

# 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.



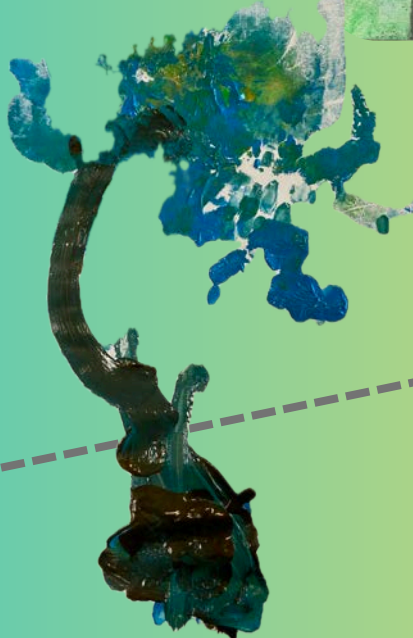
# EYFS: ARTISTIC EXPLORATION

**Every day** is an Art day in Nursery and Reception, with a range of creative activities linked to weekly learning. Here are some wonderful examples of children using a variety of media to explore different techniques through creative processes.



In Reception, art inspiration followed the theme of 'Sowing a Seed'. Children learned about how plants and seeds grow, and then made links to how they themselves grew.

Children recreated flora either with paint and sponges or collage with tissue paper. Roses were made by creating individual clay petals and pasting them together to make the flower.



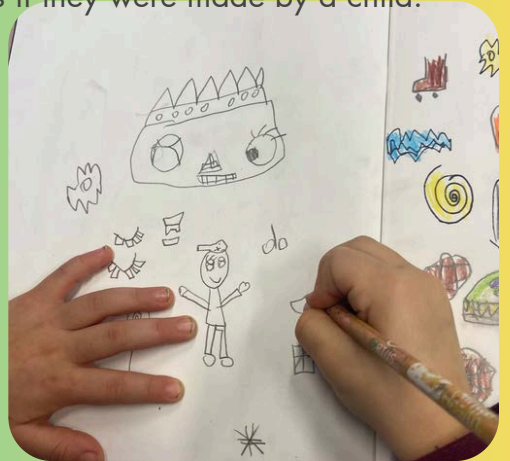
In Nursery, children have been learning about 'The Tiny Seed' by Eric Carle. Here we have some of their wonderful examples of landscapes in pastel, finger painted and embellished trees and still-life daffodils.

# YEAR 1 PAINTING FOCUS: PROCESS

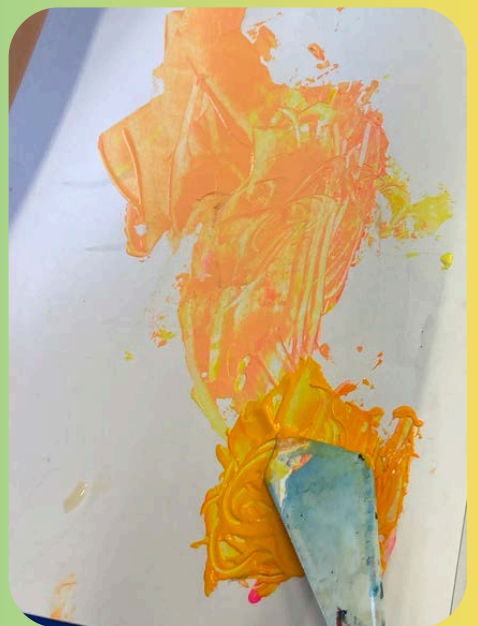


American artist Jean-Michel Basquiat was known for his raw gestural style of painting. He incorporated graffiti-like images and scrawled text in his works. Basquiat was born on December 22, 1960, in Brooklyn, New York. His mother, an American of Puerto Rican descent, encouraged his interest in art. Basquiat was fascinated by children's art, "I like kids' work more than work by real artists any day. I want to make paintings that look as if they were made by a child."

Children in Year 1 loved Basquiat's playful, expressive style. In sketchbooks, we explored his style of figure drawing and incorporated themes connected to feelings and aspirations.



"I loved his drawings and the bright colours Basquiat used in his work." Bruno



# YEAR 1 PAINTING FOCUS: COMPOSITIONS

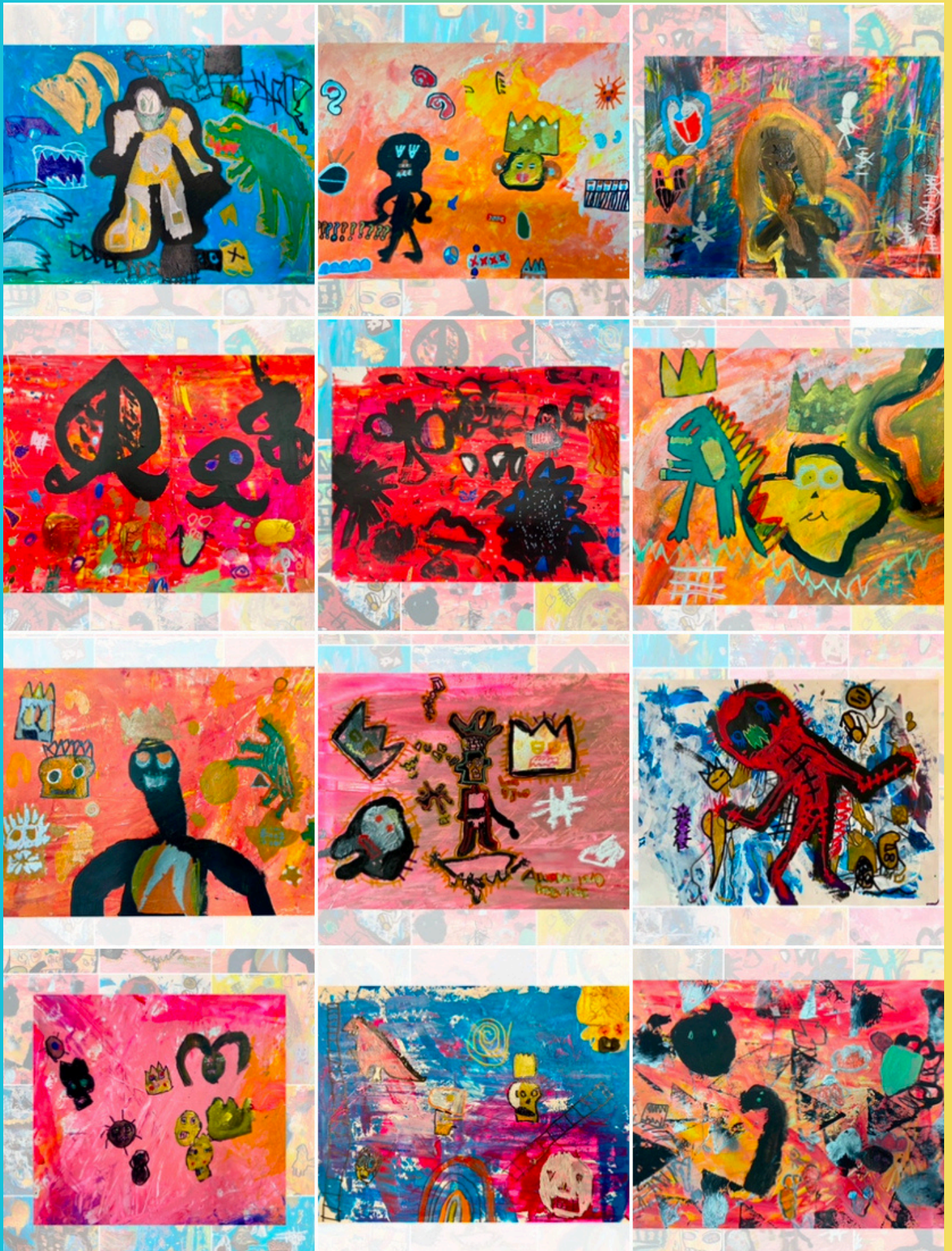
**Creating** their final compositions, children applied their knowledge of colour mixing to create their background first, using acrylic paint and pallet knives.

