



# DALMAIN PRIMARY SCHOOL

## Newsletter—October 2024

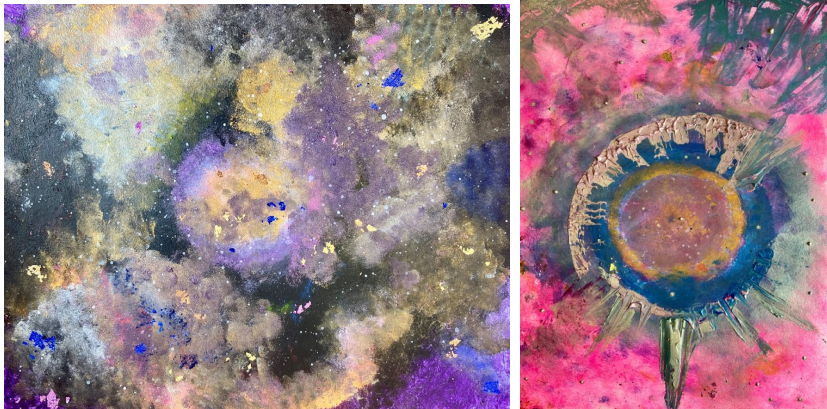
Dear Parents & Carers

From the exceptional learning in classrooms, to the wide range of trips, our visit from Spirit of the Wild and of course our fantastic Community Celebration, it has been a phenomenal start to the academic year! Inside this term's newsletter you will find a snapshot of what we have been up to, including some incredible feedback from our most recent external whole school review—see page 2. We are so proud of our children, staff team and entire community!

Thank you for your patience while we finish off our premises improvements. We are nearly there with the installation of our new air source heat pump, refurbished radiators and gorgeous new rain garden. Eco Council did a superb job getting stuck in with the planting. And thank you for your engagement in our parent workshops—have a look on our website school calendar for future dates and we look forward to welcoming you to them.

Term 2 promises to be as exciting as the start of the new year. We wish you all a wonderful Half Term holiday and look forward to seeing you on Monday 4th November at 8:45am.

Best wishes, Ms Eisele – Headteacher



### Term 2 Dates

All Key Dates can be found on our whole school calendar on our website—look for the calendar icon at the top right hand side of the homepage.

### WINTER PERFORMANCES

#### Wednesday 11<sup>th</sup> December

9.30am – Years 1 & 2

2:00pm - Years 3 & 4

5:00pm - Years 5 & 6

#### Thursday 12<sup>th</sup> December:

9:30am - Reception

2:00pm - Years 5 & 6

2:45pm – Nursery Singalong

5:00pm - Years 3 & 4

#### Friday 13<sup>th</sup> December:

9:30am - Reception

2:00pm – Years 1 & 2

**END OF TERM: Thursday 19<sup>th</sup>  
December at 1:00pm**

## HOUSE POINTS—so far this term....

Forest House: 966

Grove House: 1023

Hawthorne House: 949

Oak House: 902

## Whole School Review—Feedback

We regularly invite external professionals in to Dalmain Primary School to review our provision and receive invaluable feedback so that we can further develop our fantastic school.

Our most recent review looked at learning and progress across the entire school and we were overwhelmed by the enormously positive feedback we received, some highlights being:



*“Pupils agree that the school is very supportive and that adults are doing everything they can to help them. Pupils are highly positive about school and keen to communicate their enjoyment of it.”*

*“The school’s success within national assessments are a good indicator of the impact of its curricular provision. In particular, a good proportion of pupils achieved at the greater depth standard at KS2. Results in phonics are strong.”*

*“Development of language, including oracy, is a crucial underpinning non-negotiable; high quality texts are used as a framework for the curriculum not just in literacy but across the curriculum; hence, for example, the vibrant and skilled artwork around the school reflects the curricular content very well.”*

*“An enquiry-based approach coupled with strong cross-curricular links also help pupils to build new learning systematically and securely as they move through the curricular content.”*

*“Observations and discussions demonstrate that teachers make effective use of high-level questioning and tasks are open-ended enough to provide opportunities for all pupils to dive deeply into concepts.”*

*“The curriculum is well structured to support challenge. High expectations are clearly evident in teachers’ planning and delivery of lessons.”*

*“The provision for early years is going from strength to strength. The current early years lead has worked with the early years team to create a much more consistent and effective learning environment. It is coherent with clear and consistent communication about the learning taking place. The indoor and outdoor areas provide rich opportunities for learning across all the early years areas; there is careful attention to avoiding sensory overload while providing rich learning opportunities.”*

*“Pupils are proud of their books and keen to show off their work. They are happy to show their mistakes because they know that making mistakes is part of the process of learning; they are able to share how they have corrected errors and how this helped to improve their learning.”*

*“Behaviour within the classroom is strong across the school and pupils are very well focused on tasks or participating very attentively in class. This good behaviour is a result of well-established routines which pupils follow and the high expectations set by staff. Corridor behaviour is calm and purposeful and pupils play happily together when outside.”*

*“Through coaching, more formal training, such as supporting and backing members of the leadership team to sign onto nationally recognised professional courses, and working with other schools and external consultants, the headteacher has established a strong team whose members work cohesively and collaboratively to lead the school and school improvement.”*



*“The coaching and support for leaders is continuing and is targeted and personalised to the needs of individual staff.”*

**As an inclusive and diverse school with high expectations for all, we are delighted to hear from external professionals how well we are doing and look forward to driving further improvements. A huge well done and thank you to the whole team!**



## OUR COMMUNITY CELEBRATION!

Last week the school hosted our Dalmain Celebration of Culture on Thursday 17<sup>th</sup> October, as part of our celebration of Black History Month. Our school is a wonderful community of people with connections all around the world, and it was great to see so many families sharing their own traditions and cultures.

