

| Subject | Autumn | | Spring | | Summer | |
|--|---|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English *Please note in addition to topics outlined, Year 9 will access a phonics programme and individual reading/literacy sessions as part of their weekly English lessons. Sessions are personalised and aim to address pupils' reading and writing targets, and equip them for reading skills in KS4 English and beyond. | Focus: Kensuke's Kingdom <u>Learning objectives:</u> <ul style="list-style-type: none"> To read and respond to the themes, setting, plot and characters in a novel To sequence and recall events in a story Recognise and use key vocabulary from the topic in written work and discussions To express likes/dislikes in relation to the text To use inference to explore the text through written and discussion work Share opinions and develop active listening skills during discussions Plan, draft and edit written work to make improvements. | | Focus: Shakespeare Study <u>Learning objectives:</u> <ul style="list-style-type: none"> Research William Shakespeare and use presentational skills to share with the rest of the group Consider how language and structure is used in a play Develop their reading, writing and communication skills in responding to the language, themes, plot and character in the play Use their knowledge of the play to create and present a theatre set Explore staging opportunities and experience acting out key scenes from the play Share opinions and develop active listening skills during discussions Use first person narrative to write from the perspective of a character from the play. | | Focus: Island Adventures <u>Learning objectives:</u> <ul style="list-style-type: none"> Use ICT skills to research islands around the world Develop communication and teamwork skills by working together to create a successful island Explore conventions of adverts and use knowledge of these to create their own Experience various creative and informative writing tasks Identify the key components of an island adventure story and use to create own stories Read to retrieve and summarise information Develop art and design skills to make island models. | |

| Maths | Autumn | | Spring | | Summer | |
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| | <u>Learning Topics:</u> <ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division. | | <u>Learning Topics:</u> <ul style="list-style-type: none"> Multiplication and Division Money Statistics Length and perimeter Fractions. | | <u>Learning Topics:</u> <ul style="list-style-type: none"> Fractions Time Properties of shape Mass and Capacity. | |

| Science | Autumn | | Spring | | Summer | |
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| | <p>Focus: Unit of life</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To be able to use a microscope and identify the use of microscopes in different workplaces To explore cells, tissues, organs and systems in plants and in humans within practical context To be able to make a model of the breathing system, how it works and how it relates to the human breathing system. | <p>Focus: Transport in Cells</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To understand Transportation in cells. Diffusion and Osmosis; within practical context, active transport, explore photosynthesis To identify the stages involved in human reproduction and the flowering plant. | <p>Focus: Materials: Properties and Uses; Atomic structure</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To explore a range of materials with respect to properties and uses Introduction to Elements - atomic and subatomic atomic structure. | <p>Focus: Periodic table and chemical reactions</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To identify the periodic table To identify elements with respect to their atomic symbols, atomic number and mass number To carry out a range of simple chemical reactions and investigate rusting To link the concept of chemical reactions to the Module on Making Useful Compounds (WJEC). | <p>Focus: Air and gas exchange in human</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To identify the different gases that made up the air as a Mixture To identify the breathing system, structure and the function of the alveoli. | <p>Focus: Micro-organisms: Infection and Response</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> To explore microbes and pathogens To cultivate bacteria using Agar and an Incubator To carry out an investigation on factors that affect the growth of yeast. To identify antibiotics and vaccines To investigate some renowned scientists that work on microbes and pathogens. |