With the work in their sketchbooks as a guide, the children used a combination of brushwork and printing to create silhouettes of shapes and characters.

Characters and details inspired by their themes were then applied with paint pens and oil pastels.



# YEAR 1 PAINTING FOCUS: OUTCOMES





# YEAR 2 DT: NUTRITIOUS ASIAN SALADS

**Linked** to their RE topic learning about Hindu weddings, children in Year 2 revisited food pyramids and applied their knowledge to categorise various foods from Asian recipes. Taste testing gave children the opportunity to use a variety of vocabulary to describe flavours!



“It was fun chopping the cucumbers and cutting the oranges that went in the salad. I liked the juicy and zesty flavours. The kidney beans were very tasty. I want to make it for my family”. Adam

# YEAR 3 DT: SIMULATING THE DESTRUCTION OF POMPEII

## Recreating Vesuvius:

**Everyone** knows how to make lava with vinegar and baking soda, but nobody simulates a volcanic ash cloud using compressed air or recreates lava flow using pneumatics.....apart from Dalmain! Since 2021, Y3 have been causing havoc for the premises team on the playground, but who are we to break with tradition?



First, we made a funnel with card and tubing and attached it to the middle of the base board. One tube was for lava, the other was for the pyroclastic cloud.



We made over 500 newspaper balls to make the structure of the volcano!



Then we covered it in tinfoil to give it a rocky texture.



We painted the tin foil and the Mediterranean coastline.



To complete the model we made matchbox villas and trees, ready for the mighty eruption!

## YEAR 3 DT: SIMULATING THE DESTRUCTION OF POMPEII

### How do we do it, we hear you ask.

The pyroclastic cloud is recreated by building a tube through the middle and attaching wire mesh to the top, bending it to recreate a crater. We wanted it to be as close to a real eruption as possible! The crater is then filled with powder paint and rocks made from painted sponge. Compressed air is fired through the middle of the tube, blowing the powder paint and rocks all over the playground!



The lava flow, like the ash cloud, is designed to be as close to a real eruption as possible. In previous years we have used the traditional method by combining vinegar, baking soda, washing up liquid and orange ink. The first year this technique not only covered Mr Mortimer and Mr Roberts in the concoction but also shot 10ft in the air and decorated the Pen, much to the annoyance of the premises team and anyone within smelling distance of Mr Mortimer and Mr Roberts! Due to its explosive nature this year we used a giant 500ml syringe connected to rubber tubing to force the lava liquid up through the model and out the top using pressure. A FAR MORE RELIABLE SOLUTION!





# YEAR 5 DT: JERK NACHOS & MANGO SALSA

**Year 5** put their culinary skills to good use in the first half of the spring term, making a delicious mango and chilli salsa with lime and fresh coriander to accompany their jerk nachos, the sauce of which they made entirely from scratch. After doing cooking since Year 1, this was the first time they had actually cooked completely independently by following a recipe and measuring ingredients. The children excelled themselves. Teachers were bitterly disappointed that the children ate all the evidence....



"For the first part of this project we were learning about nutrition and how our body processes food. We categorised different foods into groups and talked about the words 'healthy', 'unhealthy' and 'in moderation'".

