# Year 6 Long Term Plan

# 2022-2023

| | Amazing Amazonians and Victorians | | Antarctica | It's all Greek to me | Beyond the wall and World War 2 | |
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| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Religious Education | **Loving** – God who never stops loving **Vocation and Commitment** – The vocation of priesthood and religious life | **Judaism**<br><br>**Expectations –** Jesus born to show to the world. | **Local Church (Sources) –** The bible, the special book for the church **Eucharist (Unity) –** Eucharist enables people to live in communion. | **Islam**<br><br>**Lent/Easter (Death & New Life) –** Celebrating Jesus' death and resurrection. | **Witnesses** – The Holy Spirit enables people to become witnesses. **Healing –** Sacrament of the sick. | **Hinduism**<br><br>**Common Good –** Work of the worldwide Christian family.<br><br>RSHE: A Journey in Love |
| English (texts and objectives) | **Key text:**<br><br>Journey to the River Sea<br><br>**Writing focus:** Amazing Amazonians Fiction: Historical, Narratives, diary entries, letters and short stories Non-fiction: Argument and reports | **Key text:** Street Child **Writing focus:** Fiction & Poetry: Historical Stories and Narrative Poetry; Significant Authors and Outsiders Non-Fiction: Recounts; Instructions and Explanations, Blogs and reports | **Key text:** Shackleton's Journey **Writing focus:** Fiction: Historical, Narratives and short stories Non-fiction: Argument, biography, letters and debate Poetry | **Key text:** Percy Jackson and the Lightning Thief **Writing focus:** It's all Greek to Me!(The Greeks) Fiction & Poetry: Historical Stories and Narrative Poetry; Significant Authors and Outsiders Non-Fiction: Recounts; Instructions and Explanations, Blogs and reports | **Key text:**<br><br>Letters from the lighthouse<br><br>**Writing focus:**<br><br>Setting descriptions, narratives, letters and short stories Non-fiction: Reports and Letters | **Key text:**<br><br>Letters from the Lighthouse<br><br>**Writing focus:**<br><br>Drama and short stories, diaries, narratives<br><br>Non-fiction: Reports and poetry |
| Maths | **Number and Place Value Four operations** | **Measurement – conversion** | **Decimals** · Identify the value of each digit in numbers | • **Statistics** Illustrate and name parts of | **Geometry – Properties of shapes** | **Themed Projects, Problem solving and Investigations** |

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| | · Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. · Round any whole number to a required degree of accuracy. · Use negative numbers in context, and calculate intervals across zero. · Solve number and practical problems that involve all of the above.<br><br>**Number – Four rules**<br>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. · Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.<br>· Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole | · Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.<br>· Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.<br>· Convert between miles and kilometres.<br><br>**Ratio**<br>· Solve problems involving the relative · sizes of two quantities where · missing values can be found by · using integer multiplication and · division facts. · Solve problems involving similar · shapes where the | given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.<br>· Multiply one-digit numbers with up to 2 decimal places by whole numbers.<br>· Use written division methods in cases where the answer has up to 2 decimal places.<br>· Solve problems which require answers to be rounded to specified degrees of accuracy.<br><br>**Percentages**<br><br>· Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.<br>· Recall and use equivalences between simple fractions, decimals and percentages | circles, including radius, diameter and circumference and know that the diameter is twice the radius.<br>• Interpret and construct pie charts and line graphs and use these to solve problems.<br>Calculate the mean as an average. | · Draw 2-D shapes using given dimensions and angles.<br>· Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.<br>· Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.<br><br>**Problem solving**<br><br>Revision for SATS | |

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| | number remainders, fractions, or by rounding as appropriate for the context.<br>· Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.<br>· Perform mental calculations, including with mixed operations and large numbers.<br>· Identify common factors, common multiples and prime numbers.<br>· Use their knowledge of the order of operations to carry out calculations involving the four operations.<br>· Solve problems involving addition, subtraction, multiplication and division.<br>· Use estimation to check answers to calculations and determine in the context of a problem, | scale factor is · known or can be found. · Solve problems involving unequal · sharing and grouping using · knowledge of fractions and · multiples. | including in different contexts.<br><br>**Algebra**<br>· Use simple formulae.<br>· Generate and describe linear number sequences.<br>· Express missing number problems algebraically.<br>· Find pairs of numbers that satisfy an equation with two unknowns.<br>· Enumerate possibilities of combinations of two variables.<br><br>**Measurement**<br>• Recognise that shapes with the same areas can have different perimeters and vice versa.<br>• Recognise when it is possible to use formulae for area and volume of shapes.<br>• Calculate the area of | | | |

