



DALMAIN PRIMARY SCHOOL

Newsletter—April 2025



Dear Parents & Carers

As we reach the end of another phenomenal term, we've got so much to celebrate with you from across our provision. So much so, that we will now be publishing a 2nd newsletter focusing on our incredible enrichment curriculum offer—introducing the fantastic first edition of our Enrichment Celebration Newsletter, which will be circulated alongside our usual newsletter. It will come out 3 times per year, at the end of each full term, and we can't wait to share it with you!

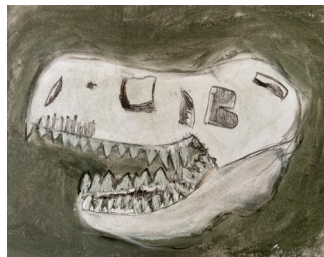
Speaking of creativity, what an epic evening we shared together for our annual Music Night last week. We were treated to a spectacular musical concert, performed by the exceptionally talented parents at Dalmain. Thank you all for your time and for helping us to fund raise for the creative arts at Dalmain. It was epic!

The fundraising efforts of our community help us to maintain the enrichment opportunities that Dalmain is renowned for. Unfortunately, schools nationally have been subjected to nearly 15 years of budget cuts and this has had a direct impact on what providers can afford. At Dalmain, the cuts felt by our school equate to £400,000 annually, which could have been used for 3 additional teachers, 4 additional support staff plus just under 150 new laptops per year.

While this is unpleasant reading, please be reassured that our curriculum offer remains of the highest caliber and we are deeply committed to providing the well rounded and exceptional education that our wonderful children deserve.

We wish all families across our community a happy, safe and restful holiday, and we look forward to seeing you all on Tuesday 22nd April 2025 at 8:45am.

Ms Eisele - Headteacher



Key Dates: Term 5

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

- ◆ Thursday 24th April – Friends of Dalmain Coffee Morning 8:15am
- ◆ Thursday 1st May – Jenner Clinic – Art Exhibition with Mayor of Lewisham 3:30pm
- ◆ Friday 9th May – Nursery & Reception Sports Day
- ◆ Friday 16th May – Year 3, 4, 5 & 6 Sports Day
- ◆ Wednesday 21st May – Year 1 & 2 Sports Day
- ◆ Thursday 22nd May – Friends of Dalmain Coffee Morning 8:15am



HOUSE POINT RESULTS

3rd—Forest House: 3134

1st—Grove House: 3242

2nd—Hawthorne House: 3158

4th—Oak House: 3068



Attendance & Punctuality

Why Attendance Matters

We are ambitious for all children and our aim is for them to:

- ◆ enjoy their experience at school
- ◆ succeed
- ◆ have the best possible start to their adult life.

By attending school regularly, children can:

- ◆ reach their full academic potential
- ◆ develop and sustain relationships
- ◆ demonstrate to future employers they are reliable
- ◆ reduce their risk of becoming a victim of crime or abuse
- ◆ reduce their risk of becoming involved in antisocial or criminal behaviour.



The link between irregular school attendance and poor academic achievement and limited life outcomes have been well researched.

How to Improve Your Child's Attendance

We expect your child to attend school every day and to be on time, but we understand there may be exceptional reasons for them to miss school.

You can support your child's regular attendance at school by making sure:

- ◆ medical and dental appointments are outside school hours, such as during school holidays
- ◆ your child is organised for school the night before by having their bag packed, PE kit ready, homework completed and lunch packed
- ◆ your alarm clocks are set in good time.

How Schools Calculate Attendance

Schools count each school day as two sessions, one morning and one afternoon, making a total of 10 sessions over a full school week. Children must attend all 10 sessions each week to achieve 100%.

If a child does not attend school their attendance is reduced by 10% for each session missed. For example, if a child has a half-day absence in a full school week they will have attended nine sessions out of 10. This means they will achieve 90% attendance. If a child is absent for a whole week, their attendance is 0%. Schools will then calculate each child's attendance over a whole term.

Children who attend school for less than 90% are considered to be 'persistently absent'.

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.

Please email attendance@dalmain.lewisham.sch.uk if you have any questions or we can help in any way.

Clubs Summer Term 2025

Club	Day	Time	Year Group	Location	Teacher
Netball	Monday	3:30 – 4:30	3, 4, 5 & 6	PEN	Ms Allsopp
Dance	Monday	3:30 – 4:30	1 & 2	Top Hall	The London Ballet Company
Arts & Crafts	Monday	3:30 – 4:30	1, 2 & 3	Room	Live From London
Lego	Tuesday	3:30 – 4:30	Rec, 1	Room 17	Mr Joe
Karate	Tuesday	8:00-8:45	Yellow Belts	Top Hall	Sensei Bethany McCloskey
Magic Club	Tuesday	3:30 – 4:30	2, 3, 4, 5 & 6	Room 15	Live From London
Football	Tuesday	4:30– 5:30	Rec	PEN	Ms CJ
		5:30 – 6:30	1 & 2	PEN	Ms CJ
Tennis	Wednesday	8:00 – 8:45	3, 4, 5 & 6	PEN	Mr Graham
Mindfulness	Wednesday	3:30 – 4:30	Rec, 1 & 2	Library	Ms Sara
Drawing	Wednesday	3:30 – 4:30	3, 4, 5 & 6	Art Room	Mr Roberts
Musical Theatre	Wednesday	3:30- 4:30	3, 4, 5 & 6	Top Hall	The London Ballet Company
Basketball	Wednesday	3:30- 4:30	4,5,6	PEN	Mr Graham
Football	Wednesday	5:00 – 6:00	3 & 4	PEN	Mr Graham
		6:00 – 7:00	5 & 6	PEN	Mr Graham
Karate	Thursday	8:00- 8:45	White and Red Belts	Top Hall	Sensei Bethany McCloskey
Yo Ballet	Thursday	3:30 – 4:30	Rec, 1 & 2	Top Hall	The London Ballet Company
Movie Club	Thursday	3:30 – 4:30	Rec & 1	Room 5	Ms Cuddy
Singing	Thursday	3:30 – 4:30	3, 4, 5 & 6	Music Room	Ms Logie
Multi-skills	Friday	8:00 – 8:45	R, 1 ,2, 3, 4, 5 & 6	PEN	Mr Graham
Cricket	Friday	3:30-4:30	4,5,6	Pen	Mr Graham
Forest School	Friday	3:30-4:30	3, 4, 5 & 6	Wildlife Garden	Secret Adventurers' Club