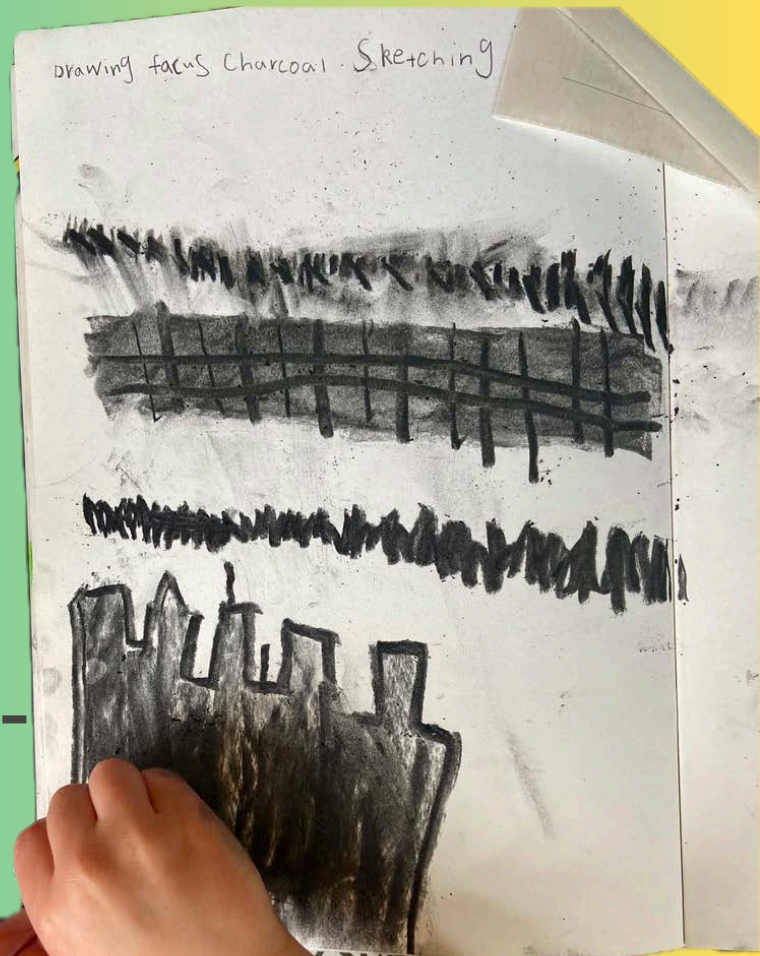
"I enjoyed learning about and making variations on Caribbean food and tasting the different spices and seasonings. The fresh mango, lime, red peppers and honey worked really well together in the salsa that we made to go with the jerk nachos." Isla Mae

# YEAR 1 ART: PLANETARY GUARDIANS!

**Inspired** by the literacy text "Dinosaurs and All That Rubbish", by Michael Foreman, Year 1 have been learning about Indian artist Abhijeet Shrivastava. Abhijeet, who is self-taught, has used charcoal from an early age and continues to specialise with this drawing material due to its sustainable properties.

His work links to the themes of Foreman's famous children's story, which include environmentalism, conservation and caring for our planet.

Year 1 started the project experimenting with mark making and blending before focusing on themes from the story.



Children in Year 1 have enjoyed learning about sustainable art materials like charcoal and chalk.

"I enjoyed blending the charcoal on large card, like Abhi Shrivastava!". Travis

# YEAR 1 ART: PLANETARY GUARDIANS!



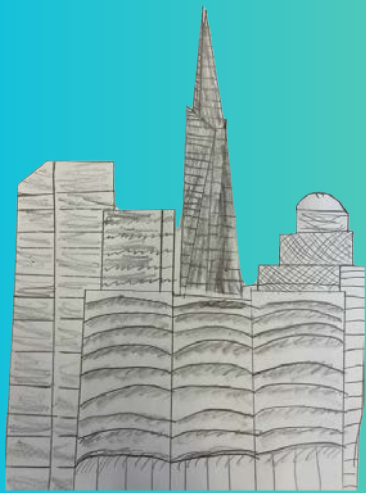
# YEAR 2 ART: A TALE OF TWO CITIES...

**Linked** to their Geography focus, Year 2 have been looking at the contrasting architecture of Mumbai and London. We have discovered, from our observations of historical and contemporary architecture, there are many similarities! Both cities have a combination of old and new close together.



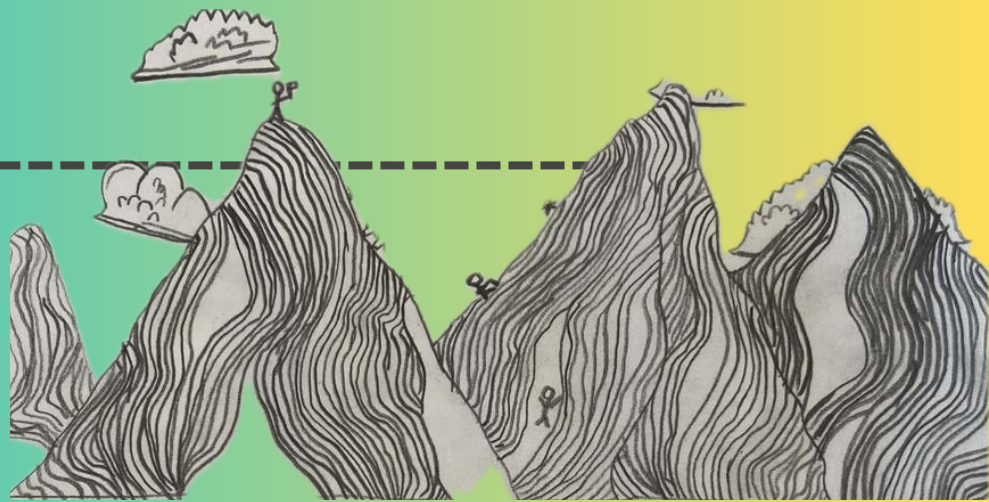
Our focus artists for our project both have a fascination with architecture. **Stephen Wiltshire** is famous for his wistful sketches of whole cities around the world which he draws from memory!

**Anastasia Savinova** creates stunning collages from photographs of buildings placing them at different angles and turning them upside down creating fantastical structures.

