



# DALMAIN PRIMARY SCHOOL

## Newsletter—May 2024

Dear Parents & Carers

What a superb term we have had together celebrating the school's 150 year anniversary! The children have loved meeting and hearing stories from ex-Dalmainians, and we have been awe struck by the photos and artefacts seen at our exhibition documenting the school's history. In addition to the incredible cross curricular learning the children have engaged with, you will read within the newsletter how much children enjoyed our Victorian Day, the maypole dancing and creating our wonderful 150 mural, pictured below, to name but a few of this term's events.

A huge thank you to David Walker for inspiring us with his knowledge of local history, to Mr O'Donovan for leading this term's events, and to Mr Roberts and FOD for creating the stunning exhibition. We have enjoyed every minute of this term!

Wishing you all a happy Half Term. See you on Tuesday 4th June!

Best wishes, Ms Eisele - Headteacher

### Key Dates: Term 6

All Key Dates can be found on our website under 'Current Information / Whole School Information'

- ◆ Friday 7th June: FOD Coffee Morning & Nursery Coffee Morning
- ◆ W/B: Monday 17th June: Eco Week
- ◆ Friday 21st June: Own Clothes Day (fundraising for Summer Fair)
- ◆ W/B: Monday 24th Year 4 Naturesbase Trip
- ◆ Monday 24th June: EYFS Sports Day
- ◆ Friday 5th July: FOD Coffee Morning
- ◆ Wednesday 10th July: Year 6 Production at 5:30pm
- ◆ Thursday 11th July: Music Concert
- ◆ Friday 12th July: SEND Coffee Morning with Drumbeat
- ◆ Tuesday 16th July: Meet the Teacher Day
- ◆ Thursday 18th July: Classroom Showcase & Reports Given Out
- ◆ Wednesday 24th July: Last Day of Term & Cake Sale



**Dalmain Primary School, the oldest school in the local area, turned 150 years old on 13th April 2024!**

Across Term 5, we have been learning about the world in 1874, what it was like to be at school during the Victorian era, Dalmain through both World Wars and diversity in Lewisham since Dalmain opened its doors.



**Turn to page 2 & 3 to see how we have been celebrating this term!**

## 150 Year Celebrations

150 years ago, our community changed for the better with the opening of our wonderful school!

This term we have been learning all about our history and below are some of the highlights, learning all about the highs and lows the school has known over the past 150 years.



### Victorian Era

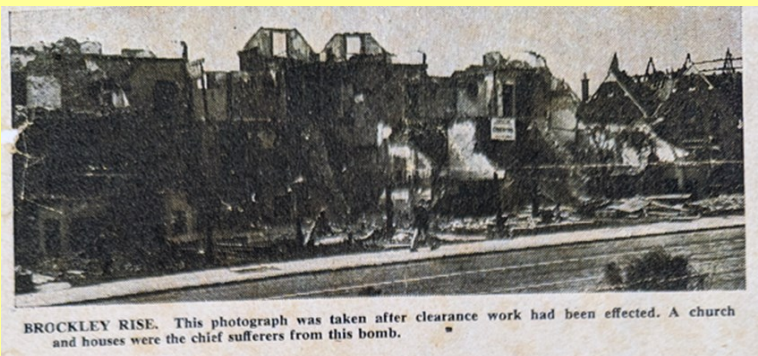
We started off by learning about what the world was like back in 1874, and what schools were like back then. We were visited by 'The Victorian School', whose 'headmaster' showed us what kinds of lessons they did back then, and also what happened to children who made the wrong choices in school – it was very different to school today!

In the afternoon, we played like Victorian children. There was not a tablet or a games console in sight as we enjoyed playing with old-fashioned toys like kaleidoscopes, skittles, stilts, skipping ropes and rocking horses.



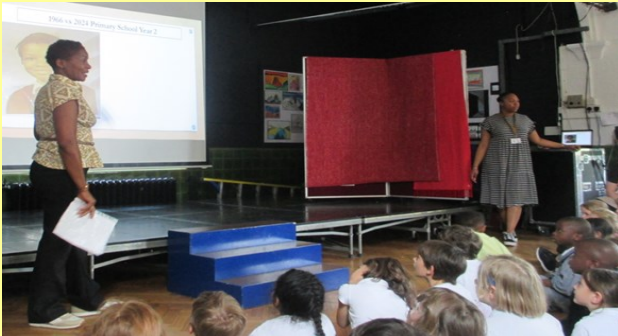
### The Bombing of Forest Hill

As the term moved on, we learned about the impact of the Second World War on our community. Children who went to our school were often evacuated out of London, leaving their parents behind. And we saw pictures of Brockley Rise after it was bombed. The damage was significant, and many buildings, including St Saviour's church, were totally or partially re-built afterwards.



## The Windrush Generation

After the devastation of the Second World War, Britain needed people to help re-build. They invited people from the Caribbean to come to England and the Windrush Generation came to help. We learned that they weren't always treated fairly, often suffering racism. But we also learned about the amazing contribution of the Windrush Generation, and how they made our country so much better in all sorts of ways. We especially loved it when Miss Baptiste and her Mum came to talk to all the children. Miss Baptiste's Grandad was from the Windrush Generation, and his daughter, Roz, came to Dalmain quite some years ago. The children loved meeting Roz, and learning about the connection between the Windrush generation, our school and one of our teachers today.



## Celebration!

When we look through our school's archives, it is striking how often our school fayres and other celebrations featured Maypole dancing. We decided to revive this tradition – but with a modern twist! We invited the people from Ceilidh Jam to join us on Mayday and show the children a number of traditional folk dances, as well as a number of other dances that reflect the Dalmain community as it is today. It was a lovely day and the children really enjoyed getting stuck in to the different dance routines.



## Unveiling Our New Mural

Naturally, the children have been at the heart of our celebrations at every step. The spectacular writing that they produced during Writing Week started off our celebrations with a bang! Since then, they have been working with Mr Roberts on an amazing mural that is being unveiled on May 24<sup>th</sup> by the Mayor of Lewisham, Brenda Dacres. It is a stunning piece of work, and a very fitting way to mark this historic moment in our school's history. We hope that parents have enjoyed sharing the story of our school's history as much as the children have.



