



DALMAIN PRIMARY SCHOOL

Newsletter—December 2024



Dear Parents & Carers

It has been a long yet incredibly eventful half term but what fun we have had! I hope that you enjoy this newsletter, packed full of the incredible learning and achievements of our wonderful children and community since October.

A huge thank you for the support we receive from all parents and carers, and from the work of the Friends of Dalmain. We enjoyed another wonderful Winter Fair thanks to a massive team effort resulting in a lovely afternoon enjoyed by all! FOD's fundraising activities are critical for supporting the wonderful events and activities the children enjoy at Dalmain, in addition to school improvements such as the new KS1 trees. 'Project Playground' remains the focus but FOD have also funded a number of other resources, as detailed within this newsletter. Thank you to all families for their support across the year.

Looking ahead to next term, we should be able to re-open the Brockley Rise side of the playground now that we have had our final air source heat pump installed alongside our new rain garden. Both projects have been a long time coming and we are delighted to have finished them so our pupils can benefit from both. We are also very excited about our new trees being planted in the KS1 playground in the spring. The school is now proudly gas boiler free with a beautiful wildlife area in school!

And finally, a huge thank you to our wonderful Staff Team at Dalmain. Their hard work, passion and dedication make this school the special community that it is, inspiring the next generation and always having the children's best interests at the core of all they do. Their service and commitment to Dalmain is commendable and we are so lucky to have them all.

Have a happy, safe and restful holiday, and we look forward to seeing you all on Tuesday 7th January 2025 at 8:45am.

Ms Eisele - Headteacher



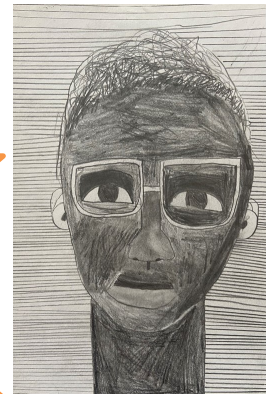
Key Dates: Term 3

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

- Tuesday 7th January at 8:45am—First Day of Term
- W/B 13th January—Clubs start
- Wednesday 5th February—afternoon—Parent Teacher Meetings
- Friday 7th February—morning—Parent Teacher Meetings
- Friday 14th February—End of Term 3 at 3:15pm

Looking Ahead to Term 4

We will be hosting our annual Writing Exhibition on Friday 28th February at 3:00pm. We hope to see you there!



HOUSE POINT RESULTS

2nd—Forest House: 1,411

1st—Grove House: 1,460

3rd—Hawthorne House: 1,325

4th—Oak House: 1,283



Art/DT



In DT, children in Year 1 have been learning about seasonality and food groups. They have enjoyed taste testing and made their own delicious autumnal butternut squash and sage pizza!



Year 2 have been learning about art activism, and studying human impact on our planet and climate. Using a combination of painting and printing techniques, the children have produced these spectacular paintings.



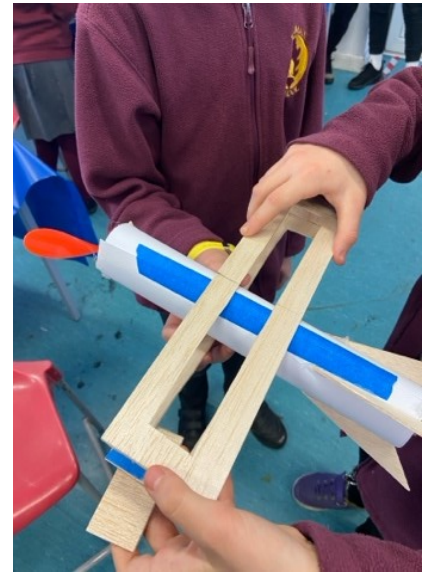
Children in Year 3 have also been learning about seasonality and food pyramids. Our DT project has culminated in them making a delicious seasonal potato salad!

In Art, Year 4 children have been learning about prominent artists from The Harlem Renaissance. Using sketching techniques children have drawn their own compositions exploring narrative and feelings inspired by this creative era in history.



Art/DT

In Year 5 children have been designing their own flying machines inspired by designs through history and the legend of Icarus. The end results have been some brilliantly engineered flying machines.



A huge congratulations to Year 6 who have completed their model 'Beckenham Biome and once again, have won the top award, 'City Champions' at the Opencity Architecture in Schools Awards. A total of 27 schools across London were shortlisted so this is a phenomenal achievement. This year we collaborated with BDP Architects, developing a sustainable development that harmonised habitats for animal species and humans. Our diorama was described as 'exemplary' by the judges, take a look at the images, I am sure you will agree!





The Friends of Dalmain



THANK YOU

We have had a busy Christmas term with a new group of kids, parents, carers, and staff joining the Dalmain community. We want to say thank you to everyone who has helped, who came to the fair, who baked and bought and supported. And to invite anyone who wants to come and join the Friends of Dalmain.

We are currently badly in need of a co-chair or even a chair. If you think that could be you, please get in touch.



WHAT WE'VE FUNDED

- £200 trip budget for each class in the school
- Philosophy lessons for KS2
- Support for the Teach Computing Scheme
- Primary Shakespeare Company project for KS2. Writing workshop and professional performance of Hamlet
- Aprons and painting smocks for art lessons

SAVE THE DATE

- Friday 24th January: Magic show
- Friday 28th March: Music night
- End of term bake sales
- Coffee mornings in the food tech room on the last Friday of the month
- Uniform sales near the start of each term
- Anything else anyone would like to plan.