Club & Instrumental Lesson Dates

Clubs will run on the weeks beginning:

1. Monday 21 April
 2. Monday 28 April
 3. Monday 5 May
 4. Monday 12 May
 5. Monday 19 May
- HALF TERM**
6. Monday 2 June
 7. Monday 9 June
 8. Monday 16 June
 9. Monday 23 June
 10. Monday 30 June



The Friends of Dalmain



Welcome to the magical world of Friends of Dalmain (FoD), Dalmain's official PTA and a registered charity that's been raising an incredible £20,000 every year to support our amazing school community. From epic fairs and roof-raising music nights to bake sales and discos, our events bring joy *and* vital funding to Dalmain.

Our mission?

Simple, powerful, and full of heart:

To help our school, our children, and our community thrive.

Thank You, Thank You, Thank You!

We couldn't do any of it without YOU — the fantastic parents who show up, roll up sleeves, and bring their spark. A massive shoutout to everyone who's volunteered their time, talent, and energy to make FoD the vibrant crew it is today.

Meet the dream team making it all happen:

Chair – Jacqui Woodall
Fundraising Events Lead – Katie Whitney
Co-Treasurer – Amy Fox
Co-Treasurer – Miriam Walden
Secretary – Anna Stern
Christmas & Summer Fair Lead – Vanessa Miller
Bake Sale Lead – Baljit Vohra
Social Media Lead – Kim Brown
Music Night Lead – Hayley Doyle
Uniform & Raffle Lead – Debbie Hembury
Library Refurb & Event Food Lead – Philip McGonigal

And with a mix of pride and sadness, we wave goodbye to **Zori Phillips**, a long-time FoD superstar. Your energy and heart have left a lasting legacy.

Get Involved – We'd Love to Have You!

Whether you've got ten minutes or ten hours, there's a place for everyone at FoD. You'll meet brilliant people, have a laugh, and make a real difference.

Interested?

Drop us a line at: friendsofdalmain@gmail.com

Follow us on [Facebook](#) & [Instagram](#)



Easyfundraising = Free Money for Dalmain!

We're now on [easyfundraising.org.uk](https://www.easyfundraising.org.uk)!

Over **7,000 brands** donate a slice to us every time you shop online—at no extra cost to you.

Find out more here: [Friends of Dalmain - Lewisham Fundraising | Easyfundraising](#)

Takes 2 minutes to sign up & helps us raise money all year long. Win-win!



The Friends of Dalmain



2024/25 – What a year! Look how much we have raised so far!



What's Coming Up – Summer Term Preview!

Mark your calendars and get ready for more feel-good fun:

- ◆ *Live Music Afternoon* – a special treat for the whole school featuring our amazingly talented parents who performed at the recent Music Night (date TBC)
- ◆ *Welcome Morning* for new Reception Dalmain parents – 22nd May
Bake Sales, Frozen Fridays, and Pre-Loved Uniform Sales galore!
- ◆ *Monthly Coffee Mornings* – top up your caffeine, connect with other parents, and chat with the senior leadership team (8.15am every 4th Thursday – next one 24th April)
- ◆ ✨ *Dalmain Fest* – Our *Summer Fair* spectacular! Save the date **Sat 28th June 2025** ✨

Donations Always Welcome

Donate anytime via our [PTA Events site](#).

Come & Join the Fun!

Want to bake a cake, design a poster, run a stall, or help behind the scenes?
No experience needed – just enthusiasm and a smile.

Together, we're building something brilliant for our kids. **Come be part of it!**

Nursery—Topaz Class



This term we have been exploring the fascinating world of how plants and animals grow. The children have loved discovering the different stages of plant growth, from seeds to seedlings. We planted a vegetable garden with the help of some wonderful parent volunteers, who guided the children as they sowed fennel, sunflowers, poppy seeds, and even strawberries and raspberries. It's been amazing to watch our plants grow right before our eyes!



In addition to our gardening adventures, we had an exciting discovery in our wildlife garden: frogspawn! The children were thrilled to find it and we set up a tank in the classroom so they could begin to observe the frogspawn grow into tadpoles. It's been a wonderful opportunity for the children to witness firsthand the life cycle of frogs. It's been a term full of hands-on learning and excitement, and we look forward to continuing our exploration of nature in the weeks to come!



Forest School



Nursery & Reception have been investigating the changes Forest School have gone through as the seasons move from Winter into Spring. They have searched for flowers, blossoms and budding leaves with lots of excitement!

We have collected a small amount of frogspawn and we are all very excited to watch the metamorphosis that takes place. This links in with the latest book that we have been reading in class called 'Tad'. Thank goodness there isn't a 'Big Blub' creature in the pond waiting to snaffle us!



The children have all been very concerned about the amount of rubbish that is thrown into our Forest School. We need to do a rubbish check every time we use it. I wonder if anyone could design a poster that we could hang up on the outside of Forest School?!



We need to ask people not to throw their rubbish into it!

