



## YEAR 2 CURRICULUM OVERVIEW



*If you require any further information regarding our curriculum, please contact the school*

	<b>Autumn Term 1</b> <i>Heroes</i>	<b>Autumn Term 2</b> <i>Roald Dahl</i>	<b>Spring Term 1</b> <i>Castles</i>	<b>Spring Term 2</b> <i>Travel and adventure</i>	<b>Summer Term 1</b> <i>Seaside</i>	<b>Summer Term 2</b> <i>Natures Detectives</i>
<b>Writing</b>	<p><b>Weeks 1-2</b> Focus: Adventure Narrative Text: Traction Man</p> <p><b>Weeks 3-5</b> Focus: Chronological report Topic: Florence Nightingale</p>	<p><b>Weeks 1-3</b> Focus: Writing in the style of an author Text: The Twits</p> <p><b>Weeks 4-6</b> Focus: Fantasy recount Text: The BFG</p>	<p><b>Weeks 1-2</b> Focus: Legend Text: George and the Dragon</p> <p><b>Weeks 3</b> Focus: Poetry Text: If I were in Charge of the World</p> <p><b>Weeks 4-5</b> Focus: Non-chronological report Topic: William the Conqueror/Warwick Castle</p>	<p><b>Weeks 1-2</b> Focus: Diary Text: Zeraffa Giraffa</p> <p><b>Weeks 3-4</b> Focus: Letter Topic: This is how we do it (letter to a pen pal).</p> <p><b>Weeks 5-6</b> Focus: Narrative Text: Stardust</p>	<p><b>Week 1</b> Focus: Biography Topic: Grace Darling</p> <p><b>Week 2</b> Focus: Poetry Topic: Seaside</p> <p><b>Week 3</b> Focus: Narrative Topic: Something Fishy</p> <p><b>Week 4</b> Focus: Narrative Topic: Lighthouse</p>	<p><b>Week 1 and 2</b> Focus: Non-chronological report Topic: Habitats</p> <p><b>Week 3 and 4</b> Focus: Fable Text: The Crows Tale</p> <p><b>Week 5 and 6</b> Focus: Information text. Topic: Hibernation</p>
<b>SPAG Focus</b>	<p>Nouns Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences</p>	<p>Adjectives Compound Words Adjectives with -er and -est Subordination Statements and Exclamations</p>	<p>Noun Phrases Homophones Forming Adjectives using -ful and -less Questions and Commands Sentence Writing</p>	<p>Verbs Singular and Plural Adverbs with -ly Commas in Lists Changing Adjectives into Adverbs</p>	<p>Adverbs Word Classes Coordination Apostrophes for Possession Past and Present Tense</p>	<p>Recapping Pronouns Forming Nouns Using -er Progressive Tense Apostrophes for Contractions Uplevelling Sentences</p>
<b>Reading</b>	<p><b>Focus: Fiction</b> <b>Don't wake the Beastie</b> Expresses preferences linked to own. With support, justifies their views about texts they have had read to them.</p>	<p><b>Focus: Traditional Tales</b> Rapunzel Identify effective language choices.</p> <p><b>Beauty and the Beast</b> Sequence and retell a familiar story.</p>	<p><b>Focus: Poetry</b> <b>The Sound Collector</b> To identify simple literary language in poetry.</p> <p><b>The Sleepy Dragon</b> Explain and discuss your understanding of poems</p>	<p><b>Focus: Non- Fiction</b> A range on non-fiction texts on a variety of topics.</p> <p><b>The First Encyclopaedia of Seas and Oceans- Usborne</b></p>	<p><b>Focus: Fiction</b> <b>Blue Stone</b> Make inferences based on a character's descriptions and actions.</p> <p><b>Tin Forest</b></p>	<p><b>Focus: Fiction (Chapter books)</b></p> <p><b>Guard Dog</b> Make a prediction and then change it in light of new information and</p>

