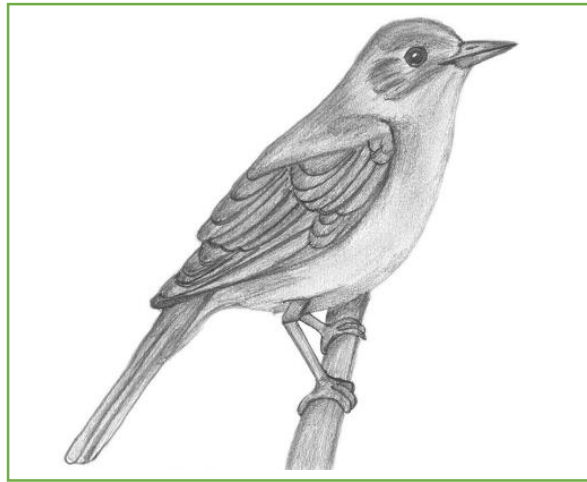


# Welcome to Nightingale Class



2020-21

Years 1 and 2

Teacher: Miss Lewis

Teaching Assistant: Miss Cartwright

*Challenge, Commit, Conquer,  
Celebrate*

Hello Nightingale Class!

I hope that you're just as excited as I am for September to get started in our new class and to get stuck into an exciting year full of learning. I am so pleased that you are in my class and, and how lovely that I already know some of you as I've taught you this term. I cannot wait to get to know you all better in the first few weeks of September. I know that some of you will have been off school for much longer than the 6 week holidays but please be assured that we will all work really hard together to make sure we feel happy and safe when we come back in September.

Having taught Year 2 children in Sparrow Class for the last 4 years, I'm really looking forward to teaching both Year 1 and 2 children this year. We will be supported by Miss Cartwright and she will also be teaching in Nightingale Class on a Tuesday morning whilst I am busy planning lessons. Our topic for the Autumn term is Castles, a new topic for Key Stage 1, which I hope we'll all really enjoy! Please continue reading below for lots more important information about next year. I hope you all have a brilliant summer holidays. See you in September!

Yours sincerely,

Miss Lewis

Just in case you haven't seen us around school before, here's who we are ☺



Miss Lewis



Miss Cartwright

Here are a few key things that happen on a weekly basis to make a note of:

| <b>Nightingale class's week at a glance</b> |                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Monday</b>                               | -Reading records and reading books brought to school                                                                                                             |
| <b>Tuesday</b>                              | -Reading records and reading books brought to school<br>-PE in the morning                                                                                       |
| <b>Wednesday</b>                            | -Reading records and reading books brought to school                                                                                                             |
| <b>Thursday</b>                             | -Reading records and reading books brought to school<br>-PE in the afternoon                                                                                     |
| <b>Friday</b>                               | -Reading records and reading books brought to school<br>-Reading records checked for reading 5 times per week<br>-Maths homework books checked<br>-Spelling test |

## **Behaviour for Learning**

In Nightingale class, we work hard to have a 'can do' attitude towards learning. We believe that by committing ourselves to our learning and by being enthusiastic, courageous and creative, we will achieve our very best. We have an understanding that we are responsible for our own learning and that we must always focus on our goals not just for ourselves but also for the rest of our

classmates. We will always strive to follow the school rules and be given time to reflect on our actions when things get a bit more difficult. Please see below for the school rules:



## Mathematics

Maths is all around us in! In Nightingale Class, pupils will learn the value of maths in everyday life as well and use both practical, pictorial and written methods to solve real life and more abstract problems and challenges.

As pupils move through Key Stage 1, it is really important that pupils know how to form numbers correctly, and practising this both at school and at home will help with this. Please see below for an example of the correct number formation pupils will be expected to use:



### Number bonds

A fundamental element of maths in Years 1 and 2 is being able to use and apply their knowledge of number bonds. This means the different ways in which numbers can be partitioned.

In **Year 1**, your child will be expected to:

- Represent and use number bonds and related subtraction facts within 20.

