



# Dane Royd J & I School



Upper Foundation Stage  
Curriculum Evening 2022

# Meet the Teachers - Brief Introduction:



**Mrs Ward**  
Foundation Stage Lead

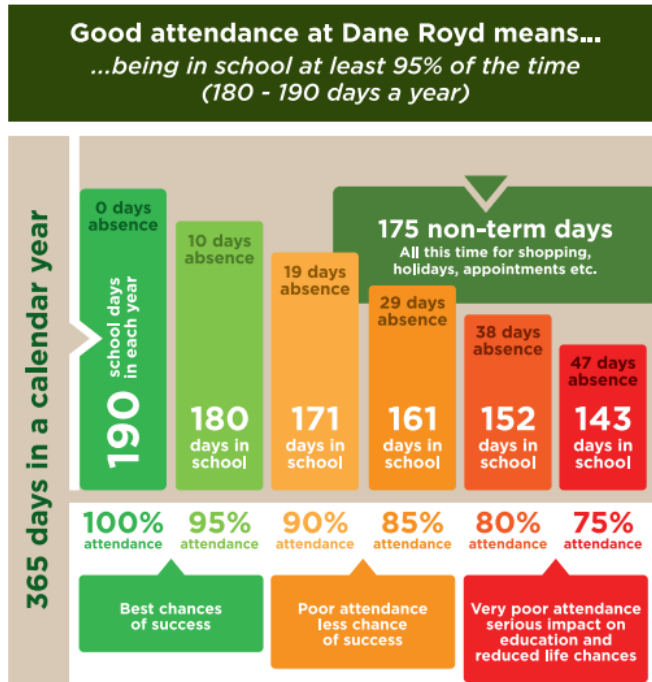


**Mrs Child**  
UFS Teacher



**Mr Davison**  
Assistant Headteacher  
SENCo

# Attendance



100%	→	0 teaching days lost	→	0 learning hours lost
98%	→	4 teaching days lost	→	20 learning hours lost
95%	→	10 teaching days lost	→	48 learning hours lost
90%	→	19 teaching days lost	→	95 learning hours lost
85%	→	29 teaching days lost	→	143 learning hours lost
80%	→	38 teaching days lost	→	190 learning hours lost

**Did you know? A two week holiday in term means that the highest attendance you can achieve is 94.7%**



There's a big push on attendance both in school and nationally. New guidance and changes being introduced.

Persistent absence is when your child falls below 90% - any struggles please speak to myself or the school office to look at how we can support.

# Behaviour

We view behaviour as communication and that's our starting point.

We take a positive approach that uses a reward based system but also builds in the intrinsic value of acting in a particular way because it's just the right thing to do.

Our Behaviour Policy can be found on the school website under the policy section.

Any queries please speak to the class teacher or see me.

JD



# Inclusion and SEND

We are recognised for being an inclusive setting that provides excellent support for children with and without SEND.

If we felt that there was a potential SEND then we would meet with you to discuss this and see what else we feel could be in place to support learning and vice versa. Several options here both internally and externally.

Please remember that our children are only young and that early year's development can vary at this age.

# What is the EYFS?

**The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and early years providers in England must follow the EYFS.

Included in the EYFS are the **7 Areas of Learning**.

They are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

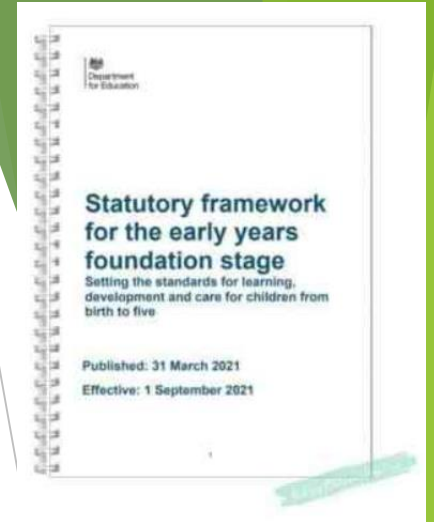
# The New EYFS Framework

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow. The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.