It was an incredible afternoon, of food, music, stories, fashion, dance and laughter.

It was a wonderful to see so many children dress in the clothes they love to celebrate in, and we were so grateful to everyone who brought food, inspired by cooks from every corner of the world.



Mary Martin London is a celebrated fashion designer, who told us her inspiring story of how she overcame many obstacles in life to become an award-winning designer. She also turned the stage into a catwalk, introducing us to some of her fantastic dress designs.



The children really enjoyed looking through the wonderful range of books brought by Moon Lane Books, many of which were books children read, explore and love here at Dalmain.

The music was a real highlight of the afternoon. We heard wonderful folk songs, then listened to Raggo Zulu Rebel perform his hit, 'Windrush Generation'. One of the best performances came from the children of Dalmain, whose singing group

performed several songs and they sang beautifully!

We really enjoyed the day, and we hope you did too. We are looking to organize more occasions that celebrate the many cultures that make up our wonderful community. Watch this space!





## Nursery—Topaz Class

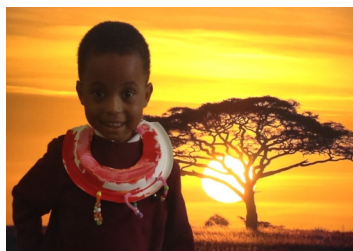
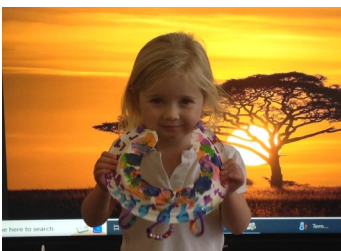
It has been an exciting start to the year in Topaz Class! We enjoyed the story of 'The Owl Babies' which has helped us to say goodbye to our families in the morning and settle into our learning at Nursery, safe in the knowledge that our families always come back, just like the 'Owl Mother'. We have done an amazing job learning all our new routines, including helping to set up the tables for our lunch in the classroom.



We read the story of 'The Colour Monster' which helped us to name and talk about our emotions. We experimented with ways to mix colours and made our own monsters!



We enjoyed celebrating Black History Month by making our own necklaces inspired by the Masai tribe of Kenya. We had fun making tie-dye designs and danced to Calypso music! We tasted Caribbean cuisine, Jollof rice and sampled fruits from around the world!



## Forest School



The children in Reception have loved exploring our wildlife garden during our forest school sessions this term. We went on a bear hunt, searched for foot prints and tried to spot if any Wild Things were hiding in the trees..

Garnet class had a great time seeing if we could see any frogs in the pond! We also played lots of exciting games like hide and seek and had a competition of who could find the most Autumn leaves.



Some of the children climbed trees, others found insects like woodlice! We can't wait to come back and see how the wildlife garden will change over the seasons.







## WHY DOES GOOD ATTENDANCE MATTER?

Above 97%	Less than 6 days absence a year	Excellent attendance! These young people will almost certainly get the best grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.
95%	10 days absence a year	These pupils are likely to achieve good grades and form a habit of attending school regularly. Pupils who take a 2 week holiday every year during term time can only achieve 95% attendance.
90%	19 days absence a year	Young people in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85%	29 days absence a year	The Government classes Young People in this group as "Persistent Absentees", and it will be almost impossible to keep up with work. Parents of young people in this group could also face the possibility of legal action being taken by the Local Authority.

## WHY DOES GOOD PUNCTUALITY MATTER?

Being late to school can have a considerable impact over the whole school year. The table below shows you how much time can be missed over a year by being late to school every day.

5 minutes late every day = 3 days of school lost a year
10 minutes late every day = 6.5 days of school lost a year
15 minutes late every day = 10 days of school lost a year
20 minutes late every day = 13 days of school lost a year
30 minutes late every day = 19 days of school lost a year

School mornings can be very busy but when your child is late for school they are missing out on vital parts of their education and in particular the start of the school day. It is also disruptive for the whole class if pupils arrive at different times throughout the morning. If your child arrives 30 minutes after the register has been taken they will have an unauthorised absence for the whole session.

your child's attendance does not improve in four weeks you will receive another letter, and if your child's attendance still fails to improve then you will be invited into the school for an attendance panel meeting.

## How to Contact Us

When your child is off school, please confirm this in writing via email. You will be asked to provide proof of any appointments your child may have to the School Office either in person, so that the school can retain a photocopy, or you can attach any relevant documents via email.

**Please email [attendance@dalmain.lewisham.sch.uk](mailto:attendance@dalmain.lewisham.sch.uk) by 9:00am (when registers close) if your child is not going to be in school, indicating the specific reason for their absence.**

Alternatively you can report absence via ParentMail under Absences.

## Thank You For Your Support

We know that you, as your child's parent/carer, want your child to get on well in life. Children only get one chance at school, and your child's chances of a successful future may be affected by not attending school every day on time, so we thank you in advance for your support with this matter.

## Attendance

Your child's attendance at school every day is vital for their progress and attainment, both academically and socially. Poor attendance can affect children's ability to make and keep friendships, which is a vital part of growing up, and of course we don't want any child falling behind academically at this crucial time in their educational careers.