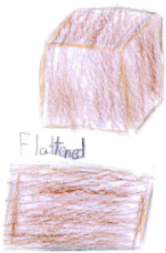




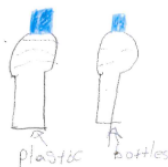
Recycling Bin

In THIS BIN you CAN THROW...

Cardboard box



Flattened



plastic bottles

cardboard bits



glass bottles (have lids on)



Paper, magazines, envelopes, and catalogues.



cans



THINK BEFORE YOU THROW

This term our Eco Council have designed and made posters for every classroom and around the school to let everyone know what goes in each bin.

They have also been helping empty the bins and, in doing so, monitor if each class is recycling.

Thank you Eco Council!

General Waste

In this bin you can throw...

Tissues



PENCIL SHAVINGS



Laminated paper

dry cardboard



Wet or dirty cardboard



crisp packets

Sweet wrappers



Other items



Reception—Jade Class



Jade Class have definitely been amazing gardeners this half term. Our topic of Sowing a Seed has encouraged the children to plant and grow, seeds, bulbs and trees. They have been fascinated with the lifecycles of plants and are so excited to see what happens with their flowers.

Along with collecting tadpoles, we also had a competition to see who could recognize a class friend from their baby photograph. We have discussed how much we change as we grow up and how this is our own life cycle. Everyone is excited about receiving real chicken eggs to hatch in May.



In Phonics we have been going over the Phase 3 sounds and common exception words. Some of these are quite tricky to remember, especially 'oi' and 'air'. Our challenge in class is to try and use those common exception words in a sentence, either orally or by writing. We are getting really good at this.



Reception—Garnet Class

Spring 2 has been totally fabulous for us in Garnet Class. Our topic has been Sowing A Seed so we have spent lots of time outside gardening, planting and watching things grow. We have thoroughly enjoyed looking out for the first signs of spring during our forest school sessions! We have been doing lots of lovely springtime artwork which the children have all been so proud to take home.

In Maths we have gone from strength to strength as a class—investigating less than, more than, doubling and halving. The children have been getting so speedy at their subitising too!

Another highlight this half term included World Book Day, when everyone looked amazing in their costumes and we spent lots of time discussing our favourite stories. Also—I can't forget our Pancake Day celebration when we had all sorts of topping combinations and had an indoor pancake picnic.

These last two weeks we are learning all about the lifecycle of a frog. We have already learned some great songs, spoken about the different stages from tadpole to frog and have discussed how we might collect some frogspawn from the Forest School pond.





BREAKFAST & AFTER SCHOOL CLUB



November
2024



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 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



Cathy & Julie

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!

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

What a fantastic term we've had in Year 1!



In Writing, we loved reading 'Dinosaurs and All That Rubbish' and worked hard to create posters encouraging everyone to care for our planet and stop littering. We also enjoyed 'Stanley's Stick', using our imaginations to think of creative ways an ordinary stick could become something magical.



In Maths, we've been busy developing our addition and subtraction skills, growing in confidence with numbers.



In Science, we explored ways to care for our planet, learning about recycling, reducing waste, and the effects of pollution. We had great discussions about how small changes can make a big difference and we even made seed bombs to feed the butterflies in the wildlife garden.



In RE, we learned all about the Easter story and its importance. In Geography, we have been looking at maps and exploring our local area, learning how to identify key features and understand directions.

A real highlight this term was reading 'Charlie and the Chocolate Factory'! We were thrilled to find golden tickets hidden around our classroom and even had a special visit from Mr. Wonka himself!

Year 1—Amethyst Class

What an exciting term we've had in Year 1 Amethyst Class!

In Maths, we explored number stories, using our imagination to bring numbers to life. During Writing Week, we created wonderful poems to share. World Book Day was a fantastic celebration, with everyone looking amazing in their costumes!

We loved reading 'Dinosaurs and All That Rubbish' and learning about how to take care of our environment. 'Stanley's Stick' sparked our imaginations, and we had so much fun thinking about all the creative things an ordinary stick could become. In PSHE, we had thoughtful discussions about our similarities and differences, celebrating what makes us all unique. It's been a busy and fun-filled term!



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 our coffee afternoon focused on masking. We discussed why we all mask in different situations, whilst understanding that for autistic and neurodivergent people, masking can feel exhausting and can lead to burnout.

Our next coffee afternoon will be on
Friday 23rd May between
2:00–3:00pm.

This coffee afternoon will focus on bringing parents together to share experiences and ideas and to build a supportive network to help us navigate the journey of being a parent of a child with SEND and will focus particularly on children's experiences with masking and burnout. There will be tea, coffee and cake and we look forward to seeing you there.



Supporting those who mask

- Listening to the voices of autistic people
- To actively support autistic people to be 'mask-free' where possible—being accepting of difference
 - Finding and fostering relationships where one can be themselves
- Consciously thinking about our own biases & social expectations—how they can be harmful
 - Sensory adaptations
 - Safe places / spaces—where people feel safe to unmask
- Understanding and most importantly accommodating autistic burnout
 - Celebrating neurodiversity!

"The opposite of anxiety is trust" Uniquely Human, Prizant, 2015

"The more you trust somebody, the less you need to mask." AYEP

FREE SEN Support Parent / Carer Workshops

Friday 25th April–Thursday 1st May 2025

Lewisham are offering **FREE** workshops focused on SEN Support for children and young people with special educational needs (without an EHC Plan).

The sessions are designed to provide valuable insights, practical strategies and a supportive community for those caring for children with SEN. The sessions will assist parents/carers in understanding their child's SEN and applying effective support strategies to support their child's learning, wellbeing and communication.

Free SEND Support Parent/Carer Workshops:
Friday 25th April – Thursday 1st May

Do you want to know how to support your child with language?

Is attendance at school hard for your child?

Need to find out why safe relationships are important?

Want to know how schools support children with SEN without an EHC Plan?