## Inclusion Team

**Our Inclusion Team**

Ms Sewani—Assistant Headteacher

Ms Wilkinson—Behaviour & Safeguarding Leader






Ms Ricote—SENCo

They are always available to offer support to families with any concerns or questions—please get in touch via the School Office or see them in the playground.






### Exploring the Five Points Scale

This term, we had the pleasure of hosting parents and carers, where we discussed the practical applications of the Five Points Scale. The session was filled with enriching discussions and we explored personalised support.

The Five Points Scale is a valuable tool that offers a structured approach to understanding and managing emotions and behaviors. During our time together, we explored various examples,

<b>CHECK IN</b>	
5	
4	
3	
2	
1	

ranging from daily challenges to unique situations, and discussed how the scale can be tailored to meet individual needs.

<b>ANGER SCALE HOW IT LOOKS &amp; FEELS</b>		
SCALE	I LOOK...	I FEEL...
5		I'm really mad! I scream I hurt myself or others. I spit. I throw things.
4		I'm angry. I shout. I say things that aren't nice
3		Something bothers me. I frown. I don't want to smile.
2		I'm feeling ok. Not great but all is still good
1		I feel great! I smile, I laugh and I'm relaxed

In our upcoming coffee morning on July 12th, we are excited to welcome Sonia Gannon from Drumbeat.

Join us for an insightful discussion on transitions and why they can be so challenging to navigate. It is a fantastic opportunity to deepen our understanding and gain valuable insights.

## Nursery—Unicorn Class



Nursery have been finding out more about people who help us which has inspired lots of imaginative role play.

We took a trip to our local fire station and had the opportunity to climb aboard real fire engines, look at specialist equipment and even use their powerful hoses!



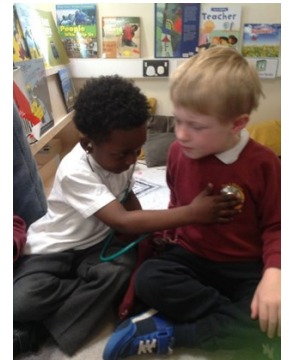
We had a visit from the police who joined us for circle time when we asked questions to find out more about how they keep us safe in our community. We tried on their hats and helmets before showing them some of our police uniforms, the badges we made and finger prints we had taken. They were very impressed!

One of our parents also joined us to tell us about his job as a doctor. We listened carefully and made links to our own experiences of visiting a doctor when we have been unwell or hurt. He showed us some of the



equipment he uses and we were fascinated to listen to each-others hearts beating with stethoscopes!

It has been wonderful to see how much the children's confidence to meet new people and engage in unfamiliar experiences has grown. Opportunities to meet members of the community and to listen and respond to them really helps to develop their speaking skills and vocabulary. We were very proud of them!



## Forest School



*"We must teach our children to smell the earth, to taste the rain, to touch the wind, to see things grow, to hear the sun rise and night fall – to care." – John Cleal*



The buds have blossomed, the leaves have grown and there is a lovely canopy of greenery in Forest School. It has been lovely to engage the children in noticing the differences that they can see week by week. Nursery created natural clay faces and adorned them on the trees. Tadpoles were collected, observed and returned back to the pond where 1 resident frog has been seen so far.

Snails and worms have been collected and observed more closely with magnifying glasses. Dragonflies are hovering over the water and look so pretty. The children have been amazed at how fast they move!



Reception children say that Forest School days are their favourite. They were very upset on World Earth Day when they saw the amount of rubbish that had been thrown over. It was collected and disposed of carefully. They have also collected twigs and made natural paintbrushes to paint with during their art week.

The joy, wonder and enjoyment of nature is heartwarming to be part of. We are so lucky to have Forest School.



### Phonics at Dalmain

The children in Reception and Key Stage 1 have all been working so hard during their Phonics lessons. We can really see the results in their writing and when they read with us in school.

It is so important to continue reading with your children at home. That passion for reading and love of stories is cemented firmly when they can share their achievements with you. Picking out those common exception words or split digraphs gives them a sense of pride which is wonderful to see and hear.

Thank you for your continued support with the children. Keep up the good work!


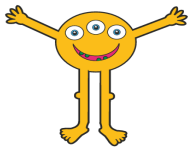


### Phonics Checks

In June, the Phonics Screening Check will take place for children in Year 1 and a few children in Year 2 who did not attend this school last year.

The Phonics Screening Check is a check of your child's phonics knowledge. It is a statutory assessment that requires the results to be submitted to the government. The check is designed to give teachers information on how your child is progressing in phonics and whether they are making the progress expected in the National Curriculum. It will help to identify whether your child needs additional support at this stage, so that they do not fall behind in this vital early reading skill.

The Pphonics Screening Check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. We call them 'alien' words. Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills. All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This is to ensure that they are not trying to match the pseudo -word to a word in their vocabulary. These are examples of what the words will look like:

Practice sheet: real words	Practice sheet: pseudo-words
in	ot 
at	vap 

### What can you do to help your child?

- ◆ Read the decodable books that are sent home with your child.
- ◆ Encourage the children to sound out each phoneme, digraph, trigraph or split phoneme.
- ◆ Go over the phonemes that can be found in your child's reading record book.
- ◆ Most importantly, do not worry. Your children have Phonics lessons everyday with a committed team of staff at Dalmain and there is no added pressure. They will simply be reading words just like they do at the start of every lesson, in class.

Here is a link to a practise video on youtube: <https://youtu.be/N8wslajrsZE>

If you have any questions, please contact your child's class teacher or Miss Cavanagh.



## Reception—Pegasus Class

This term has been full of investigation in Pegasus Class. We explored different types of maps after reading *'Martha Maps it Out'* and we went on a walk of the local area to plot and draw where our school was.



It has been fascinating to explore where different countries are and we have been using the globe to plot where we have been and where our families come from. This has linked in nicely with our exploration of the journey that the Empire Windrush did when it sailed to England.

The discussions around diversity, the treatment of others and the colour of our skin have been wonderful. Real consideration and thoughtfulness has been shown.