	<p>Asks questions to clarify.</p> <p><b>Lost and Found</b> Retrieves key information from a text</p> <p><b>The Day the Crayons Quit</b> Draws on what they already know or on background information and vocabulary provided by the teacher.</p> <p><b>Mog Stories</b> Infer how a character is feeling based on what has been read</p> <p><b>Owl Babies</b> Make inferences about a text.</p> <p><b>The Naughty Little Rabbit</b> To answer questions about information stated within text (may not be obvious).</p> <p><b>Grace and Family</b> To explore characters. I can recall some events in the story</p> <p><b>Independent reading text</b> Continues to apply phonic knowledge and skills to decode words until automatic decoding has become</p>	<p><b>Jack and the Beanstalk</b> Identify the sequence of events by using what I already know about traditional tales.</p> <p><b>Revolting Rhymes Little Red Riding Hood</b> Predict events in an unfamiliar version of a traditional tale.</p> <p><b>Revolting Rhymes Goldilocks and the Three Bears</b> Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p><b>Revolting Rhymes Three Little Pigs</b> Refer to the text for evidence.</p> <p><b>Rumpelstiltskin</b> Identify evidence of change as a result of events.</p> <p><b>Independent reading text</b> Can read words with contractions, e.g. I'm, we'll, he's. Take into account full stops and</p>	<p>that they have listened to.</p> <p><b>Dragonfly in the sun</b> Refer to the text for evidence (poem)</p> <p><b>Castle on the Hill</b> Answer retrieval questions.</p> <p><b>The Fisherman</b> Answer retrieval questions.</p> <p><b>Cobwebs</b> Answer questions and make inferences about information stated within text (may not be obvious).</p> <p><b>Independent reading text</b> Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over? Discusses effective language choices, e.g. 'slimy' is a good word there because...</p>	<p>Show that you are aware that non-fiction texts are structured in a different way.</p> <p><b>All about Dogs/ Pocket Science books</b> Begin to use difference sources to locate information.</p> <p><b>Seaside's in the past</b> Show and evaluates simple persuasive devices.</p> <p><b>Louis Braille- Watts</b> Use evidence from the text to make inferences and justify my views.</p> <p><b>Coronation of Elizabeth II- Watts</b> Retrieve information from a non-fiction text.</p> <p><b>The First Encyclopaedia of Animals- Usborne</b> Explain and discuss a range of non- fiction books.</p> <p><b>Independent reading text</b> Self-corrects spontaneously and at the point of error. Explains differences between fiction and non-fiction. Shows awareness of use of features of organisation</p>	<p>Explore contrast in a book.</p> <p><b>Independent reading text</b> Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms). With support, justifies their views about what they have read</p>	<p>make inferences using more than one justification.</p> <p><b>Hansel and Gretel</b> Make links with other stories.</p> <p><b>Georges Marvellous Medicine</b> Make predictions based on other stories in the author's style. Answer retrieval questions about the text. Make inferences with more complex texts.</p> <p><b>Independent reading text</b> Identifies common themes in traditional tales. Sustains silent reading most of the time Makes inferences with more complex texts perhaps with using more than one justification.</p>
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	embedded and reading is fluent	read different types of punctuation.		e.g. <i>index, bold headings</i>		
<b>Maths</b>	<p><b>Topic: Number - Place Value</b> Children will revisit, consolidate and extend their knowledge and understanding of numbers to 100:</p> <ul style="list-style-type: none"> <li>Count objects to 100 by making 10s</li> <li>Recognise tens and ones</li> <li>Use a place value chart</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Write numbers to 100 in expanded form</li> <li>Count, label and estimate on number lines to 100</li> <li>Compare and order objects and numbers</li> <li>Count in 2s, 3s, 5s and 10s</li> </ul> <p><b>Topic: Number – Addition and Subtraction</b> Children will continue to develop their knowledge and understanding of addition and subtraction:</p> <ul style="list-style-type: none"> <li>Revisit and number bonds, fact families and related number facts for number to 20</li> <li>Explore number bonds to 100</li> <li>Add and subtract 1s and 10s</li> <li>Addition by making 10, adding 3 1-digit numbers, adding to the next 10 and across a 10</li> <li>Subtraction from a 10 and across a 10</li> <li>Subtracting a 1-digit number from a 2-digit number across a 10</li> <li>Adding and subtracting 2 2-digit numbers within and across a 10</li> <li>Comparing number sentences</li> <li>Missing number problems</li> </ul> <p><b>Topic: Geometry</b> Children will use manipulatives and visual representations to further develop their knowledge of 2-D and 3-D shapes:</p>	<p><b>Topic: Measure</b> Children will revisit, consolidate and extend their knowledge and understanding of money:</p> <ul style="list-style-type: none"> <li>Count money in pounds and pence using coins and notes</li> <li>Choose coins and notes to make amounts</li> <li>Match and make amounts that are same using different representations of coins and notes</li> <li>Compare and calculate amounts of money</li> <li>Understand 100p are equal to £1 and using their knowledge of number bonds to 100 to make a pound</li> <li>Find change</li> <li>Solve two-step problems</li> </ul> <p><b>Topic: Number – Multiplication and division</b> Children will continue to develop knowledge and understanding of multiplication and division:</p> <ul style="list-style-type: none"> <li>Recognise, make and add equal groups</li> <li>Be introduced to the multiplication symbol and multiplication sentences</li> <li>Use arrays</li> <li>Divide by making equal groups (grouping and sharing)</li> <li>Explore the 2, 5 and 10 times table and divide by 2, 5 and 10</li> <li>Double and halve numbers</li> <li>Identify odd and even numbers</li> <li>Explore relationships between the 5 and 10 times tables</li> </ul> <p><b>Topic: Measure</b> Children will use standard units of measure to explore length, height, mass, capacity and temperature:</p> <ul style="list-style-type: none"> <li>Measure in centimetres and metres</li> <li>Measure in grams and kilograms</li> <li>Measure in millilitres and litres</li> </ul>	<p><b>Topic: Measure</b> Children will revisit, consolidate and extend their knowledge of fractions:</p> <ul style="list-style-type: none"> <li>Revise parts and wholes</li> <li>Explore equal and unequal parts</li> <li>Recognise and find a half, a quarter, a third and the whole</li> <li>Understand unit fractions and the role of the numerator and denominator</li> <li>Identify non-unit fractions</li> <li>Recognise the equivalence of a half and two quarters</li> <li>Recognise three-quarters</li> <li>Count in fractions up to a whole</li> </ul> <p><b>Topic: Measure</b> Children will revisit, consolidate and extend their knowledge of time:</p> <ul style="list-style-type: none"> <li>Revise o'clock and half past</li> <li>Introduced to quarter to and quarter past</li> <li>Tell the time to and past the hour to 5 minutes</li> <li>Understand and apply the knowledge of how many minutes are in an hour and how many hours are in a day</li> </ul> <p><b>Topic: Statistics</b> Children will be introduced to different ways data can be collected and represented:</p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Explore tables and block diagrams</li> <li>Draw and interpret pictograms with 1-1, 2, 5 and 10 representations</li> </ul> <p><b>Topic: Geometry</b> Children will continue to develop knowledge and understanding of position and direction:</p> <ul style="list-style-type: none"> <li>Revise and consolidate the language of position and direction from Year 1</li> </ul>			