Need some ideas on how to get your child ready to learn?

Workshops will be held in venues across Lewisham during and after working hours

Drumbeat
School & ASD Service

Lewisham

NHS
South London and Maudsley
NHS Foundation Trust

NHS
Lewisham and Greenwich
NHS Trust

FREE SEN Support Parent/ Carer Workshops, Friday 25th April – Thursday 1st May, 2025



Fri 25 April
9:30-11:30
Corbett Library
What support can your child with SEN get in school/ college?
www.SEN25AprilAM.eventbrite.co.uk



Sat 26 April
13:00-15:00
Forest Hill School
What support can your child with SEN get in school/ college?
www.SEN26AprilPM.eventbrite.co.uk



Mon 28 April
9:30-11:30
Manor House Library
Supporting your child with EBSNA & relationships
www.SEN28AprilAM.eventbrite.co.uk



Mon 28 April
17:00-19:00
Manor House Library
Supporting your child to be ready to learn in the classroom
www.SEN28AprilEVE.eventbrite.co.uk



Tues 29 April
9:30-11:30
St Laurence Centre
Supporting your child to be ready to learn in the classroom
www.SEN29AprilEVE.eventbrite.co.uk



Tues 29 April
17:00-19:00
St Laurence Centre
Supporting your child with EBSNA & relationships
www.SEN29AprilAM.eventbrite.co.uk



Wed 30 April
9:30-11:30
The Albany
Supporting your child with EBSNA & relationships
www.SEN30AprilAM.eventbrite.co.uk



Wed 30 April
17:00-19:00
The Albany
Supporting your child to be ready to learn in the classroom
www.SEN30AprilEVE.eventbrite.co.uk



Thurs 1 May
9:30-11:30
Downham Library
Supporting your child to be ready to learn in the classroom
www.SEN1MayAM.eventbrite.co.uk



Thurs 1 May
17:00-18:45
Downham Library
Supporting your child with EBSNA & relationships
www.SEN1MayEVE.eventbrite.co.uk



AUTISM AWARENESS MONTH



World Autism Awareness Month is an opportunity for everyone to come together and raise awareness, foster acceptance, and create a society where autistic people are supported, understood, and empowered. Whether you're at home, at school, or at work, your involvement can make a real difference. It's about how you show up - whether you're supporting your autistic colleagues, students, or family members, your actions can help create an inclusive and accepting world.

What We Wish People Knew About Autism

By Nina, Rosie, Chiana & Livia

AUTISM IS A SUPERPOWER!

Autism is in your DNA, it isn't a disease. Autism isn't something you have, it's something you are. Autistic people shouldn't be bullied, judged or teased. It feels risky even letting people know that you are autistic, and knowing who to trust.

Often we have to mask our autistic selves to try and fit in.

Autistic people can be very creative, with good attention to detail. They can be very honest, loyal and hate injustice.

We are not being over dramatic if we are hurt, or cross, or sad.

That we can't control what we do sometimes.

Some people who are autistic are sensitive to noise, taste, touch, smell, sight and crowds.

That I don't like people in my personal space. Hugs can be dangerous. Don't burst the bubble of space.

When I'm in my classroom everything is a different noise level, but for me it's all happening at the same level of sound, so I can't mute anything.

People who are autistic are not special projects, they are unique, just like everyone else.

Even if you don't know if someone is autistic, be mindful and don't judge them.

How Can You Show Up For Autistic People?

Treat them like any other person, don't patronise them. Every autistic person is unique. Take the time to learn from autistic individuals what you can do to be a better friend or teacher.

Some Things That Help Us

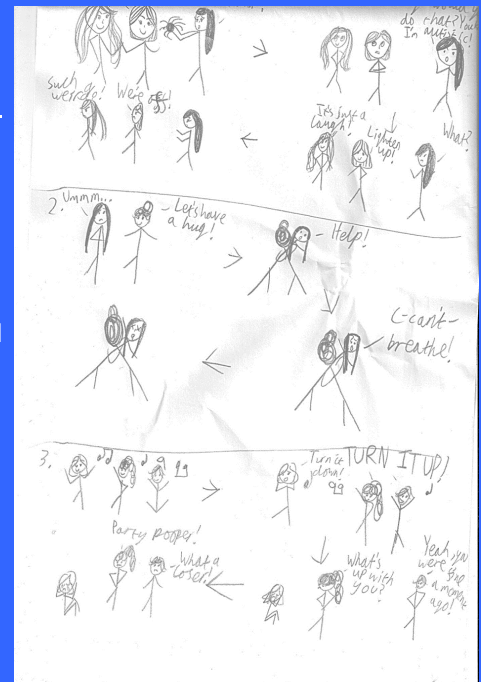
Give me time to process and say what you mean.

Having a fidget or something to stim with can calm me down or distract me when I'm finding things overwhelming.

Understand that when our feelings overwhelm us we are not being attention seeking or having a tantrum.

If we are upset, don't draw attention to us, or try and find out what's the matter. Check if we want to be alone or want some company. Sometimes we just need some time to ourselves to reset when life gets too much.

Having a quiet place to go to can help.





AUTISM AWARENESS MONTH



The Tiger Who Came to School

By Vikki, Dalmain Parent and Nurse

Imagine living with a tiger... but its stripes keep changing!

At school, children sit ready to start the day. But for an autistic child, there's something else in the room—something no one else notices.

The tiger.

This tiger brings stress, triggering cortisol, the body's stress hormone. We all feel it sometimes, like when a door slams or a bus speeds past, but for autistic children, the stress response can be 50% higher and last much longer.

The Changing Stripes

Each stripe on the tiger represents a trigger—something that makes life harder to cope with. Some are basic, like hunger or pain. Others are sensory, things the child might not even recognize:

Lights too bright. A buzzing computer. A strong perfume. An itchy label. A tiny change in a favorite food.

