

Physical Education Curriculum 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	<p>At Tavistock Primary School we want all children to develop a sense of passion, but more importantly enjoyment towards PE. Our curriculum builds on a progression of skills and techniques that are transferable across a range of different sports that we try and expose children to in order to broaden their experiences but also their understanding and the need for keeping active.</p> <p>The curriculum is planned in such a way that key knowledge and skills are built on each year. There is a delicate mix of invasion games and team games, combined with our Real PE scheme, which focuses on personal, social and cognitive aspects of PE in more depth. Children have 2 lessons a week, and when possible, we try to incorporate 'run-a-mile'. In addition to this, every year group, including reception and nursery, benefit from external providers which supports, in line with the curriculum, children's development of both gross and fine motor skills, team work, and communication but also their positive experiences of PE during primary school. Teachers receive regular CPD to ensure that we are both planning and teaching PE as effectively as possible, ensuring that we are able to appropriately challenge pupils who may need extending, but also ensuring that PE is accessible for everyone at their own level whilst remaining enjoyable.</p> <p>We also look to participate in as many external events as possible; football tournaments, cross country, swimming and much more to ensure that as many of our children as possible are able to compete in events that they enjoy or to have a go at something new and challenge themselves.</p> <p>By the time children leave our school they will have a strong understanding of the importance of physical activity on both your physical and mental health and well-being. Children will have been exposed to competitive situations and had experience of winning and losing as both a team and individuals in order to develop their characteristics to become a good sportsperson. Pupils will have a range of transferable skills and learnt numerous techniques that will allow them to take part in a variety of sporting activities which will allow them to follow and further develop their own interests at secondary school and beyond.</p>					

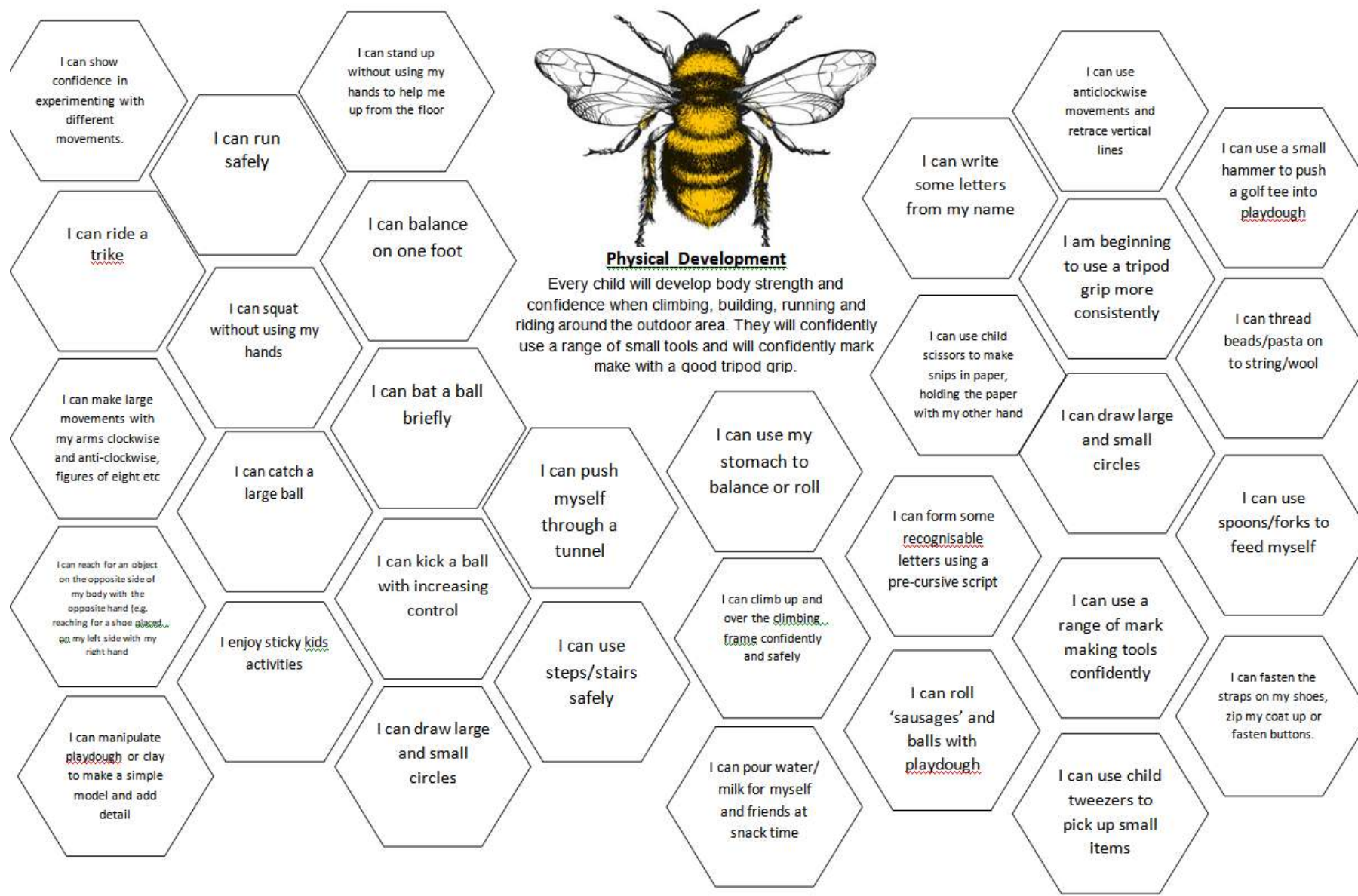
Inclusion	<p>Inclusion</p> <p>Teacher handbook: SEND – Embedding inclusive practice</p> <p>https://tavistockpridevonschuk-my.sharepoint.com/personal/00clashley_tavistock-pri_devon_sch_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2F00clashley%5Ftavistock%2Dpri%5Fdevon%5Fsch%5Fuk%2FDocuments%2FAttachments%2FTeacher%20Handbook%20SEND%20proofed%20version%20%2D%2020th%20May%202022%20FINAL%2Epdf&parent=%2Fpersonal%2F00clashley%5Ftavistock%2Dpri%5Fdevon%5Fsch%5Fuk%2FDocuments%2FAttachments&ct=1663762587376&or=OWA%2DNT&cid=9a045d87%2D0e73%2D8c3c%2D3df5%2D817e91b4b717&ga=1</p> <p>Communication: use the learners preferred communication methods (verbal, physical, signing etc). Ensure that instructions are not ‘wordy’ – use symbols to aid processing delays and give clear and simple instructions.</p> <p>Space: consider learning environment and make suitable if children have physical needs.</p> <p>Task: Adapt lessons so that all learners can participate fully. Changes can be small and subtle or larger where the activity or sport itself is changed.</p> <p>Equipment: Modify or change equipment completely to suit SEND children. For example; using balloons with rice in to support visually impaired learners in a training session, changing size, weight and grip of equipment to suit a physical need.</p> <p>People: Allow a child or key adult to break activity down into smaller more manageable chunks. Work in mixed ability groups to allow a build in confidence and the child’s role.</p>
Early Years Foundation Stage	<p>Nursery – Activities are reflective and reactive to the children’s interests. Child led activities are carried out allowing children to learn from their interests.</p> <p>Opportunities are provided throughout the whole year for the statements below to be met. These are covered as and when the team feel it is appropriate.</p>

