<table>
<thead>
<tr>
<th>Learning Focus</th>
<th>Personal Social Physical Education</th>
<th>Social Studies</th>
<th>Arts Language</th>
<th>Science</th>
<th>PSPE Social Studies</th>
<th>English</th>
<th>Science Maths</th>
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</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Similarities and differences make us who we are.</td>
<td>Journeys create change</td>
<td>People recognise important events through celebrations</td>
<td>In our natural world, living things grow and change</td>
<td>Communities help us learn and work together</td>
<td>The choices we make have an impact on our planet.</td>
<td></td>
</tr>
<tr>
<td>Concepts &amp; Related concepts</td>
<td>Form Reflection</td>
<td>Change, Causation</td>
<td>Perspective Connection</td>
<td>Change Function</td>
<td>Responsibility Connection</td>
<td>Teamwork, Community, Relationships</td>
<td>Connection Change</td>
</tr>
<tr>
<td>Lines of Inquiry</td>
<td>The ways that we are similar and different</td>
<td>How we appreciate others differences in thinking and learning</td>
<td>What characteristics, interests, behaviours and traits make people unique</td>
<td>The Multiple Intelligences and Learning Styles</td>
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<tr>
<td>Attitudes</td>
<td>Appreciation</td>
<td>Appreciation</td>
<td>Curiosity</td>
<td>Curiosity</td>
<td>Independence</td>
<td>Cooperation</td>
<td>Respect Creativity</td>
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<tr>
<td>Learner Profile</td>
<td>Open Minded</td>
<td>Risk Taker</td>
<td>Open Minded</td>
<td>Inquirer</td>
<td>Knowledgeable</td>
<td>Thinkers</td>
<td>Communicators</td>
</tr>
<tr>
<td>Time Frame</td>
<td>5 Weeks</td>
<td>7 Weeks</td>
<td>7 Weeks</td>
<td>6 Weeks</td>
<td>5 weeks</td>
<td>7 Weeks</td>
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<tr>
<td>16th July – 17th August</td>
<td>20th August – 19th October</td>
<td>22nd October – 7th December</td>
<td>19th March – 11th May</td>
<td>20th February – 16th March</td>
<td>14th May – 29th June</td>
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</tbody>
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Highton Primary School
<table>
<thead>
<tr>
<th>Year 1/2</th>
<th>Focus</th>
<th>Who We Are</th>
<th>Where We Are in Time and Place</th>
<th>How We Express Ourselves</th>
<th>How the World Works</th>
<th>How We Organise Ourselves</th>
<th>Sharing the Planet</th>
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<tr>
<td></td>
<td></td>
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<td>An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</td>
<td>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</td>
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<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; of communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
<tr>
<td>Central Idea</td>
<td>We use our senses to discover and understand the world.</td>
<td>Maps and geography help people to understand their location in the world.</td>
<td>We use music to express the way we feel.</td>
<td>Weather impacts upon lives.</td>
<td>We have rules and laws to keep communities safe.</td>
<td>Water is a finite resource.</td>
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</tr>
<tr>
<td>Concepts</td>
<td>Form Function Connection</td>
<td>Change Perspective</td>
<td>Reflection Perspective</td>
<td>Causation Connection</td>
<td>Form Reflection Causation</td>
<td>Causation Responsibility</td>
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<tr>
<td>Related concepts</td>
<td>Biology and Nervous system</td>
<td>Geography, Identity</td>
<td>Performance, Interpretation</td>
<td>Systems, Measurement</td>
<td>Choices, Responsibility</td>
<td>Sustainability</td>
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<tr>
<td>Lines of Inquiry</td>
<td>Our five senses</td>
<td>How do we use maps</td>
<td>How and why do maps change</td>
<td>Where we are in relation to others</td>
<td>Physical characteristics of places and how these define a region</td>
<td>Through music we can understand and express our feelings.</td>
<td>Why Water is a finite resource.</td>
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<tr>
<td></td>
<td>How we use our senses to make choices and stay safe</td>
<td>How to use maps</td>
<td>How and why do maps change</td>
<td>Where we are in relation to others</td>
<td>Physical characteristics of places and how these define a region</td>
<td>Through music we can understand and express our feelings.</td>
<td>The relationship between living things and water</td>
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<tr>
<td></td>
<td>How people adapt when a sense is absent</td>
<td>How we use maps</td>
<td>How and why do maps change</td>
<td>Where we are in relation to others</td>
<td>Physical characteristics of places and how these define a region</td>
<td>Through music we can understand and express our feelings.</td>
<td>The effect of human activity on water</td>
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<tr>
<td></td>
<td>We use our senses to learn about new things</td>
<td>How we use maps</td>
<td>How and why do maps change</td>
<td>Where we are in relation to others</td>
<td>Physical characteristics of places and how these define a region</td>
<td>Through music we can understand and express our feelings.</td>
<td>The effect of human activity on water</td>
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<td>Transdisciplinary Skills</td>
<td>Communication Social</td>
<td>Thinking Research Communication</td>
<td>Communication Social Skills</td>
<td>Communication Thinking</td>
<td>Social Self management</td>
<td>Thinker Research Skills</td>
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<td>Attitudes</td>
<td>Tolerance Empathy</td>
<td>Curiosity Respect</td>
<td>Appreciation Creativity Enthusiasm</td>
<td>Curiosity Confidence Appreciation</td>
<td>Tolerance Integrity</td>
<td>Independence Respect Commitment</td>
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</tr>
<tr>
<td>Learner Profile</td>
<td>Caring Balanced Risk Taker</td>
<td>Inquirer Thinker Knowledgeable</td>
<td>Reflective Communicator</td>
<td>Knowledgeable Inquirer</td>
<td>Open Minded Principled Thinkers</td>
<td>Thinker Reflective THINKERS</td>
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<tr>
<td>Time Frame</td>
<td>7 Weeks 19th March – 18th May</td>
<td>7 Weeks 20th August – 19th September</td>
<td>7 Weeks 22nd October – 7th December</td>
<td>6 Weeks 21st May – 29th June</td>
<td>5 weeks 13th February – 16th March</td>
<td>5 weeks 16th July – 17th August</td>
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</table>