Then, there are transitions—moving from one thing to another. These happen naturally for most people but can feel overwhelming to an autistic child, whether it's switching from maths to English, moving from playground to classroom, or sitting on the carpet for story time.

The stripes are never the same. They change daily, making it hard for the child and caregivers to predict and prepare.

When the Tiger Breaks Free

Some days, the tiger is small. Other days, it grows. The stripes multiply. Stress builds—until a meltdown happens.

Imagine a tiger chasing you non-stop for over 30 minutes. That's the level of distress an autistic child feels. It's not a tantrum—it's an uncontrollable response to overwhelming stress.

In that moment, the brain shuts down into fight or flight mode. It becomes so overwhelmed it can't process what's happening and often won't remember much afterward. A clever way for the brain to protect itself!

Keeping the Tiger Small

The tiger will always be there. But as parents, teachers, and friends, we can help keep it small. By listening, understanding, and making adjustments, we can create a more predictable and supportive environment—so that, at least for today, the tiger stays small.



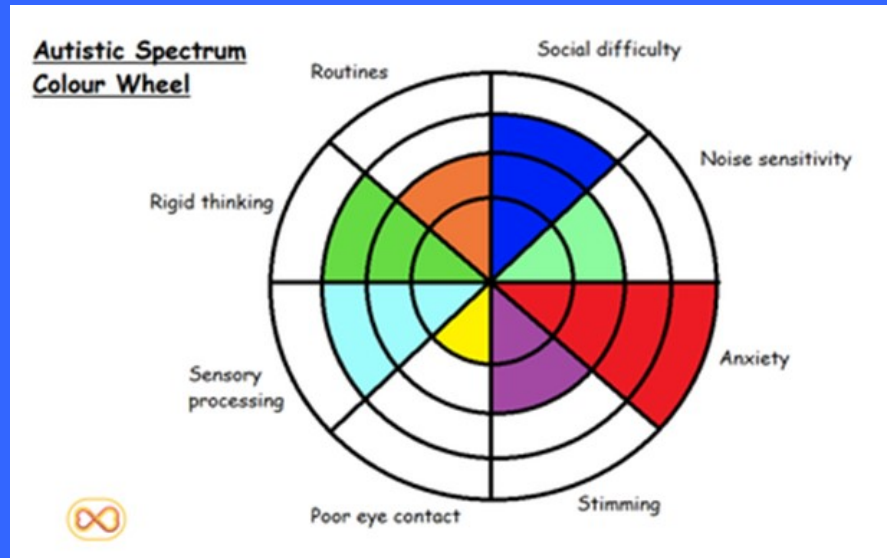
AUTISM AWARENESS MONTH



By Jen, Dalmain Parent and Early Years' Teacher.

As Autism is related to a difference in brain development from the majority of people's neurotypical development, Autistic (or neurodiverse people) will often experience many things like social interactions, sensory input (like lights and sound levels) differently from most (neurotypical) people.

Previously, we thought of Autism as being a 'spectrum' in which people were 'more' or 'less' autistic. Now it's understood to be a 'wheel' in which different individuals will have a higher or lower level of need in different areas, such as sensory processing or social difficulty, and each person's Autistic wheel profile is unique:



Autistic people often react to other people and social situations differently from neurotypical people. Many children 'mask' their social differences and change their natural Autistic behaviours to 'fit in' – however this has a huge emotional cost and if it continues, the emotional costs often become debilitating and devastating. It's therefore so important we're not only understand and accept our autistic children's behaviour, (such as flapping, maybe turning away from a speaker whilst talking, or coming too close or oversharing in a group) and let them be equally part of the group fun as they are, but also that we are supportive of anyone who feels safe enough to unmask socially and let them be truly themselves too, and equally included in the fun.

Dalmain parents have set up a WhatsApp group for any parents with neurodivergent children at school:

<https://chat.whatsapp.com/LB4fTmF9hXD0XDc4R9I4Lz>

And parent Jen has a Tiktok channel as a support line for 10 minute practical activities to support neurodivergent children with their sensory needs, social skills and executive functioning skills:

<https://www.tiktok.com/@10minutesconnected>

Moon Lane Books has put together a wish list of books for our school library to celebrate Autism Awareness Month - we invite you to donate one!



The list includes non-fiction guides that explain autism, books with autistic main characters, and books about the special interests of some of the autistic children at Dalmain.

Scan the QR code to give a book to the library, or visit

moonlaneink.co.uk/dalmain-primary-autism-awareness-month



Drumbeat Outreach

Parent Workshop

Exploring the Barriers to Eating and Drinking for children with Social Communication Differences

A session exploring ways to help your child with developing and extending their diet and dealing with food sensitivities and fussy eaters. This session will focus on children under 6 years old.

Wednesday 23rd April 2025 – 10am-12pm

This session will be a webinar.

Please email outreach.admin@drumbeat.lewisham.sch.uk or telephone

020 7635 9022 to reserve your place.

Year 2—Tanzanite Class

In Tanzanite Class, this term has been filled with exciting learning adventures.



In Writing, we read the story 'A Walk in London'. We explored descriptive language and created our own tour-guide style narratives. A highlight of the term was our trip to London, which inspired the children's writing and helped bring the story to life. The children were very proud to publish their fantastic work that will be going on display.



In Maths, we focused on multiplication, specifically our 2, 5 and 10 times tables. We used our knowledge to create word problems. The children worked collaboratively, planning and testing their word problems with great enthusiasm.



In Geography, we learned about the similarities and differences between Mumbai and London. We explored maps, landmarks, climate, and culture, comparing the two cities through discussion, writing, and creative activities. The children were fascinated by the contrasting lifestyles and enjoyed making their own comparisons.