	<ul style="list-style-type: none"> <li>Recap 2-D and 3-D shapes from Year 1</li> <li>Extend learning to new 2-D shapes (eg: pentagon, hexagon, octagon)</li> <li>Recognise non-standard representations of 2-D and 3-D shapes</li> <li>Count sides and vertices on 2-D shapes</li> <li>Accurately draw 2-D shapes using dotted or squared paper and a ruler</li> <li>Explore lines of symmetry</li> <li>Sort 2-D and 3-D shapes using their properties</li> <li>Count the faces, edges and vertices on 3-D shapes</li> <li>Use shapes to explore patterns by drawing the pattern, continuing the pattern and creating symmetrical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order lengths, heights, mass, volume and capacity</li> <li>Use the four operations with lengths, heights, mass, volume and capacity</li> <li>Explore temperature in degree Celsius to read scales to 100 on thermometers, making links to number lines</li> </ul>	<ul style="list-style-type: none"> <li>Use this language to describe movement and turns</li> <li>Explore shape patterns with turns</li> </ul>
Science	<p><b>Biology: Animals need for survival</b> Children will build on their learning on animals from Year 1 by revisiting mammals, birds, fish, amphibians and reptiles and exploring what each group needs in order to survive. They will compare the similarities and differences between the groups. They will explore humans' basic needs for survival and consider the similarities and differences between humans and different animal groups.</p> <p><b>Biology: Humans</b> Children will spend time looking at how to keep healthy. They will carry out investigations related to exercise and heart rate, considering how exercise improves both physical and mental health. Children will name, sort and classify different foods and identify foods that contribute to an unhealthy diet if eaten too often. Children will explore personal hygiene and use simple, practical tasks to understand the idea of germs, including how they are spread. They will learn about how to maintain good oral hygiene and the reasons why this is important.</p> <p><b>Chemistry: Materials</b></p>	<p><b>Biology: Plants (light or dark)</b> Children will explore a wide range of plants, making close observations, sorting and grouping them using different criteria. They will recap their learning from Year 1 by naming the parts of flowering plants and trees and identifying similarities and differences between them. Children will explore the conditions plants need to grow, focusing on water and light. Children will plan a comparative test to explore whether plants grow healthier in light or darkness. During this investigation, children will make regular observations of the plants' growth to make comparisons.</p> <p><b>Biology: Living things and their habitats</b> Children will be introduced to the concept of a habitat, understanding that both plants and animals have a habitat. They will name some familiar habitats in their local area before exploring polar, desert, ocean and woodland habitats in more detail. They will also explore microhabitats. Children will consider how the habitats different animals live in affect their diets. They will build on this understanding by exploring simple food chains, showing how energy is passed from one plant/animal to another animal. Children will</p>	<p><b>Biology: Plants (bulbs and seeds)</b> Children will build on their knowledge of plants by looking at the differences between bulbs and seeds. They will make accurate observations of common bulbs and look at seeds both inside and outside fruits. They will sort and group the bulbs and seeds in different ways. Children will apply their knowledge of temperature from Maths to look at temperature as a condition for plant growth. They will carry out an enquiry to explore how bulbs and seeds change over time by growing bulbs and seeds under different temperature conditions. Children will make predictions and observations. They will use their knowledge of plants to provide a conclusion and explanation for their findings.</p> <p><b>Biology: Growing up</b> Children will explore the processes of growth in animals. They will be introduced to the term "offspring" and the specific names for a range of animals' offspring (including humans). Children will look at life cycles and explore the stages in the life cycle of a human as well as other mammals. They will children develop their understanding of life cycles further by exploring the simple life cycle of a frog and butterfly. They</p>