# Key changes:

**Reduced the amount of unneeded written recordings and assessment of children by staff.**

Staff are encouraged not to keep a large amount of written evidence that proves children are able to do lots of things. Practitioners know the abilities and skills of each child, and understand how to support them to develop. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



We use a digital platform called Evidence Me to encourage you to share your learning experiences from home in order to truly document your child's learning and development.

In the past we have kept examples of your child's work however we feel it is more beneficial to share these with you in order to promote richer conversations at home and let you see your child's learning and progress in 'real time'.





We believe in the holistic view of the child and achievements at home can and should be celebrated in school. Though your children spend many hours with us in setting, we appreciate that they spend many more with yourselves and with family.

Evidence Me allows you to capture and share experiences at home that you feel are valuable to your child's learning journey. This might be examples of physical skills; such as riding a trike or balancing along a log in the park. It could be sharing hobbies such as swimming certificates and football trophies. You could share examples of book talk with your child commenting on their favourite parts or joining in with stories, singing songs or enjoying mark-making activities at home as well as general examples of them showing an understanding of the world in day-to-day discussion.

When you attach any photos or videos please be mindful of safeguarding your child. Children must be clothed and any other persons present in the picture or recording having given permission. You can simply record and capture using your phone device and then upload onto your child's profile at the click of a button. Where possible, please provide some context about the learning taking place or the skills evidenced in a brief description typed in the notes section.

Please be assured that your observations are sent electronically to us are not shared with other parents as per GDPR rules and permissions. We will endeavour to approve and respond to your observations as soon as possible with a brief written comment and if appropriate, a next-step/challenge.

Please be reminded, this tool should be used exclusively for sharing evidence of your child's learning at home and not for sending general messages to the teacher. Should you wish to get in touch about any other matter, the best method of contact is via the school office by telephone or catching me at the door at drop-off/collection.

Evidence Me - Activation of Test Child's parent account in Dane Royd

30 September 2022 11:22

noreply@evidence.me

Details

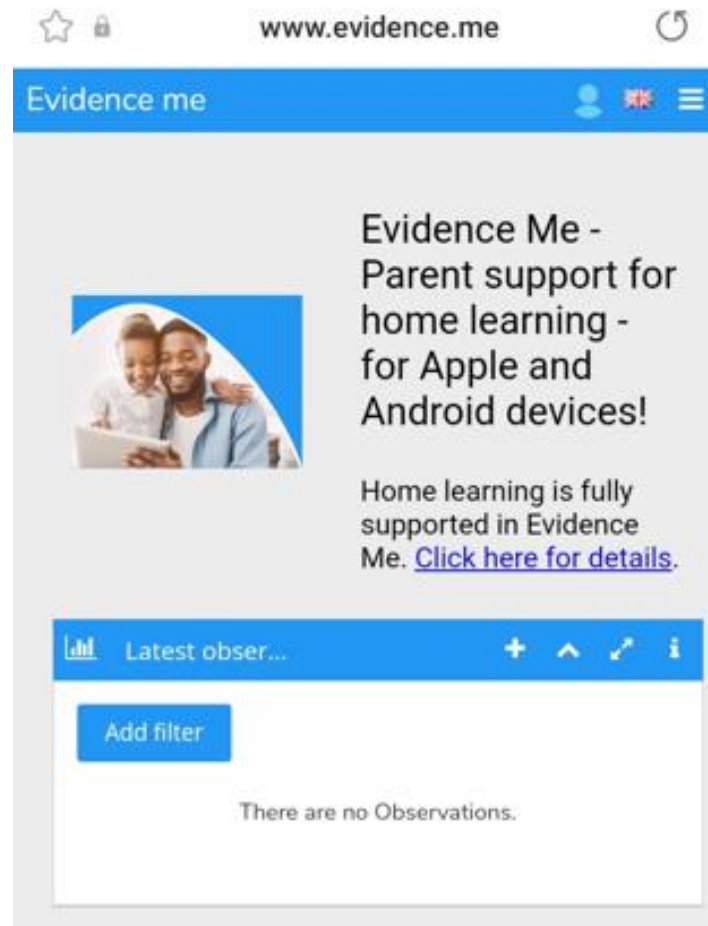
Welcome to the Dane Royd Parent Suite!