For RE, we learned about the Easter Story and its importance to Christians. The children especially enjoyed creating their own Easter-themed artwork and retelling the story in their own words. We wish everyone a wonderful holiday and see you in the Summer Term!

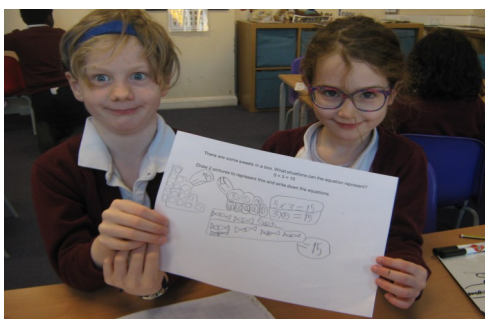
Year 2—Flame Aura Class

Just like that: the end of another jam-packed term!

Year 2 started term four with a bang, on our spectacular boat trip along the River Thames! We had an amazing time spotting London's landmarks from the boat and the trip really helped bring this term's writing book, 'A Walk in London', to life.



Elsewhere, this term's learning has seen us master multiplication and division of the 2, 5 and 10 times tables, as well as travelling from London to Mumbai: in geography we compared both cities' landmarks, climate and transport (we especially liked hearing about crazy rickshaw journeys in Mumbai!)



In Art we have been working hard to create detailed cityscapes that show off famous landmarks.

Another exciting event this half term was our music trip to Blackheath Concert Halls where we got to experience the awe-inspiring 'A Young Person's Guide to the Orchestra' by Benjamin Britten in real life! It was incredible!

This term our online safety theme was online relationships, including online bullying

We explored how technology shapes communication styles and identifies strategies for positive relationships in online communities. We have discussed relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower & amplify voice. When learning about online bullying, we have learnt strategies for effective reporting & intervention.

	In PSHE lessons, children learned about...	Conversation starters you can try out at home Year 1, Year 2 & Year 3
Year 1	I can give examples of how bullying behaviour could appear online and how someone can get support	What does the word 'bullying' mean? What would that look like in the playground? Do you think it could also happen when you are online? If you experienced bullying, what would you do? Who would you tell?
Year 2	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	What does bullying online look like? What different ways might you experience bullying online? Do you think it is easier to be mean to someone online or face-to-face? Why?
Year 3	I can explain how sharing something online may have an impact either positively or negatively. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline, e.g. sharing images and videos.	It's so easy to share things online, what should you consider before you do? What about if it's yours to share, or if it doesn't belong to you? What's the difference? For example: you choose to share your packed lunch with everyone, or you decide to share <i>your friend's</i> packed lunch with everyone: Are they different? Why? Do you think it is easier to be mean to someone online or face-to-face? Why?

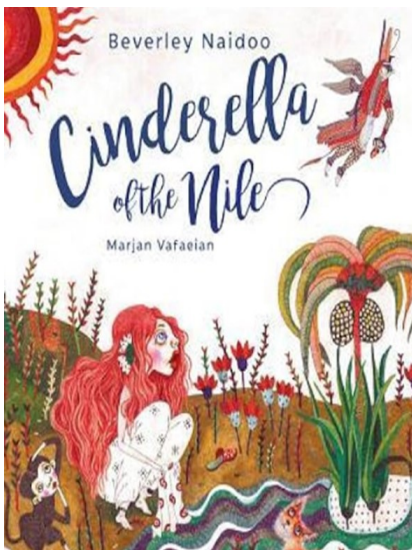
This term our online safety theme was self-image and identity.

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 assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship	I hear you've been learning about online relationships, tell me about that. How is an online relationship different from a relationship in real life? What might be dangerous about an online relationship? How would you know when to take action and what would you do? Do you think it is easier to be mean to someone online or face-to-face? Why?
Year 5	I can recognise harmful language of a discriminatory nature & harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).	I understand you've been learning about online harassment, what does that mean? What would you do if you witnessed this? Do you think it is easier to be mean to someone online or face-to-face? Why?
Year 6	I can explain what is meant by making & sharing explicit images & videos (e.g. nudes & upskirting), I can identify different contexts in which this can happen (e.g. consensual, non-consensual), explain a range of possible impacts & identify how to seek help.	School told me you've been learning about the making and sharing of explicit images and videos, I'd love to hear about what you've learnt. What does it mean? Why are such things made? When something like this is digitally captured, it lives on forever and is easy to share, what's dangerous about this? How will you help yourself and the people around you to be safe? Do you think it is easier to be mean to someone online or face-to-face? Why?

Year 3—Citrine Class

It's been another excellent term in Year 3. We have been learning about different rivers in Geography and wrote our own story based on the excellent fairytale, 'Cinderella of the Nile.' We have explored how important rivers are to different communities and how the purpose of rivers has changed throughout history.



In Science, we

conducted experiments which explored the different levels of absorbency in soil. We found that sandy soil was the least absorbent. We are now starting a new topic all about light.

In Maths, we have started to use column method to solve addition calculations of up to three numbers. The children have enjoyed using this strategy and are excited to start regrouping soon! This will be a strategy that's essential for them across primary.

The children have worked incredibly hard this term and have produced some excellent pieces of work! They should be very proud of themselves. Have a wonderful and well deserved rest this Easter!

Year 3—Opal Class

Opal Class have had a fantastic term, working hard and enjoying lots of exciting learning across the curriculum.

In English, we read 'Cinderella of the Nile' and wrote our own versions of the story. In Geography, we explored rivers, focusing on the River Thames, how it is used and how it has changed over time.

Science was a real highlight this term, as we carried out an experiment to test which type of soil was the most absorbent. The class loved enjoyed making predictions and seeing the results! In Maths, we have been learning the column method and regrouping, and it's been great to see everyone applying their previous knowledge so well.