## Sessions Missed

Each 'session' equates to half a day; if your child has missed 10 sessions for example, this means that they have missed 5 days of school.

We have high aspirations for every child, and we are committed to enabling all of our pupils to achieve and sustain the highest level of attendance, believing that every lesson counts. We encourage good attendance for these reasons and to fulfill our statutory safeguarding responsibilities.

## Attendance Letters

If your child's attendance falls to 90% or below, you will receive a letter regarding this. If

## Reception—Jade Class

What an incredible start to the year!

The Reception children have settled into their new classes beautifully. We have been concentrating on making friendships, learning routines and following instructions. It can be a big change from a Nursery Class and the children absolutely love learning Phonics everyday. We have explored stories about starting school, learnt how to mix primary colours together and we have discussed how we are all different and yet the same. We are like one big family and we respect everyone's differences.



We were very excited to come into class and find out that we had been visited by the 'Wild Things' from 'Where the Wild Things Are.' We followed trails, looked for clues and used magnifying glasses to inspect the evidence. The children designed their own 'Wild Things' and wrote rules for the 'Wild Things' to follow. It was not expected behavior for the creatures to throw toys all over the room!!

## Reception—Garnet Class

Garnet Class have had a wonderful time settling into their first term at school!

We have been learning inside and outside, including creating some wonderful recipes in our mud kitchen, building in our sand pit and creating in the construction zone. We loved the learning we did during Kindness Week when we drew around one of our class members and had a go at writing all the lovely ways we could be kind to



each other - including some of our top tips for making friends!

In Literacy we have been reading 'Anansi the Spider' and had a visit from Anansi this week. We have been enjoying using the phonics sounds we have learnt so far this term to write captions for our silly spider pictures.

And finally, in Maths we have been exploring numbers up to five have even been making our own number blocks using cubes. We have also been learning lots of number songs and even started to use our measuring scales to see how heavy different objects are.

It's been a fabulous start to 'big school' and we can't wait to do more learning next term!



## Inclusion Team

### Our Inclusion Team

Ms Sewani—Assistant Headteacher & SENCo

Ms Wilkinson—Behaviour & Safeguarding Leader

Mr O'Donovan—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.

### Inclusion at Dalmain

This term we hosted two parent workshops where we discussed ways to support children's emotional regulation through the **Zones of Regulation**.

### What are the Zones of Regulation?

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within

our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

### Family Hubs in Lewisham

Lewisham's Family Hubs are a new way of bringing together the advice and support a family may need, from pregnancy through to young people turning 19 (or 25 if they SEND).

The Hubs provide space to access support from professionals such as early years practitioners, health visitors, midwives, speech and language therapists and Special Educational Needs and Disabilities (SEND) advisors.





Our closest Family Hub is Bellingham Family Hub

Visit 109-111, Randlesdown Road, SE6 3HB

Open Monday to Friday 9am-5pm

Get in touch on 020 8314 9545 or email [Family.Hubs@Lewisham.gov.uk](mailto:Family.Hubs@Lewisham.gov.uk)

### The **ZONES** of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



**Lewisham**

## Year 1—Emerald Class

Can you believe it we are half way through our first term in Year 1?! We have been having so much fun this term. In Writing, we have read two amazing books—'Naughty Bus' by Jan Oke and 'Astro Girl' by Ken Wilson. We transformed Emerald Class into Space HQ and we all became astronaut experts, creating fact files filled with facts about space!



In Maths, we have been doing lots of counting with numbers up to 100. Our favorite lesson was playing Incy, Wincey, Spider and one person was the sunshine and the other person rain. When it was the sunshine's turn you had to move the spider up the drain and when it was the rains turn you had to move the spider down the drain. We had so much fun and learned a lot of maths during this game.

In PE we have been playing team sports, and we have loved climbing the trees at forest school and finding all the things we think are beautiful. We have been making cars in DT with Mr Roberts and in Science we have been learning all about the human body and our senses. We wish everyone a lovely half term!



## Year 1—Amethyst Class

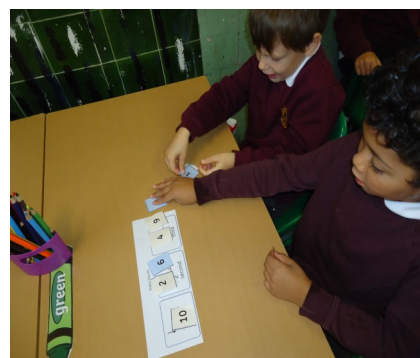
This term we have enjoyed learning about transport. In History and Writing, we read the story 'The Naughty Bus' and became bus experts as we went on our first trip of the year to a bus station.

*'We really loved the trip to Catford bus garage where we got to go through the bus wash not once but three times!' said Kimaya.*

The last few weeks of term we have been reading 'Astro Girl' written by Kew Wilson. We got to turn the classroom into the night sky and stargaze, describing the stars we could see using adjectives. Maths lessons have been filled with counting everything from leaves in the wildlife garden, to cubes and straws in the classroom. We have loved learning how to add on to numbers and compare different numbers.

We have spent P.E lessons playing in groups as a team and learning rules for new games and in Design & Technology we made our own modes of transport using objects that can be recycled.

Well done Amethyst Class!







