



Message from the teachers: Hello Everyone!



WE ARE GROWING TO

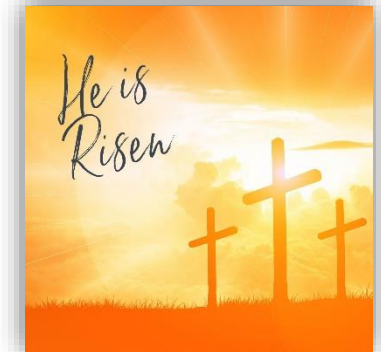
Eloquent
 Eloquent: the ability to speak or write fluently, persuasively and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction, and writing.
 We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and faithful.

Truthful
 Truthful: God wants us to be truthful in all we do. Jesus said, 'I am the way, the truth and the life', so being honest and truthful means we are following in his footsteps and living life the way God wants us to.

ELOQUENT:
 When we choose our words, we should do so carefully so they are kind and compassionate, and don't hurt others. Eloquence isn't limited to speaking

TRUTHFUL:
 Being truthful is being faithful to ourselves and to Jesus. We should stand up for the truth.

KEY STAGE ONE



HOMEWORK:



RE: This term for our Gospel values and virtues, we are trying to be both Eloquent and Truthful. We are trying to show how we can forgive one another.

English: This week we will be reading Billy and the Beast week 3. Here we have tried to use our question skills to find out as much information about the main characters in this story by Nadia Shareem. It will be a super story, especially since the Beast has already visited and left a trail of destruction in our classrooms! Whatever will happen next?

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of ____** *Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our **Numbots** and **Times Tables Rockstars** letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills!



OLC WEEKLY LEARNING PLAN



Spellings: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (see below ‘Spellings’).







Reading: Reading books have been sent out and we hope to change them during the week (please send your child’s reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern Miss Sidwell, Mrs Humphris, Miss Ryan & Mrs Smith

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Redfern & Miss Sidwell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	Monday 8 th April 2024
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	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p>VOCABULARY Holy Week,</p>	<p>Sharing Our Catholic Pupil Profile: GOSPEL VALUES & VIRTUES</p>  <p>Big Question- How can we be both eloquent and truthful during Eastertide?</p>	<p>UNIT I : HOLY WEEK Bible Detectives-Holy Week</p> <p>LO: To know that Jesus is the Son of God; that the Cross is the sign of Jesus’ love for us.</p> <ul style="list-style-type: none"> Children to match the words of Jesus with his actions at the Last Supper. What did Jesus say about the bread and wine? What did he tell his disciples to do? 	<p>UNIT J HOLY WEEK: Stations of the Cross- A Visit to Olton Friary to look at the Stations</p> <p>(We have these photographs of these in school too) Arrange and sequence the stations.</p> <p>How many times does Jesus fall? Who does he meet?</p> <p>What does he wear on his head? What does it mean?</p>	<p>UNIT J :EASTER To create a He’s Alive Poster</p> 	<p>Prayer and Liturgy : (Share class prayer and liturgy together).</p> <p>Year of Prayer OUR FATHER:</p>

Jesus, Palm Sunday, Hosanna, Last Supper, bread, wine, body, blood, disciples, washing of feet, Stations of the Cross, Veronica, Mary, death, crucifixion, cross.



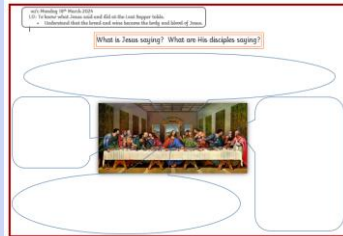
<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children>

TEN:TEN- Guided meditation

LO: To know of some that there are many different ways to pray-
BIG Question: How we pray together?

- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.
 - To use their own words to write simple

- Retell the Last Supper- This is my Body
- Act out the Last Supper using bread and grape juice.
- The disciples of Jesus knew that they were coming to a special meal. Do you think they expected him to do what he did?
- Using pictures of the disciples at the Last Supper and to write their thoughts at what Jesus was doing.



LO: To know what Jesus said and did at the Last Supper table.

Big Question: How can we show that we understand that the bread and wine became the body and blood of Jesus?

Knowing More/ Remembering More

Understand that scripture stories reveal and hand on

Explain to the children that the pictures retell the story of Jesus carrying his cross and his death. Highlight for the children important parts of the story and important characters that we meet on the way (e.g. Veronica, Mary, the falls of Jesus, Nailing to the cross and the death of Jesus). Children to imagine the different characters' thoughts during this sad journey of Jesus.