Below is an example of using related facts and recognising the relationships between different calculations:

$$8 + 2 = 10$$

$$2 + 8 = 10$$

$$10 - 8 = 2$$

$$10 - 2 = 8$$

It is also important for your child to know that the equals symbol does not always come at the end of a calculation, for example:  $10 = 8 + 2$        $10 = 2 + 8$

In **Year 2**, your child will be expected to:

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

As more confidence is built with both addition and subtraction, links and patterns will start to be seen between them. Below is an example of using related facts to 100:

$$8 + 2 = 10$$

$$10 - 8 = 2$$

$$18 + 2 = 20$$

$$20 - 18 = 2$$

$$80 + 20 = 100$$

$$100 - 80 = 20$$

## Times Tables

Times tables are a fundamental element of the primary maths curriculum, particularly from year 2 upwards. In **Year 1**, will pupils learn to count in 2s, 5s and 10s from 0. In **Year 2**, pupils will learn to recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables, including recognising odd and even numbers. They will also need to use and understand the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs and understand the relationships between these symbols. Practising counting in 2s, 5s and 10s as well as helping your child to learn their multiplication tables is something that will be very useful to do at home.

## Place value

Here are some key concepts your child will be learning about this year including the vocabulary and pictorial representations. You may wish to refer to these when completing weekly maths homework with your child:

### **Year 1:**

#### Key Concepts

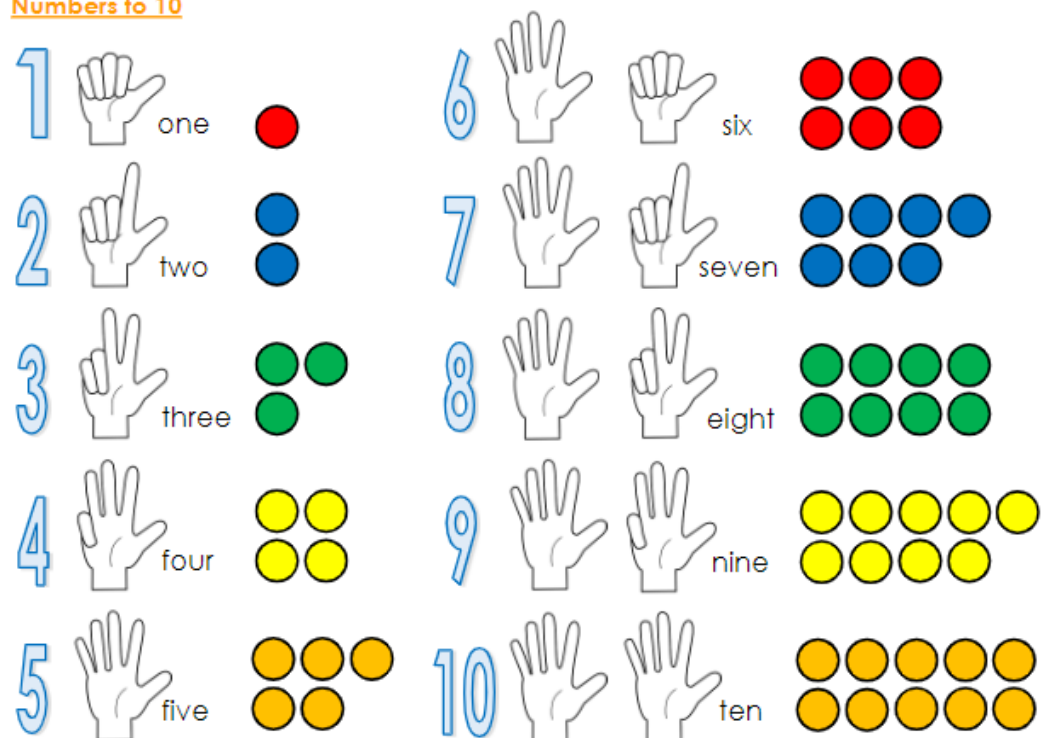
- Sort objects
- Count objects
- Read and write numbers up to 10 in numerals and in words
- Find one more and one less
- Represent numbers using objects and pictures
- Compare objects

#### Key Vocabulary

- One more
- One less
- Equal to
- More than
- Less than
- Most
- Least
- Total
- Count



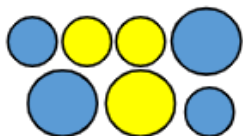
#### Numbers to 10



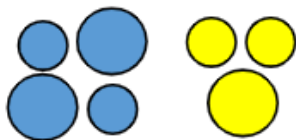
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## Sorting Objects

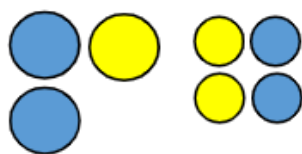
Look at these counters. We can sort them in different ways.