The Friends of Dalmain



# CHRISTMAS — FAIR —

THIS YEAR'S FAIR WILL BE HELD ON

SATURDAY 30TH  
NOVEMBER FROM  
12PM

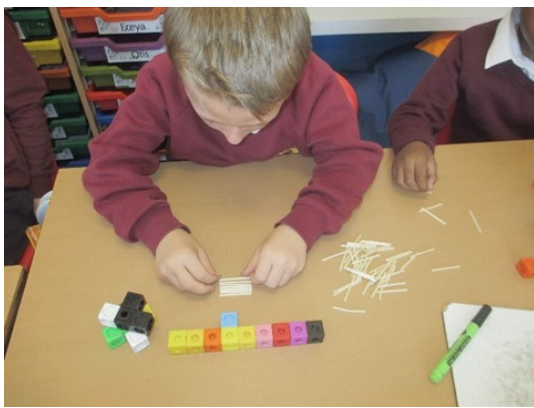
WE LOOK FORWARD TO  
SEEING YOU THERE!

## Year 2—Tanzanite Class

What a brilliant start to life in Year 2!

We learned all about Frederick Horniman in our History lessons, and then we went to visit the Horniman Museum. We went to the part of the museum that explains about Mr Horniman's life, and we answered quiz questions all about him. We also did a nature trail in the gardens outside – we had a great day!

We have also been looking at classic fairy tales – with a twist. We wrote a story where we imagined what happened to Goldilocks after she grew up. We also read a story about what happened to Humpty Dumpty after his famous fall. We even wrote a fact file about wolves – real wolves, not the ones that huff and puff and blow houses down!



We have also been making things. In DT, we made sliders and levers with Mr Roberts, and in RE we made a puppet show to re-tell the Hindu story of Rama and Sita and Diwali. Add in Saint-Sanes' Carnival of the Animals in Music plus dance and ball skills in PE and it's been a busy start to the year!

Next term we are learning all about conservation, particularly of our oceans. It's going to be great.



## Year 2—Flame Aura Class

It has been a fantastic start in Year 2 for Flame Aura Class! From partitioning tens and ones in maths to dancing like penguins in PE—everything we have done we have put so much effort into and had so much fun!



We have worked really hard in Writing this half-term, recently reading 'Wolves' by Emily Gravett, which inspired us to create our own non-chronological reports filled with fabulous facts. Did you know that Wolves have 42 teeth and need to eat up to 9 kilograms of meat every day?!

Flame Aura have also particularly enjoyed learning about Frederick Horniman in History this term. We investigated Horniman and some of the good and bad things about him and discussed what sort of person he was.

To top it off we had a great trip to the Horniman Museum, where we learnt more about him and got to see some of the animals in the museum and in the gardens too. It was fantastic!







Every class in Key Stage 2 has elected two Eco Councillors and we have already started meetings with Ms Sewani to discuss ideas to make the school more environmentally friendly.

Our first task as eco councilors was to plant the plants in the rain garden—it was great fun getting our hands dirty and we cannot wait to use this area of the playground more!



**How has being an eco councilor helped you with your learning?**

This was one of the questions that the children were asked during our recent Quality of Education review. These were some of the children's answers:

*"It has made me care more about the environment and this is something I will keep with me for the rest of my life!"*

*"Our school is greener and healthier"*

*"I can now teach my family about reducing waste in our house"*

*"It has helped me see that I can change the world!"*

We are so proud of our eco councilors and the amazing work they do to make Dalmain more eco-friendly!

**DALMAIN SCHOOL EARTH PLEDGE**

**Bees, trees and sustainability**  
We will start and/or participate in initiatives within our schools and the wider community which enhance learning about and the protection of biodiversity

**Resources**  
We will only take and use the resources we need and use these responsibly

**Rubbish and recycling**  
We will try to reduce and re-use resources before recycling them  
We will dispose of rubbish appropriately, including recycling, both indoors and outdoors

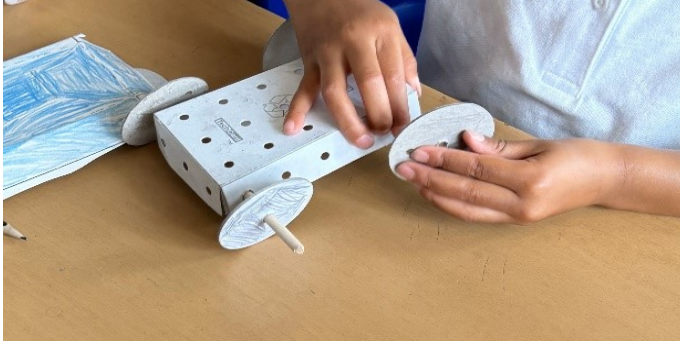
**Healthy children, healthy planet**  
We commit to weekly meat-free Mondays and screen-free hours  
We will try to travel to school by foot, scooter or bike whenever we can