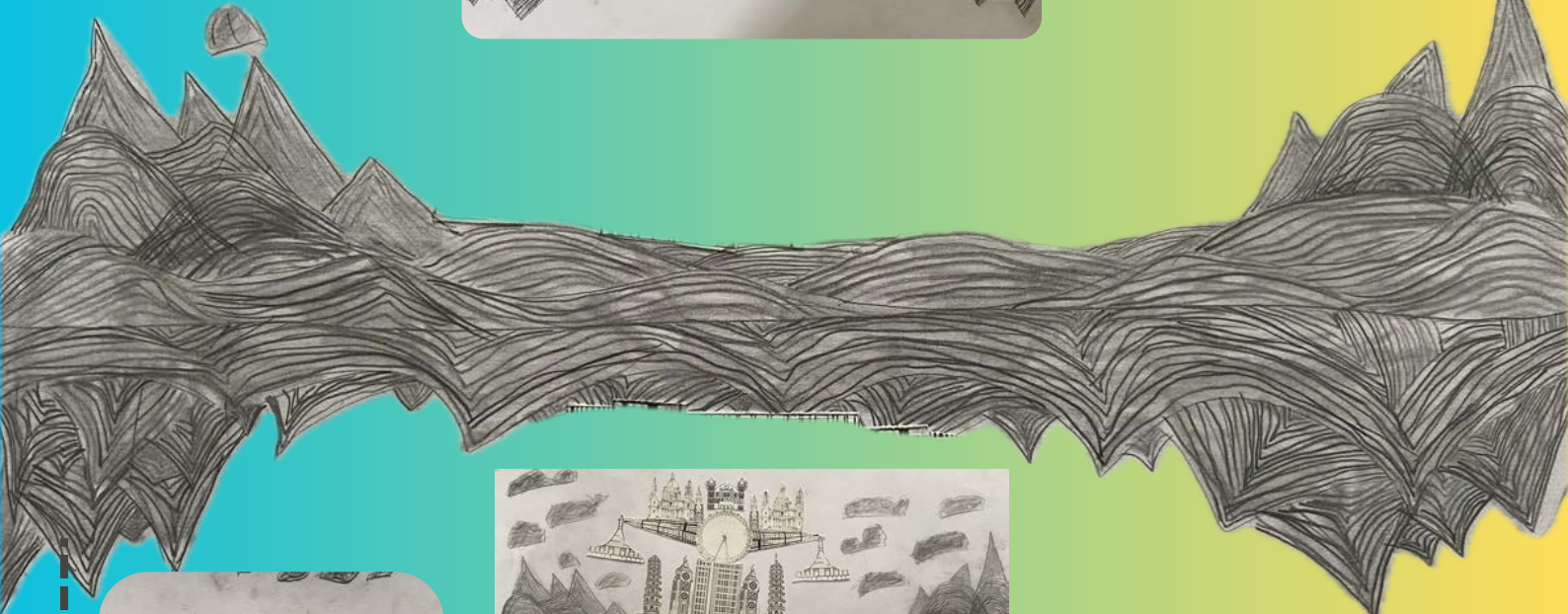
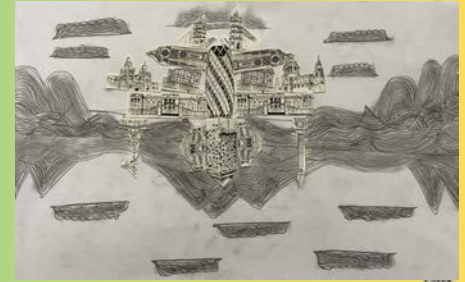
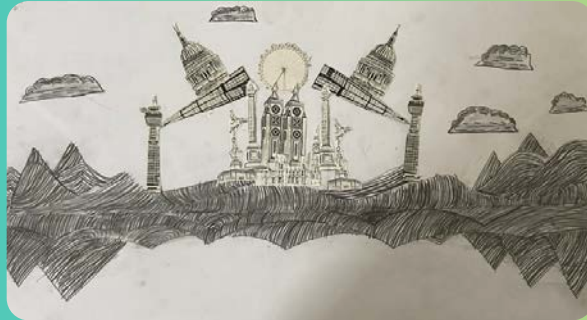
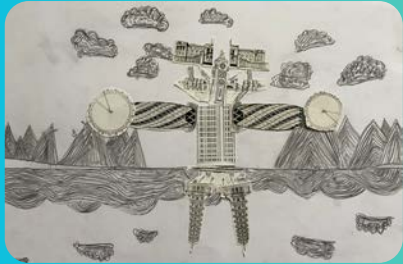
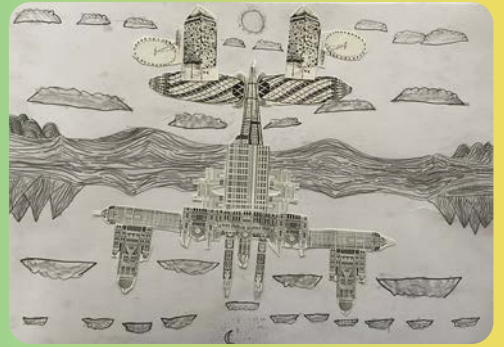
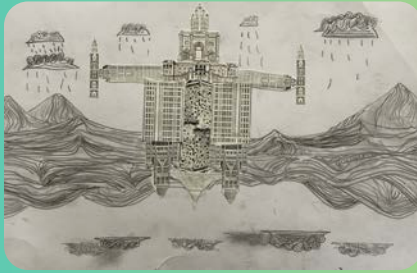
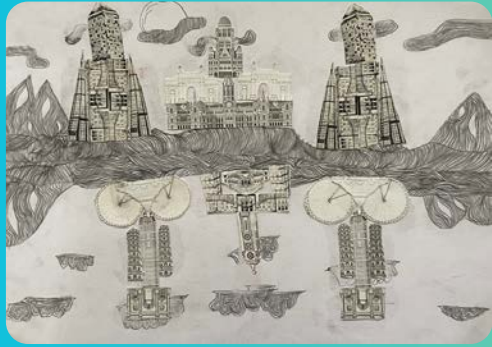


Y2 began with drawing iconic landmarks from both cities, choosing sketching techniques and blending.

Using contouring, children have learned how to draw landscapes. Continue reading to discover the children's incredible sketching and collage creations!



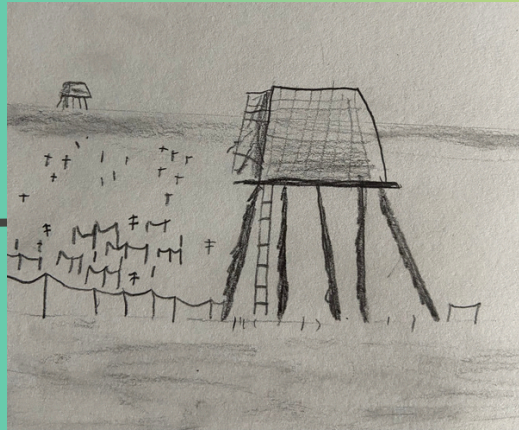
# YEAR 2 ART: A TALE OF TWO CITIES...



