

<b>Key Stage 1 2019 - 2020</b>						
<b>Theme</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Enchanted Woodland</b>	<b>VIP's</b>	<b>Frozen Kingdom</b>	<b>Street detectives: local study</b>	<b>Splendid Skies</b>	<b>Splendid Skies</b>
<b>Focus</b>	Fairy tales/ ourselves/ getting to know you / forest school?	Famous people	Geog/ Science	Local people and local maps	Weather patterns, geography	History and D&T focus: sea sides from the past/ puppet making
<b>WOW start/ end</b>	Trip to Trentham gardens Forest school			Local area walk	Donisthorpe – beach visit	
<b>Science Topic</b>	<b>Scientific Enquiry - ongoing</b>					
	Living things and their habitats	Animals, including humans	Animals, including humans	Everyday materials	Seasonal changes	Plants
<b>Core books</b>	The Faraway Tree - Enid Blyton					
<b>Art focus</b>	<b>Sculpture* i.e. fairy door</b>	<b>Drawing</b>	<b>Painting</b>	<b>Collage Digital media</b>	<b>Printing</b>	<b>Textiles</b>
<b>D&amp;T</b>	<b>Junk modelling- create Fair Houses</b>		<b>Food based</b>			<b>Puppet making</b>
<b>PE focus</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Dance</b>	<b>Games</b>	<b>Athletics</b>	

**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Autumn Term 1**

**Enchanted Woodland**

	<b>National Curriculum</b>	<b>Key Skills and knowledge:</b>
<b>Art</b>	<ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>I can use a combination of shapes</li> <li>I can include lines and texture</li> <li>I can I can use rolled up paper, straws, card and clay as materials</li> <li>Use techniques such as rolling, cutting, moulding and carving</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>
<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>	

<p><b>National Curriculum</b></p> <p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>▪ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>▪ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>▪ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Year 1:</b> <b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>▪ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Year 2:</b> <b>Plants</b> Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> <li>▪ find out and describe how plants need water, light and a</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• I can explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• I can identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• I can observe and describe how seeds and bulbs grow into mature plants</li> <li>• I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
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	suitable temperature to grow and stay healthy.	
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**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Autumn 2**

**VIP's**

**National Curriculum**

**Key Skills**

<p><b>History</b></p>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul>	<p><b>To build an overview of history:</b> Describe historical events.</p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>To Understand chronology:</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> </ul> <p><b>To communicate historically:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>(Part of protecting the most important VIP- internet safety also)</b></p>	<ul style="list-style-type: none"> <li>Participate in class social media accounts</li> <li>Understand online risks and the age rules for sites</li> <li>Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul>

<p><b>Science</b></p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	
	<p><b>Animals, including humans</b>  <b>Year 1 (Humans)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Year 2:</b>  <b>Animals, including humans (Humans)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe 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>	<ul style="list-style-type: none"> <li>• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li>   <li>• I can notice that animals, including humans, have offspring which grow into adults</li> <li>• I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>

**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Spring 1**

**Frozen Kingdom**

	<u>National Curriculum</u>	<u>Key Skills</u>
<b>Geography</b>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer geographical questions</li> <li>I can name and locate the worlds continents and oceans</li> <li>I can understand geographical similarities and differences through studying human and physical geography as a small area and contrasting location</li> <li>I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>
<b>Art</b>	To use drawing, painting and sculpture to develop and share their	<p>Painting</p> <ul style="list-style-type: none"> <li>I can use thick and think brushes</li> </ul>

	<p>ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<ul style="list-style-type: none"> <li>• I can mix primary colours to make secondary</li> <li>• I can add white to colours to make tints and black to colours to make tones</li> <li>• I can create colour wheels</li> </ul>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> <p><b>Dish from cold country / contrasting locality</b></p>	<ul style="list-style-type: none"> <li>• I can measure or weigh using measuring cups or scales</li> <li>• I can assemble or cook ingredients</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Lego Wedo make a snow buggy</b></p>	<p>Coding</p> <p>I can control motion by specifying the number of steps to travel, direction and turn</p> <p>I can specify the nature of events, such as a single event or loop</p>
<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	
	<p><b>Animals, including humans</b></p> <p><b>Year 1 (Animals )</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>Year 2:</b></p> <p><b>Animals, including humans (Animals)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>• I can notice that animals, including humans, have offspring which grow into adults</li> <li>• I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>



	<ul style="list-style-type: none"><li>• find out about and describe 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>	
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**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Spring Term 2**

**Street detectives**

	National Curriculum	Key Skills
<b>History</b>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>
<b>Geography</b>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the</li> </ul>	<p><b>To investigate places:</b></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical</li> </ul>

	location of features and routes on a map	<p>features of its surrounding environment</p> <ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> </ul> <p><b>Communicate Geographically:</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop</li> <li>• Identify land use around the school</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> </ul> <p><b>beebots / purple mash</b></p>	<ul style="list-style-type: none"> <li>• Control motion by specifying the number of steps to travel, direction and turn</li> <li>• Add text strings, show and hide objects and change the features of an object</li> <li>• Select sounds and control when they are heard, their duration and volume</li> <li>• Control when drawings appear and set the pen colour, size and shape</li> <li>• Specify user inputs (such as clicks) to control events</li> <li>• Specify the nature of events (such as a single event or a loop)</li> <li>• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)</li> </ul>
<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	

	<p><b>Everyday materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Year 2:</b> <b>Uses of everyday materials</b> Pupils should be taught to:</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> </ul>	<ul style="list-style-type: none"> <li>• I can distinguish between an object and the material from which it is made</li> <li>• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• I can describe the simple physical properties of a variety of everyday materials</li> <li>• I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li>   <li>• I can 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>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
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**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Summer Term 1**

**Splendid Skies- geog**

	<u>National Curriculum</u>	<u>Key Skills</u>
<b>Geography</b>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>To investigate patterns:</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</li> </ul>

<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ gathering and recording data to help in answering questions.</li> </ul>	
	<p><b>Year 1:</b>  <b>Seasonal changes</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ observe changes across the four seasons</li> <li>▪ observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe changes across the four seasons</li> <li>• I can observe and describe weather associated with the seasons and how day length varies.</li> </ul>

**Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY)**

**KS1 2019-2020**

**Summer Term 2**

**Splendid Skies- D&T/ hist**

	National Curriculum	Key Skills
<b>Hist</b>	<ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>
<b>D&amp;T Making puppets</b>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	

	<p><u>Make</u></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> </ul>	
<b>Science</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	
	<p><b>Plants</b> <b>Year 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Year 2:</b> <b>Plants</b> Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• I can observe and describe how seeds and bulbs grow into mature plants</li> <li>• I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>