



Robin Hood Primary School-EYFS Curriculum Document

RHPS - "an inspiring and enriching curriculum which broadens horizons."

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The following EYFS Curriculum document details the specifics of our setting including:

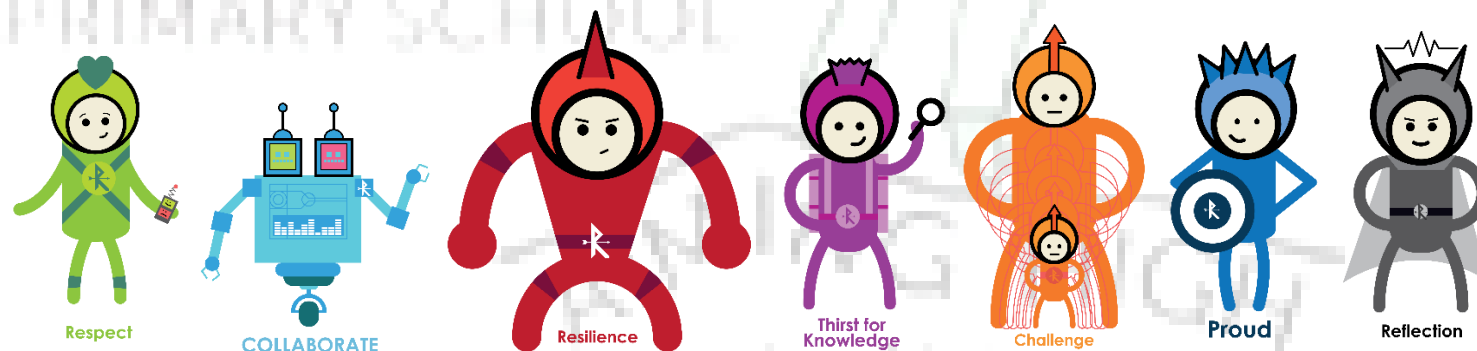
- *Intent*
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- *Our pedagogical approach*
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- *What we want children to experience, learn, know, do and remember in each phase*
- *How our curriculum is relevant, meaningful, impactful and ambitious for all our children*

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Intent:

At Robin Hood Primary School our vision is... "To be a community of learners - children, staff & parents - aiming high to excel & exceed. We believe in motivating and inspiring all learners so they embrace challenge with resilience, show respect and collaborate well so they can achieve excellence."

In EYFS we offer an EYFS curriculum that promotes good learning attitudes and behaviours through our Learning Charter Characters, to enable pupils to become happy, life-long learners who acquire the skills and knowledge to become confident adults and responsible citizens.



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The Curriculum

At Robin Hood Primary School we use development matters ([Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/development-matters)) and the Early Learning Goals as outlined in the 2021 Early Years Foundation Stage (EYFS) document ([Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)) to support the planning and implementation of our EYFS curriculum offer.

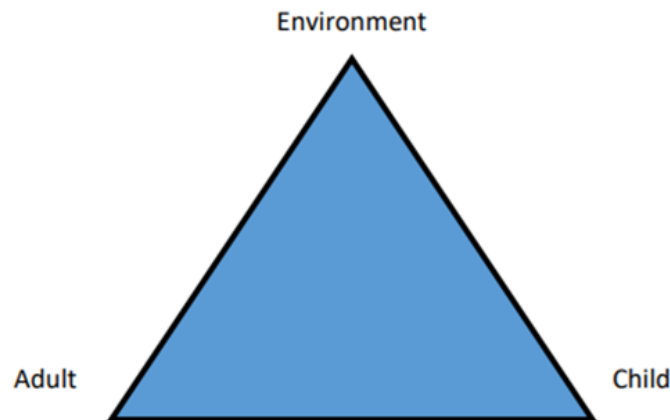
Implementation

At Robin Hood Primary School we meet the welfare requirements set out in the statutory framework for EYFS and actively safeguard and promote the welfare of all our children. We use a positive behaviour management system as outlined in our behaviour policy and through the carefully planned curriculum children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property.

In F1 daily 'carpet sessions' where phonics, maths and PSED sessions are taught there is a continuous focus on developing communication and language as well as the vital personal, social and emotional skills that pupils need to be successful. During both adult directed sessions and child-initiated sessions adults constantly model and reinforce our learning charter, with a high focus on Ranger respect and Captain collaborate.

In F1 children take part in phonics, maths and PSED activities weekly. These take the form of short ten minute carpet sessions. In F2, children take part in daily Phonics, maths and reading activities with PSED, and Topic activities weekly. In both F1 and F2 during group work, children work with an adult to deepen their understanding within these areas. This focused group time means the teacher can thoroughly check for understanding, identify and respond to misconceptions quickly and provide instant verbal feedback to deepen and cement the acquisition of new learning.