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| | an appropriate degree of accuracy.<br><br>**Fractions**<br>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br>· Compare and order fractions, including fractions > 1<br>· Generate and describe linear number sequences (with fractions)<br>· Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.<br>· Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 14$x$12=18] · Divide proper fractions by whole numbers [for example 13÷2=16]<br>· Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] | | parallelograms and triangles.<br>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3) | | | |

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| | for a simple fraction [for example 38]<br>· Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.<br><br>**Measurement – conversion**<br>· Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.<br>· Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.<br>· Convert between miles and kilometres. | | | | | |

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| Science | **Living Things and their Habitats**<br><br>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.<br><br>• Give reasons for classifying plants and animals based on specific characteristics.<br><br>• Working scientifically − Identifying scientific evidence that has been used | **Electricity**<br><br>• Use recognised symbols when representing a simple circuit in a diagram.<br><br>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.<br><br>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.<br><br>• Working scientifically − Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, | **Light**<br><br>**Light pollution** | **The Circulatory System**<br><br>**Diet, Drugs and Lifestyle** | **Variation**<br><br>**Adaptations** | **Fossils**<br><br>**Themed Projects** |

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| | to support or refute ideas or arguments.<br><br>• Working scientifically – Use and develop keys and other information records to identify, classify and describe living things (non-statutory).<br><br>• Working scientifically − Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.<br><br>• Working scientifically − Use relevant scientific language and illustrations to discuss, communicate and | tables, scatter graphs, bar and line graphs.<br><br>• Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.<br>Working scientifically − Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.<br><br>• Working scientifically − Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.<br><br>• Working scientifically − Using test results to make predictions to set up further | | | | |

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| | justify their ideas and should talk about how scientific ideas have developed over time (non-statutory). | comparative and fair tests.<br><br>**Renewable energy**<br><br>• Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.<br><br>• Working scientifically – Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations. | | | | |
| History | | **The Victorians**<br><br>To note connections, contrasts and trends over time and develop appropriate use of historical terms.<br>To regularly address and sometimes | | **The Greeks**<br>To develop a chronologically secure knowledge and understanding of British, local and world history<br>To understand how our knowledge of | | **World War 2**<br>The Outbreak of War<br>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and |

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| | | devise historically valid questions about change, cause, similarity and difference, and significance.<br>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br>To understand how our knowledge of the past is constructed from a range of sources | | the past is constructed from a range of sources.<br><br>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br>To understand how our knowledge of the past is constructed from a range of sources.<br><br>To note connections, contrasts and trends over time and develop appropriate use of historical terms.<br>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>To construct informed | | across the periods they study by learning about the events leading to the outbreak of World War II.<br><br>Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.<br><br>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.<br><br>Construct informed responses that involve thoughtful selection of |

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| | | | | responses that involve thoughtful selection and organisation of relevant historical information.<br>To understand how our knowledge of the past is constructed from a range of sources. | | relevant historical information by learning about the importance and significance of the role of women during World War II.<br><br>Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.<br><br>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. |
| Geography | **The Americas**<br>Continents, Countries and Cities<br>To use maps, atlases, globes and digital/computer mapping to locate | | **Antarctica**<br>Weather and Climate<br>Describe and understand key aspects of physical geography, including: climate zones, | | **Geography of Europe**<br>Comparing Places<br>Understand geographical similarities and differences through | |

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| | countries and describe features studied in the context of North and South America.<br><br>Location, Location<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.<br><br>Comparing Places<br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United | | biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.<br><br>Comparing Places<br>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. | | the study of human and physical geography of a two or more geographical regions of Europe<br>**Wonders**<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located | |

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| | Kingdom and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America.<br><br>Wonders<br>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). | | | | | |
| Art | <u>Amazing Amazonians</u><br>Art focus: Brazilian Art<br><br>Experiment with wet media to make | | <u>Hard Times (Victorians)</u><br>**Hard times – colour**<br>Mix and match colours to create light, thinking about direction of light and | | <u>We'll Meet Again (WW2)</u><br>Art focus: Replicate scenes in different medium – discuss effect of medium. | |