Extension:

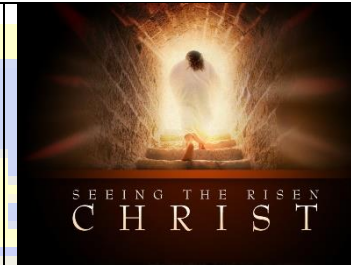
Ask the children to express their own thoughts about the pictures and what they tell them about this important journey of Jesus. In groups paint/collage stations to be placed in different locations around the school. Using clay/plasticine and sticks make simple 3D models of each station.

Explore the Stations created by different artists.

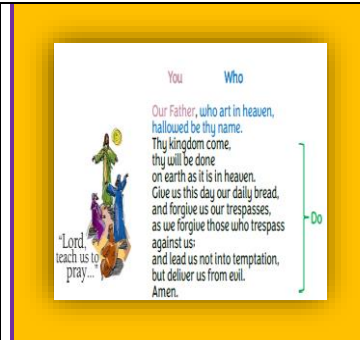
Access the Internet for different stations.

Give the children an A3 "map" with the captions for each station already in place.

Children match the correct picture to each caption.



To evaluate your family Easter Cards (that you made before your Easter break- photographed)



<https://www.youtube.com/watch?v=d4R-WFkm41s>

Learn a sung version of the Our Father (C1 Take part in celebrations which express thanks and praise R1 That praise and thanks are expressed in prayer).

<https://www.youtube.com/watch?v=i70XoA2ZxYQ>

Hallowed be thy name.

<https://www.youtube.com/watch?v=up3epar5xek>



PRAYER: Remember...
LO: To know of some traditional prayers of the Church –

thank you and asking prayers

Discuss: Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly without speaking any words.

Guided meditation:

(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

<https://hallow.com/blog/how-to-pray-our-father/>

Answer the Big Question and share your thoughts together...

I wonder?

Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:

Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Recall and develop their knowledge of the events of Holy Week in the life of Jesus.
- To know the story of Palm Sunday.
- To understand some of the feelings and emotions of people who waved and cheered for Jesus.

Create a display of the Last Supper in the classroom. Have a table set with bread and wine, candles, pictures of the Last Supper and water for the washing of the feet.

Ask the children to think about what they might be remembering during this lesson.

Recall with the children as much as they can remember about the Last Supper, use the display as the story is retold.

Children to match the words of Jesus with his actions at the Last Supper.



To prompt ideas, reflect with the children about how the Stations of the Cross can help Christians follow Jesus today.

Focus on Veronica, Mary and the falls of Jesus



- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.

- To identify some of the different ways people pray in Church.
- To use their own words to write simple thank you and asking prayers

Discuss: Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly without speaking any words.

Guided meditation:

(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

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Gather
Listen
Respond
Go Forth

- Who listens to use when we pray?

What did Jesus say about the bread and wine? What did he tell his disciples to do? Retell the story to tape. Use untuned percussion instruments to provide sound effects.

Act out the Last Supper using bread and grape juice.

The disciples of Jesus knew that they were coming to a special meal. Do you think they expected him to do what he did?

Provide children with pictures of the disciples at the Last Supper and to write their thoughts at what Jesus was doing.

ER 1 Say what they wonder about

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them



KU 13 Use religious words and phrases

ER 1 Say what they wonder about




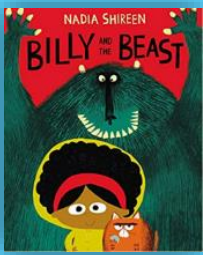

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ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

- How do Saints help us in our prayer life?
- Are there different types of prayer that we can experience together? Eg. Meditative.

