Whitefriars Church of England Primary Academy

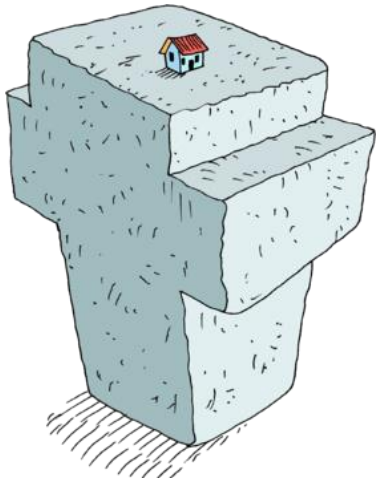
Curriculum Policy: 2025/26

Building the House on Rock (Matthew 7: 24-27): Whitefriars flourishes by encouraging ambition, growing resilience and making community.

Our School Vision

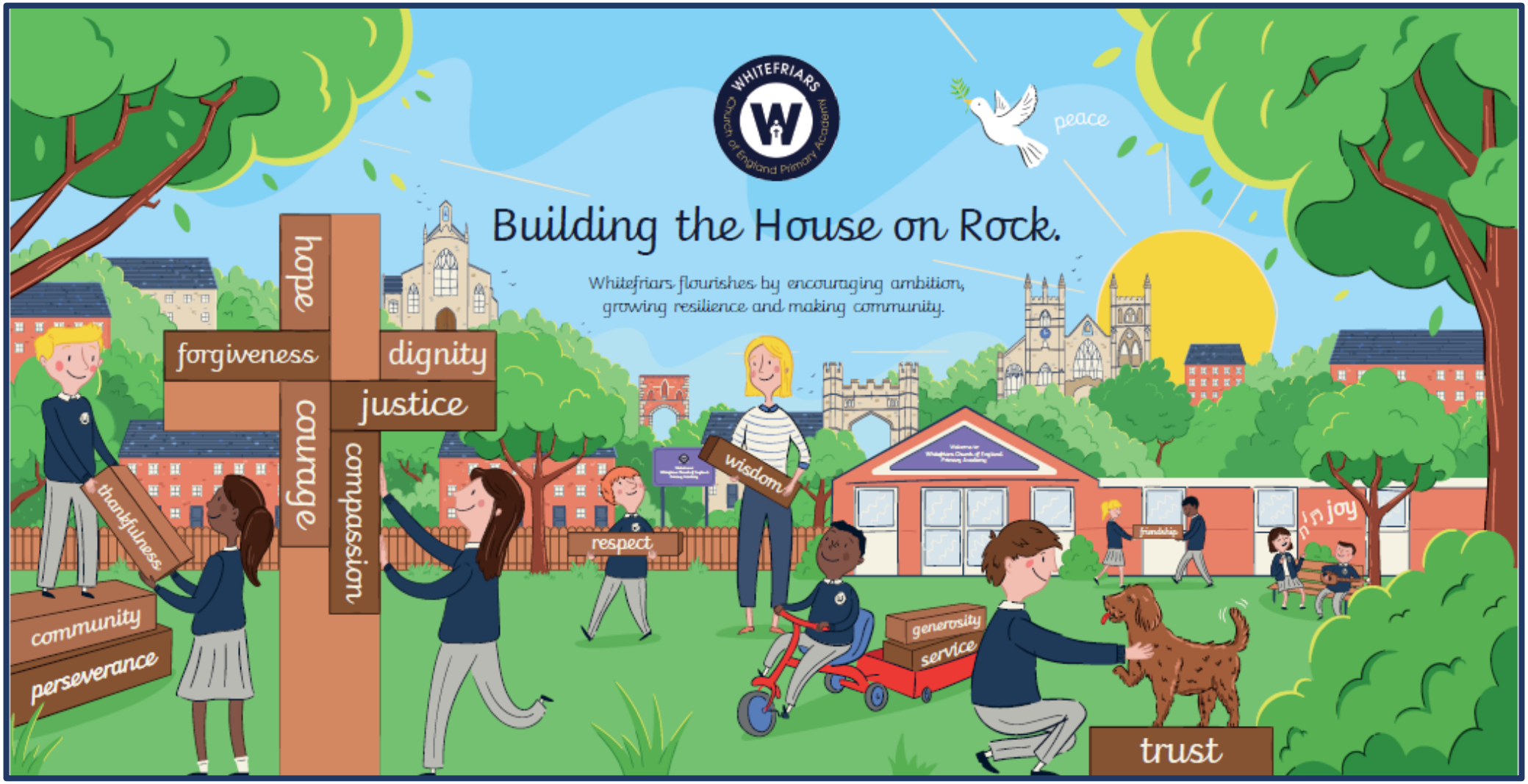
Building the House on Rock

Whitefriars flourishes by
encouraging ambition, growing resilience
and making community.



WHITEFRIARS
Church of England Primary Academy

Diocese of Norwich
Education and
Academies Trust



"Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. 27 The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash." Matthew 7:24-27

Our Vision Explained

Our vision, is rooted in a Christian narrative, based on The Parable of the Wise and Foolish Builders *Matthew 7:24-27.*

The meaning of this parable is quite obvious: proper foundations are necessary. With a literal house, it is unwise to build on sand, because the foundation will be unsteady and the house will eventually suffer some kind of damage. This will waste resources, and all the time and work put into building the house in the first place will have gone for nothing. In contrast, it is wise to build one's house on a sure foundation; anchoring to bedrock makes a building withstand the test.

We recognise that both school and general life can be extremely hard made up of a series of trials, like storms, that can come from nowhere. Our vision is for each of our pupils, our school and community to grow to be built securely on rock with the resilience to stand steady and strong and withstand these storms unshaken by circumstances. We want to grow our children as 'whole' children to stand firm and strong with the foundations that they can rely upon. We recognise that building upon the rock is not easy and takes time, commitment, and energy however it is vital for the long term and in preparing our pupils for their futures.