Version 1 January 2012
### Who We Are
An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

### Where We Are in Time and Place
An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

### How We Express Ourselves
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values: the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### How the World Works
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and how human societies use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### How We Organise Ourselves
An inquiry into the interconnectedness of human-made systems and communities: the structure and function of organisations; the societal decision making; economic activities and their impact on humankind and the environment.

### Transdisciplinary Skills
- **Who We Are**
  - Self Management – healthy lifestyle, informed choices
  - Thinking Skills – acquisition of knowledge, application

- **Where We Are in Time and Place**
  - Research – presenting research, findings, observing
  - Communication – listening, speaking, reading, writing
  - Thinking – evaluation and comprehension

- **How We Express Ourselves**
  - Communication – listening, speaking, reading, writing
  - THINKING – evaluation and comprehension

- **How the World Works**
  - Thinking – acquisition and application of knowledge
  - Research – presenting research findings

- **How We Organise Ourselves**
  - Communication – presenting research findings

- **Sharing the Planet**
  - THINKING; analysis
  - Research – collecting data
  - Social – accepting responsibility

### Attitudes
- **Commitment**
- **Integrity**
- **Curiosity**
- **Tolerance**

- **Creative**
- **Empathy**
- **Confidence**

- **CURIOSITY**
- **Creativity**
- **Co-operation**

- **Curiosity**
- **Independence**

- **Respect**
- **Enthusiasm**

### Learner Profile
- **Reflective**
- **Balanced**
- **Open Minded**
- **Inquirer**

- **Thinkers**
- **Communicators**
- **Open Minded**

- **Knowledgeable**
- **Inquirers**
- **Enthusiasm**

- **Creative**

### Time Frame
- **Year 1/2**
  - **Focus**
    - Personal Social Physical Education, Science Social Studies
  - **Central idea**
    - Making balanced choices about daily routines enables us to have a healthy lifestyle
  - **Concepts**
    - Causation Responsibility Connection
    - Balanced Lifestyle
  - **Related concepts**
    - Form Function Connection
    - Culture History
  - **Lines of Inquiry**
    - Daily habits and routines (hygiene, sleep, play, etc)
    - Balanced choices
    - Consequences of choices
  - **Transdisciplinary Skills**
  - **Attitudes**
  - **Learner Profile**
  - **Time Frame**