  
Dalmain Primary School





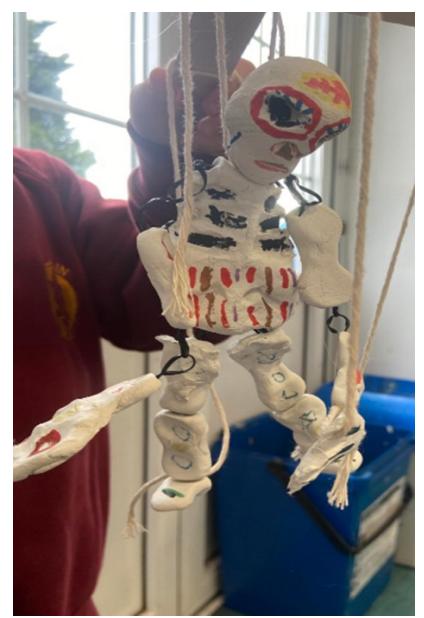
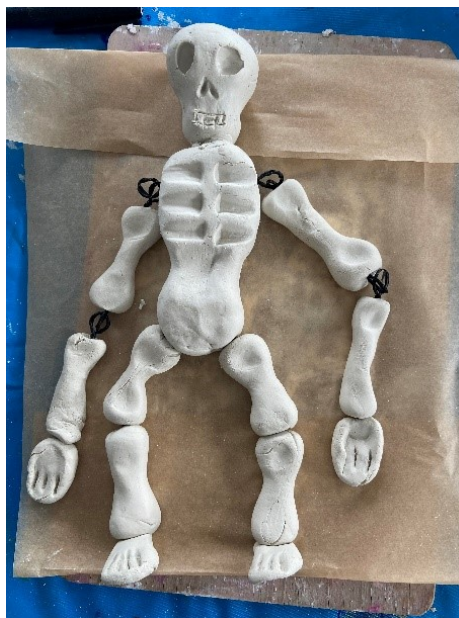
In DT, children in Year 1 have been learning about different vehicles and how they work, exploring wheels and axles. Children studied diagrams and designs before designing and making their own cars.



In DT Year 2 have made their own moving pictures and characters using levers and sliding mechanisms. Characters from twisted fairy tales and fiction inspired their designs.



Children in Year 3 have been creating their own puppets in DT inspired by the Mexican Festival @The Day of the Dead. Made from clay, the children made their own linkages for the moving parts.





In Year 4 children have been learning about lighthouses and, as part of DT, designed and built their own working models, creating a circuit housed within the body of their models. The results are truly spectacular.



In Year 5 children have been painting galaxies, nebulae and planets as part of their painting focus using acrylic and dry brush work inspired by the work of Chris Rivers and Cathrin Machin. The results are out of this world!



Year 6 won the model making category last year as part of our collaboration with OpenCity.org. This year's Y6 are collaborating with BDP Architects. The children will be visiting one of their development sites after half term and are transforming their outstanding design work into a model with the help of experienced architects through workshops in school.



## 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: Mia & Louise

Year 1: Mia & Sofia

Year 2: Skylah & Seren

Year 3: Nedaviah & Quinn

Year 4: Alaiyah & Willow

Year 5: Zahara & Ezra

Year 6: Zia, Jackson & Fiyin

CONGRATULATIONS TO EVERYONE!

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

Maya Angelou

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

### **Other Contacts**

**For specific queries, please use the below contacts:**

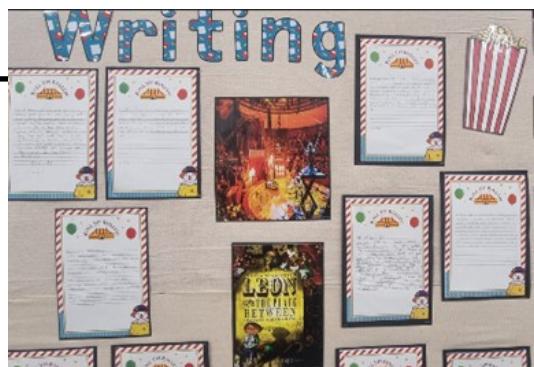
**Admissions incl. Nursery & Reception intakes, attendance, meal choices, breakfast or after school**

**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 contact Top Marks Coaching at [info@topmarksportscoaching.co.uk](mailto:info@topmarksportscoaching.co.uk)**





## Year 3—Citrine Class

Citrine class had a very exciting start to the year. We had to buy tickets to watch a magical circus show and wrote our own stories about visiting a magical world inspired by what we had read in 'Leon and the Place Between'. We also read a lovely

book called 'A Necklace of Raindrops' in our teaching of reading lessons. The story explores themes such as sympathy, generosity, jealousy and empathy.



As part of our Maths work, we have been exploring place value, addition and subtraction through using concrete materials to facilitate our learning. We also learned about place value of hundreds, tens and ones.

We have enjoyed football and Hockey in the pen for our outdoor PE. In Science we looked at human and animal skeletons, and learned that although the skeletons looked very different, they all shared a basic structure: skull, rib-cage, backbone, pelvis and femur, for example (except for snakes!).



In RE we have discussed and learned different festivals celebrated within the religion of Judaism.

We have worked and Citrine class you are amazing. Enjoy your half term!

## Year 3—Opal Class

We've had a fantastic time in Opal class exploring the story 'Leon and the Place Between.' The children created posters to persuade people to come to their circus, and they retold the story using characters they made up. To bring it all to life, we had our very own circus in Opal Class where the children bought tickets using play money to attend the Year 3 circus!



We also read the 'Tear Thief' which everyone really enjoyed. We spent some time in our Writing and PSHE lesson discussing how it is okay to cry and how important crying is. The children then used this to create a poster in response to an agony aunt letter they had read from an anonymous child who needed help. They also wrote newspaper articles to report a shocking crime that happened in the last week of school—The Tear Thief stole our jar of tears!



In our foundation subjects, we've been learning about Jewish festivals and celebrations, Yom Kippur and Hanukkah. In History, we've been exploring the 20th century and looking at how people around the world used to spend their leisure time.