We can sort them by colour, like this...



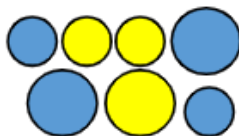
Or we could sort them by size, like this...



## Counting Objects

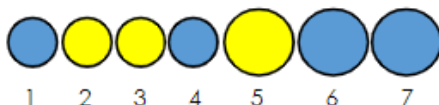


When we count objects, we must start counting from the number 1.



Count the objects one at a time. The last number you say is the total amount.

To help you count, you can put the objects in a line.



We can now see there are 7 counters in total.



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## Finding One More and One Less

When we count, 'one more' is the number **after** the number we are saying.



One more than 4 is 5.

'One less' is the number **before** the number we are saying.

One less than 4 is 3.

## Comparing Objects and Numbers



We can compare objects using words like 'more' and 'fewer'.

There are **more** red triangles than green.

There are **fewer** green triangles than red.

## Year 2:

### Key Concepts

- Recognising the place value of each digit in a two digit number
- Read and write numbers up to 100 in numerals and in words
- Compare and order numbers from 0 up to 100
- Partitioning tens and ones
- Understanding place value charts
- Counting in 2s, 3s, 5s and 10s

### Key Vocabulary

- represents
- greater than/less than
- more than
- fewer
- most
- least
- equal to
- tens and ones
- place value



### Numbers to 100

A two-digit number is made up of tens and ones.

Base 10 can be used to represent numbers.



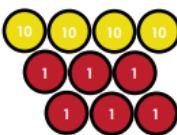
represents a ten

represents a one



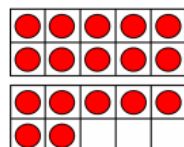
This represents the number 35. It is made up of 3 tens (30) and 5 ones.

Numbers can also be represented with place value counters.



These counters represent the number 46. It is made up of 4 tens (40) and 6 ones.

Numbers can also be shown in a ten frame.



This shows a complete ten and 7 ones. This means that it shows the number 17.

### Place Value Charts

Place value helps us know the value of a digit, depending on its place in the number.

| T | O |
|---|---|
|   |   |

This place value chart shows a number using base 10. There are 4 tens (40) and 8 ones so it represents the number 48.

| T | O |
|---|---|
|   |   |

This place value chart shows a number using counters. There are 2 tens (20) and 4 ones. It represents the number 24.

| T | O |
|---|---|
| 2 | 5 |

In this place value chart, the 2 digit is in the tens place, so it really means 20. The 5 digit is in the ones place so it means 5.

### Counting in 2s, 5s and 10s.

2s - 2, 4, 6, 8, 10, 12, 14, 16, 18, 20



I have noticed that when I count in 2s, all the numbers are even.

5s - 5, 10, 15, 20, 25, 30, 35, 40, 45

I have noticed that when I count in 5s, all the numbers I say end with either a 5 or a 0.



10s - 10, 20, 30, 40, 50, 60, 70, 80

I have noticed that when I count in 10s, all the numbers end in a zero.



### Counting in 3s

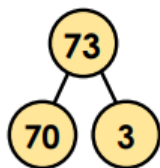
3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

I have noticed that when I count in 3s, the numbers I say go odd, even, odd, even in a pattern.



### Partitioning Tens and Ones

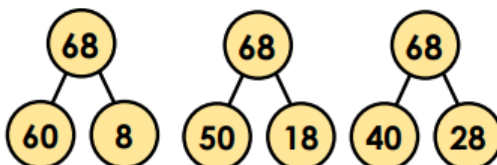
Partitioning is where we split a number up into smaller parts. For example:



73 can be partitioned into 70 and 3.



Numbers can be partitioned (broken apart) in more than one way.



Here are three different ways that the number 68 can be partitioned. The images show that...