OLC WEEKLY LEARNING PLAN

 <p>Maths</p> 	<p>LO: Counting in 2's Unit 11: multiplication and Division Text Book Pages 8-11 Workbook Pages 6-8</p>	<p>LO: Counting in 10's Unit 11: multiplication and Division Text Book Pages 12-15 Workbook Pages 9-11</p>	<p>LO: Counting in 5's Unit 11: multiplication and Division Text Book Pages 16-19 Workbook Pages 12-14</p>	<p>LO: Equal groups Unit 11: multiplication and Division Text Book Pages 20-23 Workbook Pages 15-17</p>	<p>LO: Add equal groups Unit 11: multiplication and Division Text Book Pages 24-27 Workbook Pages 18-20</p>
 <p>English</p> 	<p>LO: 11) To spell words containing the split-vowel digraphs and write commands</p> <p>Intro: It would be useful if, prior to this session, some reading for research had been conducted into recipes so that children have some experience of the language involved.</p> <p>Have the objects used yesterday and other objects that could be in the Billy character's hair.</p> <p>You may also want to have some stuffed animals or small-world creatures as this session is very much about story-making where the children will start to think about the creatures in their own version.</p> <p>Link to science or geography topic if relevant.</p>	<p>LO: 12) To plan a story</p> <p>Intro: Explain to the children that they are going to write their own story based on Billy and the Beast about a child with big hair (or other attribute) who defeats a terrible beast by tricking the beast with everyday objects.</p> <p>Model planning using a story mountain:</p>  <p>Development: Children to plan own story.</p> <p>They need to think about details such as:</p> <p>Who the child is (session 9)</p>	<p>LO: 13) To sequence simple noun phrases and sentences to form short narratives</p> <p>Intro: <u>Modelled writing:</u> Model introducing and describing your Billy character + sidekick using ideas from session 9.</p> <p>Draw upon learning about the suffixes -ed to model what they did as they walked, then the section where they say hello to the animals (chosen in session 11).</p> <p>Remind the children about capital letters (including for proper nouns) and full stops.</p> <p>Marty and The Monster Marty and The Monster Marty and Tubbydog were stomping through the woods. They listened to the birds, played in the grass and walked along the path.</p>	<p>LO: 14) To sequence sentences to form short narratives</p> <p>Intro: Now model writing the 5th and 6th sections of your version of the story.</p> <p>Focus on the part where the Terrible Beast is cooking (session 11 – refer to the Book of Beastly Recipes) and how your Billy character becomes a hero by rummaging in his/her hair and using items to trick the Beast:</p> <p>Marty was extremely cross! Then she saw the Dreadful Monster. He was cooking a Dreadful Dinner and all of her friends were for the pot! Ah ha ha! I'm going to make a dreadful dinner and I'm going to sprinkle some sliced stoat. Marty could not let this</p>	<p>LO: 15) To use capital letters for names and at the start of a sentence</p> <p>Intro: Teacher model how to edit for capital letters and full stops.</p> <p>Make links to handwriting to make sure children know how to form the right capitals in the right place.</p> <p>This can be done by having a model already written using just lowercase and having the capital letters on post-it notes that the children choose to overlay over the text.</p> <p>Development: Let children edit using a different colour pen to show where the capital letters and full stops are and also for any missing words.</p> <p>When they are finished, ask children to read each other's</p>

OLC WEEKLY LEARNING PLAN

<p>Play a circle-game where one child is in the middle being The Terrible Beast:</p> <p>Ah ha ha! I'm going to make terrible soup and I'm going to grate some pickled vole.</p> <p>Suggested words containing split vowel digraphs: make, grate, pine, cone, mice</p> <p>Development: Model writing down some of the role-play (which will have served as oral rehearsal):</p> <p>To make terrible soup you will need: 2 pickled voles</p> <p>Apply sound-buttons as needed.</p> <p>Reminding children about the plurals explored in session 6, let them continue to write their own list of ingredients.</p> <p>Then model the next stage which is to write the method:</p> <p>First grate some of the pickled voles.</p> <p>Children to write own beastly recipe, choosing the type of dish: stew, casserole,</p>	<p>Who (animal) the sidekick is</p> <p>How they move through the forest (session 3)</p> <p>The animals that they say hello to (session 11)</p> <p>What their own monster looks like</p> <p>What the monster is cooking (session 11)</p> <p>How the child character becomes a hero and the things that they find in their hair to save the animals (session 8)</p> <p>You may want to do this activity in small focus groups over the course of a day or two.</p> <p>Plenary: Let children work with a partner, each having a turn at using their story mountain to orally rehearse their story.</p> <p>Resources: Story-mountain templates with the 6 main, generic events already written on</p>	<p>They said hello to the stoat, hello to the badger and hello to the little fluffy owl chicks. Suddenly there was a growl! But it was just Tubbydog's rumbling tummy. Marty rummaged in her hair and found a nice biscuit. Tubbydog was Marty's faithful and fearless friend.</p> <p>Development: Children write the first section of their story.</p> <p>This could be done in small groups if necessary.</p> <p>Once this is done, model your version of the middle of the story, where the Billy and sidekick characters realise that their friends have disappeared before being captured themselves:</p> <p>They walked back and said hello to the hedgehog...oh! Where was he? Where was the badger? And where were the little fluffy owl chicks? They scratched their heads. Just then, it went dark...</p> <p>Children write their mid-sections</p> <p>Plenary:</p>	<p>happen! She rummaged in her hair and found...</p> <p>Development: Children write sections 5 and 6 of their stories, stopping just before the part where the 3 adorable little creatures help capture the monster.</p> <p>Work in pairs to support one another with composition and editing.</p> <p>Plenary: Now shared- write the part where 3 adorable little creatures help capture the monster.</p> <p>Support the children to generate ideas about how their Terrible Beast will be captured/ 'disposed' of!</p> <p>Allow the children some time to finish their stories.</p> <p>Resources:</p>	<p>work using the pairs from yesterday to check that it makes sense and take it in turns to read listen, clapping where there is a capital letter and putting their hand up if there could be an extra word added in.</p> <p>Plenary: Children to read their completed stories to a partner, listening out to check that story language has been used.</p> <p>Edit further as needed.</p> <p>Resources:</p>
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OLC WEEKLY LEARNING PLAN