WE NEED YOU

As well as a chair or co-chair, we will always welcome any sort of help.

If you have any skill you think could be helpful, any time to spare or any ideas, please let us know

That could be social media, baking, running sales, fair planning, treasury tasks, writing, gardening, cooking, advice, grant applications etc...



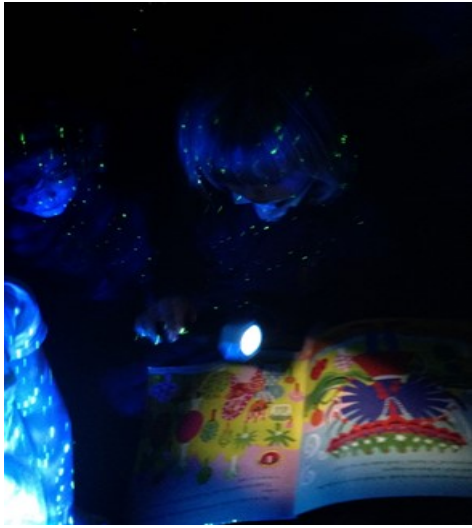
GET IN TOUCH

If you have any questions or suggestions please email:

friendsofdalmain@gmail.com



Nursery—Topaz Class



This term, we have been exploring light and dark. We talked about the change of seasons as we moved from Autumn to Winter, and explored light and shadows in our dark den using torches.

We particularly enjoyed the story of 'Whatever Next' which inspired lots of imaginative role play as we took off in our very own rocket ship to have adventures in outer space! We used information books to find out more about space.



We also began our Forest School sessions. We enjoyed exploring, climbing up onto logs and finding pathways through the foliage. There were lots of opportunities for children to develop their social skills and help one another. We look forward to more sessions in the New Year!



This term, we have been finding out about different festivals and celebrations. We made firework paintings to celebrate bonfire night. We also enjoyed learning about the Hindu festival of Diwali and the story of Rama and Sita. We made our own Diya lamps to celebrate.

We have been reading the story of Christmas and celebrating together by making decorations and writing cards to our friends and families. We also made our own jingle bells for our Nursery Singalong!

Forest School

Wow—both Reception classes have been totally loving Forest School sessions this half term! The cold weather has not put us off and we have all wrapped up warm to walk over there each week. We have loved observing our environment as the seasons change from Autumn to Winter, making sure to count and collect as many leaves as we can.

We made leaf crowns, searched for bugs, sang songs and set



ourselves challenges to climb up some of the trees. One of our favourite activities has been to play a big game of hide and seek each week. Some of the children have found some amazingly creative places to hide!

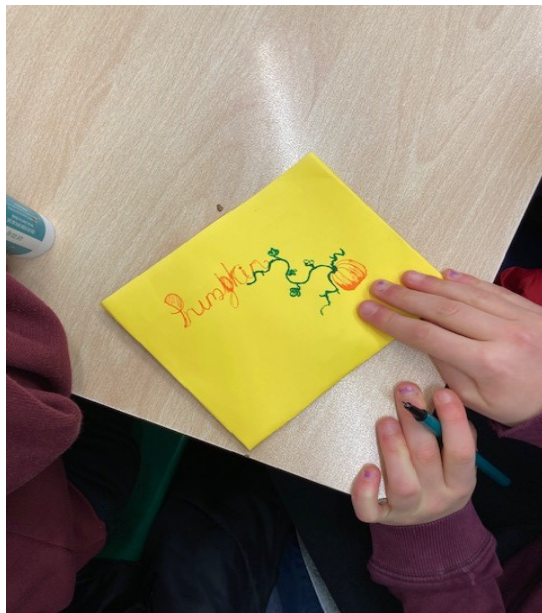
We also made repeating leaf patterns and found snails with concentric circles on their shells. And of course we are always looking for worms and having pretend camp fires with pretend marshmallows. It was fun turning a large pile of twigs into an imaginary bonfire for Guy Fawkes Day. Well done to all of the children—we are looking forward to discovering more in Forest School next term.





This term, 6 of our Eco Councillors attended the Lewisham Pupils' Climate Network Meeting at Stillness Primary School. We learnt about, and were inspired by, some of the green spaces that Stillness had created in their playground. It has motivated our Eco Councillors to ensure that all the children at Dalmain access the green spaces we have here. One of the things we will be working on is to audit our curriculum and identify lessons which could take place outside, for example Science or even Maths and Writing.

As part of the meeting, we also took part in 3 different workshops where we learnt about compost, the important role that worms play, and we took home some pumpkin seeds to plant next Summer. It was a great day, and we are looking forward to doing more in the new year to make our school as eco friendly and eco conscious as possible!





Reception—Jade Class

This half term, we have been exploring lots of exciting things. We investigated who Guy Fawkes was and the children showed amazing empathy when learning about why we celebrate Remembrance Day. It was humbling to hear the children discuss how lucky they were after exploring how some children do not have the same rights and choices that they have. We also have been investigating number bonds to 5 and experimenting with 1 more than and the properties of 2D shapes in Maths.

Healthy and unhealthy eating has been investigated through stories and play. It led to the children trying different types of tomatoes and tasting new fruit. We have been writing and drawing our favourite foods and we learnt that it isn't quite the right time to plant vegetables yet. We have also tried a little Tai Kwando and yoga as exercise is important for our bodies too. After reading the story 'Willy the Wimp', we learnt about gorillas and how they are an endangered species.



We had an amazing cake sale to raise funds for our trip to see 'Sleeping Beauty' the pantomime in Catford. Thank you to everyone who helped raise the final amount of money that enabled every child in Reception to attend.