# YEAR 3 ART: CAPTURING PHOTOREALISM



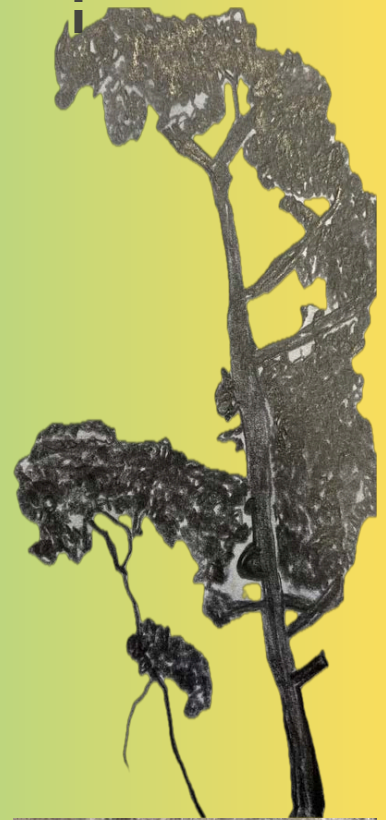
**Children in Year 3** have learned about the incredible photorealistic drawing of British artist Paul Cadden as part of their drawing focus. Through focused sketchbook work our talented artists have developed tonal values to create various landscapes from around the world, applying techniques such as the use of eraser pencils to create light effects. A combination of sketching techniques and drawing and shading grips have been applied to bring their work to life and demonstrate photorealism!



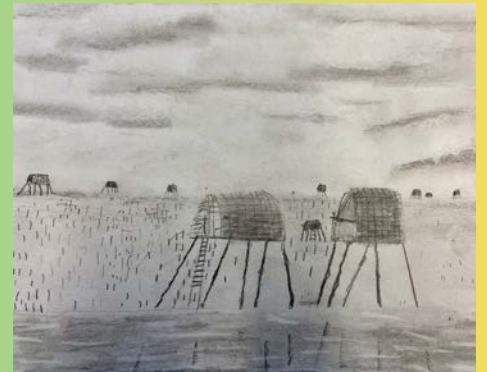
"I enjoyed the challenge of drawing photorealism."  
Wilfred

"We learned how to draw looking at foreground, middle ground and background to create depth."  
Bruno

## OUTCOMES:



# YEAR 3 ART: CAPTURING PHOTOREALISM - OUTCOMES



# YEAR 4 DT: MEDITERRANEAN CUISINE

**Children in Year 4** experienced the flavours of the Mediterranean this half term to research foods grown and produced in countries around its warm sea.