Our vision is that all children at Whitefriars, as they move through our school, develop their character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

Curriculum Intent

Whitefriars' curriculum is designed to provide a language-rich, broad and balanced education that meets the needs of all children enabling them to flourish by encouraging ambition, growing resilience and making community. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations. The curriculum ensures that academic success, creativity and problem solving, reliability and responsibility, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while investing in the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Creative Curriculum Themes

	Autumn Term		Spring Term		Summer Term	
Reception	It's good to be me!	The world around us	Dinosaurs	Living and growing	Fairy Tales	Holidays
Year 1	Storytellers		Poles Apart		Sky and seas	
Year 2	Woodland Warriors		Fire		All Around the World	
Year 3	Stone Age to Iron Age		Chocolate/Roald Dahl		Charlotte's Web	Ancient Greeks
Year 4	Romans		Rainforest		King's Lynn	
Year 5	World War II		Anglo Saxons		Treasure Island	
Year 6	Tudors		Underground/Overground		The Pied Piper	Ancient Egyptians

Whitefriars' Language Rich Curriculum

Text based Curriculum

Our curriculum is planned around a series of carefully chosen, high quality texts. The texts relate to the year group's wider curriculum and are used to stimulate writing and immerse children in the curriculum. Each teacher, in liaison with their class identifies, discusses and displays new, challenging and interesting vocabulary with the expectation that it will be used in work.

Enrichment Activities

Whitefriars prides itself on its enrichment activities which enhance the curriculum. A wide range of carefully planned trips, visits and experiences both support and extend the curriculum with an emphasis on language. We provide the children with life experiences to advance their language skills and extend their vocabulary (especially subject specific).

Vocabulary Spine/Language Stems

As a school, we recognise the importance of extending our children's vocabulary. The school has a very clear vocabulary spine which outlines a clear progression of language to be taught in each year group. Alongside this, our oracy policy focusses on the development of language stems for different areas of speaking.

Subject Specific Vocabulary

Developing subject specific vocabulary is a key aspect of the Whitefriars updated curriculum. Each subject has a clear list of subject specific vocabulary, which is shared with parents, and is then taught as part of the curriculum. It is pre-taught, revisited and displayed on class working walls to ensure the children have embedded it into their long term memory.

Direct Questioning

To ensure quality talk in the classroom, as well as talk partners, Whitefriars focusses on direct questioning. Teachers avoid asking for 'hands up' because the same few children are always first with their hands up, do most of the answering and some of the class opt out of talking, listening and thinking as a consequence. Teachers avoid asking too many closed recall questions and ask more open ended questions which will extend pupil understanding and begin lessons in a more productive way; revealing misconceptions which can then be taken account of. Replies to children's responses are sensitive and respectful to establish an ethos of confidence to give one's opinion, whether right or wrong.

Talk Partners

The school adopts Shirley Clarke's pedagogy to teaching and formative assessment. A specific feature of Shirley Clarke's approach is Talk Partners. Using Talk Partners ensures quality talk in the classroom. The main change in the classroom is who is doing the talking. Talk partners are selected randomly and changed weekly so that the children are used to talking to a range of different people. Talk partners ensures that all children are talking and that there is no opportunity for children to opt out while the confident few do most of the talking and thinking.

Language Support

It is imperative to us, through our curriculum, that all children experience good language acquisition Therefore, for those children who find language demanding, there is a high level of support and provision including: a speech and language champion, Early/Talk Boost interventions and linking closely with external support.

Encouraging Ambition, Growing Resilience and Making Community

High Expectations

We encourage ambition and instil high expectations in our children. We establish a safe and stimulating environment for pupils, rooted in mutual respect which motivates and inspires pupils to learn and enjoy the curriculum. Needs are accurately identified and met. A clear school presentation policy and comprehensive non-negotiables ensures consistency of expectations throughout the school.

Shirley Clarke

Whitefriars follows the principles of Shirley Clarke. Through our curriculum, we model our own growth mindset and love of learning by emphasising processes of learning, the importance and excitement of meeting challenges, putting in effort and using strategies which help us learn. We teach children that intelligence can be developed. We model how to transform 'difficulty' into 'new or deeper learning' when children encounter failure or difficulty. We show enthusiasm about challenging tasks and welcome mistakes or misunderstanding as opportunities for feedback and further learning.

Zones of Regulation

In September 2025, Whitefriars adopted Zones of Regulation (ZOR) The ZOR Programme empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. It increases: self-esteem, self-control, emotional intelligence, classroom behaviour, conflict resolution and academic engagement.

Community links

We want the children of Whitefriars to make a highly positive, tangible contribution to the life of the school and the wider community. We aim to provide the children with many opportunities to get to know and engage with their community through: the parish churches, local museum, supporting the community food bank, performing at community events, getting involved in local matters … Our vision is for our children to be part of making the community whether that is the school or local community.

Behaviour

Whitefriars prides itself on the impeccable behaviour of its pupils. The school has the highest expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons. The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life and not just in the classroom is fully embedded.

Aspiration Week

Whitefriars is keen to inspire high aspirations in all pupils and prepare them for the next stage of education and eventually employment. As a school, we develop and adapt the curriculum so that it is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future. An Aspiration Week (bi-annually), debating competitions, parent workshops and linking with local businesses are all ways in which the school seeks to raise aspirations.

Reading at Whitefriars

Sharing books

Whitefriars staff develop children's love of reading through enthusiastically reading aloud and telling stories and rhymes. Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Daily, each class shares a class book/novel modelling expressive reading. Children are encouraged to discuss their thoughts about the story, identify key vocabulary and develop a love of reading.

Text based curriculum

Our curriculum is planned around a series of carefully chosen, high quality texts. The texts relate to the year group's wider curriculum and are used to stimulate writing and immerse children in the curriculum. Each teacher, in liaison with their class identifies, discusses and displays new, challenging and interesting vocabulary with the expectation that it will be used by the children.