The children have showed what incredible singers they are and their rehearsals for our Christmas singing production have left us feeling so immensely proud of all of them. Well done to all in Reception!

Reception—Garnet Class

Garnet Class have had a wonderful half term!

We have really enjoyed exploring shape in our Maths lessons, comparing and contrasting the different shapes we see in our classroom and even creating some beautiful artwork out of concentric circles!

One of our favourite books that we learned about this term was 'I Will Never, Not Ever Eat A Tomato'. We spoke all about what an alien might name different foods and we came up with some hilarious answers. We also spent the week thinking about which foods we would love to try in the future. We are feeling adventurous!



On Remembrance Day we learned all about the planes from the past and compared them to the plans we see in the present day. We also loved creating our own poppy designs and decorating the classroom with them.

As the term comes to an end we are learning all about the nativity story and practicing our songs for our Christmas performance. The class are so excited to dress up as their favourite characters from the story, especially after learning all about it! We hope that everyone has a wonderful holiday—see you in 2025!

**BREAKFAST & AFTER SCHOOL CLUB****November
2024****topmark**
sports coaching**DALMAIN PRIMARY SCHOOL**
BREAKFAST & AFTER SCHOOL CLUB**WELCOME TO OUR FIRST NEWSLETTER AT DALMAIN!**

MY NAME IS LEIGH AND I AM THE CHILDCARE MANAGER AT TOPMARK, OVERSEEING ALL OF OUR SCHOOLS! I WOULD LIKE TO SAY A HUGE WELCOME TO ALL DALMAIN CHILDREN AND PARENTS, WHO HAVE JOINED US SINCE SEPTEMBER! WE HAVE HAD A AN AMAZING START TO THE YEAR, WITH MANY MORE EXCITING PLANS TO COME! I HAVE BEEN DELIGHTED TO SEE SO MANY HAPPY FACES ENJOYING A VARIETY OF ACTIVITIES AT BOTH THE BREAKFAST AND AFTER SCHOOL CLUB!

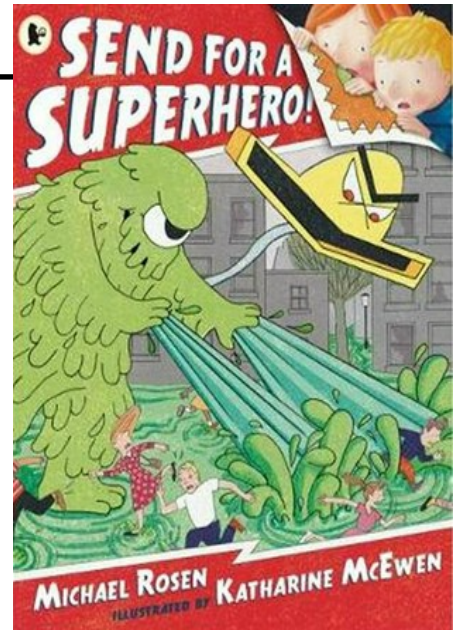
**Leigh****AFTERSCHOOL CLUB****HI ALL!**

WE ARE CATHY AND JULIE, THE MANAGER AND DEPUTY MANAGER OF DALMAIN AFTERSCHOOL CLUB! IT HAS BEEN A REAL PLEASURE OPENING AND MANAGING THE ASC AT DALMAIN, GETTING TO KNOW THE CHILDREN AND THEIR SUPPORTIVE FAMILIES! THE CLUB IS GROWING WEEK BY WEEK, WHICH IS AMAZING TO SEE! WE HOPE YOUR CHILDREN HAVE BEEN HAVING AS MUCH FUN AS WE HAVE!

**Cathy & Julie****CLUB PHONE****07398 868 372****OPEN: 7:30AM - 9:00AM
2:30PM - 6PM, MON - FRI.****OFFICE PHONE****07901 768 436****OPEN 9:00AM - 5PM
MON - FRI.**

WE ARE ALWAYS LOOKING FOR NEW AND EXCITING ACTIVITIES FOR THE CHILDREN TO ENJOY & ARE DELIGHTED TO LET YOU KNOW, EVERY WEDNESDAY WE WILL BE TAKING CHILDREN TO THE FOREST SCHOOL! EVERY FRIDAY WE WILL ALSO HAVE 'ROSIE'S COOKING CLUB' AT AFTER SCHOOL CLUB.

SCAN**FOLLOW US ON INSTAGRAM AND X!****FOLLOW US FOR UPDATES, PICTURES AND VIDEOS OF WHAT WE GET UP TO!**



Year 1—Emerald Class



Just like that we have finished our first full term in Year 1! This term has been truly amazing and we have progressed so much. A huge thank you to all of our families for your support this term.

This term we read an amazing book, 'Send for a Superhero' by Michael Rosen which was story about two baddies who were destroying Townton. We wrote our own versions and created our own superheroes to help Brad 40 save Townton.

In Maths we have enjoyed lots of counting forwards and backwards, to help us solve some tricky problems. Our knowledge has really improved recently.



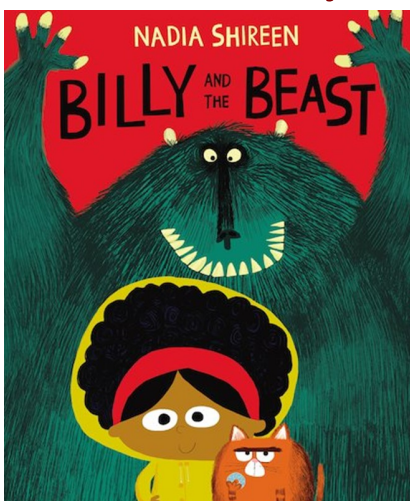
In RE we have been learning all about the Holy Bible and Christmas.