As a parent/guardian of Test Child, you have been invited by Dane Royd to join Evidence Me. You will receive updates regarding what your child has been learning about via the Evidence Me app and website. You will also be able to upload photos and videos of any home learning experiences.

[Click here to activate your account](#)

For further information and guidance [please click here](#).

Evidence Me by 2Simple. Please contact Dane Royd for further details.



# More than just play!

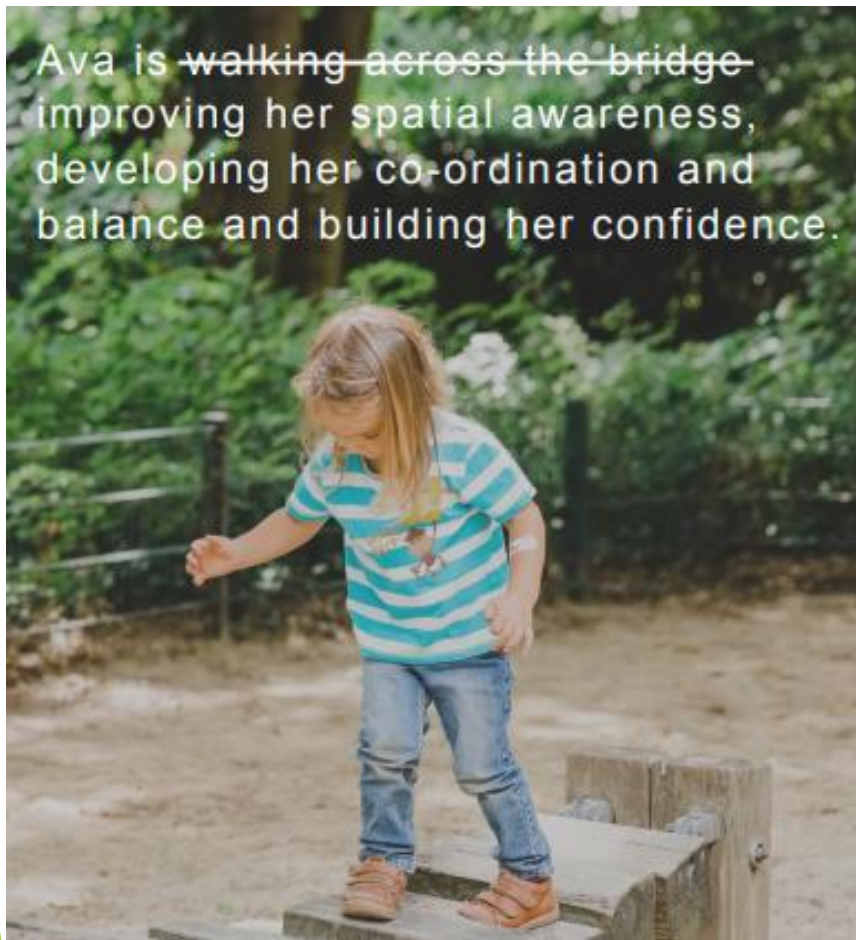
Grace is ~~hanging out in the garden~~ selecting tools, noticing changes in nature and developing an understanding of life cycles.

Charlie is ~~scribbling~~ improving his hand-eye coordination, developing fine motor control and learning about colours.





Ava is ~~walking across the bridge~~  
improving her spatial awareness,  
developing her co-ordination and  
balance and building her confidence.



Chetan is ~~messing around~~  
~~with building bricks~~  
discovering space, shape  
and pattern and developing  
his spatial reasoning.



# Key changes:

**There is more of an emphasis on the importance of developing communication and language skills as well as a higher focus on sharing stories.**

Children should be supported in building up vocabulary by increasing the amount of words they know and can use. We recognise that good language skills are the basis for all other learning and social interaction and so we as adults regularly chat with the children 1:1, but also facilitate the children in communicating with their peers in class discussions but also during their own play schemes, modelling language and encouraging them to extend their ideas.

