



**Class: Natterers and Noctule (Year 5/6)**

**Terms – 1&2**

**Title: What is the Circle of Life?**

**Learning Cycle A**

**Main subject focus: History**

**Big enquiry questions worth asking:**

**Learning Theme Big Question:**

What's it like to live in an ancient civilisation?

**Why is this so important?**

To develop a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study. Children will address and sometimes historically validate questions about similarity and difference, and significance. They will compare and contrast different ancient civilisations.

**Other questions worth asking:**

**What do we want the children to know? (Knowledge)**

From the National Curriculum: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt; The Shang Dynasty of Ancient China. As well as a non-European society that provides contrasts with British history –Mayan civilization c. AD 900

**What will be your real life project?**

Investigating the tomb of Fu Hao

**Trips and visits:**

**Key knowledge (from NC)**

**Key knowledge and vocabulary (in bold)**

**Key skills progression**

**As historians we will:**

From the National Curriculum: learn of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt; The Shang Dynasty of Ancient China. As well as a non-European society that provides contrasts with British history –Mayan civilization c. AD 900

- They will learn to have a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study.
- They will address and sometimes historically valid questions about

**Chronology:**

Develop increasingly secure chronological knowledge and understanding of history - local British and world;  
Put events, people, places and artefacts on a timeline;  
Use correct terminology to describe events in the past.



similarity and difference, and significance.

- To frame historically valid questions
- To inspire pupils' curiosity to know more about the past.
- To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

For specific focus on Shang Dynasty:

Children will be introduced to evidence of the Shang Dynasty in China from the tomb of Fu Hao, dated around 1250BC and discovered in 1976.

They can use the evidence to find out about the Shang, but also to find out what we can't tell about the Shang from one grave, thereby opening up other areas of enquiry.

- Children should learn: Where to find China on a map of the world
- Where to find Shang on a map of China
- Where to locate Shang on a timeline
- The variety and richness of artefacts in the tomb.
- The limitations of artefacts as evidence  
The difficulty of creating a picture of Shang life from only one tomb

Specific Vocabulary:

*A chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study.*

**Historical terms:**

Develop the use of appropriate subject terminology.

**Historical Enquiry:**

Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance;  
Suggest where we might find answers to questions considering a range of sources;  
Understand that knowledge about the past is constructed from a variety of sources;  
Construct and organise responses by selecting relevant historical data.

**Interpreting history:**

Be aware that different versions of the past may exist and begin to suggest reasons for this.  
*Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.*

**Continuity and change:**

Describe and begin to make links between main events, situations and changes within and across different periods and societies.

**Causes and consequences**

Identify and give reasons for historical events, situations and changes;



	<p>civilisation, dynasty, location, river valley, irrigation, achievements, oracle bones, Fu Hao, intact, jade, bronze, cowrie shell, hierarchy</p>	<p>Identify some of the results of historical events, situations and changes.</p> <p><b>Similarities and differences:</b> Describe some of the similarities and differences between different periods. <i>Children should address and sometimes historically valid questions about similarity and difference, and significance.</i></p> <p><b>Significance</b> Identify and begin to describe historically significant people and events in situations.</p>
<p><b><u>As geographers we will:</u></b> <u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> <li>● extend their knowledge and understanding beyond their local area to include South America</li> <li>● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>● locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> </ul> <p><u>Geographical Understanding/ place knowledge</u></p> <ul style="list-style-type: none"> <li>● understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> </ul> <p><u>Human and physical Geography</u> Describe and understand key aspects of physical and human geography</p> <p><u>Geographical Skills and Enquiry</u></p> <ul style="list-style-type: none"> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series</p> <p><u>Specific Vocabulary:</u> Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, Weather, climate, seasons, forest, rainforest, Primary and secondary source, human and physical features, city, state, settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, deforestation</p>	<ul style="list-style-type: none"> <li>● To ask questions about the natural and wider world</li> <li>● To make records (pictures, writing, photos) of their immediate environment.</li> <li>● To express own view of people, places and environment</li> <li>● To use books as secondary sources of information</li> <li>● To describe and understand key aspect of physical geography in the context of rivers and mountains</li> </ul> <p>..... .....</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>