In History went learnt about some amazing Hero's like Mary Seacole and Florence Nightingale and in Science we learnt lots about materials and different textures we really enjoyed all of the fun investigations we did.

We hope you all enjoyed our Christmas performance and we wish you a merry Christmas and a happy New Year!



Year 1—Amethyst Class



What a fantastic term it has been in Year 1! As we approach the end of the Autumn Term, we wanted to share the wonderful learning and achievements your children have experienced over the past few weeks.

This term, we delved into the exciting world of our book, 'Send for Superheroes,' where the children explored the story with enthusiasm and creativity. Inspired by the book, they wrote their own imaginative versions, showing off their growing storytelling skills. More recently, we've started reading 'Billy the Beast' by Nadia Shireen. The children were captivated by the story and got creative by making wanted posters for the Terrible Beast.

In Maths, our focus has been on length and weight. The children have had so much fun measuring objects and comparing them. In Science, we've been learning all about materials and their properties. A highlight was our exciting floating and sinking experiment, where the children made predictions and tested objects to see which would float and which would sink. It was wonderful to see their curiosity and teamwork during this activity!

Thank you for your continued support—whether it's reading at home, discussing their day, or simply cheering them on!



Inclusion Team

Our Inclusion Team

Ms Sewani—Assistant Headteacher & SENCo

Ms Wilkinson—Behaviour & Safeguarding Leader

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 welcomed a Family Navigator from one of Lewisham's Family Hubs to Dalmain. She talked about what Family Hubs are, where our closest one is and what support is available.

What is a Family Hub?

A Family Hub is a place where children, young people and their families can go for help and support—or just to meet other families and socialise. A Family Hub is a one-stop shop with different support services in one location.

Who can access a Family Hub?

Any family with a child between the ages of 0 and 19 (or 25 with special educational needs and disabilities) can access a Family Hub. Pregnant women and birthing people can also access Family Hubs.

What services are provided within a Family Hub?

- Stay and Play activities that enable children and families to socialise, connect and play!
- Parenting support
- Employment and benefits advice
- Housing advocacy
- Special educational needs and disabilities (SEND)
- Low mood and mental health
- Domestic abuse support
- Midwifery
- Support for fathers and male carers
- Health Visiting

How can I access a Family Hub?

To access a Family Hub, simply walk in during opening times or call the Family Hub. All Family Hub services are free and interpreters are available for families where English is an additional language.

Helping families to thrive

Welcome to Lewisham's

Family Hubs



Our closest Family Hub is:

Bellingham Family Hub, 109 Randlesdown Road, SE6 3HB

You can also access a Family Navigator by scanning this QR code:





Being A Parent Course



We ran a number of fantastic parent workshops this term to support families across a number of topics. We received excellent feedback from them all and below we have shared some of the comments from our 'Being A Parent' workshops:

"The 'Being a Parent' course held at the school this term was an extremely rewarding experience for me. The idea of committing two hours each Thursday morning for 8 weeks was a bit daunting and I imagine the time commitment unfortunately put a lot of people off, but I have learned so much during that time that I would highly recommend it to any parent or carer.

The eight sessions headings were Being a Parent, Feelings, Play and Listening, Valuing My Child, Understanding Behaviour, Discipline Strategies, Listening and Communication, and Coping with Stress and Anger. The sessions were a mixture of information, discussion and shared experiences, everyone was very honest, and we learned such a lot from each other as well as from our trained and supportive course leaders. Parenting can sometimes feel lonely and difficult, but I've already tested out such a lot of the stuff I've learned, and I think it's helping me do better, and definitely feel better.

You can find more information about the specific being a parent course on the Lewisham Early Years website here: <https://lewishamearlyyears.org.uk/p/family-information-service/empowering-parents-empowering-communities-epec>. The current dates are for this term but the website has contact details to find out when the next courses are."

Look out for the workshops scheduled during the Spring Term and please do let us know if there are any areas we could offer further workshops in.

Being a Parent outline

Session 1: Being a Parent

- Getting to know each other
- Goals for parent and child
- 'Good enough' vs 'perfect' parent
- Taking care of ourselves

Session 2: Feelings

- Remembering what it was like to be a child
- Acknowledging and accepting feelings
- Expressing feelings

Session 3: Play and listening

- Child-led play

Session 4: Valuing my child

- Avoiding 'labels' and describing behaviour
- Using descriptive praise to change behaviour

Session 5: Understanding children's behaviour

- Understanding children's needs and their behaviour in response to needs
- Discipline
- Commands, consequences, rewards and star charts

Session 6: Discipline strategies

- Understanding what we mean by boundaries
- Time out and saying 'no'
- Planned vs unplanned discipline responses
- Household rules

Session 7: Listening

- Communication styles
- Helping a child when upset
- 'Open' and 'Closed' questions
- Reflective listening

Session 8: Review and support

- Coping with stress and anger
- Reviewing the course & knowing where to get support
- Ending and celebration

EPEC questionnaires

Being a Parent is evidence-based – what this means is that the manual content is based on a huge body of research about parenting and has been widely evaluated to show it works.

- We ask you to spend approx. 15 mins minutes completing a questionnaire at the beginning and end of the 9 week group
- The questions allow you to pause for a moment and think about
 - your parenting goals and style
 - your wellbeing
 - concerns you have about your child
- We will email or text you a link – click to open and complete the questionnaire.