The children's comments about everybody using kind words and having kind hearts to all people was lovely. They said that we were all a big family and that it was exciting to be different and unique. We couldn't agree more!



We have danced our way through Mayday, learning how to dosey doe in celebration for our 150<sup>th</sup> anniversary. We discussed how boys can be ballet dancers, and we have also chilled and bopped to Bob Marley and the wonderful Mona Baptiste.

In Maths we have been looking at teen numbers, shapes and tangrams and simple addition within 10.



## Reception—Pixie Class



Wow! What an amazing term we have had in Pixie Class. In our literacy lessons we read the book *'The Lost Toy Museum'* by David Lucas which was a great link into our Victorian school experience. We enjoyed dressing up as Victorian children and learning what school was like 150 years ago. We had to use a slate and chalk for all our writing, which the children said was quite difficult. The highlight of the day was playing with all the Victorian toys; the children had so much fun.

We also looked at the book *'We Sang Across The Sea'* by Benjamin Zephaniah for Windrush Week. Pixie Class along with Pegasus Class had an opportunity to learn about how different life was in Britain from the Caribbean, we also reenacted the journey that the passengers would have taken on the Empire Windrush. Miss Hayley and Miss Cavanagh were very impressed by both classes acting skills.

Well done Pixie Class for a fantastic term!





This term the Eco Council were invited to take part in a tree planting event in Blythe Hill as part of Earthwatch's 'Tiny Forest' project.

### What is a Tiny Forest?

A Tiny Forest is a dense and fast-growing native woodland made up of 600 native trees planted in an area the size of a tennis court. It is an action for nature and it is for the whole community to use and enjoy the benefits a small ecosystem can provide.

*"Tree planting was so enjoyable! We worked together in pairs for an hour and managed to plant over 100 trees! Trees are important for the environment because they increase and improve biodiversity: they attract more insects and birds and small animals which are all essential for the eco system. Trees also benefit the community by improving the air quality in urban areas, like ours. Finally, trees can also enhance our mental health and well-being. Spending time in green spaces helps us feel more relaxed and regulated. So we urge you to get outside and spend some time in nature...you will not regret this!"*

By Lucas and Soadhi, Year 6

Blue Peter expressed an interest in this project and were filming on the day so you may see some of the Eco Councillors on TV soon! The Eco Council have been encouraged to apply for a Green Eco Blue Peter badge. This is open to anyone aged 5-15. You have to write a letter describing something positive you have done to look after the environment. A Blue Peter badge gives you access to lots of attractions across England so it is well worth doing!

<https://www.bbc.co.uk/cbbc/findoutmore/blue-peter-apply-for-a-green-badge>



## Year 1—Dragon Class

What a fun term we have had in Dragon Class!

This term in writing we read a beautiful book called *'Lost and Found'* by Oliver Jeffers about a lonely lost penguin and a little boy going on an adventure to try and take the penguin home and becoming friends. We wrote our own versions of this story and Miss Rochester could not believe how much we have progressed with our writing. We also read *'Yeti and Bird'* by Nadia Shireen a story about a lovely friendship.



As our class reading book, we have been reading *'James and the Giant Peach'*, and we have loved having lots of discussions about it.

In Maths we have been learning about fractions, and finding halves and quarters of a quantity. We then got to practise our knowledge with a fruit salad which was delicious! In Science we have been learning about the parts of plants and trees. We really enjoyed trying to find lots of different flowers at forest school.

However, our favourite part of this term has to be celebrating Dalmain Primary School having its 150 birthday! We enjoyed lots of different activities to learn about and celebrate this incredible milestone. We cannot believe we only have half a term left in Year 1! Time really has flown by....

## Year 1—Mermaid Class

We cannot believe how fast this term has come to an end!

This term, we really enjoyed reading the story *'Lost and Found'* by Oliver Jeffers. We wrote our own versions of the lost and found story using animals and characters of our choice instead of a panda. We then designed a front cover for our story and published it in our neatest handwriting. Ms. Green was very proud of the progress we have made.

In Maths we have learned a lot about fractions. We discovered how to find a half or a quarter of an object or a quantity. Our favourite lesson was when we made our own fruit salad! We had to use our knowledge of halves and quarters to cut the fruit correctly.

We really enjoyed the Victorian day! The best part of the day was when we got to play all the different Victorian games—it was so much fun. Happy birthday to Dalmain!



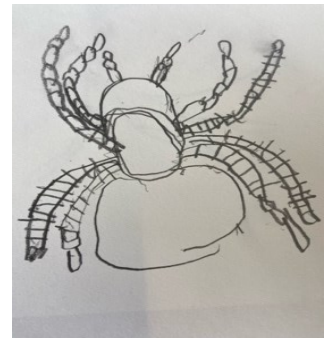
## Art/DT

During the Spring Term, children across the school began working on our collaborative mural project to celebrate our 150<sup>th</sup> anniversary. For those of you that didn't make it to our reveal you can marvel at the children's work below!



Children in Reception have drawn beetles observed during Forest School trips to the wildlife garden and have begun learning how to shade with a pencil.

Children in Year 1 have been learning about Californian artists Chiaoza as part of their sculpture focus this term and have been making their own paper clay to create these wonderful abstract sculptures inspired by plants.