<ul style="list-style-type: none"> <li>● Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> </ul>		
<p><b><u>As scientists we will...</u></b></p> <ul style="list-style-type: none"> <li>● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>● describe the life process of reproduction in some plants and animals</li> </ul> <p>.....</p> <ul style="list-style-type: none"> <li>● compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul>	<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>	<p><b><u>Pupils will be:</u></b></p> <ul style="list-style-type: none"> <li>● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>● using test results to make predictions to set up further comparative and fair tests</li> <li>● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>● identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>



- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Specific vocabulary:

Fertilisation, pollen, sexual reproduction, asexual reproduction, genes, plantlet, bulb, tuber, bacteria, metamorphosis, larva, pupa, tadpole, butterfly, unborn, egg, hatch, fledgling, mammary gland, natural scientists, documentary, naturalist, lecture, chimpanzee, primatologist, primate, endangered, David Attenborough, Jane Goodall.

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Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might



	<p>compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>Specific vocabulary:          Separate, method, filter, sieve, evaporate, solution, dissolve, solute, saturated, solvent, bicarbonate of soda, irreversible, permanent, burning, activate, bond, molecule, product, reaction, atom. Physical change, chemical change, rust, iron oxide, properties, compound, element, mixture, helium, methane</p>	
<p><b><u>As a theologian we will ask...</u></b></p> <p><b>Key Stage 2 Unit 9: How should we live and who can inspire us?</b></p>	<p>The focus in the following lessons is on exploring the impact of beliefs on how people live their lives, understanding and responding to beliefs and attitudes and evaluating own and other's values.</p> <p>The learning will also engage pupils through activities that may inspire action in their own lives, challenge their own views and understand more of how faith/belief inspires actions.</p> <p><u>Supplementary Questions:</u></p> <p>a) What positive examples have people given that show us how to live?</p>	<p><b>Investigation / Interpretation</b>          ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others</p> <p><b>Reflection / Empathy</b>          use religious words to describe some of the different ways in which people show their beliefs.</p> <p><b>Evaluation/ Analysis</b>          -ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.</p>



- b) What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities?
- c) How have actions and examples of people of faith or belief changed our world?
- d) How might we change our lives in the light of the qualities demonstrated by other people?

Specific vocabulary

qualities, roles, leadership, rules, decision-making. Qualities such as calm, peaceful, decisive, friendly, firm, fair, confident, hard-working, good listener, Israelites, Hebrews, Egyptians, Pharaoh, slaves, slavery, freedom, God, plagues, freedom, worship, Exodus, wilderness, deliverance, foreboding, fear, apprehension, hope, Promised Land, Pesach, Passover, Moses (known as 'Musa' in Islam), Pesach, Passover, Seder, Haggadah, Kiddush, yeast, karpas (parsley), haroset (mix of fruit, nuts and wine or honey), maror (bitter herb, e.g. horseradish or chicory), hazeret (2<sup>nd</sup> bitter herb, e.g., lettuce), z'roa (lamb shank bone), beitzah (roast egg), matzah (pl. matzot – unleavened bread), Guru, Sikh, inspires / inspiration, Apartheid, racial discrimination, values, respect, archbishop, injustice, Hindu, dharma, karma, ahimsa, injustice, peace, non-violence, Christian, minister, priest, vicar, duties, services, sermon, prayers, beliefs, rites of passage, making a difference, hospice, inspirational

-talk about the things in a picture or artefact that make people ask questions  
- use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups

**Synthesis/ Application /Expression**

ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.