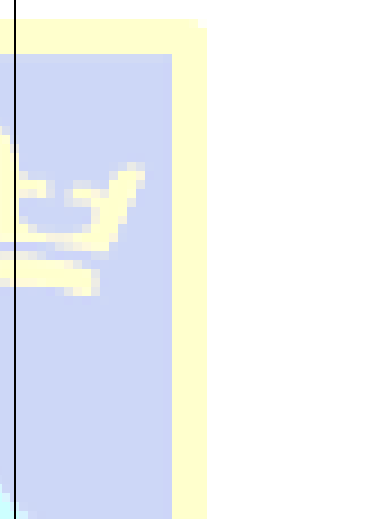
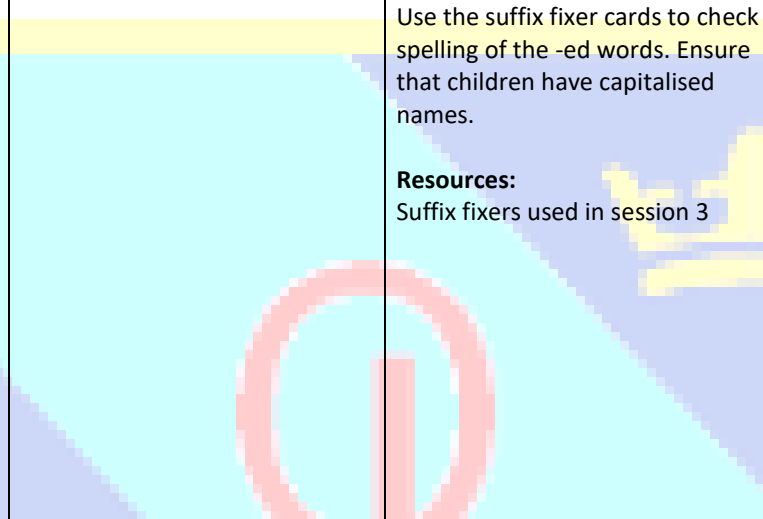
Plenary:
Collate recipes into an instant Book of Beastly Recipes by asking children to bring out their recipe as you call each letter of the alphabet out.

Holepunch and then tie with string or ribbon

Resources:
Objects
Stuffed animals
Small-world objects

Use the suffix fixer cards to check spelling of the -ed words. Ensure that children have capitalised names.

Resources:
Suffix fixers used in session 3



Spelling & Handwriting

Year one and Year Two
Words
Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	the they one a he once do he sat to me friend today she school of we put said no push step go pull one so full were by house was my our is here has where I live you come your some	Year 2	door gold plant floor hold path poor told both because energy hour find green more lead bread prove mind stick improve said no push behind pretty sure one so full children after wild fast child climb last should meet past would only father who both class whole old grass ring cold pass many

LO: CEW – This week's Words Common Exception Words

after	bath	child	children
door	even	floor	half
hour	past	path	whole

LO: CEW – Common Exception Words Focus

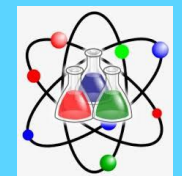
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LO: CEW – This week's Words Common Exception Words