	<p>Children will identify objects that are made from natural, humanmade and recyclable materials. They will explore how they can sort and group the same materials in more than one way. They will look at the materials wood, paper and cardboard in greater detail and perform simple tests to learn more about their structure and properties. Children will learn to differentiation between rocks and brick. They will explore the use of glass and plastic in everyday life and simple tests to identify similarities and differences. They will explore a range of metallic objects and perform simple tests to understand the properties of metals and that different types of metal that are suitable for different uses. Children will identify and name a range of natural and man-made fabrics and understand that they all have different properties and uses. They will explore how objects can be made from different materials depending on their usage, exploring why a material is suitable for a particular purpose. Children will carry out simple tests to discover whether they can change the shape of a solid material and use simple tables to record data from their investigations.</p> <p><b>Sustainability: Plastic</b> Children will be encouraged to think sustainably by considering how plastics can be both helpful and harmful. Children will work scientifically and practically to think of ways to reuse and recycle plastic items, rather than send them to landfill.</p>	<p>discuss how different living things rely on each other to survive and will begin to consider what would happen if one part of a food chain were removed. They will explore and compare the differences between things that are living, things that are dead and things that have never been alive, understanding the important distinction between something that is dead and something that has never been alive, for example a dead plant and a stone.</p>	<p>will use their learning to determine if there is a pattern between the life cycles of different animals, spotting patterns, similarities and differences.</p> <p><b>Sustainability: Wildlife</b> Children will explore how wildlife is beneficial for humans, learning that humans, other animals and plants can all depend on each other for survival. Children will explore the local area to identify any wildlife and consider ways they can support the local ecosystem within the school environment.</p>			
Computing	<p><b>Internet safety</b> Children will expand on last year's learning. learn how to use technology safely and respectfully. They will learn about what information is personal and what not to share online. They will learn how to produce an</p>	<p><b>Data and information- pictograms</b> This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart.</p>	<p><b>Programming A- robot algorithms</b> This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate</p>	<p><b>Programming B- performing quizzes</b> This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an</p>	<p><b>Computing systems and networks- IT around us</b> How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops,</p>	<p><b>Creating media- digital photography</b> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use</p>