At Robin Hood Primary School we believe that our pupils learn best through a balance of child-initiated and adult-directed activities and in both F1 and F2 the timetable is carefully structured so that children have quality focused teaching in addition to a high proportion of independent access to provision. The environment is carefully planned for to support the children apply taught skills within their independent learning. Adults then support and challenge children within provision.



Pedagogy

At Robin Hood we consider our children's cultural capital and the desired key outcomes for our children at the end of EYFS. These are reflected in our planning, provision and approach to teaching as we strive for all children to reach their potential.

We believe that effective pedagogy is a mix of different approaches. We know that children learn best through play, by adults modelling and by observing their peers. Our timetable provides opportunities for guided learning and direct teaching in addition to opportunities for children to invent their own play. Continuous provision is in place in line with the school EYFS environment policy and enhancements are carefully planned for to provide a well-planned learning environment, indoors and out.

Visits and experiences are carefully planned throughout the year to provide the children with first-hand accounts and experiences with deepen their learning experiences.

Experiences in the EYFS

F1-Each term there will be a trip to a farm for the children starting that term.

F2 -In the Summer term there will be a school trip to the seaside

	F1	F2
Autumn 1 <i>To create a quality portrait of myself</i>	With support I can create a portrait of myself.	To create a portrait showing clear features of my face.
Autumn 2 <i>To perform to an audience</i>	To take part in the nursery Christmas Carol Concert and perform to parent and carers.	To take part in the Nativity and perform for our parents and carers.
Spring 1 <i>To visit a library</i>	To understand what a library is. To enjoy listening to stories.	To understand what a library is. To explore a range of texts.
Spring 2 <i>To follow a recipe to make a chocolate Easter nest</i>	To follow simple instructions to make a chocolate Easter nest.	To be able to write simple instructions to make a chocolate Easter nest. To be able to follow the instructions to make a chocolate Easter nest.

<i>Summer 1</i> <i>To plant a seed</i>	<i>To plant a seed and know what it needs to grow.</i>	<i>To plant a seed and know what it needs to grow.</i> <i>To name parts of a plant i.e. roots, stem and leaves.</i>
<i>Summer 2</i> <i>To make and publish a storybook</i>	<i>To experience a trip to the farm & To retell a sequence of events to create a class film about our trip to the farm.</i>	<i>To experience a trip to the seaside & To create a book about the seaside.</i>

Communication and Language

At Robin Hood Primary we value communication and language and recognise that it is the key to all seven areas of learning and development. We build strong relationships with our children, and this leads to quality interaction between adults and children. We believe a language-rich environment is crucial by providing opportunities to engage in meaningful and high-quality conversations. We provide a wide range of experiences to develop their language and communication skills by reading frequently with the children, engaging them actively in stories, non-fiction text, rhymes and poems. Thus, providing them with extensive opportunities to use and embed new words in a range of contexts, for example, role play, small world, and drama. We pride ourselves on providing children with high quality early support throughout the Early Years Foundation stage by carefully selecting interventions to suit individual needs.

Personal, Social and Emotional Development

At Robin Hood Primary school our school mantra is 'Aiming for Happy, Healthy and Respectful Future Citizens.' We know that a strong PSED curriculum is vital to help our children achieve the best they possibly can. Our setting provides a warm and safe learning environment where children can develop positive friendships, build resilience and determination, and not be afraid to take risks in their learning. We use the SCARF programme as part of a whole school approach to the teaching of PSHE, Health and Wellbeing.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. At Robin Hood Primary School outdoor learning is a whole school priority and as a result, the EYFS provision is carefully planned throughout the phase to support the development of children's gross and fine

motor skills. By working both independently and with peers and adults, children can develop strength, balance, co-ordination, spatial awareness and agility. Children can strengthen their core muscles through physical play on the trim trails, clamber stack and balance bikes which aides in developing healthy bodies, and social and emotional wellbeing. Our mud kitchen, sandpits and construction areas allow for exploratory, sensory experiences all year round. Fine motor control and precision provide the foundation for hand-eye co-ordination. We offer repeated and varied opportunities to explore and play with small world activities, puzzles, and the practise of using small tools to develop proficiency, control and confidence. We recognise the value of physical development not only in developing early literacy skills but also its importance to overall health and wellbeing.

