

Termly Curriculum Information

**Term 1 2017: 21<sup>st</sup> August - 15<sup>th</sup> December**

**Year 2**

Science: Animals and Materials

Topic: I'm a VIP and Inventors

| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Key Learning Skills and Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Children will begin to vary their voice and intonation when speaking</li> <li>• Children will be able to sustain talk with an increased range of vocabulary</li> <li>• Children will listen carefully and respond appropriately with relevant questions</li> <li>• Children will speak in an audible and clear voice</li> <li>• Children will start to adapt their speech to different situations</li> <li>• Children will engage in role play and develop their knowledge of well-known stories through Talk for Writing work</li> </ul> | <ul style="list-style-type: none"> <li>• Use hot seating activities to develop their understanding of a character</li> <li>• Use the consciences alley technique to make decisions about the characters, settings and stories they are learning</li> <li>• Develop a set of actions for a text</li> <li>• Orally perform an animal adventure story</li> <li>• Orally perform an explanation text</li> <li>• Compose their own oral story in a group and in pairs</li> <li>• Listen to and discuss a wide range of animal adventure stories and explanations</li> </ul> |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children will recite and know by heart a range of texts using Talk for Writing techniques</li> <li>• Children will apply phonic knowledge to decode age appropriate texts fluently and accurately</li> <li>• Children will recognise different structures of fiction and non-fiction books</li> <li>• Children will ask and answer simple questions about texts that are read to them using evidence from pictures and words</li> <li>• Children will use the context of a book to help infer the meaning of a new word</li> </ul>                       | <ul style="list-style-type: none"> <li>• Read a variety of texts as a whole class and individually during Guided Reading and Story Time sessions</li> <li>• Read to a class teacher weekly</li> <li>• Read a range of books independently from the classroom reading corner and primary library</li> <li>• Discuss and explore the features of explanation texts and animal adventure stories</li> <li>• Retrieve information from non-fiction to use when writing an explanation text</li> </ul>                                                                      |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children will plan or say out loud what they are going to write about</li> <li>• Children will compose and rehearse sentences through a variety of Talk for Writing activities</li> <li>• Children will structure sentences correctly</li> </ul>                                                                                                                                                                                                                                                                                                         | <p><b>Fiction - Animal Adventure Stories</b><br/><b>Non-Fiction - Explanation Texts</b></p> <ul style="list-style-type: none"> <li>• Sequence events in an explanation text or narrative through story mapping or reconstruction of the text</li> <li>• Identify the purpose, audience, structure</li> </ul>                                                                                                                                                                                                                                                           |



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| <p>including full stops and capital letters</p> <ul style="list-style-type: none"><li>• Children will use a connective other than and (e.g. after, then, next, at last, also) to join two simple sentences</li><li>• Children will begin to show awareness of the reader by providing additional detail</li><li>• Children will use interesting and adventurous vocabulary</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>and language features of an animal adventure story and an explanation text</p> <ul style="list-style-type: none"><li>• Plan, draft, edit and proof-read an explanation text based on an invention linked to their Inventors History topic</li><li>• Write and evaluate a character and setting description</li><li>• Plan, draft, edit and proof-read an animal adventure story linked to their Science topic</li><li>• Evaluate their own and others independent writing</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Children will use the correct formation of all lower and upper case letters</li><li>• Children will use the correct proportion with their ascenders and descenders</li><li>• Children will begin to know how to join the appropriate phonic sounds</li><li>• Children will use the top line when writing a capital letter and not join it to the lower case letters</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• Use handwriting lessons to improve their printed writing and begin to use joined up writing</li><li>• Focus on joining; starting with simple joins such as ai or th</li><li>• Practice spacing words consistently with finger space rule</li><li>• Practice spacing letters consistently keeping letters on and within the lines</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Mathematics</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"><li>• Children will read and write numbers to at least 100 in numerals and in words</li><li>• Children will compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• Children will understand the place value of each digit in a number and use this to order numbers up to 100</li><li>• Children will count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li></ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Children will recall and use addition and subtraction facts to 10 and 20 fluently, and derive and use related facts up to 100</li><li>• Children will know that addition of two numbers can be done in any order but subtraction cannot</li><li>• Children will recognise that subtraction is the inverse of addition</li><li>• Children will solve problems with addition</li></ul> | <ul style="list-style-type: none"><li>• Order numbers to 100</li><li>• Use the 'Charlie Crocodile' technique to understand more than and less than</li><li>• Know that the = symbols means equal to and the same as</li><li>• Know the place value of numbers in the hundreds, tens and ones columns</li><li>• Learn their 2, 3, 5 and 10 times table facts</li><li>• Identify the corresponding division facts</li><li>• Know how to use inverse operations to check their working out</li><li>• Count in ones to 100</li><li>• Complete addition problems using 1 and 2 digit numbers</li><li>• Complete subtraction problems using 1 and 2 digit numbers</li><li>• Use number squares, number lines and empty number lines to solve problems</li><li>• Read word problems, identifying the math and solving the questions</li><li>• Draw pictograms independently</li><li>• Read tally charts and block graphs</li></ul> |