**Expression / Self-understanding**

- ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others



<p><b><u>As information technologists we will:</u></b></p> <p><u>Vector Drawing</u></p> <ul style="list-style-type: none"> <li>• Learners start to create vector drawings. They will learn to use different drawing tools to help them create images.</li> <li>• Learners will recognize that images in vector drawings are created using shapes and lines and each individual element in the drawing is called an object.</li> <li>• Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</li> </ul>	<ul style="list-style-type: none"> <li>· To identify that a vector drawing comprises separate objects.</li> <li>· To recognise that each object in a drawing is in its own layer.</li> <li>· To recognise that vector images can be scaled without impact on quality.</li> <li>· To recognise that objects can be modified in groups.</li> <li>· To explain how alignment and size guides can help create a more consistent drawing.</li> <li>· To consider the impact of choices made.</li> </ul>	<ul style="list-style-type: none"> <li>· To add an object to a vector drawing.</li> <li>· To select one object or multiple objects.</li> <li>· To delete objects.</li> <li>· To move objects between the layers of a drawing.</li> <li>· To group and ungroup selected objects.</li> <li>· To duplicate objects using copy and paste.</li> <li>· To modify objects.</li> <li>· To reposition objects.</li> <li>· To combine options to achieve a desired effect.</li> <li>· To create a vector drawing for a given purpose.</li> </ul>
<p><b><u>As athletes we will...</u></b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>Learning should:</p> <ul style="list-style-type: none"> <li>• Develop small sequences of movement into a larger performance.</li> <li>• Build upon experienced from other dance movements (cultural or set routines)</li> <li>• Allow students to continually make decisions, assess outcomes and suggest improvements.</li> <li>• Pupils will develop and refine skills and compositional ideas based on decisions about movements, gestures and timing. Pupils will develop a sequence as a group using a stimulus to create a simple dance. Discussion and teamwork will allow for pupils to suggest, trial and refine ideas.</li> </ul> <p>Specific vocabulary:</p>	<ul style="list-style-type: none"> <li>• Movements and application to music.</li> <li>• How to composed simple dances using space, formations, levels, unison and canon.</li> <li>• Importance of timing as a group to create an effect</li> <li>• How to use gestures to express feelings and moods</li> <li>• Rhythm</li> <li>• Timing</li> <li>• Gestures/Expression</li> <li>• Jumps</li> </ul> <p>.....</p> <p>.....</p>





<p>.....  <u>Netball</u></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p>Technique, Pattern, Rhythm, Variation, Unison, Canon, action, reaction, pattern, sequence, sustain, dynamic, weightless</p> <p>.....          .....</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to games activities:</p> <ul style="list-style-type: none"> <li>• When to initiate techniques in a range of different contexts.</li> <li>• Implement strategies to improve performances.</li> <li>• Application of game rules</li> </ul> <p>How best to work cooperatively with others.</p> <p>Specific vocabulary:</p> <ul style="list-style-type: none"> <li>• Running/Jumping</li> <li>• Passing and receiving</li> <li>• Dribbling</li> <li>• Shooting</li> <li>• Control</li> <li>• Teamwork</li> </ul>	<p>Learning should:</p> <ul style="list-style-type: none"> <li>• Build on the use of a variety of balls and develop single action skills further.</li> <li>• Involve progressive gameplay to build on the use of opposition pressure.              Encourage working in small teams in a variety of roles and maintain set rules.</li> </ul> <ul style="list-style-type: none"> <li>• Evade</li> <li>• Anticipate</li> <li>• Tactical</li> <li>• Opposition</li> <li>• Technique</li> <li>• Deception</li> </ul>
<p><b><u>As designers and artists we will...</u></b></p> <ul style="list-style-type: none"> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Looking past the seemingly discriminatory tone of Banksy's Clacton Pigeon Mural, children</li> </ul>	<ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences and observations and use them to review and revisit ideas.</li> </ul>



- Evaluate and analyse creative works using the language of art, craft and design.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.

- Select from and use a range of tools and equipment to perform practical tasks

consider what message he was really trying to convey and alter the image to reflect British Values.

- The inkblots which inspired Andy Warhol's 'Rorschach, 1984' were a set of psychological tests designed by the Swiss psychologist himself, and that the message of the inkblot really comes from how it is interpreted by the viewer
- Emoji's- Pictographs existed even before language did and children use the ever prevalent pictogram of the 21st century, the emoji, to create sentences and convey meaning.
- Through the piece 'Gassed' by John Singer Sargent, pupils explore the human side of the image and work in groups to re-enact the scene from World War 1, positioning themselves like the soldiers in the piece and taking a photo of the final composition.
- By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children work in the same way, with space around them, using two different colours of chalk and their whole bodies to make long sweeping arm movements.

### DT

- Textiles - Design and create a stuffed toy using cross stitch and applique skills.

- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

- use research and develop design criteria to inform the design of



	<ul style="list-style-type: none"> <li>• Children will take time to carefully design their stuffed toy</li> <li>• To cut neatly and accurately</li> <li>• Thread a needle</li> <li>• Use a blanket stitch to join two pieces of fabric</li> <li>• Use applique to attach pieces of fabric decoration</li> <li>• Use a range of stitches to decorate fabric</li> <li>• Stuff my toy carefully, repairing any holes or gaps</li> <li>• Evaluate my stuffed toy</li> </ul>	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
<p><b><u>As musicians we will:</u></b></p> <p>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>.....</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Explore and develop playing skills using the glockenspiel.</p> <p>Charanga Y4 as never covered. AS to add appropriate challenge.</p> <p>Songs to support (mixed genres) Mardi Gras Groovin', Two-Way Radio, Flea, Fly, Mosquito, Rigadoon, Mamma Mia, Portsmouth Strictly D, Play Your Music Drive</p> <p>Vocabulary: Pitch, rhythm, dynamics, song, rap, lyrics, compose, perform, pulse, timbre, texture, structure, notation.</p> <p>.....</p> <p>Children will appraise, learn and perform songs for the Christmas carol concert.</p>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use technical vocabulary</li> </ul>



<p>listen with attention to detail and recall sounds with increasing aural memory</p>		
<p><b><u>As a linguistic we will:</u></b>  <b><u>(Kapow Scheme) – see planning</u></b></p> <p>Portraits – describing in French</p> <p>This mixed-age Y5/6 unit is about describing someone's appearance, including eye and hair colour and characteristics such as how happy or serious they are. The unit teaches the position of adjectives in a sentence and how the adjective changes to 'agree' with the noun it describes (masculine, feminine, singular, plural). The children complete the unit by writing a description of one of their friends in French.</p>	<ul style="list-style-type: none"> <li>• To begin to understand that adjectives change if they describe the feminine noun</li> <li>• To understand a simple description of hair and eye colour</li> <li>• To create simple descriptive sentences</li> <li>• To understand sentence structure and adjectival agreement are reinforced.</li> </ul> <p><u>Specific vocabulary:</u></p> <p>heureux (masc.) heureuse (fem.) – happy, sérieux (masc.) sérieuse (fem.) – serious, Le Musée du Louvre - the Louvre museum, l'entrée - the entrance, un tableau - a painting, une statue - a statue, il a - he has, elle a - she has, les cheveux – hair, les cheveux châains - brown hair, les cheveux blonds - blond hair, les cheveux noirs - black hair, les cheveux roux - ginger hair, les yeux – eyes, les yeux bleus - blue eyes, les yeux marron - brown eyes, châains (semi-invariable) (masc. plural) – brown, blonds (masc. plural) – blonde, marron (invariable) – brown, noirs (masc. plural) – black, roux (masc. plural) - ginger/red, bleus (masc. plural) – blue, verts (masc. plural) – green, rouges (masc. plural) – red, jaunes (masc. plural) – yellow, verts (masc. plural) – green, blancs (masc. plural) – white, roses (masc. plural) – pink, violets (masc. plural) -</p>	<ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• describe people, place, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine neuter forms...how to apply these, for instance, to build sentences</li> </ul>



	<p>purple(masculine singular/plural), orange (invariable) (masc. plural) – orange, qui? - who?, petit (masc. sing.), petite (fem. sing.) – small, grand (masc. sing.), grande (fem. sing.) - big, tall, il est... he/it is..., elle est... she/it is, fort (masc. sing.), forte (fem. sing.) – strong, poli (masc. sing.), polie (fem. sing.) – polite, travailleur (masc. sing.), travailleuse (fem. sing.) - hard working, sportif (masc. sing.), sportive (fem. sing.) – sporty, heureux (masc. sing.), heureuse (fem. sing.) – happy, sérieux (masc. sing.), sérieuse (fem. sing.) – serious, il s'appelle ... - he is called..., elle s'appelle... - she is called ...</p>	
<p><b><u>In PSHE we will:</u></b> Puzzle 5: Relationships Puzzle 6: Changing Me</p>	<ul style="list-style-type: none"><li>• See Jigsaw Scheme for details</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>