Phonics teaching: Read Write Inc

We value the importance of phonics as an underpinning tool to enable children at Whitefriars to read and write. The teaching of phonics is an integral part of our curriculum in Reception, Year 1 and Year 2. We use a systematic synthetic phonics approach, following the Read Write Inc. programme. Read Write Inc. is carefully structured in order to teach children the phonic knowledge and skills, predominantly blending and segmenting, that they need in order to decode fluently. Children also learn a variety of 'red' words by sight, that cannot be phonetically decoded. We start by teaching phonics to children in Reception where children learn how to say the sounds, blend them together to read words and to segment words for spelling. Children continue to develop these skills in further year groups as they work on more complex sounds and read books at their appropriate reading level. We strive to ensure that phonics sessions are engaging and stimulating for all children. All children on the RWI programme are taught phonics every day and all children are assessed regularly so they work with other children at the same level. This allows all children to participate completely in lessons.

Destination Reader

In 2020, after visiting schools in Hampshire and Norwich, the school adopted Destination Reader as a consistent approach to teaching reading in KS2. It involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems. The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum. It also builds a culture of reading for pleasure and purpose.

Supporting parents/Home Reading

Whitefriars provides information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. Discovery cafes, parent workshops and guidance from class teachers are all methods that are used to ensure that both phonics and reading are developed in partnership with parents. The school has high expectations of parental support including a clear amount of reading time that parents should be completing each week.

Personal Development

Inclusion

Whitefriars is recognised, both within the local and wider communities, as a fully inclusive environment that aims to meet the needs of pupils. We are proud that We ensure, through our curriculum (beyond the academic) that we promote quality of opportunity enabling the pupils of Whitefriars to thrive together understanding that difference is a positive, not a negative and that individual characteristics make people unique.

Shirley Clarke

In September 2018, Whitefriars adopted many of Shirley Clarke's approaches to teaching which developed the pedagogy throughout the school. One of the key aspects which we have really focussed on is developing the learning culture throughout the school through developing a growth mindset. We strive to develop our pupil's confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Zones of regulation

The Zones of Regulation support pupils' personal development by helping them recognise, understand and manage their emotions. Through identifying how they feel and learning strategies to self-regulate, pupils build emotional awareness, resilience and independence. The approach also promotes positive behaviour and social skills by encouraging empathy and appropriate responses to difficult situations.

Community links

It is important that the pupils of Whitefriars see themselves as a central part of the King's Lynn community and therefore the school has developed very strong and positive associations with many different community organisations and agencies including, amongst others, the parish churches, local museum, Kings' Lynn food bank, local businesses and cluster schools. The school provides the children with meaningful opportunities to be responsible, respectful, active citizens who contribute to their local society.

Pastoral Support

Whitefriars provides high quality pastoral support for all pupils through many different avenues. The school has a core Learning and Inclusion team who work closely with pupils to enable them to flourish. Children have access to the Mental Health Support Team, Lego therapy, restorative practices, a school dog and a highly trained and supportive team. The school goes beyond the expected and there is a strong take-up by pupils of the opportunities provided with many of the most disadvantaged pupils consistently benefitting from this excellent work.

Anti-bullying Week

Each year, Whitefriars hosts a successful anti-bullying week. During this event the children partake in a range of lessons and experiences as well as listen to visiting speakers: e.g. NSPCC, local police, Childline. As a result of this annual event, the children develop their character and begin to recognise both on and offline risks to their well-being and are aware of the support that is available to them.

Mental Health Support

Zones of Regulation

The Zones of Regulation can play a crucial role in supporting children's mental health by providing them with a structured way to understand and manage their emotions. By teaching pupils to identify which "zone" they are in and to recognise how different emotions feel in their bodies, the approach develops emotional literacy and reduces the confusion or fear that often accompanies strong feelings such as anger, anxiety or sadness. Children are explicitly taught a range of self-regulation strategies—such as breathing exercises, sensory tools, positive self-talk and movement breaks—which helps them feel empowered to manage stress, calm themselves when overwhelmed and increase focus when disengaged. This sense of control can reduce anxiety and build resilience, enabling children to cope more effectively with challenges. Importantly, the Zones framework also normalises all emotions, helping pupils understand that feelings are valid and change over time. In addition to whole-class teaching, separate intervention groups are provided for pupils who are struggling with their mental health. These targeted groups receive additional Zones of Regulation lessons to deepen their understanding of emotions and practise personalised strategies, offering further support to children who need it most and promoting long-term wellbeing.

Adult Mental Health First Aider

Whitefriars recognises the need to fully support its staff mental health and as a result, the school has trained two members of staff as adult Mental Health First Aiders. They have an in depth understanding of mental health and the factors that can affect wellbeing, practical skills to spot the triggers and signs of mental health issues, confidence to step in, reassure and support a person in distress, enhanced interpersonal skills such as non-judgemental listening, knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS, or a mix.

Child Mental Health First Aiders

The school has a team of 6 child Mental Health First Aiders 4 of whom are allocated to a specific phase of the school (Rec, Y1/2, Y3/4, Y5/6). These MHFAs are readily available to support the children and their wellbeing. At lunch time, there is a special 'zone' where the children can choose to go if they wish to talk, take time out or need reassurance. Our MHFAs are non-judgemental and are there to support the children in any way that they can. They work alongside not only the children but also their families to ensure that the children feel listened to and supported. All MHFAs signpost children who would benefit from further support.

Pastoral Support

Whitefriars provides high quality pastoral support for all pupils through many different avenues. The school has a core Learning and Inclusion team who work closely with pupils to enable them to flourish. Children have access to a play therapist, Lego therapy, restorative practices, a school dog and a highly trained and supportive team. The school goes beyond the expected and there is a strong take-up by pupils.