| Art | Autumn | Spring | Summer |
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| | <p>Flora n Fauna</p> <p>Focus: Observation Imagination Painting, 3D. Georgia O'Keeffe, William Morris, Beatriz Milhazes, Anita Nowinska</p> <p><u>Learning Objectives:</u> To develop pupils';</p> <ul style="list-style-type: none"> • Observational skills • Ability to appreciate and comment on the work of others • Ability to work in a variety of media. | <p>Cultural</p> <p>Focus: Identity: Imagination, Mixed Media, 3D Masks, Body Art, Day of the Dead</p> <p><u>Learning Objectives:</u> To develop pupils';</p> <ul style="list-style-type: none"> • Understanding of art work from other cultures and also its purposes • Three dimensional construction skills • Ability to interpret different sources of information. | <p>Exploring Artists</p> <p>Focus: Patterns in art: Observation, Imagination, Mixed Media, A range of Contemporary artists</p> <p><u>Learning Objectives:</u> To develop pupils';</p> <ul style="list-style-type: none"> • Understanding of art work from a range of sources • Ability to use mixed media • Ability to interpret different sources of information. |

| Drama | Autumn | Spring | Summer |
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| | <p>Focus: The Island</p> <p>Presentation skills and social interaction skills</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To explore ways of making decisions and cause and effect. | <p>Focus: Shakespeare</p> <p>Presentation skills and creative thinking skills</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To develop understanding of script and theatre history. | <p>Focus: Character work</p> <p>To explore a variety of characteristics and motivating forces, and develop an understanding of power and status.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To develop pupils' vocabulary and understanding of a variety of characteristics and personality traits • To make pupils aware of, and give an opportunity to explore, how people may interact and respond in a variety of situations and with a variety of different people. |

| Music | Autumn | | Spring | | Summer | |
|-------|--|---|---|--|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Focus: African Drumming</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To use African Drums to perform rhythmic patterns confidently and with a strong sense of pulse Create a performance combining African drumming soundscapes, singing and dance. | <p>Focus: Performing</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Developing pupils' ability to take part in class performances with confidence, expression and control Opportunity to perform at Festive Gathering and/or in the Performing Arts Assembly. | <p>Focus: Unison and Rounds</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To sing and play music in 2 (or more) parts Explore harmony and dissonance Experiment with melodic ostinato, drones and single note accompaniments using tuned percussion and computer software. <p>Alternative Focus: Axis of Awesome</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To develop an understanding of harmony by learning about the Axis of Awesome "4 Chord Song" To explore different popular songs and perform different melodies along to a set chord progression. | <p>Focus: Exploring Electronic Sounds</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To explore acoustic and electronic sounds sources Explore processed sounds and experiment with voice editing effects, use sequencers Create loops on Dance EJay and explore live loops on Garage Band. | <p>Focus: The Beatles, The Monkees and the part music plays in national and global culture</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To learn about The Monkees and The Beatles Learn to perform the song 'Daydream Believer' with expression, showing an awareness of the relationship between lyrics, melody and accompaniment. Arrange the song in groups with an awareness of melody, harmony, chords, bass and percussion. Follow basic notation using a staff and graphic score Explore dissonance, harmony, pitch and improvisation using 'Wii' Music. <p>Alternative Focus: Introduction to the ukulele</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To learn how to play the ukulele To learn a range of major and minor chords To individually perform different popular songs and as part of a group. | |

| History | Autumn | Spring | Summer |
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| | <p>Focus: Empire and the Transatlantic Slave Trade</p> <p>Slave trade, The Trade Triangle, The Middle Passage and the abolition of slavery. Black Civil Rights.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To learn about the Slave Trade during the 16th and 17th Centuries, exploring conditions for slaves, resistance and abolition To understand what is an Empire To understand how Britain became so powerful and what it meant to be a part of the British Empire To learn about how the abolition of slavery affected life for Black people living in America and the complexities of Black Civil Rights through to the present day. | <p>Focus: The Industrial Revolution</p> <p>Factories and Towns, industrial change and disease.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To understand the huge changes that took place during the Industrial Revolution of 1750-1900 To investigate the transition from countryside to towns in the UK and look at working conditions in the factories, slum housing and the spread of disease To consider how life was different for rich and poor people in the early 20th Century using the human tragedy of the sinking of the Titanic as a case study. | <p>Focus: The Causes of WWI</p> <p>The assassination of the Archduke Franz Ferdinand, Trench warfare and weapons.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To investigate the long and short term causes of the First World War To consider what life was like in the trenches and how war was fought learning about weapons, army life and life back on the home front. |