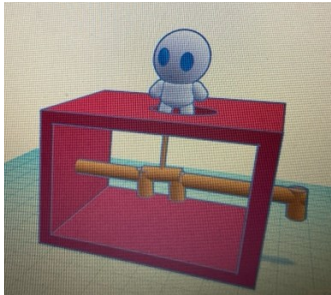
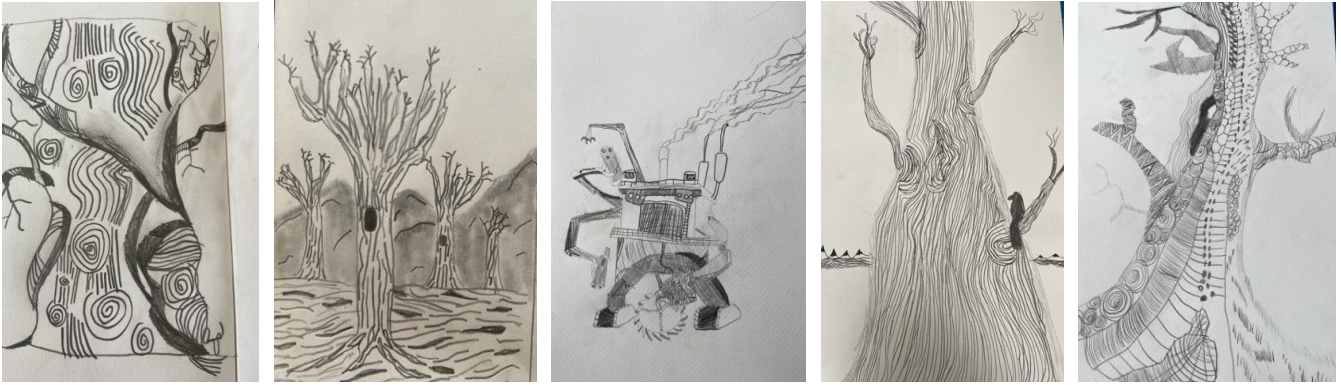


Year 2 have also been doing DT this half term. Children have been learning about bridges and shapes and structures engineers use to make them strong. We have studied truss, suspension and beam bridges and used different construction materials, including spaghetti to build our own inspired by some of the world's most amazing feats of engineering achievement!



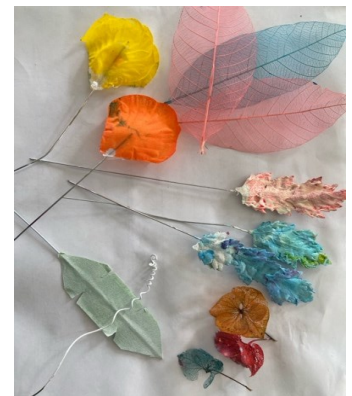
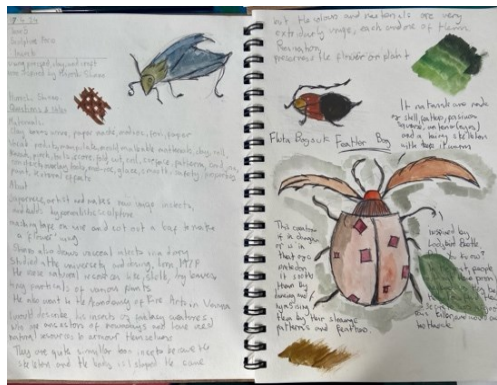
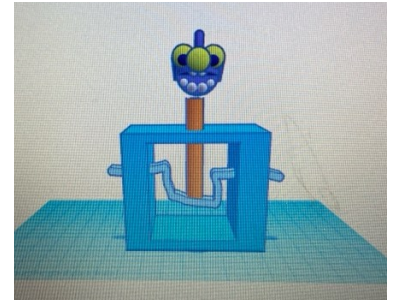
## Art/DT

Children in Year 3 have been learning about deforestation and have produced these incredible drawings of trees, layered with wax resist and water colour wet washes for their dramatic backgrounds.



Year 4 children have been designing their own automata toys using cams using a combination of their own design drawing skills and CAD.

As part of their sculpture focus, children in Year 5 have been learning about the incredible insect sculptures of Hiroshi Shinno. Children have been painting real leaves and plant material and making their own examples ready to construct their own insect species.



At the beginning of the term, children in Year 6 made their own vegan chocolate chili and dark chocolate and caramel energy balls as part of DT.

Over the last couple of weeks children have been revisiting architectural drawing and sketching to produce these incredible favelas and shanti-towns.



## Year 2—Phoenix Class

What an exciting term in Year 2! It all began before Easter, when we went on our walking tour of London. We looked at the Monument, St Paul's Cathedral and Pudding Lane. This term we learned the significance of those places to the Great Fire of London of 1666.



And of course that is not the only history we have learned this term. We also learned about our school's history. We loved the visit from the Victorian School, and you can see one of the pictures below. We also saw a picture showing the damage caused to Brockley Rise by bombs dropped in the Second World War. They even damaged St Saviour's Church, which we visited a few weeks ago! We loved our modern maypole dance on Mayday and we especially loved meeting Miss Baptiste's mum, Roz, who went to school here and told us what Dalmain was like in her day. She and Miss Baptiste also told us how the Windrush Generation had helped to rebuild the country after World War II.

And that's not all. We've read fabulous books like '*Grimwood*' and '*Journey*'. We learned about money and time in Maths and made sturdy bridges with Mr Roberts in DT. We planted sunflowers in Science and programmed ipads to play music, while playing more traditional instruments with Miss Jackson. We learned about Hindu homes in RE. We learned about using medicine safely in PSHE. That's lots of learning!

Next term will be lots of fun too, as our time in Year 2 comes to an end and we look forward to moving upstairs to Year 3.



## Year 2—Sphinx Class

Sphinx Class have been so dedicated and passionate about their learning this half term, whilst continuing 150 Years of Dalmain celebrations! In Writing, we have read all about The Great Fire of London. As a class, we have really enjoyed recapping the story and writing their own summary of key events. Following the British history theme, we had a very special guest come in and tell us all about their experience as a 'Dalmainian' in the 1960s! We were even able to ask our questions about how school was so similar as well as different to now.



In Maths, we have been super busy learning all about money and reading an analogue clock. We are now able to identify all of the coins and notes used in our money system.



Computing lessons have been super fun and creative. Firstly, we began by comparing two pieces of music called Mars and Jupiter and then, once we understood the meaning of rhythm and pulse, we

created our own musical compositions using Chrome Music Lab on the iPads.

Finally, our science topic this half term has been 'Bulbs and Seeds Growing up'. So that we can really understand how plants grow; we are growing our own sunflowers and documenting the entire process!

This has been another fantastic half term as Sphinx Class and we have had lots of fun celebrating 150 brilliant years of Dalmain!



## Writing Laureate Award

Since the start of this school term, we have been absolutely astounded by the standard of writing that our pupils have produced. The following children have been chosen to receive our Dalmain Laureate Award for their exceptional progress, use of high-quality vocabulary and application of literary skills across the curriculum. We are so impressed to see what they have achieved and are looking forward to their writing being displayed in school.