	effective password and where to go to if they need help.	They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions	how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them	outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.	libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	this knowledge to recognise that images they see may not be real.
History	<b>Famous People</b> Children will learn about significant individuals in the past (Queen Victoria, Mary Seacole, Florence Nitinghale, Rosa Parks, Emily Davison, Emmeline Pankhurst, and Greta Thurnberg). that have contributed to national and international achievements. Children will compare aspects of life in time periods.		<b>Castles</b> Children will learn about the history of castles and how they have changed over time. Children will learn about different aspects of life in the castle. They will also learn about William the Conqueror and Warwick Castle.	<b>Transport</b> Children will learn about how transport has evolved and how it may develop in the future. Children will learn about famous inventors such as Wright Brothers.		
Geography		<b>UK</b> To identify human features of a city and to identify the physical features and landmarks of London using aerial photographs. Devise a simple map of London and its landmarks and compare London to Sydney and Wolverton.			<b>Comparison of a non-European country and a small area of the UK.</b> To locate and research into Wolverton and Kiama, New South Wales. To look and compare the physical and human features of Wolverton and Kiama.	<b>Field work and Seasons</b> Explain how seasons affect my school day. Investigate why Wyvern was built in this location. Measure the site of Wyvern school. Use weather recording equipment to investigate the site. To create a map of Wyvern site and to

						present the fieldwork findings.
RE		<p><b><u>Believing</u></b> To be able to discuss own beliefs. To understand the importance of the Torah to Jews. To understand the story of the life of Moses. To explain the significance of the ten commandments and understand symbols related to Christmas.</p>		<p><b><u>Belonging</u></b> To understand the Shabbat and to understand the story of the ten plagues including how Passover is celebrated by the Jews. Know the important religious symbols for Jews. (Star of David and the Menorah). To look at Hanukkah and a Bar and Bat Mitzvah.</p>		<p><b><u>Behaving</u></b> Understand what makes a special place. Understand the layout of a Synagogue and Jewish prayer. Know the story of Noah and David and Goliath.</p>
PSHE	<p><b><u>Mental Health</u></b> Know the importance of physical activity and diet for a healthy lifestyle. Develop children's understanding of emotions. <b><u>Growth Mindset</u></b> Mindfulness and putting in effort to achieve our goals.</p>		<p><b><u>Communities</u></b> Understand their role in communities and recognise similarities and differences between people. Understand the meaning of cooperation And the difference between right and wrong and what the consequences. Learn to take responsibility for our own actions.</p>		<p><b><u>Healthy Living</u></b> Learn about the physical changes in our body as we grow. To identify and respect the differences between girls and boys. To look at the importance of dental hygiene, physical activity, medicine safety and how to look after money.</p>	
Art	<p><b><u>Explore and draw</u></b> In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and</p>			<p><b><u>Abstract Arts</u></b> In this pathway they will be learning about the artists, Marela Zacarias and Charlie French. They will be learning about expressive art</p>		<p><b><u>Stick transformation.</u></b> In this pathway the children will be taking part in a stick transformation project where they will be making stick dolls and</p>

	bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making and think about how they can use composition to create their artwork.			and creating abstract pieces. They will use their sketch books to practise using colour and different brush marks, inspired by other artists.		looking at worry dolls. We will look at how artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. We also will be learning how we can use our imagination to help shape the world.
Design Technology		<b><u>Roald Dahl chocolate</u></b> Children will test and evaluate existing food products. They will make their own chocolate bar and packaging. Children will design, produce, and evaluate their own chocolate bar inspired by Charlie and the Chocolate Factory.	<b><u>Castles</u></b> Children look at different castle designs and use these to create their own drawbridge. They will need to design, produce, and evaluate the mechanisms and materials used in their castle.		<b><u>Puppets</u></b> Children will design, produce, and evaluate their own puppet. They will need to be able to join the fabric by sewing.	
Music	<b><u>Heroes</u></b> Children will be exploring sounds and beat in music and composing a piece of superhero music.	<b><u>Roald Dahl</u></b> Children will develop a wider appreciation for music and musical styles.	<b><u>Castles</u></b> Children will explore rhythm in a variety of musical genres.	<b><u>Travel and adventure</u></b> Children will explore pitch and sound in songs from around the world.	<b><u>Seaside</u></b> Children will explore pitch and sound. Compose music to support a story.	<b><u>Nature Detectives</u></b> To use a variety of songs such as The Lion Sleeps tonight to learn how to use tuned percussion instrument.
Enrichment	<b><u>Science and Maths day</u></b> We will be spending a whole day dedicated to fun and engaging activities.		<b><u>Warwick Castle</u></b> Children will learn about the features of a castle and the famous Kings and Queens that lived there.	<b><u>Career Visitors</u></b> A couple of visitors will be visiting Wyvern to describe to the children what they do as part of their professions.  <b><u>World Book Day</u></b>		<b><u>Climbing Centre</u></b> Children are rewarded for their hard work with a fun morning at the climbing centre.  <b><u>Sports Day</u></b> <b><u>Leavers asseembly</u></b>