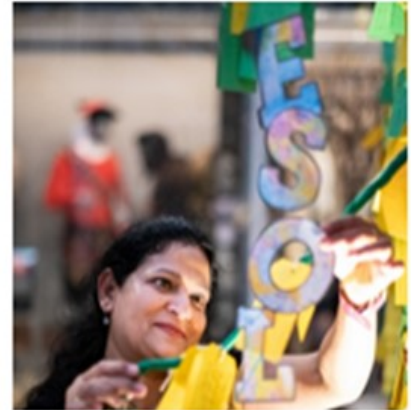
By filling it in you are joining a powerful body of evidence that helps prove that the *Being a Parent* group is making a difference to parents' and children's lives and to support ongoing funding. Your answers are really important as ultimately this means EPEC groups can continue to be free to parents. EPEC also values your feedback to help us identify what we are doing well and what we need to improve on.



The EPEC Research Unit at King's College London collects and uses this information to write anonymous evaluation reports for the organisations that fund EPEC, in line with GDPR requirements. **Your identifiable information will not be shared with anyone.** You can email EPECproject@slam.nhs.uk if you have any questions or concerns.



Adult Learning Lewisham

ALL**COMESOL**

We offer **FREE** Community ESOL (COMESOL) courses for adult speakers of other languages who wish to improve their English.

We have small classes and friendly tutors who will help you to learn English in a local centre. New courses will begin in January.

Some classes are in the Adult Learning Centre opposite Dalmain School. These run on Wednesdays from 10.00 - 2.30.

**Please contact us for an appointment at
Adult Learning Lewisham
2 Brockley Rise
London SE23 1PR**

For more information visit www.lewisham.gov.uk/adultlearning
or call 020 8314 3300 (Weekdays 9am – 4pm).





Year 2—Tanzanite Class

This term has been filled with exciting learning adventures and we are so impressed with the progress all children in Tanzanite Class have made.



In Writing, we explored the theme of 'Journeys Home,' a story about endangered animals. We dived into imaginative narratives about endangered animals finding their way home. Meanwhile, in Maths, we focused on doubling and halving, culminating in the creation of our very own board games that incorporate these operations. The children worked collaboratively, planning and testing their games with great enthusiasm.

In Geography, we studied the continents and oceans, producing fact files on inspirational individuals who are actively working to protect our oceans. This created lively discussions and a deeper awareness of how each of us can play a role in protecting our planet.



For RE, we learned about symbols in Christianity, and our highlight was a trip to St Saviour's Church. The visit offered valuable insights into church architecture, worship traditions, and the importance of community. It was truly a memorable experience for the whole class.

As we reflect on our learning journey, we remain grateful for your continued support, engagement and encouragement. We look forward to sharing more exciting updates with you soon.

Year 2—Flame Aura Class

What a wonderful half term it has been in Year 2! Time has flown by and we can't quite believe it is almost Christmas.

This term, a big focus has been on protecting the environment. In Art, we learnt about art activism and created our own smoky skyscapes showing different forms of pollution. We read a moving book called 'The Journey Home' by Frann Preston-Gannon and heard all about different endangered animals before publishing persuasive speeches that defended animals and their habitats!



Finally, in geography we have been learning all about Earth's continents and oceans, and how we can protect them. We felt so strongly about saving our oceans that we made Save Our Oceans signs and marched around Dalmain demanding protection for the seas!

In RE we have been learning lots of stories that are important to Christianity and the traditions of Christmas, and we can't wait for our final trip of 2024 to St Saviour's Church to consolidate this learning.

On that note, we wish you all a merry Christmas and happy New Year, and look forward to another amazing year!

This term our online safety theme was self-image and identity.

We explored the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. We identified effective routes for reporting and supported children to explore the impact of online technologies on self-image and behaviour.

	In PSHE lessons, children learned about...	Conversation starters you can try out at home Year 1, Year 2 & Year 3
Year 1	I can explain how my online identity can be different to my offline identity	<p>Q: If you could pretend to be a different character / person what would they look like? Do? Be like? Can you describe them? Eg: an animal / a character Different hair / clothes / voice Fly / jump / swim underwater</p> <p>Q: Can you draw a picture of this character? Dress up as them?</p> <p>Q: How is this character different to you? How do you look different? What can they do that you can't? And vice versa?</p> <p>Q: What is fun about pretending to be a different version of ourselves? How does it make you feel?</p> <p><i>Celebrate your real life selves with these statements...</i></p> <p><i>"I really like it when you do this..."</i> <i>"Your online character is good at X... but you are really brilliant at Y"</i></p>
Year 2	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why)	<p>Q: Do you ever pretend to be someone or something different at playtime or in the park with your friends? Do you talk / move differently to your pretend character?</p> <p>Q: Do you have any characters online? e.g... TimesTables Rockstars. Tell me about them: Can you describe them? E.g. what do they look like?</p> <p>Q: Do you ever play as a different character? Why is this fun?</p> <p>Q: Why do we behave in different ways at different times? E.g. in the park / in the library, at school / in the park, playing online game / playing together in the playground? These are all different ways of being you. How can we celebrate all the different ways to be you?</p>
Year 3	I can make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).	<p>Q: How does it make you feel when someone says something really kind to you in the playground?</p> <p>Q: How does it make you feel when someone says something unkind to you in the playground?</p> <p>Q: Now imagine the kind thing was written on a poster and put up on your bedroom wall for you to see every day – how would this make you feel? What if it was the poster showed the unkind thing?</p> <p><i>Celebrate some of the kind things you have said to each other in your family and talk about how these made you feel...</i></p> <p><i>"When you said X to me, it made me feel..."</i></p> <p><i>"I noticed you doing X (e.g. helping your brother) and it made me feel...(e.g. happy / really proud) "</i></p>