Look out for these future authors!

"WRITING  
IS THE  
PAINTING  
OF THE  
VOICE!"  
VOLTAIRE

Reception: Skylar & Isaac

Year 1: Sebastian & Noah

Year 2: Keanu & Kasra

Year 3: Savanna & Esre

Year 4: Isla Mae & Freddie

Year 5: Lucas & Magdalena

Year 6: Nnamdi, Kimarlee, Hamour, Lakeland,  
Chloe C, Imaan, Lucien

"YOU CAN'T USE  
UP CREATIVITY.  
THE MORE YOU  
USE, THE MORE  
YOU HAVE."

Maya Angelou

### SCHOOL CONTACT NUMBERS

**General school email: [admin@dalmain.lewisham.sch.uk](mailto:admin@dalmain.lewisham.sch.uk)**

For specific queries, please use the below contacts:

**Admissions incl. Nursery & Reception intakes, attendance, meal choices, breakfast or after school clubs: [attendance@dalmain.lewisham.sch.uk](mailto:attendance@dalmain.lewisham.sch.uk)**

**Finance, curriculum clubs, instrumental lessons, trips, medicines or allergies: [office@dalmain.lewisham.sch.uk](mailto:office@dalmain.lewisham.sch.uk)**

**Afterschool club: please note the After School Club number is 07710 362 100, operating from 3:15 - 6pm. This number should be used for pickup arrangements for the school's after-school club only.**

## Year 3—Griffin Class



Griffin Class have had a truly fantastic term filled with immersive learning experiences across various subjects. In our Writing sessions, we delved into the captivating narrative of '*First Drawing*,' gaining profound insights into life during the Stone Age.

We also had a remarkable opportunity to participate in a Victorian workshop, marking the 150<sup>th</sup> anniversary of Dalmain Primary School.

Transported back in time, we immersed ourselves in the ambiance of a Victorian classroom, experiencing what education was like during that era. This immersive experience not only enriched our understanding of history but also complemented our learning in both our writing and history sessions, making it truly memorable.

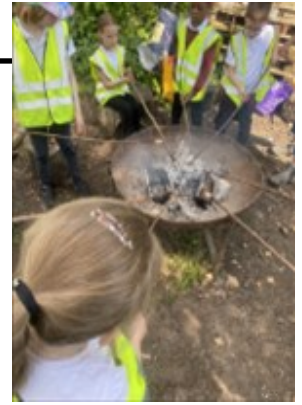


In Maths, we identified equal and unequal parts in a whole and looked deeper into unit and non-unit fractions. Our exploration of science centered around the fascinating world of plants, their functions and what they need to grow.



Our historical journey into the Stone Age was enriched by a captivating visit to the Devonshire Nature Reserve, where we fully immersed ourselves in the essence of our studies. We carried out activities such as spear making, lighting bread around the fire and how to carry out a medical procedure with a bandage and handcrafted medicine. We had so much fun and the delightful weather added to the magic of our educational experience!

Well done Griffin Class and great work this term!



## Year 3—Makara Class

We've had an exciting time in Makara Class during our first summer term! In Writing, our book for the term was '*The First Drawing*'. It was a tale about a Stone Age boy who made the first drawing. We created our own versions of the story and even made a Stone Age inspired news broadcast. This was really exciting! In Maths, we focused on non-unit and unit fractions. We learned a unit fraction always have a numerator of one! The pupils embraced it eagerly and their new found knowledge to applied it to problem-solving, sharpening their analytical thinking. Our science lessons centered on plants and seeds. We have been growing our plants and making sure our tests were fair.

In History, we learned about the bronze and iron ages. A highlight of our learning in History was our trip to Devonshire Road Nature reserve where we had a Stone Age experience; making spears, creating Stone Age medicines and cooking over a fire! The children really enjoyed this experience.



As part of the 150<sup>th</sup> anniversary celebrations, we really enjoyed our Victorian classroom experience. The children really enjoyed exploring the wide range of Victorian toys.

Thanks for your ongoing support in nurturing curiosity and learning!



## Year 4—Sprite Class

Sprite Class has had an eventful and productive term.

Our term began with a wonderful trip to St Paul's Cathedral, where children enjoyed learning about its significance in worship. Throughout the term, we interwove Literacy and



History and explored the fascinating

world of the ancient Egyptians, resulting in fantastic pieces of writing inspired by their culture. Children wrote various pieces, including newspaper reports, biographies, and a guide to mummification - they had some truly intriguing ideas!

In History, children researched and learned many interesting facts about the ancient Egyptians and the importance of the

Nile. In Maths, we focused on telling time and solving decimal calculations.

As part of our school's 150th anniversary, we explored our school's history through various activities, such as a Victorian classroom day experience, Maypole dancing, and talks with former pupils. We ended the term on a high note with an exciting sports day.

Overall, it has been a term filled with enriching experiences and valuable learning opportunities!



## Year 4—Selkie Class



What another exhilarating, lively term it has been in Selkie Class!

We have thoroughly enjoyed celebrating Dalmain's 150th Anniversary and taking part in all the fun activities. Some of highlights include our experience of what a Victorian School was like, doing Maypole dancing in the

Pen and the fantastic workshop we had with Miss Baptiste's mother, learning more about what life was like for the Windrush generation. In Maths, we have been learning about multiplying and dividing by 10 and 100; we have also developed our knowledge of decimals.

In Writing, we have been exploring 'The Story of Tutankhamun' by Patricia Cleveland-Peck. In Teaching of Reading, we have loved reading our text called 'The Humans' by Jonny Marx. Humankind has accomplished since the first civilisations were formed!

*'I have enjoyed our new Maths topic and History has been really exciting.'* – Jasiel.

*'I have loved learning more our school's history – it is so interesting!'* – Ivy.

*'Learning about the Ancient Egyptians in English and History was so much fun!'* – Mirabelle.





## Year 5—Kraken Class

This half-term, Kraken Class have been very busy taking part in Dalmain's 150 year celebrations as they took a ride through time from learning about how children lived during those formative years to the social and demographic changes in the local area. We even had time to squeeze in a trip to Horniman Museum!