### Version 1 January 2012
<table>
<thead>
<tr>
<th>Year 3/4</th>
<th>Focus</th>
<th>Personal Social Physical Education,</th>
<th>Social Studies</th>
<th>Art</th>
<th>Science</th>
<th>Social Studies</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Beliefs influence individuals and groups</td>
<td>Exploration enables the expansion of knowledge and experiences.</td>
<td>Humans have always used art as a form of expression</td>
<td>Planet Earth is part of a much larger system.</td>
<td>A balance between work and leisure affects the quality of people’s lives.</td>
<td>Living things around the world adapt to survive in their environment.</td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td>Perspective Change</td>
<td>Causation Change</td>
<td>Reflection Form</td>
<td>Connection Form</td>
<td>Responsibility Function</td>
<td>Responsibility Change</td>
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<tr>
<td>Related concepts</td>
<td>Diversity, Identity</td>
<td>Exploration, Progress</td>
<td>Interpretation, Expression</td>
<td>Systems, Similarities, Differences</td>
<td>Purpose, Actions</td>
<td>Values, Adaptation</td>
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<tr>
<td>Lines of inquiry</td>
<td>Respecting the beliefs of others</td>
<td>How our beliefs affect the way we live – celebrations and rituals</td>
<td>How beliefs determine decision making and actions</td>
<td>Why people explore</td>
<td>The impact of exploration on society</td>
<td>Methods of exploration</td>
<td>How art is used to express ideas, feelings, nature, culture and beliefs</td>
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<tr>
<td>Attitudes</td>
<td>Empathy</td>
<td>Integrity</td>
<td>Tolerance</td>
<td>Commitment</td>
<td>Confidence</td>
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<td>Learner Profile</td>
<td>Principled</td>
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<td>Inquirer</td>
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<td>Risk taker</td>
<td>Communicator</td>
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<td>7 Weeks</td>
<td>6 Weeks</td>
<td>7 Weeks</td>
<td>6 Weeks</td>
<td>7 Weeks</td>
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<tr>
<td>26th November – 21st December</td>
<td>23rd July – 21st September</td>
<td>21st May – 20th July</td>
<td>19th March – 18th May</td>
<td>6th February – 16th March</td>
<td>8th October – 23rd November</td>
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<tr>
<td><strong>Year 3/4 Focus</strong></td>
<td>Science, Personal Social Physical Education</td>
<td>Social Studies</td>
<td>Arts</td>
<td>Science</td>
<td>Social Studies Maths</td>
</tr>
<tr>
<td><strong>Central Idea</strong></td>
<td>The choices people make impact on the way the body systems function.</td>
<td>Human migration is a response to challenges, risks and opportunities that can have a range of effects on those involved.</td>
<td>Cultures express themselves in different ways to share their knowledge and understandings.</td>
<td>The earth is a complex geological structure which may be compromised by human needs and wants.</td>
<td>Organisations for profit and non-profit may have a responsibility to the community</td>
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<tr>
<td><strong>Concepts</strong></td>
<td>Function, Reflection</td>
<td>Change, causation</td>
<td>Function, Perspective</td>
<td>Form, Connection</td>
<td>Responsibility, Function</td>
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<tr>
<td><strong>Related concepts</strong></td>
<td>choices, systems</td>
<td>impact, challenges</td>
<td>Expression, communication.</td>
<td>Structure, consequences</td>
<td>Community, differences</td>
</tr>
<tr>
<td><strong>Lines of Inquiry</strong></td>
<td>Not everyone’s body systems function in the same way</td>
<td>The reasons why people migrate</td>
<td>The different forms of cultural expression</td>
<td>What the Earth’s crust is made of</td>
<td>The structure of profit and non-profit organisations</td>
</tr>
<tr>
<td></td>
<td>Responsible choices that we make help promote a balanced lifestyle</td>
<td>Migration throughout history</td>
<td>Why we choose to use different forms of expression</td>
<td>Occurrences that affect the Earth’s crust</td>
<td>The benefits of profit and non-profit organisations for the community</td>
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<tr>
<td></td>
<td></td>
<td>The effects of migration on communities, cultures and individuals</td>
<td>Appreciating different forms of expression</td>
<td>The effect on life forms when there are changes to the Earth’s crust</td>
<td>Expectations of the community of profit and non-profit organisations</td>
</tr>
<tr>
<td><strong>Transdisciplinary Skills</strong></td>
<td>Thinking – acquisition of knowledge, comprehension, application</td>
<td>Social – adopting a variety of roles</td>
<td>Social – Co-operating, respecting others</td>
<td>Communication – Presenting Self-management – organisation</td>
<td>Thinking – acquisition of knowledge, appreciation, synthesis, evaluation</td>
</tr>
<tr>
<td></td>
<td>Research – Collecting data, recording data, presenting data</td>
<td>Communication – listening, writing</td>
<td>Communication – speaking, non verbal communication</td>
<td>Research- observing</td>
<td></td>
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<td></td>
<td>Self management – Healthy lifestyle, informed choices Communication - Speaking</td>
<td></td>
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<tr>
<td><strong>Attitudes</strong></td>
<td>Independence, curiosity</td>
<td>Integrity</td>
<td>Appreciation</td>
<td>Independence</td>
<td>Integrity</td>
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<tr>
<td></td>
<td>Enthusiasm</td>
<td>Creativity</td>
<td>Confidence</td>
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<tr>
<td><strong>Learner Profile</strong></td>
<td>Knowledgeable, balanced, reflective</td>
<td>Risk Taker</td>
<td>Communicator</td>
<td>Thinker</td>
<td>Principled</td>
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<td></td>
<td>Reflective</td>
<td>Open minded</td>
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<td>7 weeks 6</td>
<td>6 weeks 3</td>
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</table>