I'm really proud of how much Opal Class have grown over the past few weeks—well done to all children for your incredible work and progress! Wishing you all a lovely Easter Holiday.



Lots to celebrate from one of our most popular clubs!

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



Year 4—Aquamarine Class

This Spring Term has been an exciting and enriching time for Aquamarine Class, filled with creativity, discovery and achievement. In English, pupils crafted imaginative narratives inspired by *The Winter's Child* by Angela McAllister, focusing on building atmosphere and using powerful descriptive language to engage the reader.



Our Teaching of Reading sessions have been equally engaging. We explored 'Tamarind and the Star of Ishta' by Jasbinder Bilan, where children developed key reading skills such as inference, summarising, predicting and exploring vocabulary in context. Reading Week added even more excitement, with themed activities, book sharing and a real buzz around reading for pleasure across the school. The costumes for World Book Day were amazing!



In Maths, the class deepened their understanding of multiplication relationships. Through practical activities, reasoning, and problem-solving challenges, pupils gained confidence in applying their knowledge in different contexts.

In Science, our focus was electricity. Children loved building circuits, testing materials, and learning how electricity powers everyday life.

A standout moment was watching a touring performance of Hamlet, brought to life by the Primary Shakespeare Company. We also proudly performed our class assembly all about our namesake gem—Aquamarine. What a fantastic term it has been!



Year 4—Ruby Class



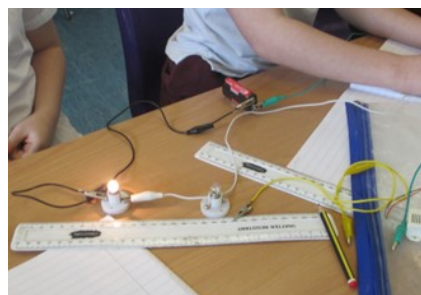
This term, Ruby Class have enjoyed exciting new learning experiences across all subjects.

In our writing lessons, we have been reading 'Winter's Child', a captivating story about a boy named Tom who wishes for winter to last forever. However, as his nan becomes ill due to the cold, Winter's Child must leave to allow spring to arrive.



In Maths, we have been deepening our understanding of multiplicative structures, learning how to represent and apply them in different ways.

In Science, we explored electricity by building circuits, experimenting with components, and discovering how they work together to create a continuous flow of energy. Our Geography lessons have taken us on a journey through mountain ranges and rivers exploring how they are formed, the different river processes that shape the landscape, and the major rivers and their tributaries around the world.



During Computing, we had the exciting opportunity to use a digital device to collect data automatically and record the light sensor, sound levels and temperature of different locations around the school.

It has been a fantastic term of learning in Ruby Class, filled with curiosity, discovering, and hands-on experiences. We look forward to even more exciting learning ahead!

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

What an incredible term we have just had!

Our learning has been linked to the theme of ambition and desire with our writing based on the story of Philippe Petit who, in 1974, walked a high wire between the Twin Towers in New York City (NYC)!



Our Teaching of Reading text, 'The Good Thieves', has challenged our perceptions of the line between good and evil. Also set in NYC, it follows a group of determined children who are set on righting a wrong done to the main character's grandpa, regardless of the trouble it may get them into.



In Maths, Pearl class have been tackling the topics of area, scaling and multiplying decimal

fractions showing great persistence in their attitudes towards their learning. We have also learnt about lifecycles (including humans), the impact of California's landscape and climates on humans who live there, vector drawings, and why Jesus is considered divine by Christians.

Alongside all of this, the children prepared for and performed their Trinity Laban performance at the Broadway Theatre Catford—what an magical evening! Well done everyone!



Year 5—Alexandrite Class



What an extraordinary term we've had in Alexandrite Class! From daring feats of ambition to thought-provoking moral dilemmas, this term has been truly unforgettable. Inspired by Philippe Petit's incredible high-wire walk between the Twin Towers in 1974, our writing explored themes of ambition, courage, and pursuing seemingly impossible dreams.

Our Teaching of Reading text, 'The Good Thieves,' set in New York City, challenged our ideas of good and evil. The story follows a group of resourceful children determined to right a wrong done to the main character's grandfather, leading to discussions about morality and justice.

In Maths, Alexandrite Class tackled areas such as scaling, area, and multiplying decimal fractions. With persistence and focus, the students overcame challenges and demonstrated impressive growth.



We also explored lifecycles, including human development, and delved into how California's landscape and climate impact its residents. Through vector drawings, the students unleashed their creativity, while our religious studies focused on why Jesus is considered divine by Christians.

The term also included a stunning Trinity Laban performance at the Broadway Theatre in Catford, showcasing the children's dedication and talent in a truly magical evening.

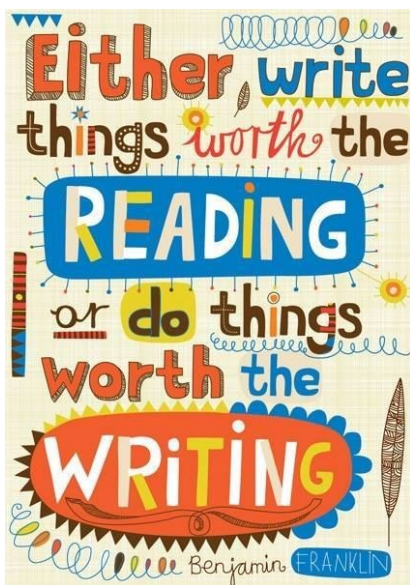
This term has been a journey of learning, creativity, and growth. Alexandrite Class embraced every challenge, and we look forward to what the next term will bring!