In Reading and Writing, we have been reading about the adventures of Beowulf, culminating in writing our very own alternative ending to the well-loved epic. The results were beautifully descriptive imagery and developed narratives that shows the progress that the students have made in their writing this year. In Maths, they have accelerated their understanding of core Fractions concepts before moving onto to multiplying and dividing by decimal fractions.

In Science, the students have been looking at reversible and irreversible changes and have carried out a number of experiments to prove or disprove a hypothesis. In History, the topic has been Anglo-Saxons and the children have been learning about the social and political changes brought about by the fall of the Roman Empire and the invasion of these European tribes into Britain.



## Year 5—Chimera Class



What an exciting and busy term it has been in Chimera Class! As part of our 150 year celebrations we have experienced life in a Victorian school, ceilidh dancing for May Day and enjoyed a visit from Ms Baptiste's mum, Roz, to learn about the Windrush generation! On top of that we visited the beautiful Horniman Museum and Gardens to conduct a science investigation into urban gardens.



In English and Reading, we have immersed ourselves in the epic tale of Beowulf which has culminated in the children writing outstanding 'missing chapters' from the story. Linking in with the time period and themes of Beowulf, our History learning has focused on the Anglo-Saxon and Scot era. In Maths, Chimera class have explored the topic of fractions in great depth and, in Science, we have been studying irreversible and reversible changes. Inspired by Hiroshi Shinno, the children are currently creating exquisite insect sculptures with Mr Roberts.



Across the curriculum we frequently have rich and thoughtful discussions and this is always evident in our Philosophy lessons. We have been so inspired by the children's impressive depth of thinking and articulation that we have created a Philosopher of the Term award in Year 5. Although this was a difficult decision, one child has caused 2 different teachers to say, "This has blown my mind!" with her philosophical ponderings. As such, our very worthy winner is Anjalina!





## Debate Mate



What a year in Debate Mate! We have debated, proposed, opposed, rebutted, clarified and competed to make our debating skills razor sharp.

Our Debate Mate team performed brilliantly in the Urban Debate League - we finished 9th out of all the schools in London and in the top 30 for the whole country. What an achievement!

But could we do even better in the Debate Mate Cup? We arrived in the University of Westminster on Baker Street with a few nerves but confident in our debating skills.

The first debate focused on whether music should become a core subject in primary school, the second focused on whether children should be paid for success on exams. As ever, we didn't know whether we would be on Team Proposition or Team Opposition until the last moment. Whatever team we were on, we needed sharp debating skills and a plan to make the most of the skills of everyone in our team.

We did amazingly and all three of our teams won some or all of their debates. One of our teams finished joint second and only missed out on the final on a technicality - the Debate Mate equivalent of the away goals rule. That was tough to take but we reflected on an amazing experience and we loved our day at the Debate Mate Cup.

Debate Mate will continue next year as our current Year 5s enter the competitive phase of debating. We're looking forward to seeing how they get on!



## Year 6—Faunsune

This term we have had a lot of fun and we have been extremely busy, in fact it has been one of the best terms in Year 6 - so far! Josiah did claim that SATs week was fun!

This term, we had a TFL transition workshop as part of the junior citizenship workshop scheme. It taught us how to travel more safely and told us some important rules that we should follow. For instance, if we are unruly on public transport we will lose our zip cards! We learnt important safety lessons as well as how to be a good public transport traveller. The session also helped us reflect and consider other important issues such as not giving into peer pressure and to make sensible choices without being persuaded to do something that may be cool.



In our Maths lessons, we have carried out lots of different investigations. This week, we have been looking at the Royal Institution Primary Maths Magic Square Masterclass. It has been interesting to learn about the history and origins of magic squares as we didn't haven't learnt about this before. We now know a cool trick that uses a special formula that can be applied to any magic square!

In Computing, we have been learning about micro:bits. We used Make Code, which is a block-programming website that lets you drag and drop, blocks to tell your micro: bit what to do. It has a simulator so you can check your program before sending it to your micro: bit! Micro: bits are tiny programmable device used for teaching coding: the

language of computers. Commands written in code tell computers what to do, from making simple actions and sounds to operating complex, multi-level computer games.



Finally, SATs week arrived, and it was not as tricky as we thought it would be. In fact, we thought the week was enjoyable and we all felt very relaxed. We started off with an incredible breakfast, which provided us with a calm start to the day. Throughout the week we all worked incredibly hard and tried our best – we are feeling confident with how we have done. We would like a big thank you to all the school adults who helped us throughout the week.

The pizza party at the end of SATs week was a brilliant way to end the week. What could be more fun – sunshine, popcorn, music and dancing!

To raise funds towards the year 6 leavers' hoodies we held a bake sale after our pizza party, everyone chipped in with donations and helped with operating the stall. We raised a whopping £240!

Finally, we would like to congratulate Lakeland, who has won another speculator accolade and trophy for his amazing Irish dancing.





# The Friends of Dalmain

**29th June**

**SAVE THE DATE**

**2024**

**Class reps  
planning meeting  
23rd April**

**DALMAIN SUMMER FAIR**



## Dalmain's school uniform consists of:

- ◆ Maroon sweatshirt or sweatcardi (with or without school badge)
- ◆ Trousers / skirt / shorts – grey or black
- ◆ Plain white shirt, or white polo shirt (with or without school badge)
- ◆ Summer dresses – yellow & white or red & white check
- ◆ Footwear: plain, flat, dark coloured shoes or dark coloured trainers (no heels or open toes)
- ◆ For PE: white T-shirt (school badge optional) and dark blue, grey or black shorts / jogging bottoms
- ◆ Tie (optional)



NO LOGOS / DESIGNER LABELS ARE PERMITTED

It is also important that your child attends school with the appropriate PE kit. At Dalmain, pupils are expected to wear:

- ◆ White t-shirt (school badge optional)
- ◆ Dark blue/grey/black shorts or jogging bottoms
- ◆ Dark coloured trainers for outdoor PE

The Friends of Dalmain run a few sales per year, if there is ever anything you need please email [friendsofdalmain@gmail.com](mailto:friendsofdalmain@gmail.com) and they will try and help. Please also email them if you can spare any time to help sort the uniform or volunteer at a sale.

