> <p>Talks about why things happen and how things work.</p> <p>Develop an understanding of growth, decay and changes over time.</p> <p><b>Show care and concern for living things and the Environment.</b></p> <p><u>Reception</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>Early Learning Goal</u> Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><u>People, Culture and Communities</u> <b>3 and 4 year olds</b> <b>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.</b></p> <p>-Who are my family and where do I live? -How do I keep myself safe? -What is Diwali? -Remembrance Day -Our homes -Traditional Christmas story -New Year's Resolutions -Jobs and Hobbies -Easter -Valentine's Day -Now I am big -What is Eid? -Father's Day -Bonfire Night</p> <p><b>Recognises and describes special times or events for family or friends.</b></p> <p>-What is Diwali? -Remembrance Day -Traditional Christmas story -New Year's Resolutions -Jobs and Hobbies -Easter -Valentine's Day -What is Eid? -Father's Day -Chinese New year</p> <p><b>Shows interest in different occupations and ways of life.</b></p> <p>- Jobs and Hobbies</p> <p><b>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</b></p> <p>-Who are my family and where do I live? -What is Diwali? -Now I am big -What is Eid? -Easter - Chinese New year</p> <p><u>Reception</u> <b>Enjoys joining in with family customs and routines.</b></p> <p>- Who are my family and where do I live?</p> <p><u>ELG</u> <b>Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p>-Who are my family and where do I live? -What is Diwali? -What is Eid? -Easter -Chinese New year</p>	<p><u>The Natural World</u> <b>3 and 4 year olds</b> <b>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b></p> <p>-Who are my family and where do I live? -How do I keep myself safe? -Wintry Worlds -Hibernating animals and their habitats -Let's plant our own fruit -From farm to fork</p> <p><b>Talk about some of the things they have observed, such as plants, animals, natural and found objects.</b></p> <p>-Wintry <span style="float: right;">Worlds</span> -What is the season of Autumn? -Hibernating animals and their habitats -Let's plant our own fruit -From farm to fork -What is the life cycle of a frog? -What are minibeasts? -Now I am big -Amazing animals</p> <p><b>Talk about why things happen and how things work.</b></p> <p>-Bonfire <span style="float: right;">Night</span> -Let's plant our own fruit -From farm to fork -Valentine's Day -Now I am big -Amazing animals</p> <p><b>Develop an understanding of growth, decay and changes over time.</b></p> <p>-Who are my family and where do I live? -What is the season of Autumn? -Hibernating animals and their habitats -Let's plant our own fruit -From farm to fork -What are minibeasts?</p> <p><b>Show care and concern for living things and the Environment.</b></p> <p>-Hibernating animals and their habitats -What are minibeasts?</p> <p><u>Reception</u> <b>Look closely at similarities, differences, patterns and change.</b></p> <p>-Traditional Christmas story <span style="float: right;">Worlds</span> - Wintry - Hibernating animals and their habitats -Let's plant our own fruit -From farm to fork</p> <p><u>ELG</u> <b>Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b></p> <p>-Who are my family and where do I live? -Wintry <span style="float: right;">Worlds</span> - Hibernating animals and their habitats</p>

	EYFS	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Essential Knowledge</b>		The differences in temperature as the seasons change from Summer to Autumn and then Autumn to Winter That they live in Brighouse / Huddersfield (child dependant) and that this is in England		That the very top and very bottom of the earth are cold		That there are certain animals and foods that only live and grow in certain countries in the world	
Key texts and themes for EYFS  <b>Geography</b>		<p>All about me Who am I and who are my new friends?</p> <p>Who are my family and where do I live?</p> <p>How do I keep myself safe?</p> <p>What is the season of Autumn? An Autumn Tale</p> <p>Harvest</p> <p>What is Diwali?</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Funny Bones</p> <p>Owl Babies</p> <p>Hibernating animals and their habitats.</p> <p>Our homes</p> <p>Celebrating Christmas</p> <p>Traditional Christmas Story</p>	<p>New Year Resolutions What are my New Year's Wishes?</p> <p>Wintry Worlds What is life like in the Arctic?</p> <p>Wintry Worlds What is life like in Antarctica?</p> <p>Celebrating Chinese New Year</p> <p>Becoming experimenting experts – Predicting, experimenting, testing and findings: Floating and sinking. Freezing and melting, dissolving, colour mixing</p> <p>Valentine's Day What is Valentine's Day and why do some people celebrate this day?</p>	<p>Why do some people celebrate Pancake Day?</p> <p>Let's learn about World Book Day The Snow Queen</p> <p>Jobs and Hobbies -Who are the people who help us and what do they do?</p> <p>Jobs and Hobbies – What are the different jobs and hobbies of the people who live in our local community? Exploring Space</p> <p>Mother's Day Why do we celebrate Mother's Day, where does it come from and what does this mean?</p> <p>Easter – What is Easter and why do some people celebrate this time of year?</p>	<p>Planting and Growing – What do seeds need to grow? The Tiny Seed The Secret Garden</p> <p>What is the life cycle of a butterfly?</p> <p>What are minibeasts, where do they live and how do they survive? Spinderella</p> <p>What is the life cycle of a frog?</p> <p>Now I am big... What can I do now compared to the things I could do when I was a baby?</p> <p>Amazing Animals What are some of the animals that live in the wild and how do they live differently to animals kept in captivity?</p>	<p>What is Eid, why do some people celebrate Eid and where does this come from?</p> <p>Let's plant our own fruit. Handa's Surprise</p> <p>Father's Day – Why do we celebrate Father's Day, where does it come from and what does this mean?</p> <p>From Farm to Fork</p> <p>Healthy Bodies and Super Sports</p> <p>Healthy Bodies and Super Sports</p> <p>New Beginnings – Transition week</p>