$60 + 8 = 68$  and  $50 + 18 = 68$  and  $40 + 28 = 68$



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When we put numbers in order, we need to compare the value of their digits.



24



28

First, look at the tens digits in each number. They are the same so we then look at the ones digits. 4 is the smaller ones digit so 24 is the smaller number.

We can compare numbers and objects using the < and > symbols. < = less than > = greater than.



24

<



28

### Read and Write Numbers in

#### Numerals and Words

Numbers can be written in both numerals and words. When writing a number in words, it is useful to think about the place value of the digits.

| T | O |
|---|---|
| 8 | 5 |

This would be written as eighty-five.

| T | O |
|---|---|
| 8 | 0 |

When there is a zero, we don't need to write anything for that column. This is just eighty, not eighty-zero.

## Other areas of mathematics

Here are some of the other key concepts that will be taught in maths this year:

- Recognising halves, quarters and thirds of objects, shapes and quantities
- Telling the time including to half past, quarter past and quarter to the hour
- Recognise and know the value of different coins and notes and use different coins to make the same amount
- Recognise, name and identify the properties of common 2-D shapes and 3-D shapes

### Websites to support maths learning at home

TT rockstars - <https://trockstars.com/> - fluency of times tables (your child will be given a login in September if they don't already have one).

Numbots - <https://play.numbots.com/#/intro> - fluency of number facts and subitising (recognising numbers without counting them). Same login as TT Rockstars.

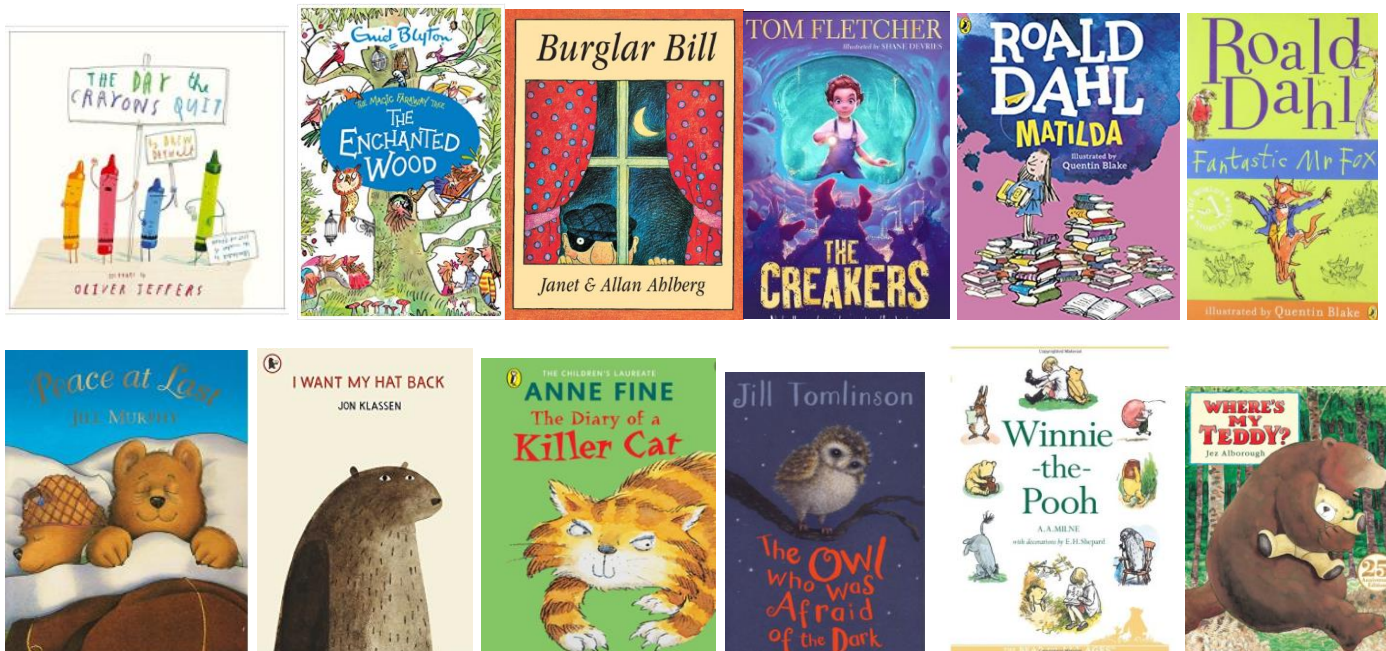
Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button> - fluency of number bonds, times tables and other number facts