| Geography | Autumn | Spring | Summer |
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| | <p>Focus: Restless Earth (Plate tectonics)</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To know the Earth's structure, understand where volcanoes come from and how eruptions occur To study real life situations in News. | <p>Focus: Pollution and climate change</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pollution – Causes, consequences and impacts of Air and Sea Pollution. How humans create pollution and how we can improve the pollution situation Describe what pollution is and identify where it comes from Understand that air is made up of different gases Learn that the planet is protected by something. | <p>Focus: China Today</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The world is changing China, and China is changing the world. China is in the media today, as it is almost every day, dominating the world news and analysis in a way which has not been done in living memory. It is the world's fastest growing country Identify where China is, who lives there and what life is like in China Consider what products are produced. |

| Computing | Autumn | Spring | Summer | |
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| | <p>Focus: Create a website to communicate information to a specific audience</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils produce a website that encourages Healthy living advice for teenagers Develop an awareness of the issues teenagers face and use a range of techniques to present the information to a wide audience. | <p>Focus: Virtual Business project Running a personal business</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils use IT in a range of ways to perform different tasks to run a small business Identify appropriate software for different tasks. | <p>Focus 1: Computing Fundamentals</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils deconstruct a computer and discover the internal workings of a computer system and each component. | <p>Focus 2: Video editing</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils learn to use a video editor to add special effects to video clips to produce a stop motion animation. |

| RE | Autumn | Spring | Summer |
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| | <p>Focus: Hinduism</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Learn the story of Rama and Sita and about the Hindu festival of Diwali, the five day 'Festival of Lights' Explore the main festivals, beliefs, special places and traditions of the Hindu faith. | <p>Focus: Sikhism</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Learn about the teachings of Guru Nanak and the Khalsa Understand the core beliefs of Sikhism written in the <i>Guru Granth Sahib</i> Explore the main festivals, beliefs, special places and traditions of the Sikh faith. | <p>Focus: Buddhism</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Learn the story of the Buddha and using this to facilitate the learning about the main festivals, beliefs, special places and traditions of the Buddhist faith. |

| French | Autumn | Spring | Summer |
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| | <p>Focus: Home, places in a town, directions, locations</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils can name places in a town and give and understand directions Pupils can talk about the facilities found in their own town. | <p>Focus: Making arrangements, time (hour), film types, expressing a preference and giving a reason</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils are able to make arrangements to meet someone including time and place Pupils can name different film genres and express a preference Pupils can participate in conversations including 3 or 4 exchanges. | <p>Focus: Daily routine, time (minutes), transport, holiday destinations</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Pupils are able to describe a typical day in a series of sentences. Pupils can name different forms of transport and say how they would get to different countries. Pupils can express a preference and ask others what they think. <p>Less able groups' focus: Morning routines only, healthy eating</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Pupils will focus on describing their morning routines Pupils will learn a range of common foods and whether they are healthy or not. |