	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Geography</b></p> <p>You may see Geography Through...</p>	<p>-Understanding the world</p> <p>EYFS: the world, people and communities</p>	<p><b>Who are my family and where do I live?</b></p> <p>The children will share their family photographs during circle time with the class. During circle time, we will use the jingle ball to talk about who is in our families.</p> <p>The children will draw their own family portrait and be encouraged to talk about their family and where they live.</p> <p>The children will bring in and share pictures of where they live, linking to our house number (maths). We will look at different buildings and learn about our own address.</p> <p>The children will be introduced to the Oxford Reading Tree characters (Biff, Chip and Kipper). We will talk about their family and how they might be similar or different to our families.</p> <p><b>How do I keep myself safe?</b></p> <p>The children will learn how to stay safe within the school community, online, out of school in public places and at home. Staying safe will be discussed through circle time with safe practices modelled. The children will enjoy a visit from our local lollipop person who will talk about staying safe on the roads. The children will then role play using the crossings and lollipops sticks to cross the children over. The children will try on and wear high visibility clothing and understand why it is safer to wear bright clothing as the mornings and nights become darker. The</p>	<p><b>Bonfire Night</b></p> <p>The children will learn about Bonfire night, why some people celebrate Bonfire Night and the history of Bonfire night. The children will learn how to stay safe on Bonfire night as they may hold sparklers and attend bonfire and firework displays.</p> <p>The children will create some bonfire and fireworks artwork and use the sounds they have learnt to label their fireworks. The children will learn about the history of why some people celebrate bonfire night. We will learn about London being the Capital City of England and where on a map London is. We will share any information of children who have visited London already. We will look at the Houses of Parliament and its surrounding area and buildings such as Big Ben.</p> <p><b>The children will build on this learning further in Year 1 as they learn about the United Kingdom and the parts of the UK including England, Scotland, Ireland and Wales. The children will recap and learn about London being the capital city of England. They will learn about other capital cities in the UK including Edinburgh, Cardiff and Dublin.</b></p> <p><b>In Year 2 the children will build on this further as they learn about the map of the world and other countries and where the UK is in relation to the rest of the world.</b></p>	<p><b>New Year Resolutions What are my New Year's Wishes?</b></p> <p>The children will learn about New Year and why some people celebrate New Year. We will find out about the different celebrations that take place in our local area, London's New Year's Eve fireworks and New Year celebrations in other countries. We will compare how they may be similar or different. We will learn about the tradition or linking arms to sing Auld Lang Syne and have a go together. We will then think about New Year's wishes and resolutions and share ideas of what we would like to get even better at as we make our own New Year's wishing stars.</p> <p><b>Wintry Worlds What is life like in the Arctic?</b></p> <p>We will learn about life in the Arctic and find out about where in the world the Arctic is. We will find out about how life in the Arctic is different to life living in England. We will explore life on the Arctic and how adaptations are made to survive in such cold climates. The children will learn about polar bears and how they are adapted to live in their environment to survive. The children's learning about the Arctic will be continued through music and PE as the children move to wintry worlds music during gymnastics. The children will create their own polar bears using a range of different materials, make</p>	<p><b>Jobs and Hobbies – Who are the people who help us and what do they do?</b></p> <p>The children will bring in their own enquiry learning questions about the different jobs and hobbies that they want to find out more about. We will research and explore their questions further together. We will find out about the people who work in our school, what they do in their job role and how they help others in our school community. We will invite different Woodhouse staff into Reception to talk about their job role and answer the children's own questions that they have asked to find out more. We will also find out about the different people who help us in our local community such as the school crossing patrol, police officers, doctors and nurses, paramedics, vets and firefighters along with any other helpers the pupils wish to find out more about. We will research each profession, set up role play area for the children to act out playing different roles, create portraits of the people who help us and write facts about what we have learnt so far.