Top Marks- <https://www.topmarks.co.uk/maths-games/5-7-years/counting> - lots of counting, number recognition, place value and adding games



## Reading

Reading is a fundamental part of your child's education and I am really looking forward to reading with your children and sharing some of my favourite stories with them. If you love reading like me and would like a challenge this summer, please sign up to the Summer Reading Challenge on the following website: <https://summerreadingchallenge.org.uk/>. If you do take part, I would love to hear all about it when we start back in September! Here a few of my favourites from my childhood and books that I have read to my classes in the last few years- please let me know if you read any of these ☺



## Reading Book Bands and Expectations

Your child will take home at least two reading books each week that are matched to their reading ability and the phonics sounds that they are learning. One of these books will be directly matched to the words that your child is able to read so that they can gain confidence in reading the words. The other will be a book that you can share together. Some of the words your child will be able to read while others they will need your help with. The important thing will be to talk about what the book means so that they can see reading helps you to learn!

Some weeks you may get a bonus book that gives your child an opportunity to revise some of the sounds that they have mastered! Your child will be expected to read at least five times per week and for this to be recorded in their reading record to be checked on a Friday. We understand that it requires some of your time, but being committed to reading at home will undoubtedly have a hugely positive impact on your child's reading fluency and understanding as well as their enjoyment and attitude towards reading. If your child struggles to achieve the expectation of reading five times per week, they will be invited to a lunch-time reading club where they will get a chance to read with other pupils so that they do not miss out on the joy of reading.

Please see below for the book band your child should reach by the end of each year

| Colour    | School / Year Group Expectation |
|-----------|---------------------------------|
| Lime      |                                 |
| White     | End of Year 2                   |
| Gold      |                                 |
| Purple    |                                 |
| Turquoise | End of Year 1                   |
| Orange    |                                 |
| Green     |                                 |
| Blue      |                                 |
| Yellow    | End of Reception                |
| Red       |                                 |
| Pink      |                                 |

(reception, year 1 and 2) in order to be in line with end of year expectations:

## Phonics

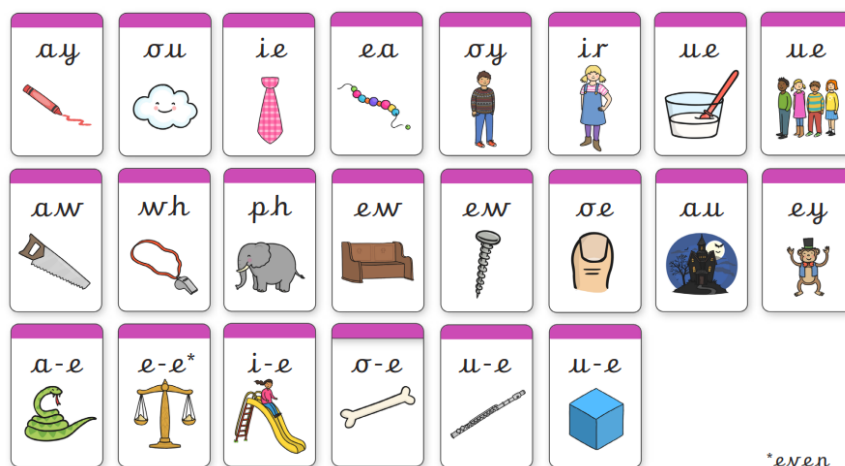
Phonics is about children knowing how letters link to sounds (graphemes to phonemes), e.g. c as in 'cat', 'ai' as in 'rain', ee as in 'sheep'. Once children begin learning sounds, they are used quickly to read and spell words. There are two key skills children need to learn:

Blending- merging together the separate sounds (phonemes) in order.

Segmenting- saying the individual sounds in words separately. Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds; c-a-t. Before writing a word young children need time to think about it, say the word several times, segment the word and then write it.