| PE | Autumn | | Spring | | Summer | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Focus: Boccia, Kurling and Swimming</p> <p><u>Learning Objective:</u> Boccia</p> <ul style="list-style-type: none"> Recap what Boccia is and basic skills required for the game such as the stance and release of the ball Development of rules associated with skills, game play and introduction of umpiring/scoring Participating in the School Sports Games Level 1. <p>Kurling</p> <ul style="list-style-type: none"> Recap what Kurling is and basic skills required for the game such as the stance and release of the stone Development of rules associated with skills, game play and | <p>Focus: Boccia, Kurling and Swimming</p> <p><u>Learning Objective:</u> Boccia</p> <ul style="list-style-type: none"> Recap what Boccia is and basic skills required for the game such as the stance and release of the ball Development of rules associated with skills, game play and introduction of umpiring/scoring Participating in the School Sports Games Level 1. <p>Kurling</p> <ul style="list-style-type: none"> Recap what Kurling is and basic skills required for the game such as the stance and release of the stone Development of rules associated with skills, game play and | <p>Focus: Trampolining</p> <p><u>Learning Objective:</u> Trampolining</p> <ul style="list-style-type: none"> Recap trampolining safety, basic jumping and stopping technique. Recap the 7 basic shapes and their terminology Development of basic shapes into combinations moves such as seat drop, straddle seat drop. Linking basic and combination moves together to create routines Continue developing through the St. Ants trampoline awards Some pupils to follow the rebound challenges which focus on strengthening core areas such as balance and co-ordination. | <p>Focus: Climbing and Swimming</p> <p><u>Learning Objective:</u> Swimming</p> <ul style="list-style-type: none"> To develop pupil's water skills, stroke techniques and entry into the water (i.e diving) School Sports Level 1 Games. <p>Climb/boulder</p> <ul style="list-style-type: none"> Introduction to climbing and bouldering, terminology and beginning to make contact with the wall Familiarity with climbing equipment, the roles and names of pieces Looking at techniques used when on the wall depending upon bolt ons using. | <p>Focus: Swimming, Climbing and Striking Themed</p> <p><u>Learning Objective:</u> Swimming</p> <ul style="list-style-type: none"> To develop pupil's water skills, stroke techniques and entry into the water (i.e diving) School Sports Level 1 Games. <p>Climb/boulder</p> <ul style="list-style-type: none"> Introduction to climbing and bouldering, terminology and beginning to make contact with the wall Familiarity with climbing equipment, the roles and names of pieces Looking at techniques used when on the wall depending upon bolt ons using. <p>Rounders</p> <ul style="list-style-type: none"> Recap of Rounders and the skills associated | <p>Focus: Athletics</p> <p><u>Learning Objective:</u> Athletics</p> <ul style="list-style-type: none"> Recap of track and field events and techniques required for each sporting area Analysis of own and others performance. |

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| | <p>introduction of umpiring/scoring</p> <ul style="list-style-type: none"> Participating in the School Sports Games Level 1. <p>Swimming</p> <ul style="list-style-type: none"> To develop pupil's water skills, stroke techniques and entry into the water (i.e diving). | <p>introduction of umpiring/scoring</p> <ul style="list-style-type: none"> Participating in the School Sports Games Level 1. <p>Swimming</p> <ul style="list-style-type: none"> To develop pupil's water skills, stroke techniques and entry into the water (i.e diving). | | | <p>with batting and fielding</p> <ul style="list-style-type: none"> Development on batting skills and hand eye co-ordination Reinforcement of rules with progression to more. <p>Cricket</p> <ul style="list-style-type: none"> Recap of Cricket and the basic skills associated with batting and fielding Development on those skills as well as hand eye co-ordination Introduction of some basic rules within game play situations. | |
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| Personal and Social Development | Autumn | | Spring | | Summer | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Health and Wellbeing Managing Strong Emotions <ul style="list-style-type: none"> Explore how a range of feelings can be felt at the same time Know how our feelings affect our body, understanding early signs before feelings become big Understand triggers for good feelings and not so good feelings Explore healthy strategies to manage feelings safely Able to communicate how they are feeling Understand that not everyone reacts with the same feeling Understand importance of acceptance of others, respecting how others feel and seeing from | Growing and Changing Growing Up Puberty and Adolescence <ul style="list-style-type: none"> Develop strategies to manage physical and mental changes during puberty Identify functions of the reproductive organs, including how conception occurs Recognise correct vocabulary for genitalia Understand the basic mechanics of sexual intercourse Understand the difference between biological sex, gender identity and sexual orientation Explore the similarities, differences and diversity among people of different | Relationships Managing Conflict Keeping Safe Online <ul style="list-style-type: none"> Know our responsibilities within relationships How to manage feeling under pressure within relationships Explain benefits of diversity within our friendships Explore how the media portrays relationships Understand people can be in relationships with someone of the same or different gender, race, ability or religion Explore what it may feel like when ready for more of an intimate relationship Understand the law on consent, including sharing of images | Health and Wellbeing Medicine, Alcohol, Smoking and Drugs <ul style="list-style-type: none"> Know the difference between healthy and unhealthy coping strategies Understand what can affect wellbeing and resilience (e.g. life changes, relationships, LGBTQ+) Know about the different types of medicines and their benefits. Understand the consequences of substance use and misuse, including wider risks and the law Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs, understand where pressure might come from | Living in the Wider World Human Rights and the Law/Democracy <ul style="list-style-type: none"> Explore human rights, British law and cultural and religious expectations and practices Recognise that everyone has 'human rights' and that the law protects these rights Identify some of our rights to different opportunities in both education and work Know the unacceptability of prejudice-based language and behaviour, offline and online, i.e. sexism, homophobia, transphobia, racism and its impact, and how to promote inclusion | Living in the Wider World Rights and Responsibilities <ul style="list-style-type: none"> Understand what independence, rights and responsibilities mean to them Know it is a shared responsibility to care for our community/world we live in and describe what these responsibilities are Understand the role of the EU, the Commonwealth and the UN and the relevance to their lives Consider the concept of fairness and justice in school in relation to ours and others behaviour Understand the difference between equity and equality and |