Children are exposed to rich language through our topic lessons. The meaning of new vocabulary is explored and put into context for children. It is revisited over a period of time and promoted in the learning environment through flashcards, word-mats and sound-buttons.

We use stories as a basis for our topic lessons each week, delving into both fact & fiction to promote a real enjoyment of reading. Additional to this, we settle down to a story each day during 'Our Repeated Reads' time - revisiting some 'old & gold classics' as well as 'contemporary fiction' woven together by a common theme.



## Example of displays with key vocab and books



# Key changes:

**There is a focus on encouraging healthy choices overall and an understanding of oral health.**

It is now a requirement of the EYFS curriculum to teach children the importance of brushing teeth.

Practitioners should focus on helping children to understand how to make healthy choices, for example exploring which foods to eat and why.

The government recognise that getting into good routines from a young age is important as these often continue into adult life.

All children are offered a piece of fruit or vegetable each day and many are eligible for free milk up to the term they turn 5. Fresh drinking water is available to children throughout the day.





# Changes to informal assessments:

There have also been changes to a document called '**Development Matters**'. This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It is now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs. These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



# Reception Baseline Assessment (RBA)

All children this year in UFS have undertaken the new Reception Baseline Assessment (RBA). It is now statutory for all schools from September 2021 to conduct this within the first 6 weeks of reception.

The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

The RBA is a **short, interactive and practical assessment** of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.

Your child will sit 1:1 with the teacher and answer a series of questions verbally or by pointing at or moving objects. The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL).

This assessment is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

## ....continued...

The data from the assessment will only be used by the Department for Education when your child has reached the end of year 6, to provide the baseline to measure the progress of your child's year group from reception to year 6.

The data from the assessment, including numerical scores, is not shared with you, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

Your child's teacher will receive a set of statements which provide a narrative description of how your child performed in the assessment. We will share these with you at our first parent's evening.

# Overview of changes to the Early Learning Goals

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in Year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

The **Early Years Foundation Stage Profile (EYFSP)** will be shared with you in Summer along with their school report.

# Areas of learning (prime):

During the Early Years Foundation Stage, the 7 areas of learning will be developed through planned, purposeful play. Play is the key to the way children learn. We want all children in Upper Foundation to have enjoyable and enriching experiences, thus building a solid basis for later learning in school and beyond.

The first 3 areas of learning are called the **Prime Areas** as these are the fundamental for your child's healthy development.

## Communication and Language

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

## Personal, Social and Emotional Development

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

## Physical Development

Developing their co-ordination, control and movements in gross motor skills (running, skipping jumping, throwing) and also their Fine Motor skills (squeezing, threading) in preparation for writing. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.





# Areas of learning (specific):

The 4 specific areas include **essential skills and knowledge**. They grow out of the prime areas and provide important contexts for learning.

## Literacy

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to spark their interest.

## Mathematics

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

## Understanding the World

Helping children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## Expressive Arts and Design

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



# What does a typical day look like in UFS?

8:40-8:50 - Morning Work

8:50-9:00 - Register/Lunch selection/Morning exercise

9:00-9:30 - RWI Phonics

9:30-10:30 - Choosing Time 1 (provision)

10:30-10:45 - Topic session

10:45-11:30 - Choosing Time 2 (provision)

11:30-11:45 - Our Repeated Reads

## LUNCHTIME

1:00-1:10 - Register/Afternoon exercise

1:10-1:30 - Maths session

1:30-2:45 - Choosing Time 3 (provision)