Opal Class is really looking forward to learning about more new exciting topics after the half-term break!

# A-Z OF MENTAL HEALTH

Positive mental health and wellbeing makes us feel content, peaceful and valued.  
Use these tips to improve your mental health one letter at a time.

 <p><b>ASK FOR HELP</b> You are not alone, so reach out and ask for help</p>	 <p><b>BREATHE</b> Focus on your breath to find a sense of calm</p>	 <p><b>CONNECT</b> Connect with friends, family and trusted adults</p>	 <p><b>DETOX</b> Unplug from social media and other distractions</p>	 <p><b>EMOTIONS</b> Observe how you feel and label your emotions</p>	 <p><b>FIND SAFE PLACE</b> Go to a place where you feel safe and at ease</p>
 <p><b>GRATITUDE</b> Focus on the things you're grateful for</p>	 <p><b>HEALTHY HABITS</b> Create a balanced routine with healthy habits</p>	 <p><b>INQUIRE</b> Pause and ask yourself, 'how do I feel right now?'</p>	 <p><b>JOURNAL</b> Use a journal to express your thoughts and feelings</p>	 <p><b>KINDNESS</b> Be kind and compassionate to yourself and others</p>	 <p><b>LET GO!</b> Feel more energised, by moving your body</p>
 <p><b>MEMORIES</b> Visualise three things you are proud of</p>	 <p><b>NATURE</b> Improve your mood by exploring the great outdoors</p>	 <p><b>OPENNESS</b> Be open to new activities and notice what happens</p>	 <p><b>PATIENCE</b> It's okay to not be okay, so give yourself time</p>	 <p><b>QUIET</b> Take quiet moments every day to reflect</p>	 <p><b>REST</b> Be mindful, rest often and get plenty of sleep</p>
 <p><b>SUPERHERO</b> Stand in the Superhero Pose for two minutes every day</p>	 <p><b>THOUGHTS</b> Track your thoughts in a journal, and notice any themes</p>	 <p><b>UNIQUE</b> You are unique, and so is your mental health</p>	 <p><b>VOLUNTEER</b> Boost your self-esteem by giving back to others</p>	 <p><b>WORRY TIME</b> Schedule 'worry time' to help solve practical worries</p>	 <p><b>EXCITEMENT</b> Do more of the things that bring you joy and excitement</p>
 <p><b>YOU MATTER!</b> You are important and your feelings matter</p>	 <p><b>ZEN</b> Practise calming activities like yoga and meditation</p>	<p>Find out more about how Optimus Education can help boost your wellbeing at <a href="https://healthinschoolsuk.com">healthinschoolsuk.com</a></p>			



## Year 4—Aquamarine Class

Aquamarine Class has kicked off the year with an exciting bang! Our theme of “Inventions and Innovations” has sparked curiosity and creativity across all subjects.

In Writing, we delved into the enchanting world of ‘FARThER’ by Grahame Baker-Smith, the heart-warming tale of a father with dreams of flight. Pupils took this inspiration to craft their own flying machine manuals, pen adventurous postcards, and rewrite the story with their own wild, thrilling twists! Their imaginations soared as they reimagined this beautiful narrative.

In Maths, we started by solidifying our addition and subtraction skills within 1000 before embarking on a journey into Place Value. Now, we are exploring numbers up to 10,000 and connecting these concepts to real-world applications, like measuring and converting units. Plus, we’ve been revisiting our times tables and uncovering fascinating patterns along the way!



In History, we have travelled back in time to investigate the development of the railways and their profound impact on London. Using our research skills, students created impressive timelines and informative posters.

In PE, our budding hockey players have been honing their skills with the help of our sports coach, focusing on teamwork while refining their fielding techniques.

With a growth mindset, Aquamarine Class is excited to continue this fantastic learning journey together! Well done to everyone.



## Year 4—Ruby Class

Ruby Class has had an exciting start to the term! The theme ‘**Inventions and Innovations,**’ has led to our own inventions and innovations across subjects this term.

Here are some highlights from what we’ve been working on:

In Maths, we started by reinforcing our addition and subtraction knowledge up to 1000. Now, we’ve moved on to Place Value, where the students are working with numbers as large as 10,000. We’ve really enjoyed to real-world contexts like measuring the length of our playground!

In Writing, the students were captivated by FARThER by Grahame Baker-Smith, a touching story about a father’s dream of flight. Inspired by the narrative, the class has been creating their own imaginative flying machine manuals, writing postcards from exciting adventures, and even rewriting parts of the story with their own inventive twists.

In PE, the students have been developing their hockey skills under the guidance of our sports coach. It has been a pleasure to see them all working as a team during these games.

In History, we’ve been exploring the history of the railways and how they transformed London. The class has been busy researching and using their findings to create detailed timelines and eye-catching posters, showcasing the key events and impacts of the railway revolution.

*‘This term I enjoyed FARTher. I loved how it was a beautiful story.’ – Zara.*

*‘My highlight from this term was going to the transport museum.’ – Emre.*

*‘I liked my handwriting lessons and PE because you got to work in a team.’ – Martha.*

*‘I enjoyed making the lighthouses in DT. It was really fun making them light up’ – Taymour.*



Join Lewisham Local Area  
Partnership for Children & Young  
People to

# HAVE YOUR SAY!



## Lewisham SEND Strategy Refresh 2025-2028

We would like to ensure parents/carers and young people with SEND have their voices heard in the development of this strategy and are involved in decision making about both their individual support and local provision.