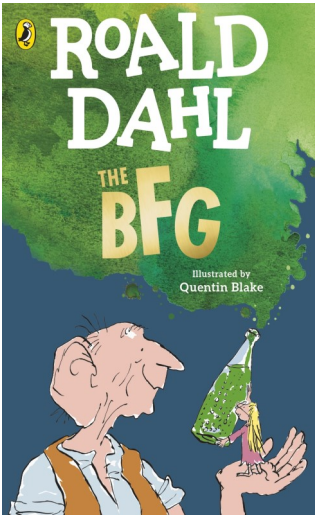
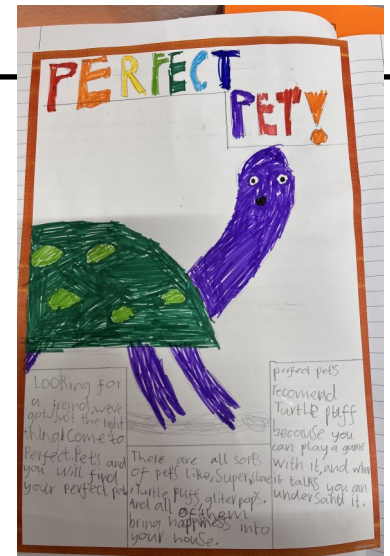
This term our online safety theme was self-image and identity.

We explored the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. We identified effective routes for reporting and supported children to explore the impact of online technologies on self-image and behaviour.

	In PSHE lessons, children learned about...	Conversation starters you can try out at home Year 4, Year 5 & Year 6
Year 4	I can demonstrate how to make responsible choices about having an online identity, depending on context.	<p>Q: Can you share with me what you have been learning at school about online identity?</p> <p>Q: Do you have any different online identities? If you play online (e.g. Times table rockstars / Roblox / Minecraft / Mariocart etc) Are you different in each of these online worlds? How do you know which one to be?</p> <p>Q: In real life we are all different in different situations too. Why do you want to be different in different places or with different people?</p>
Year 5	I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices.	<p>Q: Did you know that search engines (e.g. google) remember what you search for?</p> <p>Q: Do you know that social media learns what you like and then shows you more of it?</p> <p>Q: Why do you think they do that?</p> <p><i>Pretend you are interested in buying something new (e.g. a bike). Everytime you go online, your computer shows you more bicycles – different brands, colours, speeds etc. How is this useful? How might it not be helpful? Who is choosing which bicycles you see or don't see? How can you choose for yourself?</i></p>
Year 6	I can explain how online images can help to reinforce stereotypes.	<p>Q: What is a stereotype? Can you give some examples?</p> <p>Q: Do you think you fit into a stereotype? Do you think I do?</p> <p>Q: How are you different to that stereotype and how are you the same?</p> <p>Q: Are there stereotypes you would like to be part of?</p> <p>Q: How does it feel when someone thinks about you in a certain way based on the way you look?</p> <p>Q: Have you ever thought something when you first met someone that then changed as you got to know them? How were they different?</p> <p>Q: How do online images reinforce stereotypes?</p> <p>Q: How can you be yourself online?</p>

Year 3—Citrine Class

We've had an excellent term in Citrine Class, filled with exciting activities! We finished reading 'The BFG' and started our new book, 'The Barnabus Project.' The children created fantastic adverts for one of the perfect pets from the story. In Maths, the children have been focusing on bridging the 100s boundary and have been working on their 6 and 4 times tables. We will continue working on the 4s when they come back. Please keep up your practice during the holidays!



In Science, we explored the properties of rocks, finishing the term with an experiment to test and compare them. In Geography, the children learned about the different parts of the UK and some of their key characteristics.

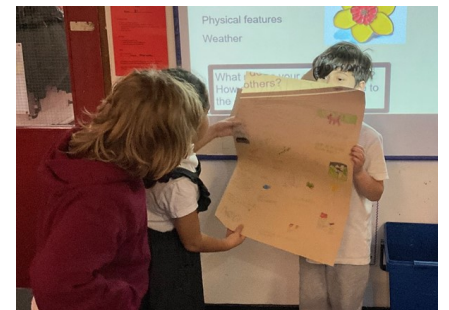
It's been a wonderful term, and I'm so proud of the children's hard work. Thank you for your support and well done to all children for their fantastic progress!

We hope that you have a restful and joyful Christmas, and we look forward to more exceptional learning in 2025!



Year 3—Opal Class

This term has been full of exciting and hands-on learning experiences. In English, we read 'The Barnabus Project' and 'The BFG,' and then created our own versions of The BFG story. In PSHE we talked about our hopes and dreams and used this to make dream jars. In Science, we conducted a rock experiment, testing how hard different rocks are, whether they react to acid, and whether they float or sink.



In Maths, we focused on bridging through 3-digit numbers and strengthened our understanding of place value. In Geography, we studied the countries of the UK, learning about their populations, weather, and cultures. We then created posters based on our research and presented them in groups. In Computing, we got creative with stop-frame animation and made our own mini films.



To finish the term, we put on a lovely Christmas performance. We really hope you enjoyed it as much as we enjoyed preparing for it!