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: Aiden & Oscar

Year 1: Zack & Leyle

Year 2: Raven & Isabel

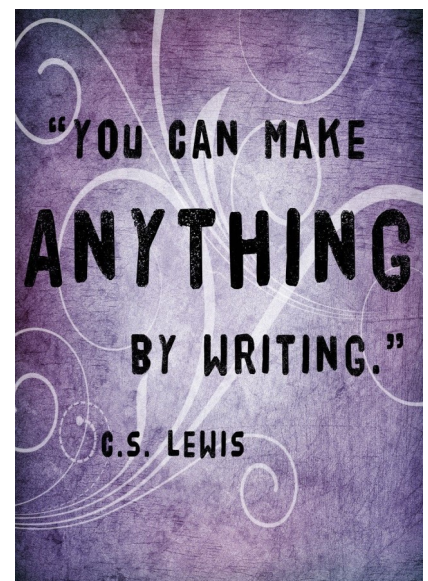
Year 3: Kasra & Fionn

Year 4: Jacob & Kayla

Year 5: Logan & Vincent

Year 6: Rhys & Theresa

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 6—Sapphire Class

As we draw the curtain on yet another term in Year 6, we reflect back at what has been an unbelievably packed few weeks and months, from day trips to world book day to dissection.

The theme for this half-term has been Activism for Social Change and we went back in time to Victorian London to learn about the spark that led to women's suffrage. We used the book 'Suffragette: The Battle for Equality' by David Roberts to learn about the historical figures of Emmeline Pankhurst and others' contributions towards the fight for women's recognition of equality. To that end, the children produced wonderful pieces of writing ranging from a letter to the then-Prime Minister, William Gladstone, to the creation of powerful, emotive speeches advocating for equality and a change in working conditions for women.



In our Teaching of Reading lessons, we read the book, 'The Little Match Girl Strikes Back' by Emma Carroll, a book inspired by the real events of the Bryant & May match factory workers who went on strike over the terrible working conditions they faced. The duality of both texts provide the children with rich historical context which facilitated wonderful discussions about the evolution of equality and the need for ongoing awareness of issues affecting marginalised or underrepresented members of society.

In Science, the children learnt about the Circulatory system. The sequence of lessons culminated in the dissection of a heart, where the children were able to apply the theoretical knowledge obtained in lessons in a real-world context—a valuable skill to have. Year 6 also visited the Centre of the Cell based



in Whitechapel, where they took part in a workshop on the heart, blood and circulatory system.



In Geography, Year 6 have been looking at Fairtrade its impact around the world. We began by looking at which countries where part of the Fairtrade agreement, both producers and consumers of goods before looking at the challenges faced without the scheme. Then we looked at what benefits producers and their communities received from being part of Fairtrade



before answering the question: "Is buying Fairtrade worth it?"

Next term, our Year 6's will be entering their final term at Dalmain. The term will be even busier than usual, with national exams (SATs), trips, workshops, young enterprise and, of course, the Year 6 production!

Watch this space ...

Year 6—Kyanite Class

Year 6 have reached the end of yet another busy yet engaging term. As always, we have packed a great deal into the term to develop and deepen our understanding across the curriculum.

This term, our topic has been Activism & Advocating for Social Change. In English, we transported ourselves back in time to the era of the suffragette movement. We have been reading the fascinating book 'Suffragette: The Battle for Equality' by David Roberts, which has provided us with an intriguing and thought-provoking insight into the inequality of society at the time. The book covers the experiences of both female and male suffragists, spanning aristocrats, the middle class, and the working class, as well as exploring the global struggle for universal suffrage.



In our reading lessons, we also studied 'The Little Match Girl Strikes Back'. Immersed in both texts, we wrote in role from the picket line of the Bryant and May matchstick strike of 1888 and addressed the Prime Minister of the time, demanding the implementation of the Third Reform Act.

In Maths, we have enjoyed learning about a variety of topics, from angles and shapes to metric measures. This week, we have been learning about algebra and how to solve calculations using formulae.

In Science, we have been studying the circulatory system, investigating key topics such as the heart, blood vessels, and blood. We focused on how the heart pumps blood, the roles of different blood vessels, and the

functions of blood. For many of us, the most exciting part was carrying out a heart dissection, where we were able to see the four chambers, as well as the various valves and vessels within the heart—both gross and captivating!

Additionally, we had an exciting visit to Centre of the Cell, a science education centre at Queen Mary University, where we explored the amazing world of cells, the human body, and the latest medical research.

At the end of last term, we studied Sikhism in Religious Education and visited the Gurdwara in Woolwich. There, we were able to see first-hand the features we had been learning about, including the Guru Granth Sahib, the free community kitchen (Langar), and the flagpole (Nishan Sahib) with its yellow flag bearing the Sikh insignia. It was a wonderful opportunity to explore and gain deeper insight into the faith and beliefs of this religion through first-hand accounts.





ENRICHMENT CELEBRATION

Have a look at the outstanding enrichment opportunities at Dalmain in our new newsletter!

Dalmain Primary School

Issue 1

April 2025

Enrichment Celebration

Our termly guide celebrating arts, culture, expression and learning at Dalmain

In This Issue:

A celebration of Art and DT projects across the school

LAMDA Poetry Performances



Year 5 'Laban Live' at Catford Broadway



Recreating the historic eruption... Vesuvius explodes!



WELCOME....

Welcome to our new termly bulletin celebrating all subjects linked to art and creative expression. At the end of the Autumn, Spring and Summer terms we will be celebrating and sharing the incredible experiences our children have explored in Art, Music, Laban, Philosophy and DT.



Providing our children with such a wide variety of creative and cultural experiences is definitely something that enables our children to shine. With such a wealth of learning happening on a weekly basis it is impossible to show it all in our newsletter.

Although social media is a huge part of every day life not everyone uses it or has hours to scroll and search so '@Dalmain - Creative Arts and Expression' provides us with a platform to share with you.