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| <p>and subtraction</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Children will interpret and construct pictograms, tally charts, block graphs and tables</li></ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>• Children will tell and write the time on an analogue clock to five minutes and quarter past and to the hour and draw the hands on a clock face</li></ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"><li>• Children will identify and describe the properties of 2D shapes, including the number of sides and corners</li></ul>                                                                                                                                           | <ul style="list-style-type: none"><li>• Draw their own tally charts</li><li>• Create class and group tables to record results</li><li>• Use clocks to show different times</li><li>• Match up written times to their clock faces</li><li>• Draw different 2D shapes</li><li>• Count the number of sides and corners each 2D shape has</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Animals and Materials</b></p> <ul style="list-style-type: none"><li>• Children will ask simple questions and recognise that they can be answered in different ways</li><li>• Children will be able to do the following types of enquiry:<ul style="list-style-type: none"><li>- Observations</li><li>- Identifying and classifying Secondary sources</li></ul></li><li>• Children will gather and record data to suggest answers to their questions</li><li>• With help, they will record in a range of ways and begin to use simple scientific language</li><li>• Children will use their observations and ideas to suggest answers to questions</li><li>• Children will notice patterns and relationships in their observations.</li></ul> | <p><b>Animals</b></p> <ul style="list-style-type: none"><li>• Know how different animals grow and change by completing life cycles</li><li>• Identify mini beasts and their correct habitats by going on a mini beast hunt</li><li>• Notice that animals, including humans, have offspring which grow into adults</li><li>• Find out about and describing the basic needs of animals, including humans, for survival (water, food and air)</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li><li>• Become familiar with how some materials are used for more than one thing</li><li>• Find out about people who have developed useful new materials and</li></ul> |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | create links to our Inventors topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>We Are Astronauts</b> <ul style="list-style-type: none"> <li>Children will describe what happens in computer games using logical reasoning to make predictions of what a program will do</li> <li>Children will test predictions thinking critically about computer games and their use</li> <li>Children will become aware of how to use games safely and in balance with other activities</li> </ul>                                                                                | <b>We Are Astronauts</b> <ul style="list-style-type: none"> <li>Plan an algorithm to move a spaceship from Earth to the Moon and then to Mars</li> <li>Follow instructions given to them as if they were a robot</li> <li>Debug an app</li> <li>Use logical reasoning to predict what their apps will do</li> <li>Solve the Earth - Moon - Mars challenge on a variety of programmable devices</li> </ul>                                                                                                                                                              |
| <b>Topic - I'm A VIP (PSHE Focus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>Children will apply skills learnt in their English lessons to their topic writing</li> <li>Children will use computing skills to present and research aspects of the topic</li> <li>Children will develop their understanding of their own family history</li> <li>Children will explore aural, visual and kinesthetic learning styles</li> <li>Children will explore unfamiliar languages from around the world</li> </ul>                       | <ul style="list-style-type: none"> <li>Understand the significance of their name</li> <li>Create a family tree</li> <li>Identify the best way they learn</li> <li>Explore the languages they speak</li> <li>Make foods from their home countries</li> <li>Create an autobiography</li> <li>Create an audio autobiography</li> <li>Use Music based activities to understand what an Aural learner is</li> <li>Use Lego based activities to understand what a Kinesthetic learner is</li> <li>Use Art based activities to understand what a visual learner is</li> </ul> |
| <b>Topic - Inventors (History Focus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>Children will ask questions about the past</li> <li>Children will understand achievements of people from the past</li> <li>Children will design purposeful products</li> <li>Children will create purposeful products</li> <li>Children will identify the qualities of historic inventors</li> <li>Children will make scientific hypothesis</li> <li>Children will apply skills learnt in their English lessons to their topic writing</li> </ul> | <ul style="list-style-type: none"> <li>Make a model of da Vinci's parachute</li> <li>Complete a technical drawing of a vehicle</li> <li>Learn about the lives of the Wright brothers</li> <li>Make and test paper aeroplanes</li> <li>Explore historic engines and mechanisms</li> <li>Design and make a mode of transport using a simple (rubber band) mechanism.</li> <li>Draft and redraft a letter of application for an inventor's tender</li> <li>Design, make and present an invention</li> </ul>                                                               |
| <b>Art and Design &amp; Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Art (linked to Inventors Topic)</b><br><b>Leonardo da Vinci</b> <ul style="list-style-type: none"> <li>Children will experiment with a variety of media</li> <li>Children will draw lines and make marks from observations</li> </ul>                                                                                                                                                                                                                                                 | <b>Art (linked to Inventors Topic)</b><br><b>Leonardo da Vinci</b> <ul style="list-style-type: none"> <li>Research the art work created by Leonardo da Vinci</li> <li>Identify the artistic style of Leonardo da Vinci</li> </ul>                                                                                                                                                                                                                                                                                                                                      |