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LO: CEW – Common Exception Words Focus

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**Jigsaw/ PSHE
Unit 5:
Y1**



Relationships

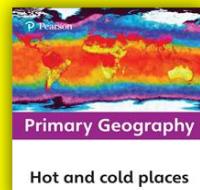
Year 1:

Weekly Celebrations:

**PE : Creative- Link
Movements**

Warm Up: Grand Prix
Explore the Track
Pit stop tag
With a ball
Share and explore
Get creative
Keep Count
Watch carefully

**Geography:
Hot and Cold Places**



**Science:
Year 1/2 Wild and Wonderful
Creatures**

Lesson 5-6: Habitats in a Bottle

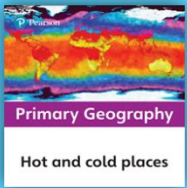


**Art/RE: Woven Wonders
(Miss Moir- Pottery)**



**LO: To know that art can be made in different ways
Pupils should be taught:**

Humanities



GEOGRAPHY



Know how to make friends

Piece 1

1. Families

Vocabulary:

- Family
- Belong
- Different
- Same

PSHE learning intention

I can identify the members of my family and understand that there are lots of different types of families.

Social and emotional development learning intention

I know how it feels to belong to a family and care about the people who are important to me

Resources

Family game cards, Jigsaw Chime, Slide show, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection

Personal best

Challenge

Practice

In pairs

Outside the box

Watch and learn

Race Time

Ball Skills

Green

Take it and roll a ball up and down your legs and around your body

Now use one hand to challenge yourself

Focus on maintaining a good balance throughout. Perform the movements smoothly and with control

Red

Focus on moving the ball smoothly before increasing speed

Move the ball with your fingers, avoiding it touching your body. Try to complete 16 in 20 seconds

Getting Around Us Yr 2 (cooperative)

Video 3

Review

Question

Lesson 6: What features does an animal need to live in a hot/cold place?

Purpose

In this lesson, pupils will investigate how animals adapt to hot and cold climates.

The aim is to assess pupils' understanding of climatic conditions in hot and cold locations – demonstrated by their choice of animal characteristics – and annotation skills (whether they simply label their animal or also provide explanatory detail).

By the end of the lesson pupils should ...

- know how and why animals have adapted to live in different places.
- be able to annotate a drawing.

Lesson -Activate prior knowledge 5 mins

Lesson slides 1–4 and Work booklet page 16

Show pupils the main lesson question. Pupils should complete the Quiz independently.

Demonstrate Understanding (5 mins) Lesson slide 5

Display the slide and ask pupils if they think the image shows a real animal.

LO: To create a bottle habitat for an animal

Science Objectives:

1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (1AH).
2. Identify, name a variety of common animals that are carnivores, herbivores & omnivores (1AH).
3. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, iv. mammals and invertebrates, and including pets) (1AH).
4. Notice that animals, including humans, have offspring which grow into adults (2AH).

Working scientifically:

1. Asking simple questions and recognising that they can be answered in different ways.
2. Observing closely, using simple equipment.
3. Performing simple tests
4. Identifying and classifying

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

(See National Curriculum - Art and design programmes of study: key stages 1 to 2).

Vocabulary:

art
artist
craft

Definitions...

art
Something that expresses ideas or feelings with imagination and skill.

artist
A person who makes creative or expressive things.

craft
Something creative or imaginative that has a use

- I can explain why an activity is 'making art'.
- I can describe something creative

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Sheet, Jigsaw Jack, Jigsaw Jerrie Cat.

Movement Skills

Work with a partner and take turns to pass a ball around your partner's body and then try passing it around both of you to see if you can find different ways and the quickest way.

Once you've tried these, try with both of you moving a ball around each other at the same time.

Tricky
Use a larger ball.

Work individually, moving ball around own body.

Move the ball slowly.

Move the ball at the same height.

Tricky/ Trickier/ Trickiest Badge of Honour

You all know what you're going to try hard at in the lesson today. You will all be given some sticker badges. When you're asked a question about who has

Ask them to discuss in pairs and then justify their answer.

Targeted activity 5 mins

Lesson slides 6–7 and Work booklet page 16

Display the slides and ask pupils to choose one of the locations.

Ask them to look closely at their chosen location and discuss in pairs what they notice, e.g. what the temperature could be, how much it will rain, what food there will be for animals to eat.