	<p>Physical Development EYFS ELG: Gross Motor Skills</p> <ul style="list-style-type: none">• Develop gross and fine motor skills – sensory explorations, develop strength, coordination and positional awareness (crawling, tummy time, moving objects given by adults).• Opportunities to play indoors and outdoors supporting core strength, stability, balance, spatial awareness, coordination and agility.• Negotiate space and obstacles safely, with consideration when playing.• Fine motor skills – hand eye coordination, small world opportunities, puzzles, arts and crafts, using small tools.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>EYFS – Our Honeycomb Document Nursery- Every child will develop body strength and confidence when climbing, building, running and riding around the outdoor area. They will confidently use a range of small tools and will confidently mark make with a good tripod grip.. Reception -. Children will understand how to live a healthy and safe lifestyle and also to move and manipulate objects in a range of different ways.</p> <p>Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga</p>
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Physical Development

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Yr R/1 Jasmine PE	<p>PERSONAL I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>To develop fundamental movement skills / Footwork – static balance on one leg</p>	<p>SOCIAL I can help praise and encourage others in their learning</p> <p>Develop childrens ability/Dynamic balance to agility – Jumping and landing</p>	<p>COGNITIVE I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p> <p>Develop childrens balance and posture/Dynamic balance on a line, seated balance holding a stance</p>	<p>CREATIVE I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p> <p>Develop a range of ball skills/Co-ordination ball skills (throwing/catching)</p>	<p>PHYSICAL I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p> <p>Develop childrens Co-ordination/Co-ordination (sending and receiving)</p>	<p>HEALTH & FITNESS I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>To understand the importance of a healthy lifestyle</p> <p>Talk about and demonstrate different movements. Use fundamental movement skills in context (throwing/jumping event)</p>
PE	Basic movements – running, jumping, throwing and catching	Basic movements – running, jumping, throwing and catching	Basic movements – balance, agility and coordination Hand and eye coordination using a	Team games – Participate in team games developing simple tactics for attacking and defending	Team games – Participate in team games developing simple tactics for attacking and defending	Dance - Perform dance using simple movement patterns Sports Day practice