2:45-3:10 - Curriculum session







SPECIFIC	Maths (White Rose/Master the Curriculum)		Getting to know you	Just like me	It's me 1,2,3	Light and dark	Alive in 5	Growing 6, 7, 8	Building 9 and 10	Consolidation	To 20 and beyond	First, then, now	Find my pattern	On the move
	Understanding the World  (Overarching theme looking at similarities and differences)	Post & Present	Who is in my family? - Photo album  What do they do? - Occupations (including people who help us)  Family/local community visitors - Police/Paramedics/Fire Service/Dentist		Bonfire Night - Guy Fawkes/Parliament Week  Remembrance  Arctic Explorers - Matthew Henson and Ernest Shackleton		Perilous Pirates  From Blackbeard & Sir Francis Drake to modern piracy  Boat design over time		The history of our local supermarkets - Co-Op, Morrisons and M&S		Mesozoic Era  (Interactive) Timeline Display  The work of Mary Anning		From Katherine Johnson and Tim Peake to Alysia Cerón - people changing space exploration	
		People, Culture & Communities	Where do I come from? - Lolly stick homes  Where was I born? - Pinderfields Hospital (and beyond)		Cultural communities - exploring Inuit life (homes, food, transport, clothing, hobbies)  Religious communities - Diwali and Christmas (traditions)		Oceans (including their layers) and Continents  Treasure Hunt  Basic map reading skills including co-ordinates and grids  Computer programming (beebots)		Fair Trade Fortnight (introducing farm to fork - polytunnel/allotment, local produce/food miles)  Pancake Day 21.2.23		Changing Earth, the continental drift		Our Solar System	
		The Natural World	Our 5 Senses - Smell Station  Promotion of Oral Hygiene - Tuff Tray  Weather & Seasons - Autumn Scavenger Hunt		Changing States - Melting Experiment  Animal Adaption - Blubber Experiment  Weather & Seasons - Snow Day!		Materials (and their uses) - Buoyancy/waterproofing  Changes in the natural world including human influence e.g. climate change - Recycle Station		Lifecycles: - Plant(s) - Butterfly - Frog - Chicken		Animal Classification, including eating habits - Finding fossils Tuff Tray / Who's poo is this? Experiment		Forces & gravity	
	Expressive Arts & Design  CW	Creating with Materials	Create simple representations of things				Safely use a variety of materials, tools and techniques to explore artistic effect				Experiment with colour, design and texture to achieve a planned effect  Evaluate own and others work			
			Self Portrait  Emergency Vehicles		2D/3D Arctic Animals  Christmas Card and Calendar		Junk model sea animals (including whale display)		Exploring symmetry  Pasta lifecycle		Dinosaur artwork		Planet mobile	
		Being Imaginative & Expressive (also see Role Play Area)	Daily Exercises Harvest Festival		Christmas Production Carol service @St James Church		Ocean/Continent Song				Storybots		Storybots	

# (Potential) Educational Visits:



Autumn 2 term



Spring 1 term

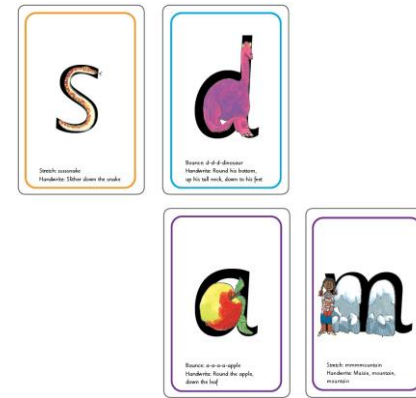


Summer 1 term

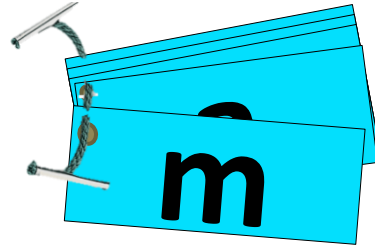
## Making a strong start in Reception

### How will my child learn to read?

- ▶ First, your child will learn to recognise each of the single letter Set 1 Speed Sounds, along with the corresponding mnemonic:
- ▶ **m a s d t i n p g o c k u b f e l h r j v y w z x**
- ▶ e.g: 's' is in the shape of a snake
- ▶ 'd' is in the shape of a dinosaur
- ▶ 'a' is in the shape of an apple
- ▶ 'm' is in the shape of two mountains
- ▶ Followed by the Set 1 sounds written with two letters: ('special friends'):
- ▶ **sh th ch qu ng nk ck**



- ▶ You can revise these sounds at home with your child using their Set 1 Blue Cards. New sounds will be added to their pack following the focus lesson in class.