For Parents/  
Carers and  
Parent/ Carer  
Representative  
Groups



## How to get involved?

In-person

Friday 15 November, 10am-12pm

Online

Thursday 21 November, 6pm-8pm

Please scan the QR code to express an interest in taking part or contact:  
Cheriece Nelson | [cheriece.nelson@lewisham.gov.uk](mailto:cheriece.nelson@lewisham.gov.uk)





## Year 5—Pearl Class



Pearl Class has had an excellent start to Year 5, beginning with the theme: Earth and Beyond, which we have explored in our English, Science and Art work.

After reading the inspiring book *Hidden Figures*, the children have produced some amazing pieces of writing, including factual reports, persuasive letters and a memoir from Mary Jackson's perspective. We have also enjoyed reading *Cosmic* and *Race to Space*, developing their inference, questioning and summarising skills.

In Maths, we have worked on calculating with decimal fractions & solving real-world word problems.

In our foundation subjects we have learnt about chords, Judaism, North America, systems and networks, football and mental health and grief.

We particularly enjoyed our visit to the Horniman Museum which allowed us to extend our learning about North America.

Next half-term, we will be exploring the theme: Power vs. Principles!



## Year 5—Alexandrite Class



The Alexandrite Class has embraced the Year 5 curriculum with impressive determination and enthusiasm, embarking on a dynamic start to the school year.

This half-term's theme, Earth and Beyond, has provided a wonderful opportunity for exploration and discovery. The children have immersed themselves in texts such as *"Cosmic"* and *"The Race for Space,"* honing their skills in making insightful inferences, summarizing, predicting, and posing engaging questions.

In Writing, the class investigated social issues presented in *"Hidden Figures"* and the exploration of Mars highlighted in *"Curiosity."* These texts inspired outstanding writing pieces, including persuasive letters, memoirs, and explanatory texts.

In Maths, the focus on decimal place value has deepened the students' understanding of tenths and hundredths, reinforcing their grasp of numbers less than a whole.

To conclude a fantastic first term, the class visited the North America Exhibition at the Horniman Museum, where they also enjoyed the captivating Spirit of the Wild.

Alexandrite Class is eager to continue their learning journey in the next half-term, looking forward to more exciting topics and experiences!







# LAMDA



## Dalmain School LAMDA Lessons for Reception to Year 6 2024/25

Dalmain School are delighted to announce that LAMDA classes will continue to be available for all pupils from Reception to Year 6 for 2024/25.

Over the summer holidays we received the fantastic news that 91% of Junior School Pupils received a Distinction in their recent LAMDA Exams with a 100% pass rate. This is the highest accolade pupils can receive. Congratulations to all the pupils who worked incredibly hard over the course of the year.

LAMDA lessons will continue to be run by Armstrong Speech and Drama with Ms Blackburn overseeing lessons at the school with. All classes are innovative, stimulating and energised, instilling confidence and creativity in all our pupils. Taking LAMDA lessons greatly develops communication, public speaking and performance skills through working in depth on a range of poetry and prose throughout the school year. Pupils will have the opportunity to enter the Bromley Festival of Music and Speech as well as their LAMDA exam at the end of the year.

If LAMDA is something that your child is interested in, then please contact [info@armstrongspeechanddrama.com](mailto:info@armstrongspeechanddrama.com) for a booking form and we will be in contact with you regarding lesson times. Small group lessons cost £10.50 (plus VAT) and take place both inside and outside of curriculum time. Spaces this term are limited, therefore slots will be allocated on a first come first served basis.

### We teach **LAMDA** — Exams & Qualifications

Welcome to LAMDA lessons at Dalmain Primary School run by Armstrong Speech and Drama. As a company their aim is for students to develop into confident young adults: to explore, to take risks, to learn and of course, to have fun. This leaflet will introduce you to what is involved in LAMDA lessons. Our primary aim is to encourage and develop confidence and communication skills in our pupils. We do this by introducing them to a range of poetry across the year.

LAMDA (London Academy of Music and Dramatic Art) is one of the UK's oldest and most respected awarding organisations having offered practical examinations in communication and performance subjects for over 130 years.

At the heart of LAMDA examinations is the recognition that the qualifications are for everyone. Across the globe, the examinations unite learners of all ages, abilities, backgrounds, and cultures in enthusiasm for the English language and a desire to develop skills for life.

#### INTRODUCTORY Years 1-3

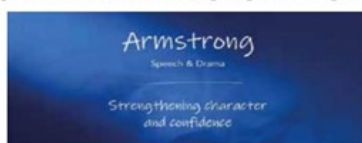
Our Introductory exams are the perfect start for both young learners and those who have never taken an exam before. By learning the words of a fun poem from the likes of Michael Rosen and Valerie Bloom our Introductory learners are developing the ability to express themselves clearly while also improving their memorisation and recall.

#### SPEAKING VERSE AND PROSE Years 4-6

Our Speaking Verse and Prose learners develop a whole host of skills, from speaking clearly and using voice projection, to improving memorisation and building an understanding of poetry and prose which supports studies in English literature. As learners progress through the levels they interact with the texts, responding to them with imagination and using body language and expression to engage an audience.

#### RECEPTION

Reception classes aim to give the little ones a taster of what LAMDA is all about and introduce them to poetry and performance! The classes should ignite a love for poetry in the children and allow them to explore their words and feelings together as a group.