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| | <p>another perspective</p> <ul style="list-style-type: none"> Consider what every day behaviours affect their mental health. | <p>race, culture, ability, sex, gender identity, age and sexual orientation.</p> | <ul style="list-style-type: none"> Know what is meant by forced marriage Explore different ways we can support our friends Identify what we can do if we are worried or concerned about an unhealthy relationship. | <ul style="list-style-type: none"> Describe what is meant by the terms 'habit', or 'addiction' in relation to substance misuse Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse. | <ul style="list-style-type: none"> Identify qualities and behaviours we all should expect in all relationships (including in school and wider society, family and friendships, including online, LGBTQ+) Know who to tell if we, or someone we know, fears that they will experience, or have already experienced FGM. | <p>explain why equity is so important.</p> |
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| Food Technology | Autumn | | Spring | | Summer | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Foods around the world British food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion) Celebrations: Comparing food served at Bonfire night and Diwali. | Foods around the world Italian food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion). Celebrations: Comparing Italian and British food at Christmas | Foods around the world Chinese New Year and Chinese Food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion). Celebrations: Food eaten at Chinese New Year. Shrove Tuesday Pancake day | Foods around the world Indian Food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion). Celebrations: Food eaten at Holi. | Foods around the world Mexican food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion). Celebrations: Food eaten during traditional Mexican festivals/fiestas e.g. Day of the Dead. | Foods around the world American food Focus: <ul style="list-style-type: none"> Food safety and hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion). Celebrations: Food eaten on 4 th July Independence day. |
| | Focus: Consumer awareness - know some special | Focus: Consumer awareness - know some special | Focus: | Focus: Consumer awareness - know some special foods that are eaten on special occasions. | Focus: Consumer awareness - know some special | Focus: Consumer awareness -know some special foods that are eaten on special occasions. |



Curriculum Provision

Year 9

2025-2026

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| | foods that are eaten on special occasions. Weighing, measuring and shaping ingredients. | foods that are eaten on special occasions. Weighing, measuring and shaping ingredients. | Consumer awareness - know some special foods that are eaten on special occasions. Knife skills, looking at precision when cutting different ingredients. | Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling. | foods that are eaten on special occasions. Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling. | Working with heat, using the ovens safely and being able to handle hot food safely, using oven gloves to carefully remove cooked food with a fish slice from a baking tray onto a cooling rack. |
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