Literacy

As a book loving school, reading is at the heart of our curriculum. Children listen to high quality, age appropriate texts which are re-read. We aim to nourish their imaginations and develop their love of reading by providing exposure to carefully planned for texts. Through these experiences, children are provided with opportunities to expand their vocabulary, build independence and self-confidence, make sense of the world and people around them and develop social and emotional skills.

We follow the Little Wandle Letters and Sounds Revised programme to teach phonics starting in Nursery using the Foundations for Phonics guidance. Children in F1 have three phonics sessions each week which introduce the pronunciation phrases used in the programme. In Reception. Children have a daily phonics lesson and rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily. Pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain the confidence that they are readers. Re-reading and discussing these

books with the teacher during reading practice sessions supports their increasingly fluent decoding. In order to embed their phonic skills, Big Cat Phonics books, which are carefully matched to pupils' phonic ability, are sent home each week.

Mathematics

We recognise that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. At Robin Hood Primary we teach through a mastery approach to enable our children to think mathematically, become problem solvers and to enable them to reason confidently, using a breadth of mathematical vocabulary. This is embedded in our learning environments which provides our children with the opportunities to deepen their understanding of mathematics, through a range of real and purposeful opportunities and using a variety of practical resources such as manipulatives, ten frames and pictures to master the key concepts. We believe that it is important for children to develop positive attitudes and interests in mathematics, look for patterns, spot connections and confidently talk to adults and their friends about what they notice.

Understanding the World

Through understanding the world, we guide our children to make sense of their physical world and their community. We provide a range of opportunities and experiences, through Forest Schools, library visits, visitors from the community, in school workshops, trips within the locality, and a trip to the seaside. We offer the children a broad and diverse range of high-quality texts through a range of stories, non-fiction, rhymes, and

poems. We are a diverse community which enables us to learn about different countries and faiths to customs and traditions.

Expressive Arts and Design

We carefully plan resources within provision across EYFS that supports and promotes the development of children's artistic and cultural awareness, which in turn supports their imagination and creativity. We believe that it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Our experiences planned across both EYFS support children in developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Curriculum Impact

The impact of our carefully planned, continually developing curriculum will be:

- Children who are happy in their play, love learning and are confident to apply taught skills.
- Children who love learning as we build the foundations for future learning.

- Children who have well developed emotional and social skills to interact, share, take turns and manage their own feelings.
- Children who understand each other, respect different cultures and thrive on learning about the world around them.
- Children who can communicate effectively using a rich and broad vocabulary.
- Children who speak confidently using full sentences, making up their own stories and using appropriate language to make their ideas and needs known to others.
- Children who love to read and are able to effectively apply strategies to enable them to read independently.
- Children who are year 1 ready, being independent and motivated learners with a good understanding of core skills in reading, writing and maths.

What we want children to learn, know, do and remember in each phase

Summary goal	CAL – Listening, Attention and Understanding					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Beginning to listen to both adults and other children around	More likely to listen to and respond to a simple request	Will respond to simple questions and attempt to	Can listen for a longer period but will need prompting to	Is starting to use some new vocabulary and	Can remember the main events in a

	them and will respond to very simple requests, usually on their own terms.	or instruction. Starting to understand more vocabulary.	answer by speaking, pointing or gesturing.	maintain focus. will use characters in their play but not necessarily the features of the characters or the events from a story.	join in with songs, stories and rhymes.	story and will follow a single instruction with little support.
F2	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	Demonstrates good listening through increased interaction.	Showing an understanding of a broader vocabulary.	Initiates interactions and shows an understanding of more complex questions.	Begins to express own opinions and justify them.	Listening, Attention and Understanding ELG
Summary goal	CAL – Speaking					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Starting to communicate through words and gestures.		Starting to engage in longer dialogues.		Demonstrate increasing confidence when using fantasy language in play.	
F2	Begins to show the physical	Starts to interact with	Starts to use	Uses more complex	Begins to articulate	Speaking Early learning

	attributes of a good speaker, for example, face the person they are communicating with etc.	more confidence.	More appropriateness, structure and vocabulary.	vocabulary.	their own thoughts and ideas. Uses talk for a range of purposes.	goal.
Summary goal	PSED-Self-regulation					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Knows school expectations in simple terms, e.g. where we put our coat, we sit down when we eat, we listen to stories together.	Begins to assert themselves as an individual person with likes and dislikes.	Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference for activities.	More aware of the choices around them and the other pupils around them and starting to interact.	Starts to be more confident to play with others and notices when other pupils are happy and sad.	Starting to show responsibility for their own feelings and their own play.
F2	Begins to develop confidence and cooperation.	Increasing ability to share, recognise emotions of self	Beginning to find ways to resolve conflicts.	Starts to consider the feelings of others.	Begins to understand how others might be	Early learning goal.