- ▶ Gradually children will be exposed to words on flashcards containing these taught sounds and will practice sound-blending in the word-time element of the lesson.
- ▶ e.g. **m-a-t** *mat*, **c-a-t** *cat*, **f-i-sh** *fish*, **s-p-o-t** *spot*, **s-p-l-a-sh** *splash*
- ▶ At this point your child will be sent home a word-mat (1.1-1.7) including these same words so they may gain confidence through practice.

Read Write Inc. Words - Set 1.1

mat	at	mad
sad	sat	dad

Completed: \_\_\_\_\_

Read Write Inc. Words - Set 1.3

bin	cat	cot
can	kit	mud
up	cup	bad

Completed: \_\_\_\_\_

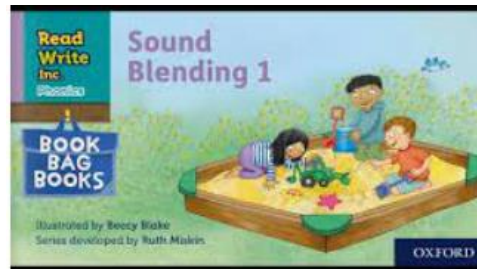
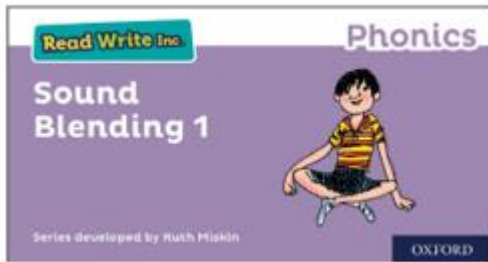
Read Write Inc. Words - Set 1.5

red	run	rat
jog	jet	jam
vet	yap	yes
yet	yum	web
win	wish	
wet	sock	

Completed: \_\_\_\_\_

- ▶ They will then begin the Sound Blending books in class using partner-practice. The children work in pairs, one pointing beneath each sound while their partner sounds out the word using Fred Talk before attempting to blend the word. Then, he or she can turn over and check if they're right using the picture clue. The children then switch roles and repeat.

▶



- ▶ Your child will be sent home the Book Bag counterpart to the class book so they may practice at home, this contains the same sounds but in different words.
- ▶ Initially children will sound blend with overt Fred-talk however as their confidence grows they will be taught to silent blend, 'Fred-in-your-head Secret Fred-talk'. Eventually, the aim is that our children leave us 'speedy reading'.



- ▶ As their confidence in sound-blending and partner-practice grows, the children progress from reading words to reading captions in ditties.
- ▶ At this stage, children are expected not only to read simple captions but also to be able to hold a dictated short sentence in their head and use Fred-fingers to spell each word in order in their exercise book.
- ▶ e.g. **the** cat sat in mud.
- ▶ Your child will read several simple ditties in lesson over the course of the week and will receive one photocopiable ditty to practice at home. These texts will often contain red words, e.g. **I the my** - non-decodable words that have to be recognised by sight instead. and then sentences in Red, Green and Purple Storybooks.

**Ditty 6: naps**

Speed Sounds - read the sounds (not the letter name)

s n i a g c t d p m b u o

Green Words - read these words by blending the sounds together

in cat on bus dog mat nan pot

nap naps

Red Words - read these words but if you ch/d the word if they get stuck

**the**

a dog naps on **the** mat

nan naps on **the** bus

a cat naps in **the** pot



Remember not to read the Ditty to your child first.  
As your child reads the Ditty, be patient and give your child plenty of praise.

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- ▶ Once your child is reading captions confidently they can access RWI storybooks. These longer texts require them to read sentences with partner-practice and complete associated tasks. The group will work on the same book over 3 to 5 lessons to ensure learning is embedded.
- ▶ Reception aged children will typically work through **Red**, **Green** and **Purple** Storybooks to meet age-related expectations.
- ▶ Your child will bring home the corresponding Book Bag Book. This book will build upon the ideas and many of the words in the Storybook he or she has just read in class, however your child may need more support in reading this. Word-mats will be also be sent home which when practiced, will assist them with their book.