**Year 5/6**

**Focus**
- Social Studies, Personal Social Physical Education,
- English Art
- Science Technology
- Social Studies Maths
- Science

**Central Idea**
- Peers can influence the hearts and minds of others.
- Colonisation of countries can impact on others.
- Media can be a powerful tool that influences perception and determines choices.
- Technology has an impact on the world.
- Cooperative and purposeful teamwork may enable and empower people to improve their lives and communities.
- Finding peaceful solutions to conflict may impact quality of life.

**Concepts**
- Reflection Connections
- Change Responsibility
- Perspectives
- Truth, values, opinions
- Form Function
- Connections Responsibility
- Relationships, initiatives, citizenship
- Conflict, diversity, justice

**Related concepts**
- Choices, safety, action
- The impact on indigenous communities when countries are colonised
- Responsibility for maintaining indigenous cultures
- Integrating indigenous culture into society
- The influence advertising has on your choices
- Peoples interpretation of media and advertising can differ depending on their point of view and life experiences
- Our responsibility in making informed choices as a consumer
- The impact of technology on society
- The historical circumstances that led to the development of some important inventions
- How inventors get their ideas
- People’s needs in the community
- Sustainable community service
- Effective teamwork
- Causes of conflict
- Conflict resolution and management
- Living and working together peacefully

**Lines of Inquiry**
- How other people may influence my behaviour
- The effect of rules on our behaviour
- Ways to manage peer pressure
- People’s attitudes, actions and values have an effect on behaviour
- The impact on indigenous communities when countries are colonised
- Responsibility for maintaining indigenous cultures
- Integrating indigenous culture into society
- The influence advertising has on your choices
- Peoples interpretation of media and advertising can differ depending on their point of view and life experiences
- Our responsibility in making informed choices as a consumer
- The impact of technology on society
- The historical circumstances that led to the development of some important inventions
- How inventors get their ideas
- People’s needs in the community
- Sustainable community service
- Effective teamwork
- Causes of conflict
- Conflict resolution and management
- Living and working together peacefully