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| <ul style="list-style-type: none"> <li>• Children will invent new lines</li> <li>• Children will draw on different surfaces</li> <li>• Children will observe and draw shapes from observations</li> <li>• Children will draw shapes in between objects and invent new shapes</li> <li>• Children will investigate tone by drawing light and dark patterns and light and dark shapes</li> </ul> <p><b>Design &amp; Technology (linked to I'm a VIP Topic)</b><br/><b>Healthy Eating and Looking After Our Bodies</b></p> <ul style="list-style-type: none"> <li>• Children will use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Children will understand where food comes from</li> <li>• Children will explore and evaluate a range of existing products</li> <li>• Children will evaluate their ideas and products against design criteria</li> <li>• Children will select from and use a range of tools and equipment to perform practical tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Work with felt tips, coloured pencils and sketching pencils</li> <li>• Understand the appropriate ways to apply sketching and shading techniques</li> <li>• Mimic the artistic style of Leonardo da Vinci</li> <li>• Apply newly learnt techniques to their own interpretations of Leonardo da Vinci's work</li> </ul> <p><b>Design &amp; Technology (linked to I'm a VIP Topic)</b><br/><b>Healthy Eating and Looking After Our Bodies</b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of healthy eating</li> <li>• Learn the names of the main food groups and how each food group helps us</li> <li>• Create an eat well plate</li> <li>• Create recipes using foods from their home countries as well as from different continents around the world</li> <li>• Create instructions showing good hygiene habits in the kitchen</li> <li>• Taste test different foods from around the world</li> <li>• Record their outcomes in the kitchen in both written and table formats</li> </ul> |
| <b>PSHE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Children will understand how they are named and that their names are special</li> <li>• Children will talk about themselves and the items they possess</li> <li>• Children will identify their own and others strengths</li> <li>• Children will understand that it is ok to make mistakes</li> <li>• Children will identify the importance of becoming self-reliant.</li> </ul> <p><b>Managing conflicts</b></p> <ul style="list-style-type: none"> <li>• Children will identify a range of emotions</li> <li>• Children will identify ways that feelings are expressed</li> <li>• Children will develop empathy for others</li> <li>• Children will understand that loss is a part</li> </ul>                                                                                                                                                                                                                            | <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Research their names and identify meanings to create an artistic plaque</li> <li>• Share their thoughts and feelings in weekly circle time sessions</li> <li>• Bring in items of interest to share in weekly show and tell sessions</li> <li>• Learn what their strengths are and how they can use them to help others</li> <li>• Complete activities that show that mistakes help them to learn and improve</li> <li>• Develop their independence skills</li> </ul> <p><b>Managing conflicts</b></p> <ul style="list-style-type: none"> <li>• Use photos to identify different emotions</li> <li>• Draw pictures reflecting different facial expressions</li> <li>• Share their thoughts and feelings in weekly circle time sessions</li> <li>• Listen carefully to others thoughts and feeling during weekly circle time sessions</li> </ul>                                                                                                                                         |