In **Year 1**, pupils will begin by recapping their knowledge of the phase 3 and 4 sounds that were taught in reception before moving on to the phase 5 sounds. In **Year 2**, pupils will begin by recapping their knowledge of the phase 5 sounds before moving on to phase 6 which is focussed on spelling rules.

Here are the Phase 5 sounds:



## Year 1 Phonics Screening Check

In June, pupils in Year 1 will complete the Phonics Screening Check (PSC). The phonics screening check comprises of a list of 40 words that children read one-to one with a teacher. The list is a combination of both real and 'pseudo-words' (nonsense words). Children need to be able to blend the sounds together fluently to read the words. You will receive more information about the PSC and how to support your child with this nearer the time.

### Websites to support phonics and reading at home

Alphablocks <https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Oxford Owl for Home. <https://www.oxfordowl.co.uk/for-home/>

DfE phonics lessons [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtIdV2K\\_-niWw](https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw)

Mr Thorne does phonics (youtube)

Geraldine giraffe (youtube)



## Writing

In Year 1 writing, there is a great emphasis on pupils being able to write simple sentences using capital letters, finger spaces and full stops correctly. Pupils will work on using their developing phonics knowledge to sound out unfamiliar words in order to spell them and on using their knowledge of the year 1 common exception words to spell words that cannot be sounded out. Pupils will also work on being able to read their writing out loud and on being able to write short narratives that make sense.

In Year 2 writing, there is more emphasis on pupils building their stamina for writing and on being able to write for a variety of purposes. Pupils will be taught to use a wider range of punctuation in their writing including question marks, exclamation marks, commas for lists and apostrophes for contraction (e.g. didn't, he'll) and apostrophes for possession (the girl's book). Pupils will also be encouraged to challenge themselves by using a wider range of vocabulary to make their writing more appealing to the reader.

In Key Stage 1, it is very important that pupils learn to form their letters correctly. This will help them to begin joining their handwriting towards the end of Year 2 and in preparation for continuing their writing development in Key Stage 2. Please see below for the school font which you can refer to when helping your child to practise their handwriting at home.

a b c d e f g h i j k l m n o p q r s t u v w x y z

## Spelling

In Key Stage 1, pupils are expected to learn a set of spellings each week that they will then be tested on in a spelling test at school on a Friday. The spellings that pupils learn at home begin with the common exception words which are words that cannot be spelt by sounding out. This means that pupils need to learn and just 'know' how to spell these words rather than trying to spell them by using their phonics knowledge or knowledge of specific spelling rules.

In Year 1, pupils will work through the Year 1 common exception words and be tested on 5 of the words each week. All pupils in year 1 will be tested on the same set of spellings each week regardless of their progress the previous week. We would be grateful for your support in continuing to practise any which your child struggles with even after they have been tested in school. Spelling is for life – not just for Fridays!

These are the words that Year 1 pupils will be tested on throughout the year:

|                                      |                                        |                                      |                                        |                                       |                                        |
|--------------------------------------|----------------------------------------|--------------------------------------|----------------------------------------|---------------------------------------|----------------------------------------|
| List 1                               | List 2                                 | List 3                               | List 4                                 | List 5                                | List 6                                 |
| the<br>a<br>do<br>to<br>today        | of<br>said<br>says<br>are<br>were      | was<br>is<br>his<br>has<br>I         | you<br>your<br>they<br>be<br>he        | me<br>she<br>we<br>no<br>go           | so<br>by<br>my<br>here<br>there        |
| List 7                               | List 8                                 | List 9                               | List 10                                | List 11                               | List 12                                |
| where<br>love<br>come<br>some<br>one | once<br>ask<br>friend<br>school<br>put | push<br>pull<br>full<br>house<br>our | puff<br>fluff<br>cliff<br>stuff<br>off | full<br>pull<br>fell<br>doll<br>spill | class<br>dress<br>mess<br>miss<br>pass |
| List 13                              | List 14                                | List 15                              | List 16                                | List 17                               | List 18                                |

|                                                 |                                                      |                                                |                                                  |                                                |                                                   |
|-------------------------------------------------|------------------------------------------------------|------------------------------------------------|--------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| buzz<br>busy<br>fizz<br>his<br>has              | back<br>click<br>clock<br>neck<br>truck              | bank<br>think<br>pink<br>wink<br>trunk         | catch<br>watch<br>ditch<br>fetch<br>match        | flowers<br>boxes<br>lunches<br>trees<br>clouds | hunting<br>shouting<br>walked<br>jumped<br>buzzed |
| List 19                                         | List 20                                              | List 21                                        | List 22                                          | List 23                                        | List 24                                           |
| unhappy<br>unkind<br>unfold<br>unfair<br>unload | stronger<br>smallest<br>longer<br>tallest<br>fastest | snake<br>flake<br>mistake<br>awake<br>came     | theme<br>these<br>evening<br>complete<br>extreme | five<br>smile<br>slide<br>spike<br>time        | spoke<br>those<br>phone<br>hope<br>scope          |
| List 25                                         | List 26                                              | List 27                                        | List 28                                          | List 29                                        | List 30                                           |
| June<br>flute<br>rule<br>tube<br>huge           | park<br>garden<br>army<br>hard<br>stars              | each<br>reach<br>leave<br>peach<br>teach       | person<br>herb<br>perch<br>yesterday<br>germ     | girl<br>bird<br>shirt<br>third<br>first        | burst<br>burger<br>church<br>Thursday<br>hurt     |
| List 31                                         | List 32                                              | List 33                                        | List 34                                          | List 35                                        | List 36                                           |
| afternoon<br>tool<br>book<br>booth<br>spoon     | light<br>bright<br>might<br>right<br>tonight         | pure<br>sure<br>capture<br>injure<br>adventure | fair<br>chair<br>repair<br>hair<br>pairs         | haunted<br>flaunt<br>August<br>launch<br>haul  | monkey<br>journey<br>valley<br>turkey<br>jockey   |
| List 37                                         | List 38                                              |                                                |                                                  |                                                |                                                   |
| pliers<br>cried<br>tries<br>flies<br>spies      | scrawl<br>drawn<br>awful<br>flaw<br>claw             |                                                |                                                  |                                                |                                                   |

In Year 2, pupils will learn a set of five spellings starting with List 1. Your child will need to get all of the spellings correct in the list before moving on to the next list. If they do spell all of their list correctly, they will move on to the next list which they will then be tested on the following week. The aim is for your child to get through all of the lists by the end of the year so it is vital that you help your child to learn their spellings.

During the spelling tests, the spellings will be read out to the pupils in sentences and they will be expected to write out the whole sentence, as this is a valuable skill. Only the key words will be tested for correct spellings. Spelling words correctly in context shows they have learnt them effectively. If your child is absent from school on a Friday, they will wait until the next Friday to be tested on their spellings.

These are the words that Year 2 pupils will be tested on throughout the year:

|                                         |                                             |                                           |                                            |                                            |                                           |
|-----------------------------------------|---------------------------------------------|-------------------------------------------|--------------------------------------------|--------------------------------------------|-------------------------------------------|
| List 1                                  | List 2                                      | List 3                                    | List 4                                     | List 5                                     | List 6                                    |
| said<br>your<br>house<br>was<br>full    | one<br>friend<br>school<br>by<br>you        | today<br>pull<br>my<br>come<br>here       | where<br>are<br>they<br>once<br>put        | love<br>ask<br>some<br>our<br>says         | class<br>fast<br>children<br>could<br>any |
| List 7                                  | List 8                                      | List 9                                    | List 10                                    | List 11                                    | List 12                                   |
| pass<br>behind<br>father<br>told<br>who | both<br>beautiful<br>kind<br>break<br>every | whole<br>would<br>wild<br>find<br>improve | money<br>cold<br>Christmas<br>gold<br>even | climb<br>clothes<br>water<br>again<br>bath | after<br>half<br>hour<br>hold<br>sure     |
| List 13                                 | List 14                                     | List 15                                   | List 16                                    | List 17                                    | List 18                                   |