If you have any excellent condition uniform to donate, please give it to a member of the office team at the main reception desk, freshly washed, folded and labelled with size. Any money made goes back to the Friends of Dalmain to spend on various projects.

**If you need any help with school uniform, please do not hesitate to contact the School Office or to speak with Ms Wilkinson.**



# CLUBS!



## Club & Instrumental Lesson Dates

Clubs will run on the weeks beginning:

1. Monday 22 April
2. Monday 29 April
3. Monday 6 May
4. Monday 13 May
5. Monday 20 May
- HALF TERM**
6. Monday 3 June
7. Monday 10 June
8. Monday 17 June
9. Monday 24 June
10. Monday 1 July



### Clubs Summer Term 2024

Club	Day	Time	Year Group	Location	Teacher
Drawing	Monday	3:30 – 4:30	3, 4, 5 & 6	Art Room	Mr Roberts
Games	Monday	3:30 – 4:30	1 & 2	Room 19	Ms Edwards
Netball	Monday	3:30 – 4:30	3, 4, 5 & 6	PEN	Ms Aillsopp
Football	Monday	5:00 – 6:00	3 & 4	PEN	Mr Graham
		6:00 – 7:00	5 & 6	PEN	Mr Graham
Multi-skills	Tuesday	8:00 – 8:45	1 & 2	PEN	Mr Graham
Karate	Tuesday	8:00-8:45	Yellow Belts	Top Hall	Sensei Bethany McCloskey
Magic Club	Tuesday	3:30 – 4:30	2, 3, 4, 5 & 6	Room 15	Live From London
Football	Tuesday	4:30– 5:30	Rec	PEN	Ms CJ
		5:30 – 6:30	1 & 2	PEN	Ms CJ
Artful Coders: Thinkers Coding Club	Wednesday	3:30 – 4:30	3 & 4 5 & 6	The Rose Room	Ms <u>Balista</u>
Drama Club	Wednesday	3:30 – 4:30	5 & 6	Top Hall	Ms <u>Ince</u>
Tennis	Wednesday	3:30- 4:30	4,5,6	Pen	Mr Graham
Karate	Thursday	8:00- 8:45	White and Red Belts	Top Hall	Sensei Bethany McCloskey
Yo Ballet	Thursday	3:30 – 4:30	Rec, 1 & 2	Top Hall	The London Ballet Company
Movie Club	Thursday	3:30 – 4:30	Rec, 1 & 2	Room 5	Ms Cuddy
Singing	Thursday	3:30 – 4:30	3, 4, 5 & 6	Music Room	Ms <u>Logie</u>
Multi-skills	Friday	8:00 – 8:45	3, 4, 5 & 6	PEN	Mr Graham
Cricket	Friday	3:30-4:30	4,5,6	Pen	Mr Graham

## NSEAD Article Celebrating our Art

At the beginning of the school year, Mr Roberts was asked to write an article for The National Society for Art and Design’s Magazine. AD magazine is subscribed to by 8,000 people! It is a huge honor to be invited to write for them about how art is approached at Dalmain and celebrate the work of our children.

A HUGE well done to Mr Roberts! Here is the article:



# Achieve in art

**Wayne Roberts**, art specialist at Dalmain Primary School in Lewisham, aimed to develop an arts curriculum over a six-year period. Here, he explains how he set about introducing a diverse range of artists, makers and designers, and created an environment that inspires all children to achieve

**I**ve had the privilege of being the art specialist at Dalmain Primary School in Lewisham for five years. I call it a privilege because I've been entrusted to build an arts curriculum that embraces every child, celebrates their uniqueness and smashes glass ceilings. Initially, I had a six-year plan to follow the creative journey of the children I was teaching: from the age of five until they reached the end of primary school.

**Above**  
Tsumami sculptures in clay, inspired by the power of nature, by year 5 (age 7-8) pupils

**Opposite**  
Collaborative silk bank paintings by year 2 (age 6-7) pupils, inspired by The Great Fire of London



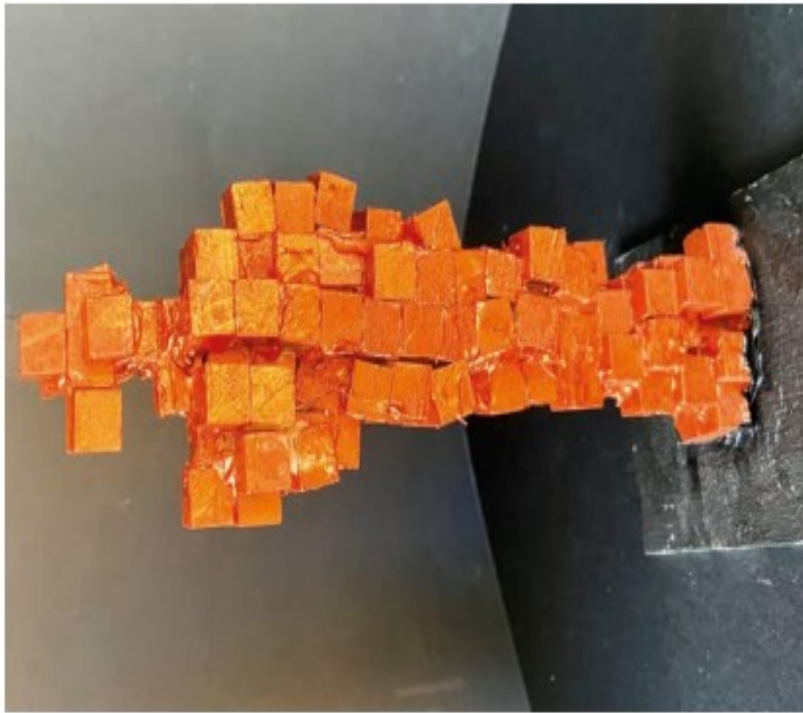
**'To become young artists also means becoming solutionists, scientists, historians, investigators and explorers (we use these labels frequently in the art room)'**

In that time, I hoped I'd be able to see if both the skills and experiences that are woven into the arts curriculum had made an impact. Those children are now in their final year and our school couldn't be prouder. It's not just about what they can do, but it's about their passion, enthusiasm and how they articulate their ideas and express their individuality. And it's a far cry from my own beginnings as an artist or, indeed, as a pupil.