**Transdisciplinary Skills**
- Social – accepting responsibility
- Self management – informed choices
- Thinking – metacognition, acquisition of knowledge
- Social – resolving conflict, respecting others
- Thinking – dialectical thought
- Communication – non verbal communication
- Communication – viewing, presenting
- Self management – informed choices
- Thinking – synthesis
- Self management – fine motor skills, gross motor skills
- Social – group decision making, adopting a variety of group roles, cooperating (collaborating)
- Communication – Speaking, listening, presenting
- Self management – time management
- Research – observing, planning
- Communication – presenting
- Self management – codes of behaviour

**Attitudes**
- Cooperation
- Independence
- Confidence
- Empathy
- Integrity
- Tolerance
- Creativity
- Appreciation
- Integrity
- Curiosity
- Enthusiasm
- Creativity
- Commitment
- Respect
- Empathy
- Respect
- Integrity
- Tolerance

**Learner Profile**
- Principled
- Balanced
- Reflective
- Knowledgeable
- Open minded
- Thinker
- Principled
- Communicator
- Risk taker
- Inquirer
- Thinker
- Communicator
- Principled
- Open minded

**Time Frame**
- 6 weeks
  - 16th July – 31st August
- 6 weeks
  - 13th February – 23rd March
- 5 weeks
  - 12th November – 14th December
- 6 weeks
  - 26th March – 18th May
- 6-8 weeks
  - 3rd September – 9th November
- 6 weeks
  - 21st May – 29th June

**Version 1 January 2012**
<table>
<thead>
<tr>
<th>Year 5/6 Focus</th>
<th>Technology, Social Studies, Personal Social Physical Education</th>
<th>Social Studies Language Mathematics</th>
<th>Arts</th>
<th>Science Mathematics</th>
<th>Social Studies Language</th>
<th>EXHIBITION Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>We have a responsibility to know and understand our rights as citizens</td>
<td>Many factors shape and influence our future</td>
<td>A function of successful performance is effectively communicating with an audience</td>
<td>The understanding of chemistry and its application may affect the way people live.</td>
<td>Political decisions have an impact on the way a country is governed.</td>
<td>Working together and learning to take action may empower people to make a difference globally and locally.</td>
</tr>
<tr>
<td>Concepts Related concepts</td>
<td>Responsibility Perspectives Respect, initiative</td>
<td>Reflection Change Facts, evidence</td>
<td>Connection Function Performance, interaction</td>
<td>Change Causation Transformation, consequences</td>
<td>Form Function Structure, role</td>
<td>All concepts Relationships, evidence</td>
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<tr>
<td>Lines of Inquiry</td>
<td>Why are we responsible to know and understand our rights as digital citizens</td>
<td>Our rights and responsibilities as leaders</td>
<td>Developing confidence in exercising our rights and responsibilities in our digital activities</td>
<td>Systems used in past civilisations that are still in use today</td>
<td>Evidence that is used to help us understand past civilisations</td>
<td>What we have learned from past civilisations</td>
</tr>
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<td>Attitudes</td>
<td>Empathy Tolerance</td>
<td>Creativity Enthusiasm</td>
<td>Appreciation Creativity</td>
<td>Curiosity Independence Respect</td>
<td>Integrity Commitment Tolerance</td>
<td>Students to select in collaboration with teachers</td>
</tr>
<tr>
<td>Learner Profile</td>
<td>Open minded Principled Balanced</td>
<td>Knowledgeable Communicators Inquirers</td>
<td>Risk takers Communicators</td>
<td>Inquirer Thinker</td>
<td>Thinkers Open minded</td>
<td>Students to select in collaboration with teachers</td>
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<td>Time Frame</td>
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<td>6 weeks</td>
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