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			tennis racket with a partner	Sport - Hand and eye coordination using a hockey stick as part of an invasion game	Hand and eye coordination as part of a striking and fielding game	
Knowledge	<p>To follow instructions I must watch and listen</p> <p>To balance on one leg I must put my body in the correct shape with arms out by my sides.</p> <p>To hop on one leg I must use the correct body position and bend my knee when I land.</p> <p>To move in different ways I must be aware of the space around me and adopt the correct body position for the movement required.</p> <p>To climb on apparatus I must aware of the space around me and have the correct body position for climbing and use my hold hand to grip onto the apparatus in order to pull myself up.</p> <p>To catch a ball I must have the correct hand shape and position and keep my eye on the ball.</p> <p>To throw the ball I must hold the ball in the correct way, look at the proposed target, apply the correct amount of force to make the ball move towards a target and release the ball at the correct moment.</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p>					
Vocab	<p>Direction</p> <p>balance</p> <p>coordination</p> <p>throw</p> <p>catch</p> <p>pass</p> <p>intercept</p> <p>defend</p> <p>attack</p> <p>patience</p> <p>support</p>					

	<p>Out sourced PE provision focus</p> <ul style="list-style-type: none"> • Develop listening and communication skills • Develop confidence and quality in the fundamental movement skills (including skipping, hopping and lunges) • Moving appropriately and under control into space, using a change of speed and direction • Demonstrating control whilst performing balances; both static and with movement. • Catching, throwing and rolling a range of balls with increasing accuracy • Developing control of a ball with the feet (including kicking and passing) <p>Develop decision-making, teamwork and communication skills</p>					
	Jasmine – Real PE					
Y2	<p>PERSONAL</p> <p>I cope well and react positively when things become difficult</p> <p>Coordination – footwork</p> <p>Static balance – one leg</p>	<p>SOCIAL</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> <p>Dynamic balance to agility – jumping and landing</p> <p>Static balance - seated</p>	<p>COGNITIVE</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>Dynamic balance – one a line</p> <p>Static balance - stance</p>	<p>CREATIVE</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>Coordination – ball skills</p> <p>Counter balance – with a partner</p>	<p>PHYSICAL</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency</p> <p>Coordination – sending and receiving</p> <p>Agility – reaction and response</p>	<p>HEALTH & FITNESS</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down</p> <p>Agility – ball chasing</p> <p>Static balance – floor work</p>
	National curriculum guidance – suggested sport and skill					

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	Basic movements – running, jumping, throwing and catching	Basic movements – running, jumping, throwing and catching	Basic movements – balance, agility and coordination Hand and eye coordination using a tennis racket with a partner	Team games – Participate in team games developing simple tactics for attacking and defending Sport - Hand and eye coordination using a hockey stick as part of an invasion game	Team games – Participate in team games developing simple tactics for attacking and defending Hand and eye coordination as part of a striking and fielding game	Dance - Perform dance using simple movement patterns Sports Day practice
Knowledge	<p>To follow instructions I must watch and listen</p> <p>To move using the fundamental movement skills I must</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To play as part of a team I must show good communication and teamwork skills</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To strike a ball correctly I need to ensure I am gripping my racket/bat correctly, keeping my eye on the ball</p>					
Vocab	<p>direction</p> <p>balance</p> <p>coordination</p> <p>throw</p> <p>catch</p> <p>pass</p> <p>intercept</p> <p>defend</p> <p>attack</p> <p>patience</p> <p>support</p>					
	Out sourced PE provision focus					