My greatest passion as a child was drawing. If I reflected on my own education, what I learned about art is what I learned at home. Art in school was non-existent and there was little to inspire my creative mind. And being 'different' as a child in a rural, pre-millennial town temporarily stunted the artist in me.

My teaching journey has been far from linear. I got my degree at The Central School of Speech and Drama in acting, so creativity was never far away, but after treading a few boards I decided I wanted to teach. In 2005 I became an art subject leader and, in 2018, began teaching art to mature adults. It was here that my ideas for a new art curriculum started to take shape.

What followed was an amalgamation of all those experiences. At Dalmain we have stripped away any of the 'it can't be done' barriers and replaced them with 'how do we facilitate this' questions. We have created an environment of awe and wonder, using materials that excite our children and give them the tools to understand and articulate their ideas. To become young artists also means becoming solutionists, scientists, historians, investigators and explorers (we use these labels frequently in the art room). How can children access their imaginations and understand concepts if they are not introduced from the start?



**Above**  
Year 4 (page 8-9)  
sculptures made from wood and wire, inspired by a trip to Anthony Gormley's studio

**'Of equal importance is the exploration of concepts – those inferences and narratives that inhabit a painting, the history and the hidden messages waiting to be unpicked'**

At Dalmain, with the support of our headteacher Erika Eisele, the children's art, craft and design skills, as well as their ability to build and progress, follow a continuous journey. Of equal importance is the exploration of concepts – those inferences and narratives that inhabit a painting, the history and the hidden messages waiting to be unpicked.

Understanding these helps to open doors for young artists and develop cognitive minds. Children delight in sharing their own artistic inferences and are encouraged to explore them in their sketchbooks. This is the way our art curriculum builds skills, knowledge and concepts, as well as quality outcomes. I have introduced techniques and skills for younger years. Year on year we are able to build on these techniques – enabling higher-learning skills to potentially develop.

The structure means children of all abilities and ages are given access to all resources and techniques, including techniques that are shown in steps via photographs and video recordings. This provides the children with the confidence to express their ideas, to explore and choose their own media and materials.

Art empowers those children whose voice is not always the loudest. Within our new curriculum, children with special educational needs have consistently produced boldly original work of immense depth. They confidently articulate their ideas and artistic inferences because art is a safe place where all opinions are valid.

As an inner London school, our curriculum reflects not only the local cultural landscape but also global issues concerning climate and environment. Art themes are cross-curricular. They connect with our long-term plan, allowing children to enrich and deepen their knowledge across a broad range of subjects. Our year 5's (age 9-10) galaxy and nebula paintings link to the children's science topic and literary texts. In the future, year 4 (age 8-9) students will be making sculptures inspired by their science topic 'States of Matter'. They will look at the abstract sculptures of Pablo Picasso and the work of contemporary artist Livvia Martin, exploring themes of material culture and consumerism.

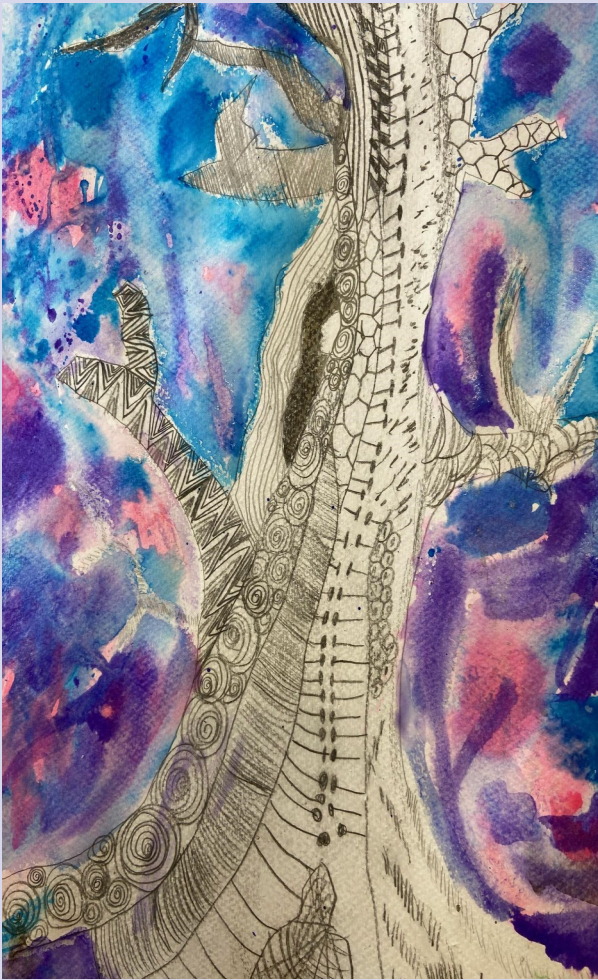
Inspiring our children means introducing them to artworks and artists from all walks of life, celebrating ethnicity, diversity and inclusion. We learn about a range of artists, not just those who are established or historically significant, but also those less visible in dominant cultural representations. Children have collaborated with both local and global street-art muralists and, last spring, we began working with Open City to create a 3D future city. Our children were also lucky enough to visit Anthony Gormley's studio to learn about his sculpture techniques – the first school ever to do so. The impact that this experience had on their final designs and sculptures was extraordinary.

These experiences of cultural enrichment make the difference, enveloping the children into the world of those who 'do' art for a living.

The art room, halls, corridors and staircases in our school have become a celebration of every child's work, creating an environment that immerses them in the subject. Children see that their work is valued and celebrated.

I have concluded that my six-year plan does not end after six years after all. As a practitioner, I'm learning with every new cohort. Picasso was right – every child is an artist – but then I don't need to tell you that. If you are reading *AD* magazine, you already know. But, in these uncertain times, we owe it to these artists to help them make sense of a rapidly changing landscape and empower them to make changes. This is exactly what a diverse art education can do. ●

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**WELL DONE  
to everyone!**