</p> <p><b>Jobs and Hobbies – What are the different jobs and hobbies of the people who live in our local community?</b></p>	<p><b>What are minibeasts, where do they live and how do they survive?</b></p> <p>Following on from our learning about butterflies and their life cycle, we will explore other minibeasts and how they are similar or different to a butterfly. We will look at the other minibeasts life cycles and go on a minibeast hunt around the school grounds. We will focus on snails, bees, spiders, worms and any other minibeasts that the children wish to explore and find out more about. We will research information on how minibeasts survive and learn about the different homes of minibeasts and how they are similar or different to other minibeasts homes. We will make our own minibeast homes using the different materials from indoors and out. We will write some facts about the minibeasts and create a picture to match, looking carefully at the minibeasts features. We will share the story of Spinderella. The children will sing Incy wincy spider.</p> <p><b>What is the lifecycle of a frog?</b></p> <p>Following on from learning about the life cycle of a butterfly and researching information about other minibeasts, we will explore the life cycle of a frog. We will make daily observations of the tadpoles within the classroom and carefully</p>	<p><b>Eid</b></p> <p>The children will learn all about Eid and why some people celebrate Eid. We will learn about the Muslim faith and find out about Mosques and how they are places where Muslims worship. We will learn about Muslim countries and look on the globe to find where in the world the Muslim countries are. We will look at the similarities and differences between the Muslim countries (Pakistan, Egypt and Turkey) and England. We will learn about how Muslim's celebrate Eid and the kinds of customs and different celebrations that take place and why. The children will create Eid artwork, write labels, captions and sentences and share books together about Eid to find out more.</p> <p><b>Let's plant and grow our own fruit?</b></p> <p>We will recap our previous learning of planting and growing (20.4.2020). We will remember how to plant a seed and beans etc and what is needed for the plants to grow. We will talk about looking after the plants properly and make daily checks on the plants with care and attention. We will</p>
Geography							

<p>You may see Geography Through...</p>	<p>children will be expected to follow the new class golden rules.</p> <p><b>In Year 1 the children will put into practise their staying safe learning as they go on a trip to Woodhouse Park. They will take their Staying Safe learning out into the community and practise their learning with increasing independence together.</b></p> <p><b>What is the season of Autumn?</b></p> <p><b>An Autumn Tale</b></p> <p>As the weather begins to change and the mornings and nights become darker, the children will learn about the season of Autumn and the different changes that take place.</p> <p>The children will enjoy an Autumn hunt in the school grounds and collect signs of Autumn for our class investigation tray. The children will notice and be encouraged to talk about the changes taking place during whole class and smaller group sessions. We will learn about animals that we might see in Autumn and talk about animals that hibernate and what this means. The children will make their own hedgehogs using tools to sculpt the clay.</p> <p>The Gruffalo story will be shared with the class and acted out using masks and puppets. The children will enjoy exploring music and movement as they listen, move and join in with the Gruffalo story during PE.</p>	<p><b>Remembrance Day</b></p> <p>The children will learn about Remembrance Day and what this means. We will talk about the First World War, what this means then talk about the Second World War and other conflicts and where in the world the conflict occurred and the countries involved as we search for the countries on the globe. We will spend some time remembering the soldiers that fought in the war as we share in the 2 minute silence. We will link our learning to the poppies as we watch 'Poppies' on the IWB. We will then learn about why poppies are a symbol of remembering the wars. We will wear and make our own poppies.</p> <p><b>Owl Babies</b></p> <p>The Owl Babies book will be shared with the children. The children will then act out the story of The Owl Babies and take turns in acting out different roles. The children will create their own Owl Babies picture and use pastels to complete some Owl observational drawings. We will work together to label our drawings and write a letter to Bill, telling him not to worry. We will learn all about owls and how they are adapted to survive in their environment We will learn about the similarities and differences between owls and humans. We will look at the homes of owls.</p> <p><b>Hibernating animals and their habitats</b></p> <p>The children will learn about the animals that hibernate, why they hibernate and their</p>	<p>3D igloos using tweezers to build the sugar cubes and write facts about the Arctic that they can recall. We will then find out about inhuits and igloos and how they make adaptations to live in their environment.</p> <p><b>In Year 1, the children will learn about other Arctic countries including Russia. The children continue to move their learning onto finding out about the Arctic Oceans and compass work learning about North, South, East and West.</b></p> <p><b>Wintry Worlds</b></p> <p><b>What is life like in the Antarctic?