**Red Words** Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

**Speedy Green Words** Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.







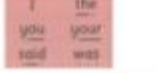

ship	box	off
box	off	will
is	that	him
this	his	get

# RWI Phonics:

## Read, Write Inc Terminology

At school we use a puppet called Fred who is an expert on sounding out words!

The following video is an example of blending sounds with Fred. [https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

<b>Fred talk</b> 	Saying each sound in a word out loud using pure sounds and blending them together to make the word. E.g. c-a-t → cat
<b>Fred in your head</b> 	Once children are secure sounding out loud, we encourage them to try sounding quietly in their head to aid fluency and speed.
<b>Speedy read</b> 	Familiar words that children instantly recognise - read by recognition.
<b>Special friends</b> 	When two or three letters make one sound we call them special friends, this helps children to recognise that the letters are often grouped together in words. As part of phonics sessions, children are trained to spot special friends within a word to support with sounding out. E.g. <u>bl</u> ow <u>li</u> ght <u>pl</u> ay
<b>Fred fingers</b> 	Counting the number of sounds in a word and pinching the sounds on our fingers to help with the spelling process.
<b>Green words</b> 	Green words are linked to the sounds children have been learning and are easily decodable when sounding out.
<b>Red words</b> 	Red words are words that are not easily decodable, they can't be sounded out. They were previously referred to as 'tricky words'.
<b>Alien words</b> 	Decodable nonsense words that can be read using knowledge of phonics. These words will feature heavily in the Year One Phonics Screening check in the summer term. E.g. g-l-a-m j-igh-t p-at-t



## Dane Royd Junior & Infant School

A community of lifelong learners, responsible global citizens, and champions of our own success.

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## Read Write Inc.

[Parent Leaflet 1](#)
[Parent Leaflet 2](#)
[Parent FAQs](#)
[Pure Sounds Guide](#)
[Fred Talk Games](#)

### To help at home:

Your child will start to bring books home when they are confident at reading the sounds they know. Please find time to listen to them read, have patience and give lots of praise!



We have a full range of new and engaging books to share at home.

### Useful websites for parents:

Please find a list of websites that offer games and fun activities:

<http://www.phonicsplay.co.uk/>  
<http://www.ictgames.com/literacy.html>  
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>  
<http://www.firstschoolyears.com/>  
[BBC Bitesize](http://www.bbc.com/bitesize)

# Reading Folders:

Please support your child with their reading homework by practising regularly and recording in their Reading Record book how they got on. This becomes a great communication tool between home and school.

We will send this home each Friday and request that you return it no later than the following Tuesday.



# Maths:

## Autumn



VC

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

# Maths:

## Spring



VC

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

# Maths:

## Summer



VC

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

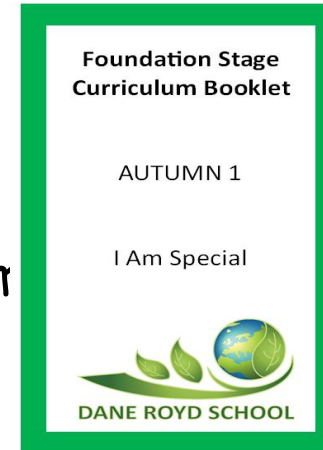


# Useful information:

**CURRICULUM BOOKLET:** We send out curriculum booklets every half-term with useful dates including class assemblies, educational visits and whole school events.

**KNOWLEDGE ORGANISER:** We send out knowledge organisers every half-term with what we consider to be key learning within our topic.

**OPTIONAL HOMEWORK:** We send out (optional) homework every half-term which is linked to our current topic and designed to enrich your child's learning experience.



## Upper Foundation Stage '3, 2, 1, Blast off!' Homework Suggestions for Summer 2





# Useful information:

You can also stay up to date by following our feed on Twitter @DaneRoydUFS.



We are currently updating our website page and we will have a dedicated Early Years page too bursting with information, resources and help for you.



# Thankyou!

Does anyone have any questions?