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| <p>of life</p> <ul style="list-style-type: none"> <li>Children will identify the range of emotions that can be felt in one day</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>and suggests ways they can help</p> <ul style="list-style-type: none"> <li>Know that loss of life is a natural occurrence and that it is okay to feel sad, angry and lonely when this happens</li> </ul>                                                                                                                                                                                                           |
| <p>Music</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>The Elements of Music</b><br/>Students will learn about the different elements of music such as pulse, dynamics, pitch and tempo. They will explore these key words through different listening, singing and movement activities, and use the classroom percussion instruments.</p>                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Listen and respond to sung instructions.</li> <li>Perform actions in time to a song/rhyme.</li> <li>Learn songs with 2 pitches (so mi).</li> <li>Explore the difference between speaking and singing voice.</li> <li>Experience the pulse of known songs and rhymes through actions.</li> <li>Recognise different pitches and use hand movements to indicate pitch.</li> </ul> |
| <p><b>Show the Rhythm, Feel the Beat!</b><br/>Students will look at the concept of rhythm. Through different singing activities and movement, they will develop a good understanding of rhythm and how it relates to the pulse of the music. Students will also be introduced to stick notation.</p>                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Demonstrate understanding and perform the difference between pulse and rhythm.</li> <li>Develop the children’s rhythmic skills in a structured way.</li> <li>Understand and read pictorial and stick notation cards.</li> <li>Use speaking and singing voices to perform activities.</li> <li>Introduce the rhythmic value of pairs of quavers.</li> </ul>                     |
| <p>PE</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Unit 1: Fundamental Skills Programme (Orange)</b><br/>The central focus of the Fundamental Skills Programme is to help all children become physically literate by developing their Fundamental Movement Skills. These are building blocks that underpin the ability to play, and be involved in, many different sports and activities. It is therefore essential that every child masters these skills. In addition, the ability to move confidently and effectively can assist children to undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport.</p> | <p>Movement skills covered in unit 1:</p> <ul style="list-style-type: none"> <li>Crawling</li> <li>Crawling Soldiers</li> <li>Walking</li> <li>Foxes</li> <li>Running</li> <li>Jumping and Landing (Frog Hopping)</li> <li>Hopping</li> <li>Jumping (Distance)</li> <li>Leaping</li> <li>Galloping</li> <li>Skipping</li> <li>Side-step</li> <li>Cross Over</li> <li>Fast Feet</li> </ul>                             |
| <p><b>Unit 2: Fundamental Skills Programme (Green)</b><br/>Unit 2 is a continuation of unit 1 with an emphasis on body management skills, focusing on gymnastic and dance, and simple games activity movements in preparation for unit 3.</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p>Movement skills covered in unit 2:</p> <ul style="list-style-type: none"> <li>Body Awareness</li> <li>Straight Shape</li> <li>Star Shape</li> <li>Angry Cat</li> <li>Balance (one foot)</li> <li>Climbing</li> </ul>                                                                                                                                                                                               |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Pushing an Object</li><li>• Log Roll Pulling an Object</li><li>• Lunging</li><li>• Dodging</li><li>• Tuck Shape</li><li>• Trap the Mouse</li><li>• Dish shape</li><li>• Arch Shape</li><li>• Front Support</li><li>• Back Support</li><li>• Ready Position</li><li>• Pivot</li><li>• Rapid Reactions</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Unit 3: Fundamental Skills Programme (Purple)</b><br/>Unit 3 focuses on ball skills which the children will begin to apply into games based activities. These skills will further assist their skill and sport development in Year 3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Movement skills covered in unit 3:</p> <ul style="list-style-type: none"><li>• Underarm Roll</li><li>• Underarm Throw</li><li>• Catching an Object</li><li>• Kicking a Ball</li><li>• Two-handed Throw</li><li>• Bouncing a Ball</li><li>• Overarm Throw</li><li>• Dribbling with Feet</li><li>• Dribbling with Hands</li><li>• Trapping with Feet</li><li>• Striking an Object</li><li>• Move into Space to Receive an Object</li><li>• Move into Space to Strike an Object</li></ul>                                                                                                                                                                                                                                                                                   |
| <p><b>Swimming</b><br/>The children have a two week assessment process to establish a base line of ability before being grouped by ability. The children will focus on water confidence, bubble breath on their front and breathing techniques on their back, FUNdamental skills of basic body position on their front and back developing a basic or more advanced arm and leg action depending on their ability. Water skills / play will also be included in the lessons depending on their group. The PE department are working towards establishing a BSB Certificate Scheme that each child will work towards for their level of aquatic ability.<br/>The list of Key activities is a flavour of what the children will cover depending on their ability during the year.</p> | <p>Aquatic Skills covered include:</p> <ul style="list-style-type: none"><li>• Water confidence / Swim England Duckling and Level 1-3 Teaching Plan Award criteria</li><li>• Move forwards, backwards or sideways for 5m</li><li>• Move from Flat floating position on front or back to standing with or without support</li><li>• Push and glide on front and back from a wall (arms by side or above head)</li><li>• Jump in from poolside safely in the shallow end with or without assistance. (some may submerge under water)</li><li>• Blow bubbles with face in water rhythmically three times.</li><li>• Travel using recognized leg action for 5m with feet off the bottom of pool on front and back</li><li>• Perform a log roll from front to back and</li></ul> |



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|  | <p>back to front to standing</p> <ul style="list-style-type: none"><li>• Sink, push away from the wall and maintain streamline position</li><li>• Push and glide on front with arms extended and roll onto back.</li><li>• Travel 5m on front, perform a tuck to rotate onto back and return on the back.</li><li>• Fully submerge to pick up an object.</li><li>• Push and glide and travel 10m on the back and front.</li><li>• Perform a tuck float and hold for three seconds.</li><li>• Perform a sequence of changing shapes in the water, understand floating</li><li>• Kick 10m backstroke and freestyle (one item of equipment optional).</li><li>• Develop basic butterfly and breaststroke leg action.</li><li>• Introduction to sculling on back.</li><li>• Push and glide and swim 10m, choice of stroke is optional</li><li>• Give examples of pool rules and water safety</li><li>• Exit the water safely with or without assistance</li></ul> |
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