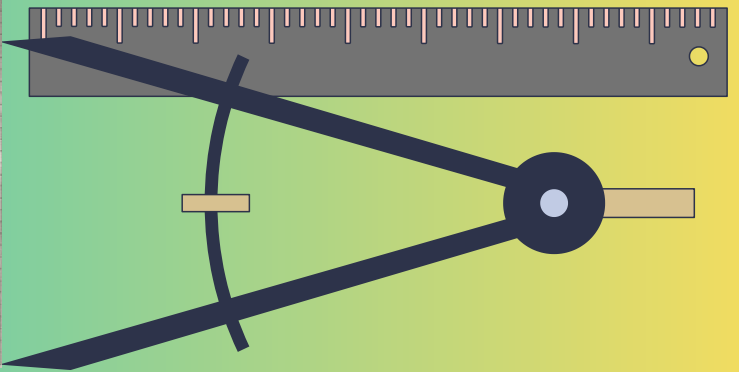
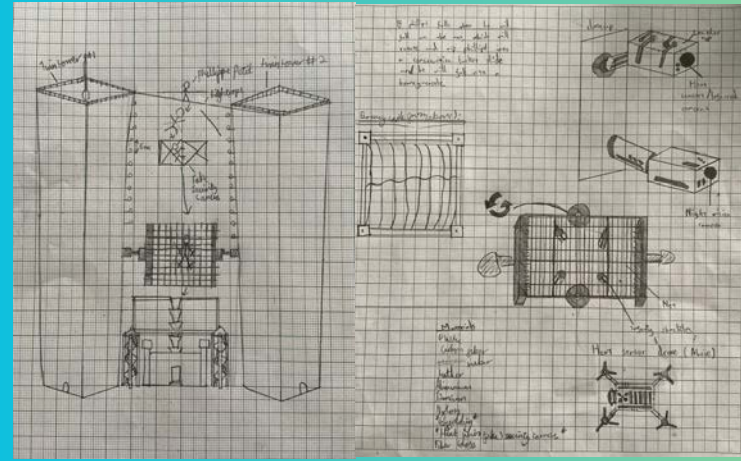
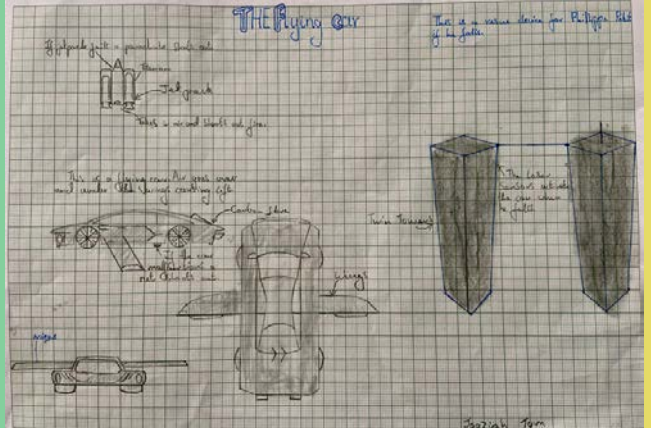
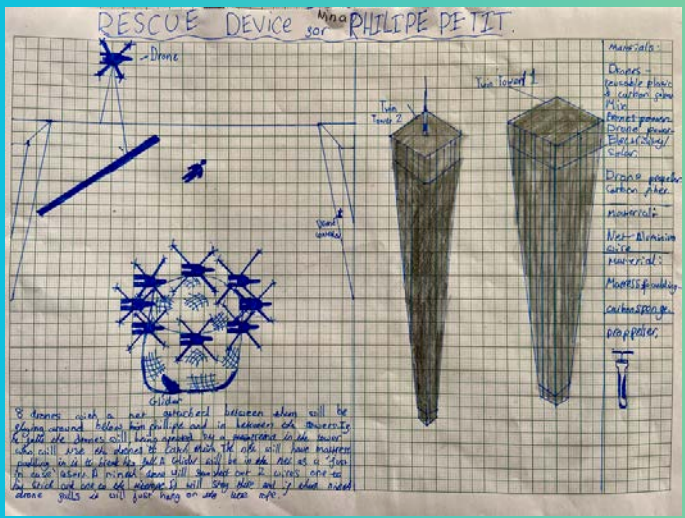
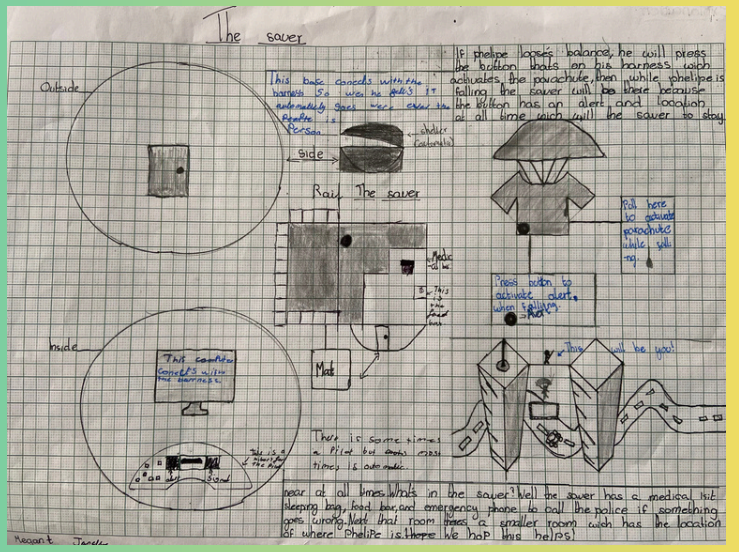
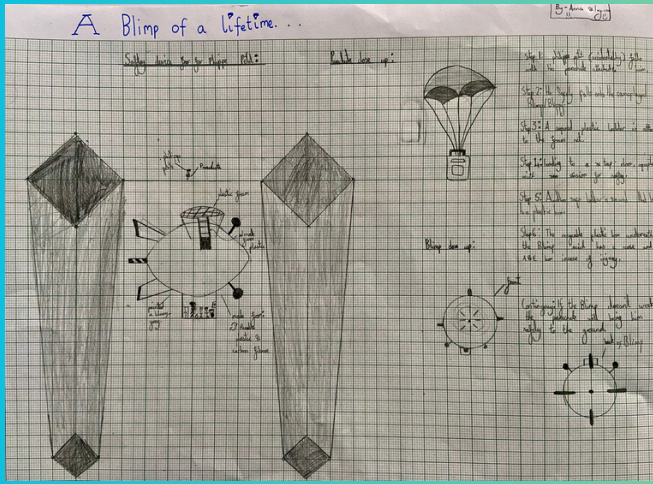
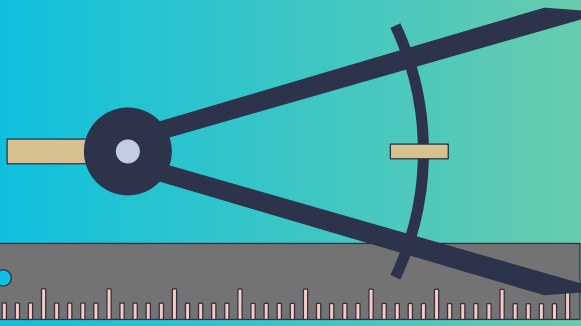
After looking at nutrition and food groups, children taste tested well-known Mediterranean herbs and condiments. The final outcome of the project was making a roasted peach and mozzarella salad! Although there was some initial hesitation as to the recipe, it was a resounding success! In fact it was so popular that the recipe handouts disappeared very quickly.....!



"It was great trying new foods and exploring a different culture. We would definitely make it again!" Blake & Baxter

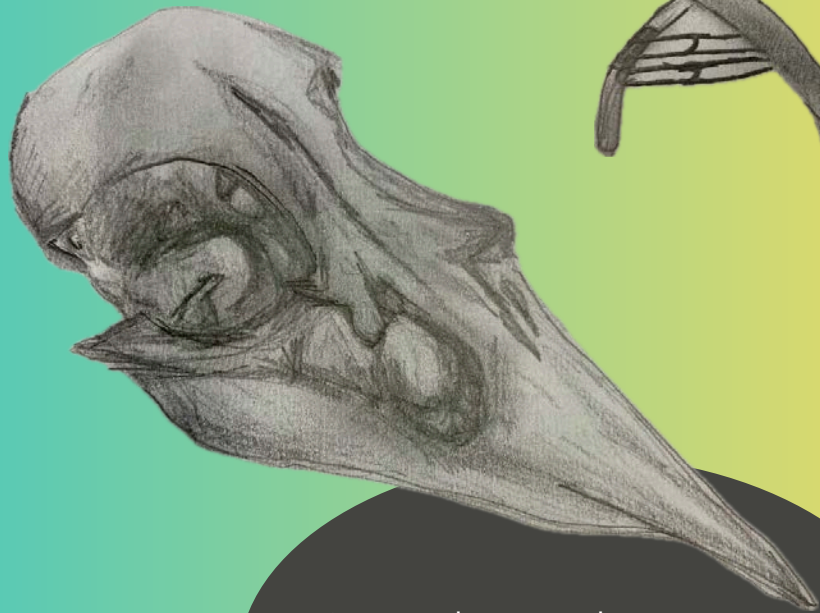
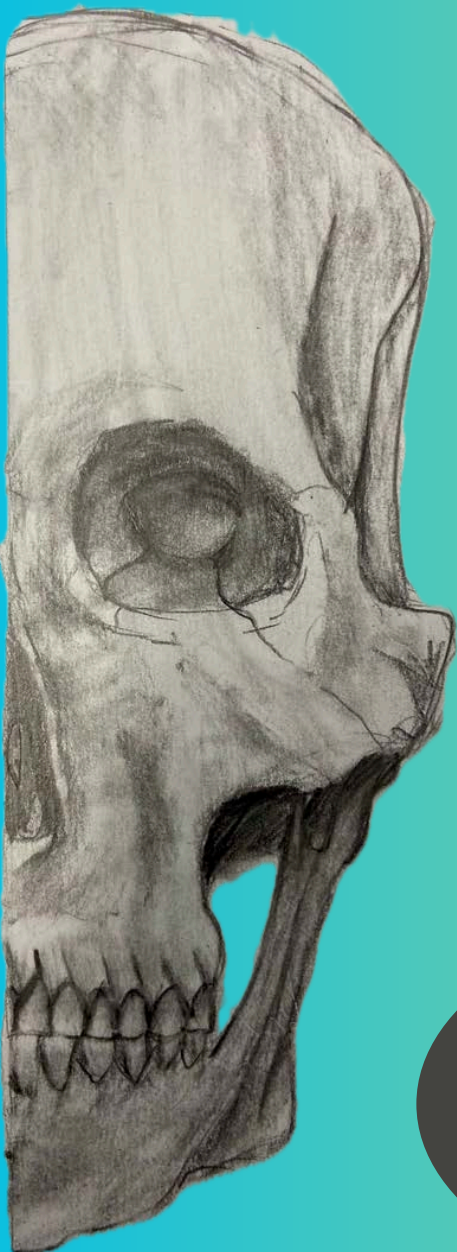
# YEAR 5 DT: DESIGNING A RESCUE DEVICE FOR PHILIPPE PETIT