SEN Support at Whitefriars

Sensory Circuits

This is a short & snappy sensory motor skills programme that helps to set children up for the school day or to help self-regulate them. Participation is a great way both to energise & settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit even for a short period.

DNEAT SENDCO Ambassadors/SEND Forum

As part of DNEAT's Continuing Professional Development (CPD) across all of its academies, our school SENCO attends termly Ambassador Meetings to ensure high quality pupil learning and achievement is supported back in the setting.

The core SEND Team attend termly SEND Forums. A Forum brings Special Educational Needs & Disabilities professionals together to learn, share & develop provision across Norfolk. It's also an opportunity to form partnerships with other schools & academies. During these Forums we are updated on Local Authority initiatives & directives, have access to specialist advice & support, collaborate with the LA to develop the provision of SEND across Norfolk & develop professional &

SEND Team

At Whitefriars Primary Academy we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality first teaching is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets. Whitefriars has a dynamic SEND team ensuring that provision for our SEND pupils is as effective as possible ensuring all pupils, irrespective of need, make progress.

Support in the classrooms

The school is extremely proud of its highly skilled Teaching Assistant team who not only support learning within the classroom but also run quality intervention groups each day focusing on gaps in knowledge, identified through both summative and formative assessments, This type of support is available to any child who has specific gaps in their understanding of an area of learning. TAs are provided with ongoing quality CPD and their role is carefully monitored ensuring quality support and teaching.

Language Support Worker

Our Language Support Worker provides individual and small group support/interventions focussing on all pupils being able to communicate clearly in fully comprehendible sentences. Early Talk Boost/Talk Boost are used as interventions. The Talk Boost approach supports children to work in groups to develop their speech, language and communication and boosts not only those core skills, but also supports their social interactions with other children.

Speech and Language Champion

To support the many children who require speech and language intervention, the school has worked closely alongside our Speech and Language therapist to upskill and train some of our staff to deliver these. Our Speech and Language champion works with individuals and small groups, following clear plans provided by the therapist, to deliver effective interventions which have an evident and significant impact.

External SEN Support

SEMH Weekly Support

When it comes to the human brain & nervous system, people have differences; differences which, with an increased understanding, respect & appreciation by all can enhance creativity & knowledge. Alpha work alongside the children to find out who they are & how they can get to where they want to be. Face-to Face support sessions are run by one of their Senior Outreach Practitioners & have a focus on some of the essential skills: communication, problem solving, emotional regulation & resilience, self-awareness & understanding others. We have found that their support has been invaluable for some of our pupils enabling the children to overcome some of the barriers they face and focus on their learning.

Educational Psychologist Specialist Support

The school benefits from string links with EPSS who offer the school professional input in helping address children's difficulties & improve learning & achievement. The Service is provided by a range of professionals which comprises Educational, Clinical & Occupational Psychologists, Advisory Support Teachers & Behavioural Consultants. Completed reports offer suggestions to further support the pupils.

Access Through Technology

This Team works with the school to support children who might benefit from using communication technology to communicate & learn. They provide assessment, equipment, advice support & training to the school.

Speech Therapy

As a school, we have noted a noticeable decline in the level of pupil speech on entry. Therefore, the school employs the services of Sally Wynne, a registered Speech & Language Therapist with over 30 years' experience. Sally supports us by offering high quality practical advice about Speech, Language & Communication needs of the children. Sally undertakes specialist assessments ensuring children are given SMART goals to optimise their communication skills. Alongside these assessments, objectives & resources are created to enable others to carry out activities to attain speech & language goals.

Willow Tree Learning

The school actively engages and works alongside Willow Tree Learning. Willow Tree Learning is a values led provider of bespoke Educational Psychology, SEN-D training and inclusive school improvement services. The company was created to positively affect change for children and families through direct work with Professionals in schools, colleges and settings. Their aim is to support schools to build capacity in their setting, to develop skills, knowledge and resources to improve education for all learners.

Dyslexic Outreach Service

The Dyslexia Outreach Service (DOS) is part of the Cognition & Learning specialism of Norfolk Specialist Resource Bases (SRBs) that works wholly on an outreach & capacity building basis. They are responsive & practical. If we have a question/concern around pupils' English/Mathematics' needs they will endeavour to help us find a creative solution that fits in with a busy school. They offer us relevant & practical support with regards to our provision for dyslexic learners & support us to meet the needs in our setting to develop sustainable & effective practice.

Curriculum Enrichment

Curriculum Enrichment

Trips and Visits

Our school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities such as trip/visitors which considerably strengthen the school's offer. All year groups provide a range of visits/visitors which enhance the curriculum and provide the children with a range of experiences. All educational visits lead to an array of learning opportunities particularly to develop language and writing. Also, the school council constructed a list entitled: '25 Things to do at Whitefriars' which provides a list of further enrichment opportunities for our pupils.

Clubs

We aim to provide a range of extra-curricular activities which further extends our pupils' learning. A variety of clubs, which are updated termly, are specifically chosen and linked to the children's interests. Although sports clubs are dominant, the school also offers music tuition, science and reading as some of the alternatives.

Specialist Teaching

Part of our curriculum intent is to offer a broad and balanced curriculum and to ensure that teaching in all subject areas is as good as it can be. Consequently, we invest heavily in providing specialist teaching in the curriculum areas of cookery, music and forest schools.

Debating

Part of our curriculum enrichment offer is to ensure that we offer our children the opportunity to partake in debates developing their leadership and collaboration skills as well as their confidence, and resilience

Forest Schools

At Whitefriars we want our curriculum to extend out of the classroom making use of our ample grounds, As a result, all children at Whitefriars take part in forest schools which has a proven impact in improving confidence, social skills, communication, motivation, and concentration as well as improving physical stamina and fine and gross motor skills.

Road Safety

Due to the location of our school, it is important that we ensure that the children of Whitefriars are fully aware of how to keep themselves safe when travelling both to and from school. We ensure that road safety is part of our curriculum enrichment throughout the school including seatbelt safety, Step on training and levels 1 and 2 cycle training.

Lunchtime Provision

During our lunchtimes, we continue to offer a range of enrichment activities. A simple zoning system (established by the school council) enables the children to select an activity which interests them. Zones included sports, dance, reading and construction amongst others.

Special Enrichment Weeks

Each year, as part of our curriculum offer, we organise a range of special enrichment weeks which allow the whole school to focus on a specific aspect of the curriculum. In the past, we have organised very successful enrichment weeks for reading, science, PATHs, anti-bullying and aspirations.

Planned Trips/Enrichment Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	• Sandringham • PJ day • Phonics event	• Visitors into school: paramedic, police .. • Santa Visit – Church Farm • Library visit • Pantomime	• Dinosaur Park • Chinese New Year • RE visit to church	• Farm visit • Mother's Day Event • Sheep, chicks, caterpillars, frog spawn	• Gressenhall: Fairytale experience • Library visit • Fairy tales day	• Father's Day Event • Beach/Sea Life Centre or Sandringham • Flight expereince
Year 1	• Corn Exchange: Julia Donaldson performance	• Thetford Forest (Autumn walk) • Panto • Visit to local churches focussing on celebrations • Christingle service	• Visit by an explorer • Visit to local churches to look at artwork and artefacts	• Library visit	• Planetarium (comes to school) • Jewish visitor to share their knowledge of Shabbat	• Beach/Sea Life Centre
Year 2	• Pensthorpe (habitats)	• Baytree: Birds of prey visit • Christingle service • Local learning walk around the community focussing on Christmas	• Great fire of London story •	• Antique fire engine visit • Attend school mass service	• Around the world themed day – India day • Jewish visitor to share their knowledge of Passover	• Stories of Lynn and Lynn museum • Attend confirmation service for confirmation and baptism
Year 3	• Gressenhall • Country Trust – gardening	• Lynn museum and Stories of Lynn (Seahenge) • Country Trust – market, cooking, gardening • Visit to local church	• Country Trust – cooking, gardening • Africa experience (TBC)	• Roald Dahl Day • Country Trust – cooking, gardening	• Dental nurse • Animal experience • Country Trust – farm visit, gardening	• Greek Day -visit to school • Country Trust – cooking, feast, gardening • Visit to the local mosque: Tawhid and Qur'an

		focussing on the Trinity				
Year 4	• Roman Trip – Lynn museum • Roman Day – visit from Roman soldier		• Rainforest animal experience (TBC) • Hindu visitor to share their knowledge of the role of the Hindu community in charity work as an expression of Dharma		• Trues Yard trip linking to fishing history • Stories of Lynn: Focus on Hanseatic League and Medieval Kings Lynn • Tuesday Market Place/Devil's Alley • Red Mount/The Walks, River Ouse, Customs House, Southgates • Guided walk around King's Lynn with Rachael Williams from Stories of Lynn • •Visit to local churches of different denominations e.g. Methodist, Baptist, Catholic, Salvation Army	
Year 5	• Evacuee Trip: Gressenhall: effect of WWII on King's Lynn) • WWII walking tour of King's Lynn: bomb shelter • Visit to local church to explore how art has been used in Christianity to reflect key events and facilitate worship. Compare this with Islam by visiting local Mosque.			• West Stow • All Saints Church: Stations of the Cross	• Hunstanton geography fieldwork trip – coastal features • Prate day	• Camping • Invite Hindu visitor to share their knowledge of the impact of Ahimsa, Dharma and Karma on daily life
Year 6	• Stranger's Hall		• Hilltop Residential • Local river study • Meet with a scientist who holds Christian beliefs to explore how science and creation can fit together		• Crucial crew (health & safety) • Egyptian Day • Leaver's trip • Walsingham Pilgrimage • Mosque	

25 Things to do before you leave Whitefriars Coverage

	YR	Y1	Y2	Y3	Y4	Y5	Y6
1. Hunt for treasure	✓			✓		✓	
2. Track an animal	✓	✓	✓			✓	
3. Go on a bug hunt	✓		✓		✓	✓	
4. Be an archaeologist for a day – search for fossils and dig for flint				✓			
5. Go down a zip wire	✓						✓
6. Camping with marshmallows and stargazing						✓	
7. Visit the seaside and take part in some seaside activities: crabbing, ride a donkey, paddle in the sea	✓	✓	✓				
8. Make a pizza					✓		
9. Learn to ride a bike safely					✓		✓
10. Visit and experience a city e.g. London, Norwich					✓		
11. Have the opportunity to take part in a school performance	✓	✓	✓	✓	✓	✓	
12. Visit the Sea Life Centre	✓						
13. Look after a class pet				✓			
14. Meet a famous person/author					✓	✓	
15. Go to a museum		✓		✓	✓	✓	✓
16. Build a den	✓	✓	✓	✓		✓	✓
17. Class time capsule						✓	
18. Learn to play an instrument					✓		
19. Visit a zoo					✓		
20. Play in the snow	✓	✓			✓	✓	
21. Ride on a train							✓
22. Fly a kite	✓						
23. Have the opportunity to have some art work displayed in an exhibition	✓	✓	✓	✓	✓	✓	✓
24. Watch an animal hatch and grow e.g. chick, butterfly	✓		✓				
25. Have the opportunity to see a show/live music	✓	✓	✓	✓	✓	✓	✓

Legal Framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

  - The Education Act 2002
  - The Children Act 2004
  - The Equality Act 2010
  - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2013) 'The national curriculum in England'
  - DfE (2017) 'Statutory framework for the early years foundation stage'
  - DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Home Learning Schedule
- Assessment timetable
- Subject non-negotiables
- Equal Opportunities Policy
- Relationships and Health Education Policy
- SEND Policy

Roles and responsibilities

- The governing board is responsible for:
  - Approving and monitoring the content of this policy.
  - Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
  - Formulating a curriculum and standards committee who assists the school with the creation and implementation of the curriculum.
  - Ensuring the curriculum is inclusive and accessible to all.

- The headteacher is responsible for:
  - Communicating the agreed curriculum to the governing board on an annual basis.
  - Ensuring the curriculum is inclusive and accessible to all.
  - Monitoring long- and medium-term plans for the curriculum in collaboration with the subject leader
  - Ensuring the workload of staff is manageable in implementing the curriculum.
  - Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
  - Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
  - Making any necessary adjustments to the curriculum where required.
  - Keeping up-to-date with any relevant statutory updates and taking action where required.
  - Creating and maintaining an up-to-date whole school curriculum intent statement.
  - Ensuring the curriculum is created in accordance with this policy.
  - Updating and maintaining this policy.

- Teachers are responsible for:
    - Implementing this policy consistently throughout their practices.
    - Ensuring lesson plans are reflective of the school's curriculum.
    - Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
    - Devising long- and medium-term plans for the curriculum in collaboration with the subject leader
    - Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the subject leader and headteacher.
    - Collaborating with the appropriate assistant headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
    - Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
    - Ensuring academically more able pupils are challenged to learn to a greater depth
    - Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
    - Monitoring the progress of all pupils and reporting on this to the headteacher.
    - Working to close the attainment gap between academically more and less able pupils.
    - Creating detailed and purposeful knowledge organisers for each topic
    - Following the relevant school policies including: Marking, Presentation and Teaching and Learning
    - Ensuring that the school's subject non-negotiables are followed
    - Curriculum feedback to parents through both formal written reports and parent consultation evenings to parents three times a year

- Subject leaders are responsible for:
    - Providing strategic leadership and direction to their team.
    - Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
    - Monitoring long- and medium-term plans for the curriculum in collaboration with the headteacher
    - Assisting teachers with the planning and implementation of the curriculum
    - Monitoring pupil progress within the subject and reporting on this to the headteacher and governors as required.
    - Providing efficient resource management for their subject.
    - Ensuring the curriculum is inclusive and accessible to all.
    - Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
    - Creating a clear evidence file/portfolio outlining subject monitoring, pupil voice, progression and coverage
    - Creating and maintaining an up-to-date whole school subject intent statement.
    - Ensuring that the school website is up to date with the latest curriculum information
    - Monitoring the consistency, quality and progression of home learning
    - Monitoring the quality and use of year group knowledge organisers

- The SENCO is responsible for:
    - Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
    - Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
    - Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
    - Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Subjects covered

- The school will have due regard to the national curriculum at all times throughout the academic year.
- The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- The school will ensure every pupil has access to the following core subjects:
    - English
    - Maths
    - Science
    - RE
    - Relationships and health education

- The school will ensure pupils also have access to the following foundation subjects:
    - Art and design
    - Computing
    - Design and technology
    - Languages
    - Geography
    - History
    - Music
    - PE

Reporting and assessment

- Home learning will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- Home learning will be set on a weekly basis in accordance with the school's Home learning schedule.
- Assessments will be carried out following the school's assessment timetable to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Results of informal assessments will be recorded and reported back to the leadership team, subject leaders, pupils and pupils' parents.
- Pupils will also complete national assessments. The results of these assessments will be reported back to the leadership team, subject leaders, pupils and their parents.

- Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

Equal opportunities

- There are nine protected characteristics outlined within the Equality Act 2010, these are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage and civil partnership
    - Pregnancy and maternity/paternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation
- The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Monitoring and review

- This policy is reviewed annually by the headteacher and the governing board.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- The scheduled review date for this policy is date.

Subject Curriculum Intent Statements	
Phonics	We value the importance of phonics as an underpinning tool to enable children at Whitefriars to read and write. The teaching of phonics is an integral part of our curriculum in Reception, Year 1 and Year 2. We use a systematic synthetic phonics approach, following the Read Write Inc. programme. Read Write Inc. is carefully structured in order to teach children the phonic knowledge and skills, predominantly blending and segmenting, that they need in order to decode fluently. Children also learn a variety of 'red' words by sight, that cannot be phonetically decoded. We start by teaching phonics to children in Reception where children learn how to say the sounds, blend them together to read words and to segment words for spelling. Children continue to develop these skills in further year groups as they work on more complex sounds and read books at their appropriate reading level. We strive to ensure that phonics sessions are engaging and stimulating for all children. All children on the RWI programme are taught phonics every day and all children are assessed regularly so they work with other children at the same level. This allows all children to participate completely in lessons.
Reading	At Whitefriars, we believe that our curriculum is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, and celebrate our love of reading at every opportunity. Around school, you will find displays which demonstrate the importance of reading- including inspiring reading corners and spaces, children's favourite book, authors, genres and recommended reads. High quality texts are explored through reciprocal reading and we use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply these across the wider curriculum. At Whitefriars, we celebrate reading throughout every phase in the academy: we offer phonic session for new Early Years parents, termly book swaps between key stages and story sharing with the school dog Poppy. Through topic we have implemented a book-led curriculum across all phases. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Book Fairs and reading events linked with the local library to further enrich our English curriculum and instil a love of reading for all children. Each week, we spend time enjoying reading for pleasure in our classrooms during a dedicated reading for pleasure time. When we read for pleasure, pupils are able to choose the books they wish to read and enjoy, read the newspapers to learn more about the world around them, choose to read topic books related to our wider curriculum or listen to an adult in the classroom reading aloud to the children.
Writing	Whitefriars' Writing curriculum is designed to provide a vocabulary and text rich learning experience ensuring progression of skills and engagement of all children linked to the National Curriculum objectives. Through the use of high quality texts, carefully linked to topics and other curriculum areas, the children are immersed in the experience of writing and are introduced to a wide range of text types.

	Shared Writing is a key feature of our writing curriculum and is used across all year groups. This is an instructional tool to teach writing to students by writing with them - teaching writing through writing. The teacher, through a 'write aloud' process, demonstrates the process of writing. They act as a scribe while the students contribute ideas focusing on higher-level vocabulary, grammar, spelling, audience, structure and purpose. Children then have the opportunities to write at length using the skills they have learnt and are given the opportunity to improve their work using Peer Partners. Within our classrooms, we explore ambitious vocabulary linked to a range of subjects through the use of Knowledge Organisers and Working Walls. We have recently embarked on 'Free Writing Friday' promoted by the Children's Laureate for 2019 Cressida Cowell. Children are able to write about whatever they would like to, which in turn encourages a joy of writing and creativity. We are determined that children will leave Whitefriars' being effective communicators in writing – writing both clearly and accurately and being able to adapt their language and style for a range of contexts.
Maths	Mathematics is an interconnected and creative subject that has developed over time, solving some fascinating problems. Maths is essential to everyday life, necessary for most forms of employment and critical for science, technology and engineering. Therefore, a superlative mathematical education is fundamental for understanding the world, being able to reason mathematically, and develop an inquisitiveness about the subject. Students who understand why the skills they're learning are important are more engaged and better able to take ownership of their education. The 2014 National Curriculum for Maths aims to ensure that all children: • Become fluent in the fundamentals of Mathematics • Are able to reason mathematically • Can solve problems by applying their Mathematics At Whitefriars we want our children to have access to an engaging Maths curriculum that balances both knowledge and skill, incorporating concrete, pictorial and abstract methods. Although we base our curriculum around subject specific knowledge, the design of the curriculum helps to develop the skills children need for future learning, such as resilience and growth mindset. We are striving to embed a mastery approach to Maths through hard work, practice and a willingness to learn from mistakes. We want all children to enjoy Mathematics and to experience success in the subject. To ensure consistency and progression, the school uses the White Rose Maths scheme as the 'spine' of our curriculum which is supported by our schools own scheme of work. New concepts are introduced within the context of an initial related problem, which children are able to discuss using talk partners. This can be related to a real life context encouraging reasoning and developing their awareness of maths. In KS1, concrete manipulatives are frequently available for the children to use. Children are also encouraged to use manipulatives in KS2 to aid their understanding. The teachers use careful questioning to draw out children's discussions and their reasoning. The class teacher will lead the children through fluency methods and then strategies for solving problems. Independent work provides the opportunity for all children to develop their

	fluency, reasoning and problem solving. The Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. The majority of the class will move through the curriculum content at the same pace with a scaffold of support in place where necessary. Each lesson sequence provides the opportunity to achieve greater depth, with more able children being offered mastery challenges. The supplementary Maths meetings across both KS1 and KS2 allow constant repetition of concepts to help all children make the transfer of knowledge from their short term memory to their long term memory, therefore reducing their cognitive load. These skills can not only then be used cross curricular but also in the wider world outside of school. Our results show the impact and benefit of the mastery style maths curriculum. Children are able to talk positively about their mathematical experiences within the school and are now enjoying Maths. The schemes in place have enabled our staff to feel confident in teaching Maths and they have developed their own pedagogy.
Art	At Whitefriars, we believe that art is an essential part of children's education and has a valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils. Children will develop an understanding of their cultural heritage and the cultures of others as they study diverse art and artists. Children will understand both the visual language of art and the technical vocabulary to describe it. They will develop a range of techniques encompassing the elements of art and design, including line, tone, colour, texture, form and pattern. As well as learning through carefully sequenced Art lessons, children will have the opportunity to use their developing art skills to present their learning in English, History, Geography, PATHs and Science.
Computing	The Whitefriars' Computing curriculum has been designed so that when children leave us they have had a wealth of experiences using different types of technology and they understand how these are used daily to help change the world. Whitefriars children leave us having had half-termly E-Safety lessons which enable them the opportunities to develop methods of dealing with the growing concerns that surround this area. They experience Computing language through a tiered system of building on previous year's knowledge and through the application of it when coding programs and games to achieve specific goals. Computing, through the use of IT, is embedded in other subjects allowing children valuable experiences of how IT is used in real-life preparing them for future skills and future learning. Our Computing curriculum gives the children the ability to express themselves and develop their ideas through information and communication technology becoming digitally literate individuals ready to be active participants in a digital world.
DT	Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Whitefriars, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Geography	Whitefriars provides all children with a high quality geography education, taught through a cross-curricular approach, which stimulates their fascination and curiosity for the world and its people. The curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children are provided with opportunities to explore and use a variety of different geographical skills, including collecting, analysing and communicating a range of data and interpreting a range of sources of geographical information. Importantly, geography at Whitefriars focuses on developing the children's vocabulary introducing them to a range of language and encouraging them to use the correct terminology.
History	The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. The children increase and develop their historical skills, concepts, knowledge and attitudes, through a range of topics. Increase their understanding of the present in the context of the past. Children develop and use their skills in enquiry, analysis, evaluation, and argument. Interest is generated and explored in the past, arousing curiosity and motivation to learn. Throughout their time at Whitefriars, the children experience a broad range of topics progressing through the key stages. The teaching focuses on chronological events through the key stages, from the earliest times to the present day. The children will discover how Britain was shaped by other nations and how Britain has shaped the wider world. The children are able to draw comparisons and make connections between different time periods and their own lives. Lessons are based around engaging resources and quality questioning to further develop the understanding and knowledge. In these lessons, the pupils learn about the key events beyond living memory that significantly impact national and international history. The main focus is on the use and understanding of key vocabulary, relating to general historical terms and their relevant topic. The children look at these events through a range of sources. At Whitefriars, the children are given the opportunity to participate in a range of trips linked to their topic. The trips engage the children and drive their interest and understanding of the topic.
MFL (French)	The MFL curriculum at Whitefriars, based on French, is taught through enjoyable and stimulating lessons focussing on developing an interest in learning another language. Our children are motivated and encouraged to be curious about language learning and discovering a different culture. We embed speaking, listening and writing skills necessary to apply them in a variety of contexts such as conversations, singing activities and language games with the aim to adequately prepare and lay the foundations for secondary education. Our school follows the Twinkl PlanIt French scheme which is designed to progressively develop language skills in KS2, covering the National Curriculum Programmes of Study, through weekly sessions following the units: 'All About Me', 'All Around Town', 'All About Ourselves' and 'Let's Visit a French Town,' laying the foundation for future language learning.

Music	Music is a practical, creative subject, which should enhance the lives and learning of all children. Music has a unique way of communicating that can inspire and motivate children which in turn improves their self esteem, creativity and sense of chievement. It gives an opportunity for personal expression and it plays an important part in the personal development of an individual. We use music to demonstrate the diverse cultures we have in our school and bring them together. Through the teaching of music, we foster a love of the subject no matter the children's abilities. We also allow children to experience a wide range of different music genres that they may not have heard before. We provide children with a rich range of opportunities to hear and take part in a variety of styles of live music. By engaging children in musical experiences we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others. Our high quality music education helps to build our children into confident, articulate pupils who can apply their creativity in other subjects and skills.
PE	The 2014 National Curriculum for PE aims to ensure that all children: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. At Whitefriars Primary Academy, it is our intent that the PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities, whilst supporting their confidence with health and fitness and embedding values such as fairness and respect. Throughout the programme of study, we encourage children at KS1 to develop their fundamental movement skills, become competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. The PE curriculum enables our pupils to engage in competitive and co-operative physical activities, in a range of challenging situations underpinned by real PE. Our goal is to ensure that by the end of KS2 the children can apply and develop a broader range of skills practiced in KS1, varying their use to enable them to make actions and more complex sequences of movement. We ensure that children have had the opportunities to communicate, collaborate and compete with each other across a number of different physical activities and sports, as well as understanding how to improve and evaluate their own success. Throughout the year, the children will have the opportunity to take part in a variety of games, gymnastics and dance. We encourage children to challenge and develop their swimming ability so that each child has the opportunity to swim competently and confidently over a minimum distance of 25 metres using a range of strokes effectively.
RE	At Whitefriars, we believe that Religious education is about religious literacy. This means we aim for children to be able to hold a balanced and well-informed conversation about religion and belief.

	In each year, there is a focus on Christianity plus the opportunity for pupils to learn about other world religions. The children will also have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives. Through an exploration of shared human experience and other religions in a contemporary world RE will support the children in developing their own beliefs, values and attitudes. At Whitefriars, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral, social and cultural development.
RSE	Whitefriars CofE Primary Academy considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance. Personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Relationships and sex education (RSE) in this Academy is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes, RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by: • Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner • Providing an inclusive learning environment which is safe and empowering for everyone involved • Teaching non-biased, accurate and factual information that is positively inclusive • Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology • Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect • Providing protection from shock or guilt • Actively involving pupils as evaluators to ensure relevance

	• Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe At Whitefriars we believe that PSHE plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE, RSE and PATHS (Promoting Alternative Thinking Strategies) is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of our Collective Worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
Science	The teaching of Science at Whitefriars will develop children's interest, curiosity and understanding of the world in which they live. They will acquire specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and the uses and implications of Science, today and for the future. The National Curriculum provides a structure and skill development for Science throughout our school, linked where possible to themed topics to provide a creative scheme of work which reflects a balanced programme of study. Opportunities for developing scientific enquiry skills, including observing changes over a period of time, noticing patterns, grouping and classifying and carrying out simple comparative tests are planned for throughout the Science curriculum to ensure opportunities for children to ask and answer their own questions. Our curriculum builds upon the skills and the learning of previous years, allowing children to build on prior knowledge whilst embedding knowledge into the long-term memory. Key scientific vocabulary is embedded in each topic and is revisited and developed throughout children's time at school to ensure progression. Teachers plan engaging lessons, using high-quality resources to aid understanding of conceptual knowledge. They use precise questioning to assess conceptual knowledge and skills, as well as identifying potential misconceptions. Children are provided with a range of opportunities to communicate scientific information and present it in a systematic, scientific manner e.g. diagrams, graphs and charts. Teachers demonstrate how to use scientific equipment and the various working scientifically skills in order to embed scientific understanding. They find opportunities to develop children's understanding of their surroundings by accessing outdoor learning, where all children are encouraged to question the world around them. Children become independent learners by exploring possible answers for their scientific based questions, as well as becoming more proficient in selecting, using scientific equipment, collating and interpreting results and their ability to draw conclusions based on real evidence.

Home learning – Year Group Expectations				
Year Group	Reading	English	Maths	Topic
Reception	10 minutes per day	Handwriting	Weekly – practical activity based on each week's learning – evidence on Tapestry	
Year 1	10 minutes per day	Spelling games	Weekly – practical activity based on each week's learning	8 activities set out on the curriculum overview for each topic. Children can select at least 4 from these. Works out as approximately one per fortnight. These can be handed out before the topic starts and teachers can encourage the creative one to be completed first to help 'dress' the classroom.
Year 2	10 minutes per day	Spellings (sent home via Dojo)	Weekly calculation Times Table Rock Stars	
Year 3	15 minutes per day	Spellings (sent home via Dojo)	Weekly calculation Times Table Rock Stars	
Year 4	15 minutes per day	Spellings (sent home via Dojo)	Weekly calculation Times Table Rock Stars	
Year 5	15 minutes per day	Spellings (sent home via Dojo)	Weekly calculation Times Table Rock Stars	
Year 6	15 minutes per day	Spellings (sent home via Dojo)	Weekly calculation Times Table Rock Stars	