		and show good manners.	Cooperates increasingly with routines.		feeling – to show empathy.	
Summary goal	PSED –Managing Self					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary.	Aware that things don't always go their way and when they are upset an adult with help them.	Start to comply with the boundaries of school, knowing there are rules.	Be more confident in the school setting, being less upset or nervous with unfamiliar people or events.	More aware of others around them and the need to take account of others around them.	Able to manage a task, seeing it through from beginning to end.
F2	Begins to develop confidence with pupils and sustained interest in play. Manages coat, toilet with help, and cutlery.	Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.	Develops confidence in new situations. Understands classroom expectations.	Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.	Increased confidence and resilience and this can include supporting peers.	Early learning goal
Summary goal	PSED – Building Relationships					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>F1</i>	<i>Forms an attachment with an adult in the setting.</i>	<i>Will play alongside other pupils.</i>	<i>Starts to 'dip' into others play.</i>	<i>Is more aware of others in the setting and starts to interact during play.</i>	<i>Is interested in other pupils' play and may start to observe with interest and join in the game.</i>	<i>Joins in with others' play.</i>
<i>F2</i>	<i>Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.</i>	<i>Initiates play, recognises some emotions better and follows instructions.</i>	<i>Can identify when they require support or help. Can start to play in a group more effectively.</i>	<i>Increasingly able to share, take turns and respond positively to other pupils.</i>	<i>Starts to understand the needs of other pupils and their own feelings.</i>	<i>Early learning goal</i>
<i>Summary goal</i>	<i>PD – Gross Motor Skill</i>					
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>F1</i>	<i>Showing some control over their body.</i>	<i>Showing some control over their choice of tools.</i>	<i>Showing increasing development of control over trickier tools, e.g. a flag, a spade.</i>	<i>Starting to control the body to work with others.</i>	<i>Good control in large movements like changing direction when running.</i>	<i>Beginning to control smaller tools.</i>
<i>F2</i>	<i>Shows an increasing</i>	<i>Becoming increasingly</i>	<i>Refining the way they move in the</i>	<i>More confident and proficient in</i>	<i>Early learning goal.</i>	

	awareness of what their own body can do. Engages with physical play.	aware of the space around them and what they can do in the space.	space around them.	their movements and in using objects and equipment.		
Summary goal	PD – Fine Motor Skills					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Will use a range of tools and equipment.	Will use a range of tools and equipment with some control.	Starts to recognise the changes they can make using tools and equipment.	Showing more fine motor control with tools.	Showing finer control with smaller tools whilst still needing some help with tricky things like buttons.	Being more in control of the tools being used, e.g. can make more controlled marks with crayons and pencils.
F2	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more refined shapes and marks, models and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more-complex shapes, objects and writing.	Early learning goal.	
Summary goal	Literacy–Comprehension					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

F1	Likes to read a book with an adult.	Will talk about the pictures and what is happening.	Knows where to find the story on the page.	Can identify some signage in the classroom.	Can talk about the characters in a story.	Can talk about the story events in simple terms.
F2	Shows an interest in reading, often choosing a book to look at themselves or with friends.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.	Can answer questions about the content of a book and shows an interest in reading by themselves.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.	Can answer more complex questions about books and stories.	Early learning goal.
Summary goal	Literacy–Word Reading -see Little Wandle Letters and Sounds Revised progression for Nursery and F2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words	Engage in extended conversations about stories, learning new vocabulary	Understand print has meaning the names of the different parts of a book • page sequencing	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Spot and suggest rhymes. Count or clap syllables in a word	Recognise words with the same initial sound, such as money and mother
F2	Read individual letters by saying the sounds for them.	Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the	Re-read books to build up their confidence in word reading, their fluency	Early learning goal.	

		Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	and their understanding and enjoyment		
Summary goal	Literacy-Writing					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Mark making and drawing with a range of tools and equipment.	Can say what their marks mean.	Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Can copy with increasing control.	Starting to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	Will write their name and identify their name.
F2	Pupils have the confidence to mark make using	Pupils mark make consistently as part of their	Sentence structure is starting to be	Can compose a sentence well with some	Writes recognisable letters and	Early learning goal

	their physical skills to increase control over tools and equipment. They mark make as part of their play.	play and can talk about the meaning of their marks.	evident. Some phonic awareness is evident. Pupils are good at oral rehearsal.	sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.	words and reads back what has been written.	
Summary goal	Maths-Number					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Points in sequence to a number of objects.	Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Can identify one and two objects when asked.	Subitise and count to three.	Count up to five, starting to understand cardinal principle.	Uses number in play. Can identify numerals to five.
F2	Counts objects and selects the numeral card (1–5).	Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups.	Subitise to five. Counts on without starting at 1.	Uses 10 frames and talks about the arrangements. Starts to estimate.	Order, identify, subitise, combine and manipulate numbers to 10.	Early learning goal.
Summary goal	Maths – Numerical Patterns					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>F1</i>	<i>Counts rhythmically and can count in songs and rhymes.</i>	<i>Starts to use number comparison language.</i>	<i>Enjoys counting as far as they can and uses numbers in their play.</i>	<i>Can say what number comes next when counting and singing number songs.</i>	<i>Can use 'more than' to identify different groups.</i>	<i>Can identify when two groups have the same number.</i>
<i>F2</i>	<i>Uses the language of counting confidently and as part of play.</i>	<i>Starts to understand one more and one less.</i>	<i>Identifies pattern in the number system, e.g. finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.</i>	<i>Can use more, fewer, less when talking about numbers and quantities.</i>	<i>Knows 1 more/less than.</i>	<i>Early learning goal</i>
<i>Summary goal</i>	<i>Understanding the World- Past and Present</i>					
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>F1</i>	<i>Pupils start to be curious about the people around them.</i>	<i>They show interest in characters in stories and also people in school.</i>	<i>Pupils show an interest in the people in their family and can tell us some simple facts about their family.</i>	<i>They recognise some families have similar features.</i>	<i>Pupils start to use simple language about the passage of time.</i>	<i>They comment on photographs and images and can talk about similarities and differences in simple terms.</i>

F2	Can talk about their own family and the people around them, describing features about them.	Starts to talk about the passage of time and understands significant events in their own timeline.	Starts to understand events outside their own timeline. Understands 'different'.	Talks about events of personal significance. Starts to understand 'similarity'.	Sequences events using time-specific vocabulary.	Early learning goal.
Summary goal	Understanding the World –People, Culture and Communities					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Pupils are interested in very simple similarities and differences between people and places.		Pupils start to know there are other countries in the world.		Pupils recognise simple features like tree, river, beach and also places that might be significant to people like church, temple, etc.	
F2	Knows features of their own environment.	Knows some features of a different environment and what makes it different.	Knows there are locations beyond their own and that these are represented in different ways.	Knows that there are different and significant celebrations.	Identifies some features of personal significance and some features that others find significant.	Early learning goal.
Summary goal	Understanding the World – The Natural World					

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>F1</i>	<i>Pupils start to explore the environment around them.</i>	<i>Pupils explore and respond to different natural phenomena in their setting and on trips.</i>	<i>Pupils start to notice when things have changed with support from an adult.</i>	<i>Pupils explore how things work and talk about different forces they can feel.</i>	<i>Talk about the differences between materials and changes they notice independently</i>	<i>Pupils start to understand they can influence their environment and make changes to the space around them</i>
<i>F2</i>	<i>Notices features of the immediate environment.</i>	<i>Starts to talk about changes like the weather.</i>	<i>Starts to show curiosity and wonder when involved in investigations.</i>	<i>Shows some understanding of difference.</i>	<i>Starts to talk about the passage of time in relation to changes.</i>	<i>Early learning goal.</i>
<i>Summary goal</i>	<i>Expressive Arts – Being Imaginative and Expressive</i>					
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>F1</i>	<i>Sings and makes sounds rhythmically.</i>	<i>Enjoys making sounds with musical instruments and moving to music.</i>	<i>Imaginatively plays with small world and in the role play developing ideas and scenarios.</i>	<i>Likes listening to music and responds to songs and music.</i>		<i>Shows a preference for types and methods of expression and shows more control when expressing themselves.</i>
<i>F2</i>	<i>Uses what they know and what they like to be musical and to create role play. Begins to show an</i>		<i>Devises their own role play with greater sophistication. Music becomes more melodic and</i>		<i>Early learning goal.</i>	

	understanding and enjoyment of music and arts.		meaningful. They can talk about music, what it sounds like and what it makes them think of.			
Summary goal	Expressive Arts – Creating with Materials					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Shows an interest in making marks.	Shows an interest in making marks and giving meaning to marks made.	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Experimentation of marks and variety of mark making tools.	Experimentation of marks and mark making using colour, texture and senses.	More-deliberate use of materials and colour with more-deliberate exploration of colour and changes
F2	Beginning to understand colour, shape and space. Knows how to put things together in a basic way.		Pupils' creations are more clearly representational and outcomes have a more easily identifiable purpose. Early learning goal		Early learning goal	