**Philippe Petit** would have felt much safer traversing the iconic World Trade Centre towers had he known our Year 5 children had designed these outstandingly imaginative rescue devices! Linked to the children literacy text "The Man Who Walked Between the Towers", Y5 were given a set of criteria and had to think about external risks (such as weather) and suitable materials to design a rescue device to save him in the event of a fall from 1368 ft! They used their design drawing skills, and here are some of their ingenious creations:



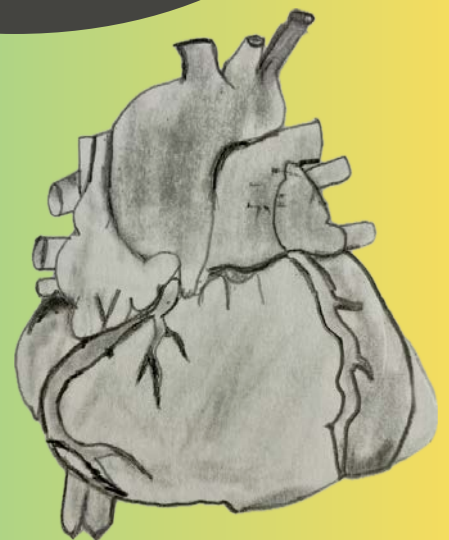
# YEAR 6 ART: ANATOMICAL DRAWING

**Year 6** studied anatomical drawing in the first part of the Spring term, studying Leonardo Da Vinci's human sketches of figures, skeletons and muscles. This also provided opportunities to look beyond the human form and study animal bones and skeletons. Children also looked at the work of American artist Jason Freeny, who specialises in creating anatomical sculptures of famous toys. This topic has focused on layering with art pencil to create definition and shadow. Children also revisited the sketching techniques taught throughout the school to create texture and develop shapes that help bring their incredible work off the page.

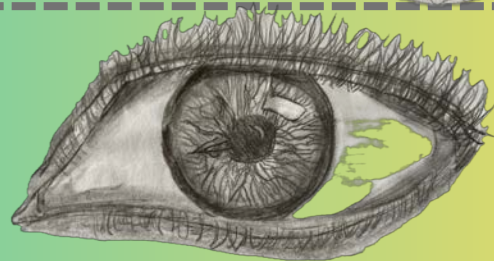
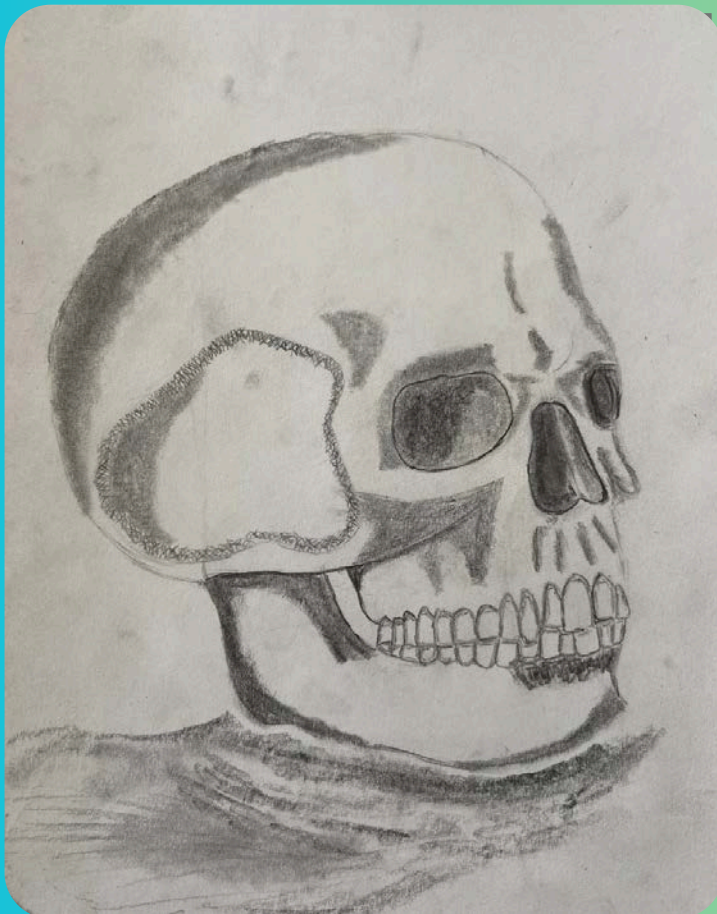
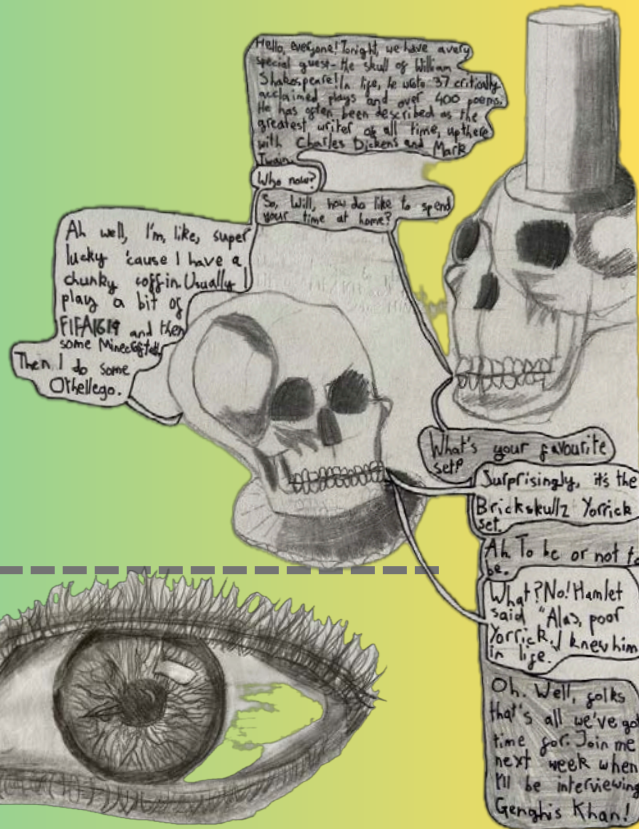
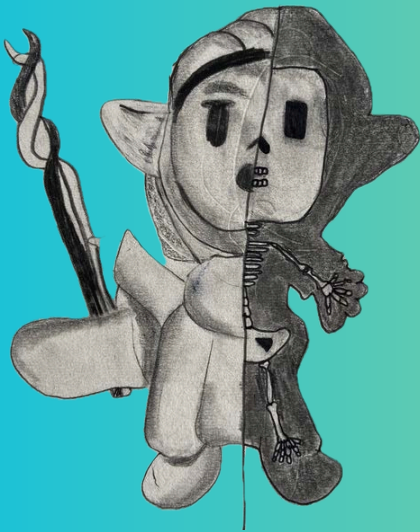
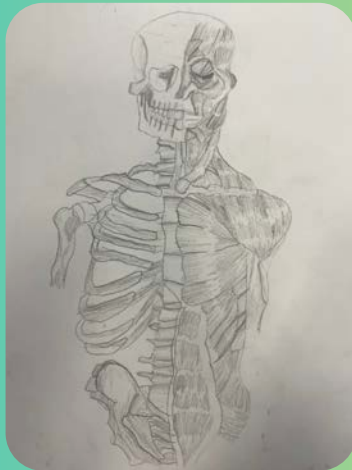