Have a lovely Christmas and a wonderful New Year!





What a tremendous Autumn Term we have had in Singing Club!

We were asked to prepare something rather wonderful for the Dalmain Culture Day celebrations during Black History Month in October. The children performed new songs, rising to the challenge of exploring new rhythms and drum patterns with the use of the djembe drum and piano to accompany them.

During the second half of this term we focused on learning new songs with some being from our favourite Christmas adverts and iconic songs such as 'Eye of The Tiger' by Survivor which we showcased at the Christmas Fair.

It was a busy term, with a 'Train the Trainer' session which focused on the children throwing back at me techniques that I have taught them and allowing them to be the leaders of the club for the session. This was great fun and had everybody laughing lots.

As always, we celebrated the last session of the term with feedback from our performances; an impromptu sing-a-long of our favourite songs learnt over the term, with certificates and awards.

Quite fittingly, 2 new starters were given awards for resilience & effort for overcoming nerves, gaining confidence and participation. A huge well done to Kaiden and Nedaviah!

Two of our wonderful Singing Club members were given awards for their dedication, contribution and commitment, including for supporting their peers and being fantastic role models. Congratulations to Jasper and Alara!

Watching the children learn these songs, feeling their excitement and seeing them support one another right up until the performance is a beautiful sight! With the community at the heart of the school, so shall it be the heart of Singing Club.

Singing Club is a supportive and inclusive environment where we sing as a collective. Both achievements and mistakes are applauded with emphasis being on how we can all learn from them, sharing opinions on how to turn negatives into positives, with recognition being a huge part.

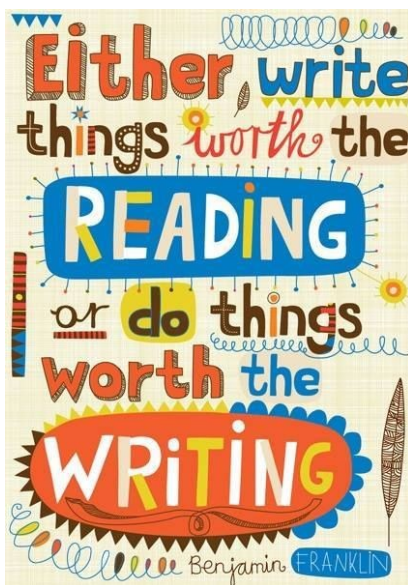
If you would like your child to join After School Singing Club next term please contact office@dalmain.lewisham.sch.uk to express your interest.

Sessions are available for children in years 3-6 and takes place on Thursdays in the Music Room from 3:30pm – 4:30pm for 10 weeks. Pupil premium is available to those eligible.

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!



Reception: Dyland & Thierry

Year 1: Drew & Xander

Year 2: Sebastain & Emily

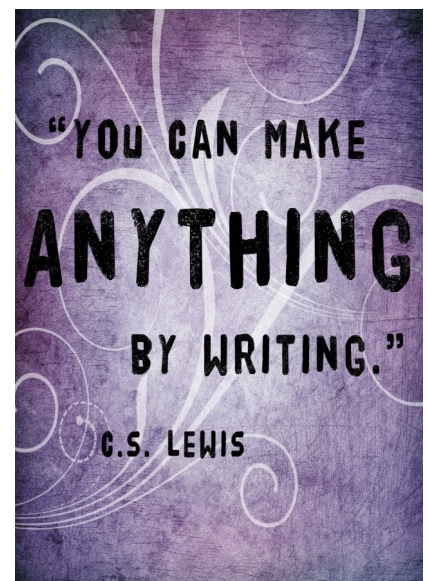
Year 3: Laura & Caspar

Year 4: Elia & Leyla

Year 5: Celia & Elise

Year 6: Tianna & Rollo

CONGRATULATIONS TO EVERYONE!



General school email: 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

Finance, curriculum clubs, instrumental lessons, trips, medicines or allergies: office@dalmain.lewisham.sch.uk

Afterschool club: please contact Top Marks Coaching at info@topmarksportscoaching.co.uk

Year 4–Aquamarine Class

This term was jam-packed with lots of exciting learning, Times Tables Rock Star tournaments and rehearsal practice. Aquamarine Class have dived head first into one of the busiest terms of the year and still managed to produce fantastic learning along the way.

As our theme for this term was ‘Find Courage’, the children studied books (‘The Undefeated,’ ‘Tar Beach’ and ‘Pride’) that explore ideas such as equality, overcoming struggle and the importance of fairness. Whilst studying ‘The Undefeated’ they discussed the fire of the civil rights movement, and the grit, passion, and perseverance of some of the world's greatest black heroes. While studying ‘Tar Beach’ in Writing, children wrote persuasive letters speaking against the injustice of racism.



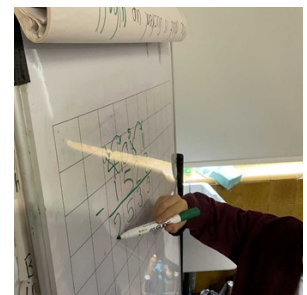
In Maths, children are beginning to master numbers within 10,000 and will move on to shape and perimeter. As part of our Science topic ‘States of matter, children have taken part in various experiments, exploring how substances change state. All in all, Aquamarine Class have worked hard to produce fantastic learning and hope to producing great learning next term!