|                                                        |                                                              |                                                    |                                                       |                                                      |                                                    |
|--------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| sugar<br>steak<br>should<br>everybody<br>child         | most<br>people<br>great<br>only<br>prove                     | past<br>poor<br>plant<br>path<br>water             | pretty<br>parents<br>Mr<br>Mrs<br>old                 | door<br>busy<br>because<br>many<br>floor             | move<br>grass<br>last<br>eye<br>mind               |
| List 19                                                | List 20                                                      | List 21                                            | List 22                                               | List 23                                              | List 24                                            |
| judge<br>circle<br>gentle<br>knight<br>didn't          | cycle<br>know<br>couldn't<br>table<br>why                    | large<br>gnome<br>knee<br>they're<br>candle        | reply<br>shouldn't<br>apple<br>writing<br>shining     | July<br>I'll<br>liked<br>bravest<br>monkey           | nicer<br>scary<br>donkey<br>quite<br>dropped       |
| List 25                                                | List 26                                                      | List 27                                            | List 28                                               | List 29                                              | List 30                                            |
| smoky<br>quiet<br>patting<br>want<br>usual             | little<br>valley<br>watch<br>flies<br>playful                | squash<br>happily<br>hopeless<br>you'll<br>station | colourful<br>they'll<br>middle<br>treasure<br>worried | carries<br>always<br>warm<br>word<br>camel           | fiction<br>towards<br>hospital<br>other<br>parcel  |
| List 31                                                | List 32                                                      | List 33                                            | List 34                                               | List 35                                              | List 36                                            |
| fraction<br>walk<br>metal<br>pencil<br>village         | talk<br>worst<br>animal<br>puddle<br>flour                   | brother<br>flower<br>giant<br>bridge<br>city       | world<br>circle<br>chimney<br>babies<br>careful       | nothing<br>kindness<br>enjoyment<br>Monday<br>you've | magical<br>could've<br>honey<br>nastily<br>skipped |
| List 37                                                | List 38                                                      |                                                    |                                                       |                                                      |                                                    |
| should've<br>lotion<br>mother<br>television<br>measure | achievement<br>education<br>mustn't<br>competition<br>vision |                                                    |                                                       |                                                      |                                                    |

I am looking for lots of commitment to help you achieve getting all the way to list 38!

## Foundation Subjects

In the Autumn term, our topic will be 'Castles'. We will learn about why and where castles were built, the key features of castles, the different roles of people in castles and explore castles in our local area. We will also look at aerial photos of castles and look at the features near castles before creating a map of a castle using basic symbols and a key. We will also look at the materials used to build castles and why these materials were suitable.

In the Spring term, our topic will be 'Indian Spice'. We will locate India on a map and study the similarities and differences between Cinderford and a town in India. We will explore how houses have changed over time in the Forest of Dean and compare it with houses in a town in India. We will also compare plants that grow in the UK and in India and explore why different plants can survive in different environments.

In the Summer term, our topic will be 'Flight'. We will learn about significant individuals who have contributed to international achievements linked to flight and how flight has changed over time. We will name and locate the world's seven continents and five oceans and identify human and physical features from aerial photographs (views from flights).

To support the work that the children are doing in school on their topic they will also be given an optional homework POWER project to complete during each term. This project will be linked to the topic and is a chance for children to apply a variety of skills including research, creativity and maths.

## **PE**

This half term, PE lessons will be on Tuesday and Thursday so children will need to ensure that they have their full PE kit in school on these days. If you are not sure of the school PE kit, a poster is displayed by the classroom door or the office can provide you with a letter detailing the full kit. It's really important that your child has all the uniform for these sessions. Thank you for your cooperation.

## **Forest School and the Allotment**

We will have opportunities to take part in Forest School sessions and work on the allotment this year. A timetable will be shared with parents with the dates, times and clothing required nearer the time.

## **Finally...**

Thank you so much for reading all of the information included in this document. I hope that this has helped to answer any questions that you may have and to give you a clearer idea of what to expect in September. If you have any further questions, please contact me on [nightingale@st-whites.gloucs.sch.uk](mailto:nightingale@st-whites.gloucs.sch.uk) and I will try to help in any way that I can.

I really can't wait to meet you all in September and to get started in Nightingale Class with you all. In the mean-time, I hope you have a lovely, relaxing, safe summer and are well rested for what is going to be an exciting year ahead!