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	<ul style="list-style-type: none"> • Develop listening and communication skills • Develop confidence and quality in the fundamental movement skills (including skipping, hopping and lunges) • Moving appropriately and under control into space, using a change of speed and direction • Demonstrating control whilst performing balances; both static and with movement. • Catching, throwing and rolling a range of balls with increasing accuracy • Developing control of a ball with the feet (including kicking and passing) 					
Y3	<p>PERSONAL</p> <p>I can persevere with a task and I can improve my performance through regular practice</p> <p><u>Hockey:</u> Demonstrate how to use stick under control and keep possession of the ball. Combine and improve the quality of sending and receiving of a ball with their ability to link movement. Develop dribbling a</p>	<p>SOCIAL</p> <p>I cooperate well with others and give helpful feedback.</p> <p><u>Hockey:</u> Concentrate on control and accuracy when dribbling with a ball and be aware of the opposition. Demonstrate how to dribble a ball under control into space whilst being opposed. Dribble a hockey ball, keep possession and send to a target, whilst being opposed.</p>	<p>COGNITIVE</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p><u>Tennis:</u> Apply correct stance and grip Control a ball with hand then racket. Pushing and hitting the ball with correct action</p>	<p>CREATIVE</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p><u>Tennis:</u> Use correct technique to hit ball to a partner. To aim shot towards a target. To make repeated shots using correct action</p>	<p>PHYSICAL</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p> <p><u>Striking and fielding:</u> Be able to strike a stationary ball. Throw with increasing accuracy. Intercept and stop a ball consistently Develop different catching techniques</p>	<p>HEALTH & FITNESS</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p><u>Striking and fielding:</u> Occasionally strike a moving ball. Develop bowling technique Sometimes catch a ball. Return a ball with increasing speed and accuracy</p>

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	hockey ball under control whilst changing direction towards a target					
Knowledge	<p>To follow instructions I must watch and listen</p> <p>To move using the fundamental movement skills I must</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To play as part of a team I must show good communication and teamwork skills</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To develop my bowling technique I need to ensure I release the ball at the correct time</p> <p>To strike a tennis ball correctly I need to ensure I am hitting the ball true with the centre of the racket</p>					
	<p style="text-align: center;">Out sourced PE provision focus</p> <ul style="list-style-type: none"> • Develop individual communication skills • Develop quality and application of the fundamental movement skills • Moving appropriately and under control into space, using a change of speed and direction • Demonstrating control whilst performing balances; both static and with movement. • Catching, throwing and rolling a range of balls with increasing accuracy • Developing full control of a ball with the feet • Applying skills in competitive situations • Developing teamwork skills 					

Vocab	<p>persevere cooperate accuracy technique dribble strike intercept bowl opponent</p>
Knowledge	<p>To follow instructions I must watch and listen I know exercise is good for me because I know a form of exercise is good for my physical and mental health. To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game To be a confident swimmer I must be able to use a range of strokes to swim 25m To be successful when orienteering I must be able to read maps and navigate my surroundings To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p>
	<p style="text-align: center;">Out sourced PE provision focus</p> <ul style="list-style-type: none"> • Further develop communication skills in a team context • Develop quality and application of the fundamental movement skills • Moving appropriately and under control into space, using a change of speed and direction • Demonstrating control whilst performing balances; both static and with movement. • Catching, throwing and rolling a range of balls with increasing accuracy • Developing full control of a ball with the feet • Applying skills in competitive situations • Practice teamwork and develop leadership skills

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Year 4/5	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	<p>I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</p>	<p>I can involve others around me</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately</p>	<p>I can review, analyse and evaluate my own and others' strengths and weaknesses</p> <p>I have a clear idea of how to develop my own and others' work. I can develop methods to outwit opponents</p>	<p>I can effectively disguise what I am about to do next.</p> <p>I can respond imaginatively to different situations</p>	<p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity</p>