Year 4–Ruby Class

Ruby Class has been diving into a rich and varied curriculum this term. In our Writing lessons, we have been reading the captivating book ‘Tar Beach,’ which tells the story of Cassie, a young girl with a dream to be free to explore the world without limits. This beautifully written story has sparked meaningful discussions about themes such as race, freedom, dreams, and the importance of family. By the end of the term, students worked collaboratively in groups to craft an engaging play script, expertly merging their creativity, dynamic dialogue, and compelling storytelling. In Maths, we have been sharpening our skills in rounding numbers to 10, 100, and 1000, using number lines to support our understanding. The children have also been demonstrating mastery in column addition and subtraction, seamlessly exchanging values of one or more to tackle complex problems with accuracy and confidence.

Our Science lessons have been hands-on and exciting, as we have investigated the different states of matter by testing evaporation, condensation, and melting through experiments. Geography has taken us on a journey across Europe, where we’ve been using atlases to locate countries and discover some of the continent’s most iconic landmarks. In RE, we have explored various celebrations and events in Christianity. Finally, our PE lessons have focused on gymnastics, where we have been practicing exercises that improve our balance, strength, flexibility, and coordination. It has been a busy and enriching time in Ruby Class!



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

Year 5—Pearl Class



This half term, Pearl Class have been on an incredible journey based around the theme of Power Vs Principles.

In English, we have studied the classic story of Odysseus, writing chilling diary entries and creating our own epic narratives. Pearl Class have continued to develop their comprehension skills through reading the fascinating (and beautifully illustrated) book, 'Mythologica', and delved into the captivating world of the ancient Greeks in History.

In Maths, we have been exploring money, regularly visiting the 'Pearl Class Shop' to practice manipulating amounts in a real-world setting. The children are becoming confident scientists, learning about independent, dependent and controlled variables through a variety of experiments into forces.



On top of all of this, we have learnt about Gods and Beliefs in Hinduism, basketball and the language of dance in PE, video production in Computing, flying mechanisms in DT and stereotypes in PSE – what a tremendous term!



Year 5—Alexandrite Class

This term, Alexandrite Class have embarked on an jam packed learning journey inspired by the theme of Power Vs Principles.

In Maths, we delved into the topic of money, whilst using real life examples to practice efficiency when working with money. Our budding scientists have been investigating forces through a range of experiments such as creating our own parachutes and experimenting with friction. As a class, they are learning all about independent, dependent, and controlled variables.



In English, we have explored the timeless tale of Odysseus, crafting captivating diary entries and creating our own epic narratives. Alexandrite Class have also developed their comprehension skills by reading the fascinating and beautifully illustrated book, 'Mythologica,' while immersing themselves in the world of the ancient Greeks in History.

Beyond this, we've explored gods and beliefs in Hinduism during our visit to our local Hindu Temple; improved our passing skills in basketball; explored the language of dance in with Trinity Laban; created flying mechanisms in DT, and discussed stereotypes in PSE. What an jam packed term of learning has been, have a lovely well- deserved Christmas break!

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—Kyanite Class

At the end of last term, Year 6 enjoyed a fantastic residential trip to Norfolk. We embraced the school values of teamwork, adventure, and acceptance as we participated in activities like climbing and the Mini-Olympics. A highlight was our day at the beach, where we paddled in the sea and built sandcastles. The trip taught us valuable skills in independence and resilience.



Last week, as part of our learning from last term on Migration and Movement. We visited the Migration Museum in Lewisham, where we explored exhibits such as 'All Our Stories' and the 'Humanae' photographic display by Angélica Dass. We were fascinated by the stories of migrants and their impact on our community.

As part of our Open City project, we worked with BDP Architects at Beckham Place Park. We collaborated on ideas for improving the park, which we then incorporated into our reimagined model at school. We were thrilled to win the top prize at the Tower Hamlets award ceremony for the second year running!

In our Evolution and Inheritance topic, we have read 'Can We Save the Tiger?' by Martin Jenkins and explored the threats facing endangered species. In Science, we studied Charles Darwin's Theory of Evolution and conducted the 'Battle of the Beaks' experiment to understand how the finches' beaks have adapted to their environment.

In maths, we have been mastering Fractions, Decimals, and Percentages, applying our skills to reasoning tasks and problem-solving activities like arithmagons. It has been a term full of learning and adventure, and we are excited about what excitement next term will bring!

Year 6—Sapphire Class



We have been super busy in Sapphire Class this half term. Still reeling from our residential trip to Kingswood on the last week of Autumn 1, we began with a challenging week of mock SATS, to prepare us for the national exams in May.

The theme for this half term has been 'Evolution and Inheritance' and we have been looking at 'Darwin's Voyage of Discovery' in our Teaching of Reading sessions, a wonderful picture book about the life of Charles Darwin. We expanded our knowledge of the natural world by looking at the book 'Can We Save the Tiger' in our English sessions, culminating in a wonderful explanatory text detailing reasons why tigers are facing extinction.



In Science we looked at the theoretical and practical approach to Evolution and adaptation, answering important questions like "Where did we come from?" and "Why are some species suited to a particular environment?"

Lastly, in Geography, we began the first of two topics centered on Brazil and South America. We managed to squeeze in two trips, a Christmas production, won an award for our DT project and made enormous progress across the board. Phew! Merry Christmas!





Clubs Spring 2024

Club & Instrumental Lesson Dates

Clubs will run on the weeks beginning:

1. Monday 13 January
 2. Monday 20 January
 3. Monday 27 January
 4. Monday 3 February
 5. Monday 10 February
- HALF TERM**
6. Monday 24 February
 7. Monday 3 March
 8. Monday 10 March
 9. Monday 17 March
 10. Monday 24 March



Attendance

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 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 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 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.