Pupils should complete task 1 independently.

Summative assessment -30 mins

Lesson slides 6–7 and Work booklet pages 17–18

See also the Geography: Cause and effect toolkit, Waypoint 1

Explain that pupils are going to create an animal that could live in their chosen location.

Discuss the features that might help the animal survive, and record pupils' suggestions on the board as a prompt, e.g. for the snowy location: thick fur, small noses, small ears, white fur; for the desert location: thin fur, small noses, small ears, brown fur, etc.

Ask pupils to complete either task 2 or task 3 independently by drawing their animal onto their chosen background and then labelling and annotating its different features.

5. Using their observations and ideas to suggest answers to questions
6. Gathering and recording data to help in answering questions

You Will Need:

Pretend Habitats examples 'Finding Nemo' DVD.

Whole class:

Ask the chn to tell you what they know about habitats and write them on the board.

Ask them to think specifically about underwater habitats (not as familiar to them as others).

Play the chn parts of 'Finding Nemo', focusing on the parts where Nemo is at home in the coral reef after his adventure (end of the film).

Freeze the action and discuss the wild creatures you can see, their place in the habitats and which characters in the film are carnivores (at the end of the film the sharks are seen living with the smaller fish.

Ask: In what ways is this not scientific and accurate?

(Sharks are carnivores and predators and the smaller fish

- I do in or out of school.
- I can draw an example of me being an artist
-

Attention Grabber: Organise the classroom so the children can work in pairs or small groups.

Hand out the pre-cut Activity: Is it art? (see Print in advance) one copy between two or three children.

1. Ask them to look carefully at what people are doing in the pictures. They sort the images according to the activities shown. As a class, discuss their choices; what similarities and differences have they noticed? (Children may suggest things like the people are playing/not playing, they are making something for a celebration, or they are making something useful/something for decoration.)

2. Next, ask pupils to sort the pictures into two groups – 'art' and 'not art'. Again, discuss their ideas. Introduce the word 'craft' to describe making something creative or expressive that could also be useful, or that has a purpose;

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been trying hard, answer by placing a sticker/badge on someone in your group you think deserves it.

At the end of the lesson you could tell your group why you gave a badge or even why you think you were given a sticker/badge!

Share a few annotations and work together to improve them. You may wish to give pupils a time limit for designing their animal because it is more important to justify why their animal's characteristics help them survive in the extreme climates, e.g. 'My animal has big, flat feet to stop it sinking into the sand. It has small eyes and long eyelashes to keep the sand out of its eyes.'

Reflect 5 mins

Lesson slide 8 and Work booklet page 4

Pupils should complete their Learning review. If you have time, you could share what the pupils have written.

Extend and stretch

Work booklet pages 17–18

are prey, so in real life they wouldn't be living together in harmony).

Show the children the examples of habitats and ask them to get together in pairs to discuss and plan their own habitat in a bottle.

Encourage them to include a predator at the top of the food chain and then the prey, with places for the prey to hide.

Ask them to sketch their design for their bottle habitat on paper and to make a list of the creatures they will need.

for example, painting a picture of a lego ship would be art but designing and making the lego ship would be craft. Can they identify any crafts from the Activity: Is it art?

3. Use the images provided in the Presentation: Is it art? to discuss their ideas about the difference between art and craft.




Main Event:

The visitor you arranged now talks to the class, describing their creative or craft interest (see Teacher knowledge for ideas). Encourage pupils to ask questions and reflect on whether the hobby described is art or craft (something creative that can also be useful).

Sketchbook reflection

OLC WEEKLY LEARNING PLAN

					<p>Hand out sketchbooks, pencils and coloured pencils.</p> <p>Ask the children to think about a time when they have made something creative, perhaps at home or outside of school, or a hobby they have.</p> <p>They draw themselves 'being an artist', adding colour if they choose.</p> <p>Wrapping Up:</p> <p>Invite children to say what makes them an artist. They could sit in a circle and share their sketchbook pages, saying 'I am an artist when I...'. Some children may be able to say whether their picture shows them making craft or art.</p>
 <p>Daily PE Activity</p>	<p>LO: To listen carefully to instructions using warm up activities.</p> <p>Activity: We're riding on a bike...riding in the rain, up a hill, on one wheel, really fast song.</p>	<p>REAL PE: PERSONAL Lesson 5</p> 	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk