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<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Hockey: Demonstrate dribbling accurately, under control, varying speed and direction. Send and receive the ball accurately and under control. Use spatial awareness to send the ball to a target and to a moving team member.</p>	<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Basketball: Send and receive the ball accurately and under control. Demonstrate dribbling accurately, under control, varying speed and direction. Keep possession whilst dribbling Use spatial awareness to send the ball to a target and to a moving team member. Recognise the opportunity to intercept a pass and shield the opposition from creating space.</p>	<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Basketball: Send and receive the ball accurately and under control. Demonstrate dribbling accurately, under control, varying speed and direction. Keep possession whilst dribbling Use spatial awareness to send the ball to a target and to a moving team member. Recognise the opportunity to intercept a pass and shield the opposition from creating space.</p>	<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Tennis: Develop ABC- Agility, balance and coordination whilst maintaining appropriate stance and grip. Maintain dominant court position. Develop stance and grip to perform backhand and deliver an underarm serve</p>	<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Striking and Fielding: Be able to strike a moving ball with intent. Use overarm throw with accuracy and distance. Intercept and catch a ball effectively and return it with speed and accuracy. Develop accurate bowling to challenge batsman</p>	<p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p> <p>Striking and Fielding: Strike the ball accurately to beat defenders. Throw accurately with varying force and technique to be caught easily. To work collaboratively as fielders to defeat batsman Sports day practice</p>
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Knowledge	<p>To follow instructions I must watch and listen</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game</p> <p>To be a confident swimmer I must be able to use a range of strokes to swim 25m</p> <p>When playing basketball, I must know a range of passes (bounce and chest) and know how to shoot using 2 hands and jumping</p> <p>In dance, I understand a range of different motions and how to piece them together to create a piece to music</p>
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	<p>Out sourced PE provision focus</p> <ul style="list-style-type: none">• Further develop communication skills in a team context• Develop quality and application of the fundamental movement skills• Moving appropriately and under control into space, using a change of speed and direction• Demonstrating control whilst performing balances; both static and with movement.• Catching, throwing and rolling a range of balls with increasing accuracy• Developing full control of a ball with the feet• Applying skills in competitive situations <p>Practice teamwork and develop leadership skills</p>
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Vocab	agility spatial awareness backhand dominant intercept space negotiate collaborate analyse outwit challenge recognised stroke trail orientate body tension					
Y6	PERSONAL I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes Hockey: Demonstrate accurate dribbling and control whilst	SOCIAL I can involve others and motivate those around me to perform better Basketball Demonstrate how to use your body position to protect the ball from defenders. Dribble the ball	COGNITIVE I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop I have a clear idea of how to develop my own and others' work. I can recognise and	CREATIVE I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others	PHYSICAL I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations	HEALTH & FITNESS I can plan and follow my own basic fitness programme Striking and Fielding Decide when to play an attacking shot and when to play defensively without compromising innings. To bowl accurately with varying force and technique to deceive the

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	<p>varying speed and direction, avoiding obstacles and other children.</p> <p>Use spatial awareness to send the ball to a target and to a moving team member, whilst opposed.</p> <p>Identify when to intercept a pass and when to tackle the opposition to gain possession.</p> <p>Use body movement to create space away from the opposition to receive the ball.</p>	<p>whilst keeping possession to send to a target whilst opposed.</p> <p>Identify when to intercept a pass and when to tackle the opposition to gain possession.</p> <p>Recognise how to create space to receive a ball to attack goal</p>	<p>suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents</p> <p>Tennis</p> <p>Use Agility, balance and coordination whilst playing the ball.</p> <p>Place the ball to ensure a dominant court position is maintained.</p> <p>Combine forearm and backhand shots with increasing accuracy. Place an underarm serve accurately to challenge opponent.</p>	<p>Tennis</p> <p>Vary power and length of shots in attacking play.</p> <p>Plan and create variations on a game to maintain a suitable level of challenge.</p> <p>Create competitive games involving a small group to incorporate accurate serving and a range of shots.</p>	<p>Striking and Fielding</p> <p>Be able to strike a moving ball with intent to challenge the opposition.</p> <p>Use overarm throw with accuracy and distance and consideration of receiver.</p> <p>Intercept and catch a ball effectively and return it with speed, accuracy and consideration for receiver.</p> <p>Develop accurate bowling, combining underarm with overarm styles, to challenge batsman.</p>	<p>batsman. Use cooperation and communication when fielding, to challenge the batsman.</p> <p>Develop competitive games involving a small group to incorporate accurate throwing, catching and striking.</p>
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Knowledge	<p>To follow instructions I must watch and listen</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game</p> <p>To be a confident swimmer I must be able to use a range of strokes to swim 25m</p> <p>When playing basketball, I must know a range of passes (bounce and chest) and know how to shoot using 2 hands and jumping</p> <p>In dance, I understand a range of different motions and how to piece them together to create a piece to music</p>
Vocab	<p>obstacles</p> <p>intercept</p> <p>intent</p> <p>innings</p> <p>outwit</p> <p>receiver</p>
KS3	<p>To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>To develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>To perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>take part in competitive sports and activities outside school through community links or sports clubs</p>

Vocb	<div>Form</div> <div>Identify</div> <div>Replicate</div> <div>Link</div> <div>Describe</div> <div>Plan</div> <div>Compare</div> <div>Explain</div> <div>Lead</div> <div>Questions</div> <div>Analyse</div> <div>Adapt</div> <div>Analyse</div> <div>Evaluate</div> <div>Create</div> <div>Link</div> <div>Mobilise</div> <div>Timing</div> <div>Practice</div> <div>Situations Consistency Attempting Seamless</div> <div>Precision</div> <div>Control</div> <div>Election</div> <div>Accuracy</div> <div>Fluency</div> <div>Extensive</div> <div>Skills</div>
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