</b></p> <p>We will learn about life in the Antarctica and find out about where in the world the Antarctica is. We will find out about how life in the Antarctica is different to life living in England. We will explore life on the Antarctica and how adaptations are made to survive in such cold climates. The children will learn about penguins and how they are adapted to live in their environment to survive. The children's learning about the Antarctica will be continued through music and PE as the children move to wintry worlds music during gymnastics. The children will create their own penguins using a range of different materials and write facts about the Antarctica that they can recall.</p> <p><b>In Year 1 the children continue their learning about the North and South Poles and the position of the North and South Poles, key features and extend their learning about</b></p>	<p>We will continue to explore different jobs and hobbies whilst answering the different enquiry learning questions brought into school by the children. We will invite our parents/carers into school to talk about their job roles and hobbies to extend our research further. We will use the computers and books to conduct our own research of different jobs and hobbies.</p> <p>Linking to our pupils' interests in trains, we will invite a local train driver into school to talk about his job in the role of a train driver, what this involves and the many different aspects of being a train driver. The children will look at the different objects needed to work as a train driver and try on different uniform etc to act out the role.</p> <p>The children will also learn about space and the life of an astronaut alongside learning about the different jobs and hobbies.</p> <p><b>Easter</b></p> <p>The children will learn about Easter and what this means. They will learn about why some people celebrate Easter at this time of year and where celebrating Easter comes from. We will look on the globe to find where about in the</p>	<p>watch for the tadpoles growing back legs and losing their tails. We will share the Frogs information book before working as a team to arrange the lifecycle of a frog in the correct order. We will write some frog facts and record information in our daily diary. We will create our own pictures of tadpoles and frogs. We will explore the home of tadpoles and frogs and how they survive in their environment. The children will sing and act out the song of 'Five little speckled frogs' using the frog masks.</p> <p><b>Now I am big....</b></p> <p><b>What can I do now compared to the things I could do when I was a baby?</b></p> <p>Following on from our previous research and learning about the life cycle of a butterfly, frog and other minibeasts and our planting and growing topic, the children will now think about themselves, how much they have grown, what they need to be able to grow and the kinds of things they can do now compared to when they were a baby. The children will make observations of a photograph of when they were a baby compared to some of the things they can do now that they couldn't before. The children will think and talk about where they were born and where they live now and whether they live in the same house or a different house t when they were younger. The children will display their baby</p>	<p>plant some strawberries and watch the grow. We will write instructions on how to plant strawberries and how to look after them. Once the strawberries are ready, we will pick the strawberries and wash them, making them ready to enjoy with our snack. We will share the information books about growing fruit to learn more information on growing our own food.</p> <p><b>Father's Day</b></p> <p>We will find out about Father's Day and why some people celebrate this special day. We will learn about the history of Father's Day and where celebrating this special day comes from. We will then look at how Father's Day is celebrated in other countries. We will share the story of 'I love my daddy' and make Thank you for looking after me' cards for our dads, grandads, carers etc.</p> <p><b>From Farm to Fork</b></p> <p>We will plan our visit to our local Tesco store to join in with the Farm to Form workshop. Before we set off, we will find out whereabouts in Brighouse Tescos is and plan our route to get there. We will learn about the different places (train station, Sainsbury's etc) that we will pass on our way. We will learn all about how food comes from the farm and the process that the</p>	
<p>Geography</p>	<p>You may see</p>						

<p>Geography Through...</p>		<p>Diwali is celebrated. We will learn all about Hindu's and Sikh's and the traditions that they enjoy. The children will explore Mendhi designs and have a go at using paints to create their own. The children will enjoy tasting traditional food and will make Diva lamps using clay. The children will learn whereabouts in the world India is on the globe and look at the different <b>places of worship in India and those in England.</b></p>	<p>habitats. They will learn about how they adapt to life in their surroundings to survive throughout the winter. We will then compare this to our homes and how we adapt ourselves to keep warm throughout the winter and compare the similarities and differences. The children will write about hibernating animals for our Enquiry Learning class book.</p> <p><b>Our Homes</b></p> <p>The children will learn about their community in which they live. They will talk about their own home and how they might be similar and different to other homes.</p> <p>The children will observe photographs of our own homes before designing, drawing and building their own homes using different materials.</p> <p>We will then work together to find out about homes around the world and how they are similar and different as well as learning about how homes have changed over time. We will compare our homes to the homes in India linking to our previous learning about Diwali and India.</p> <p><b>In Year 1 the children will learn further about their community and will name and label our community with key features including houses, shops, city, town and village.</b></p>	<p><b>different climates.</b></p> <p><b>In Year 1 the children will learn about the difference between the North and South Pole.</b></p> <p><b>In Year 2 the children will learn about the North and South Equator and areas of hot and cold climates across the world.</b></p> <p><b>Celebrating Chinese New Year</b></p> <p>The children will learn all about Chinese New Year and why and how people celebrate this festival. We will explore China and where in the world China is and how people live in China. We will look at the similarities and differences between families living in England and families living in China. We will listen to story of the animal race and how each year a different animal takes a turn at being their year. We will learn about 2020 being the year of the rat. The children will then act out the story of Chinese New Year. The children will role play in our Chinese restaurant area, create pictures, enjoy Chinese writing, ribbon dancing, lion making, writing their own story of Chinese New Year and making Chinese music.</p> <p><b>Year 1 and 2.</b></p> <p><b>The children will identify further countries, continents and oceans.</b></p>	<p><b>world Jerusalem is.</b> We will look at the Church as a place of worship and talk about how Christians attend the Church as a place of Worship.</p> <p>The children will design a poster to find the Easter Bunny who has left clues for the children to find him. The posters will be put up around school asking everyone to look for him. The description of the Easter Bunny will be on the poster made by the children. The children will enjoy going on an Easter Egg hunt as they work as a team to try and find the eggs left by the Easter Bunny.</p>	<p>photographs as they each take a turn to guess who the baby photographs are as they write down their ideas and why.</p> <p><b>Year 1 will continue their learning to develop further in the community.</b></p> <p><b>Amazing animals</b></p> <p><b>What are some of the animals that live in the wild and how do they live differently to animals kept in captivity?</b> We will find out about some of the animals that live in the wild and find out about he places in which they live. We will compare the difference between animals that live in the wild and animals that live in captivity.</p>	<p>food goes through before ending up on the supermarket shelves. We will then share our experiences and any new facts and learning that we can remember and write about our visit to Brighthouse Tesco, Farm to Fork.</p>
<p>Geography</p> <p>You may see Geography Through...</p>			<p><b>The Traditional Christmas Story</b></p> <p>We will share the Christmas Story and learn about what some people believe is the true meaning of Christmas. The children will enjoy a</p>	<p><b>Valentine's Day</b></p> <p><b>What is Valentine's Day and why do some people celebrate this day?</b></p> <p>The children will learn about Valentine's Day and why some people celebrate Valentine's Day on the 14<sup>th</sup> February. We will find out</p>			

			<p>visit to our local church to join in our Christmas carol service at St John's C of E Church. The children will then act out the story, build the Church and Bethlehem using the blocks and retell the story through drawings, labels and simple sentences. The children will find out about Bethlehem, where in the world it is and search for Bethlehem on the world globe. We will research together the different climate and environment in Bethlehem and how it is different to the climate and environment in England.</p>	<p>about the Feast of Saint Valentine and learn how this celebration originated from a Roman festival. We will look for Italy on the world globe and find out about Rome and how this is the capital city of Italy. The children will write messages for each other, make Valentine's Day crafts and make and write their own Valentine's Day poem in their card for their family to take home. The children will make Valentine's biscuits to sell to the rest of the school for our Reception Valentine's enterprise event. The children will learn and sing the song for valentine's Day 'Skidamarink.'</p>			
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EYFS	<p><b>Understanding the World: People and Communities</b></p> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past</li> <li>• Knows that other children have different likes and dislikes and that they may be good at different things</li> <li>• Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> </ul>		<p><b>Understanding the World: The World</b></p> <p>30-50mths</p> <p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> <li>• Show care and concern for living things and the Environment.</li> </ul> <p>40-60mths</p> <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG</b></p> <p>Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Knows that the environment and living things are influenced by human activity</li> <li>• Can describe some actions which people in their own community do that help to maintain the area they live in</li> <li>• Knows the properties of some materials and can suggest some of the purposes they are used for</li> <li>• Are familiar with basic scientific concepts such as floating, sinking, experimentation.</li> </ul>			
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