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| | marks, lines, patterns, textures and shapes<br>Produce accurate drawings from observation and use tonal contrast in drawings<br>Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture<br>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.<br>Scale up and down images.<br>Ink, paint, watercolour pencils<br>Ruth Daniels + Romero Britto | | its effect on images.<br>Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork<br>Paint, ink and Pastels<br><br>William Turner | | Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork<br>Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture Develop an awareness of composition, scale and proportion, foreground, middle ground and background.<br>Scale up and down images.<br><br>Henry Moore | |
| Design and Technology | | Textiles: Waistcoats | | Structures: Playgrounds | | Food Technology Come Dine with me |
| Computing | Bletchley Park | Big Data 1 | Intro to Python | Creative media - History of computers | Data handing 2 – Big Data 2 | Skills Show case: Inventing a product |

| Music | Happy | Jazz | A New Year Carol | You have got a friend | Music in me | Leavers' Production Reflect, rewind and replay |
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| PSHE | **Religious Understanding**<br>**Calming the storm**<br>*We were created individually by God who cares for us and wants us to put our faith in Him.*<br><br>*Physically becoming an adult is a natural phase of life.*<br><br>*Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!*<br><br>**Emotional Wellbeing**<br>**Body Image**<br>*To recognise that images in the media do not always reflect reality and can affect how people feel about themselves*<br><br>*That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media*<br><br>**Peculiar feelings**<br>*To deepen their understanding of the* | **Keeping Safe**<br>**Sharing isn't always caring**<br>*To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.*<br><br>*How to use technology safely.*<br><br>*That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.*<br><br>*How to report and get help if they encounter inappropriate materials or messages*<br><br>**Cyberbullying**<br>*What the term cyberbullying means and examples of it*<br><br>*What cyberbullying feels like for the victim*<br><br>*How to get help if they experience cyberbullying.*<br><br>**Types of abuse**<br>*To judge well what kind of physical* | **Religious Understanding**<br>**Is God calling you?**<br>*To know that God calls us to love others.*<br><br>*To know ways in which we can participate in God's call to us.*<br><br>**Media Literacy and digital resilience**<br>*How information is ranked, selected and targeted at specific individuals and that connected devices can share information*<br><br>*How text and images in the media/social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misrepresentation*<br><br>**Internet Safety Week**<br><br>**Economic Wellbeing: Aspirations, Work and Career, Gambling**<br><br>*What kind of job would you like to do when you are older?* | **Religious Understanding**<br>**The Trinity**<br>*Children will know that God is Trinity - a community of persons*<br><br>*Children will know that the Church is the Body of Christ*<br><br>**Catholic Social Teaching**<br>*Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:*<br>*Just, understanding that the way we live has an impact on others locally, nationally and globally*<br><br>*Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation*<br><br>*Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice* | **Me, my body, my health**<br>**Gifts and talents**<br>*Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;*<br><br>*Self-confidence arises from being loved by God (not status, etc).*<br><br>**Girls' bodies**<br>*That human beings are different to other animals*<br><br>*About the unique growth and development of humans, and the changes that girls will experience during puberty*<br><br>*About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately*<br><br>*The need for modesty and appropriate boundaries.*<br><br>**Boys' bodies** | **Life Cycles**<br>**Making babies Part 1**<br>*How a baby grows and develops in its mother's womb*<br><br>**Making babies Part 2**<br>*Basic scientific facts about sexual intercourse between a man and woman*<br><br>*The physical, emotional, moral and spiritual implications of sexual intercourse*<br><br>*The Christian viewpoint that sexual intercourse should be saved for marriage.*<br><br>**Menstruation**<br>*About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life*<br><br>*Some practical help on how to manage the onset of menstruation.*<br><br>**Hope Beyond Death**<br><br>**Journey In Love** |

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| | *range and intensity of their feelings; that 'feelings' are not good guides for action.*<br><br>*That some behaviour is wrong, unacceptable, unhealthy or risky.*<br><br>**Emotional Changes**<br>*Emotions change as they grow up (including hormonal effects)*<br><br>*To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action*<br><br>*About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.*<br><br>**Seeing stuff online**<br>*The difference between harmful and harmless videos and images*<br><br>*The impact that harmful videos and images can have on young minds*<br><br>*Ways to combat and deal with viewing harmful videos and images* | *contact is acceptable or unacceptable and how to respond.*<br><br>*That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.*<br><br>**Impacted lifestyles**<br>*Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.*<br><br>*Learn how to make good choices about substances that will have a positive impact on their health.*<br><br>*Know that our bodies are created by God, so we should take care of them and be careful about what we consume.*<br>**Making good choices**<br>*Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco*<br>*Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies* | *How to recognise a variety of routes into careers e.g. college, apprenticeship, university*<br><br>*The risks involved in gambling; different ways money can be won or lost; the impact on health, wellbeing and future aspirations*<br><br>*Identifying ways that money can impact on people's feelings and emotions* | **<u>Living in the Wider World</u>**<br>**Reaching Out**<br>*Pupils will learn to apply the principles of Catholic Social Teaching to current issues.*<br><br>*Pupils will find ways in which they can spread God's love in their community.*<br><br>**<u>Shared Responsibilities</u>**<br>*Protecting the environment in school and at home – how everyday choices can affect the environment.* | *That human beings are different in kind to other animals*<br><br>*About the unique growth and development of humans, and the changes that boys will experience during puberty*<br><br>*About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately*<br><br>*The need for modesty and appropriate boundaries.*<br><br>**Spots and sleep**<br>*How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.* | |