### “LAMDA LESSONS HAVE HELPED MY CHILD GROW IN CONFIDENCE”

#### How does our year look?

Students will have a 30 minute lesson each week in a small group. The lessons will help develop their communication and performance skills. We have split our year into three clear sections:

**Winter Term** – Prepare. Pupils will develop their presentation and performance skills and will learn poems as a group.

**Easter Term** – Practice. Pupils will now be introduced to their own individual poems and will learn them at home. They will bring their own unique expressions to the performance. We also enter pupils into the Bromley Festival where have had great success over the years.

**Summer Term** – Perform. This is when all the hard work is paid off with pupils performing in our LAMDA Showcase as well as enter their optional LAMDA exam.

Lessons cost £10.50 plus VAT per session and are invoiced termly. To terminate lessons, a full half term's notice is required in writing. If this of interest for your child please complete the attached booking form and we will be in contact with more lesson details

If you have any questions, please do not hesitate to contact us on  
[info@armstrongspeechanddrama.com](mailto:info@armstrongspeechanddrama.com)



## Year 6—Kyanite Class

We have had an action-packed start to Year 6, embracing a host of new challenges and experiences. The enthusiasm and dedication displayed by the children as they engage with their learning have been truly inspiring, and we are immensely proud of their achievements thus far.

This term, our topic has been Migration and Movement. We have deepened our understanding of the Windrush movement in History by exploring the effects of the British Empire and the enduring connections Britain has with the countries that now make up the Commonwealth. One of our key activities involved examining a historical pamphlet titled Going to Britain, which promoted new opportunities in the 'mother country' for individuals in the Caribbean seeking a better life.



In English, we have been reading *The Arrival* by Shaun Tan, which has sparked our creativity and imagination. We have acted out scenes from the story, allowing us to connect with the emotions of the characters. We have also been inspired to create our own narratives, retelling the backstory of one of the migrants depicted in the book. Additionally, in our Teaching of Reading lessons we have been reading *Fly Me Home* by Polly Ho-Hen, an incredibly moving portrayal of a family's struggle to adapt to life in a new country, rich with themes of friendship, family, and magic.

In Maths, at the start of the term we began with a Magic Square master class, we explored the properties of magic squares, whilst developing our number sense, creativity and reasoning.

In Design Technology, we have been collaborating with BDP Architects to design our own eco-cities and buildings, reimagining

London for a sustainable future. The creativity and innovation shown by the children in this project have been remarkable. The ideas from our DT project have come to life in our computing lessons, where we have used Tinkercad software to create impressive 3D models of our designs.

As we approach the end of the term, we are excited about our upcoming residential trip to Overstrand Hall in Norfolk. We are eagerly looking forward to the array of activities planned and the opportunity to learn new skills in a beautiful setting. In our next newsletter, we will share all the thrilling adventures and experiences from this trip!



PE lessons have a multitude of direct benefits for pupils, such as promoting a healthy lifestyle. At Dalmain, PE lessons are taught with the following aims in mind:

- ◆ To meet the requirements of the national curriculum
- ◆ To encourage physical activity and exercise
- ◆ To build self-esteem, confidence and resilience
- ◆ To develop pupils' academic, social and physical ability
- ◆ To encourage good behaviour and respect amongst pupils
- ◆ To promote teamwork and cooperation amongst pupils




With these aims and the benefits that PE has in mind, it is 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

It should be noted that pupils will be expected to remove any piercings, watches and tie long hair up. Children should not be wearing branded sports tops/jerseys.

As a reminder, on the day/s that your child has PE, they should come into school already dressed in their PE kits and remain in these clothes for the whole day. You do not need to send in school uniform on PE days, but PE clothing will be required to adhere to the above expectations.

 Please be advised that PE is a compulsory part of the national curriculum and that participation is expected, unless your child has a certified injury or illness. If you have any concerns or need support with uniform, please do not hesitate to contact the school office or Ms Wilkinson.

Thank you for your continued support!



## Year 6—Sapphire Class

We've had an exciting start to Year 6, filled with new challenges and opportunities. The students have shown incredible enthusiasm and commitment to their learning, and we are very proud of their progress so far.



This term, we've been focusing on Migration and Movement. In History, we delved into the Windrush generation, exploring the impact of the British Empire and the lasting ties between Britain and Commonwealth countries. One memorable activity was creating a double page persuasive spread taking on the role of the UK government in recruiting migrants from the Caribbean by making promises that they could not keep!

In English, we've been reading *The Arrival* by Shaun Tan, a book that has sparked our imagination and creativity. The children have acted out scenes and crafted their own narratives, giving life to one of the migrants' backstories. In

our Reading sessions, we've also enjoyed *Fly Me Home* by Polly Ho-Hen, a moving story about a family's journey of adjusting to a new life, filled with themes of family, friendship, and magic.



In Maths, we kicked off the term with a focus on Magic Squares, developing problem-solving skills and number sense while exploring their unique properties.

In Design Technology, we've been collaborating with BDP Architects to envision eco-friendly cities and buildings, rethinking how London might look in a sustainable future. The creativity from this project carried over to Computing, where the students used Tinkercad to design impressive 3D models of their creations.

Looking ahead, we're eagerly anticipating our residential trip to Kingswood, Norfolk. We will update you on the amazing time we had on the next Newsletter, so stay tuned...





**SEE YOU ON MONDAY  
4TH NOVEMBER  
AT 8:45AM!**