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| | **<u>Personal Relationships</u>**<br>**Under pressure**<br>*Pressure comes in different forms, and what those different forms are*<br><br>*There are strategies that they can adopt to resist pressure.*<br><br>**Do you want a piece of cake?**<br>*Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.*<br><br>**Self Talk**<br>*Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions*<br><br>*Apply this approach to personal friendships and relationships*<br><br>**Build Others Up** | **Giving assistance**<br>*The recovery position can be used when a person is unconscious but breathing.*<br><br>*DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.* | | | | |
| Spanish | **Yo**<br>**(All about me)**<br>Children will be learning<br>to confidently participate in an introductory conversation in | **La Comida**<br>**(Food)**<br>Children will be learning<br>to become familiar with places that sell food in Spain, respond to | **La casa**<br>**(Home)**<br>Children will be learning to be able to say what chores we do at home in Spanish, write our daily routine in | **Expressing Emotions**<br>Children will be learning<br>to learn phrases to express opinions for a debate, learn how to talk about | **Solar System**<br>Children will be learning<br>about the Solar System, Spanish names of planets and give our opinion on them, create and | **Los Animales**<br>**(Animals)**<br>Children will be learning to re-cap pets/ genders of pets and construct a conversation with this vocabulary, order |

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| | Spanish, confidently describe ourselves and others, tell the time to the hour, follow linguistic patterns to create sentences and create a speech about ourselves. | questions about shopping for food using previous knowledge about question form and time, use our food and drinks vocabulary to create a Café Menu, create a script for our cafe role plays and learn about Christmas food and drinks in Spain | Spanish including chores we do at home, extend our opinions by explaining why we like/dislike certain hobbies, write our own diary extracts and recap times and hobbies | pro's and con's, learn how to participate in a debate and create a leaflet containing for and against information | describe our own aliens and explore the story 'Alien landing' and use it to learn the past tense | words correctly in a sentence, use a connecting word to connect two phrases together and order words correctly in a sentence. |
| P.E | **Tag Rugby / Netball**<br>Pupil will be able to: Choose and combine techniques in games situations (running, throwing, catching, passing, jumping, etc); Work alone, or with teammates in order to gain points or possession; Field, defend and attach tactically by anticipating the direction of play; Choose the most appropriate tactics for a game; Uphold the spirit of fair play and respect in all competitive situations; Lead others when called upon and act as a good role model within a team. | **Hockey / OAA**<br>Pupil will be able to: Quickly assess changing conditions and adapt plans to ensure safety comes first; I can combine techniques in a game situation (throw, catch, run, jump, pass, kick etc); I can work alone and in a team to gain points or possession; I can strike a bowled or volleyed ball with accuracy; I can choose the correct time to attack, defend or field by anticipating the situation; I can use the most appropriate tactics for a game; I can play fairly and follow the | **Dance / Gymnastics**<br>Pupil will be able to: Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, Inversions, rotations, bending, stretching and twisting, gestures, linking skills; Compose creative and imaginative dance sequences; Perform and create complex sequences.; Express an idea in original and imaginative ways; Perform complex moves that combine strength and stamina gained | **Rounders / Football**<br>Pupil will be able to: Use forehand and backhand when playing racket games; Field, defend and attach tactically by anticipating the direction of play; Choose the most appropriate tactics for a game; Uphold the spirit of fair play and respect in all competitive situations; Lead others when called upon and act as a good role model within a team. | **Cricket / Tennis**<br>Pupil will be able to: Use forehand and backhand when playing racket games; Field, defend and attach tactically by anticipating the direction of play; Choose the most appropriate tactics for a game; Uphold the spirit of fair play and respect in all competitive situations; Lead others when called upon and act as a good role model within a team. | **Athletics**<br>Pupil will be able to: Combine sprinting with low hurdles over 60 metre; Choose the best place for running over a variety of distances; Throw accurately and refine performance by analysing technique and body shape; Show control in take-off and landings when jumping; Compete with others and keep track of personal best performances, setting targets for improvement. |

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| | | rules, showing an increased knowledge of sportsmanship. | through gymnastics activities (such as cartwheels or handstands). | | | |