"We were learning about anatomy in art as in science we were learning about the circulatory system and the body."

"This related to the topic of which we were doing in science, you had the options of doing a skull, skeleton, spine, a heart and many more. You also had the option of doing toy anatomy". William



# YEAR 6 ART: ANATOMICAL DRAWING

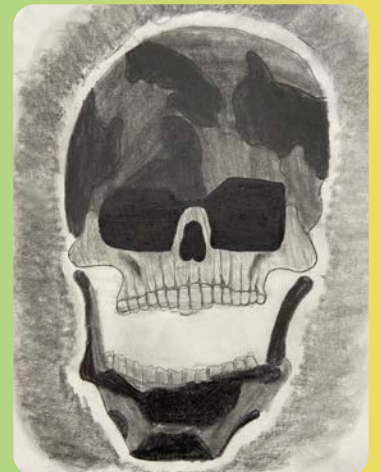
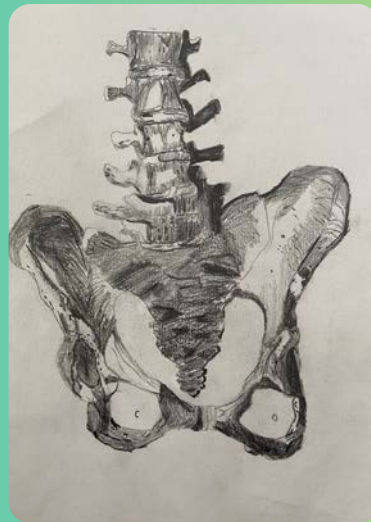
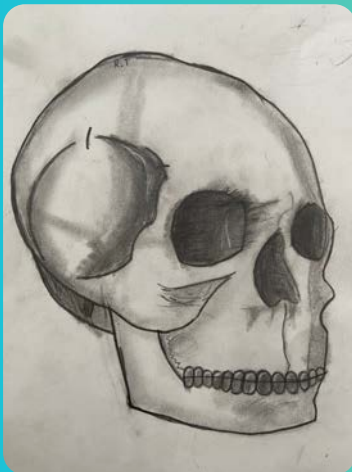
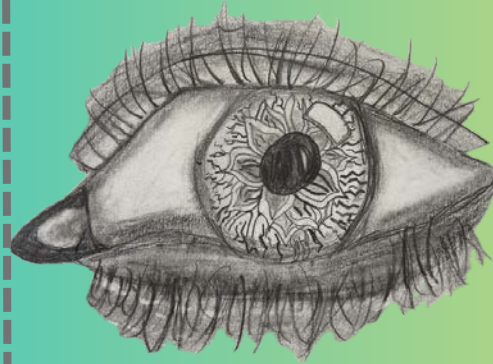
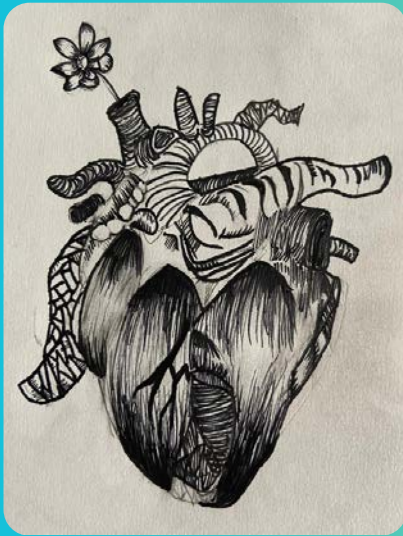


"My final piece of artwork was a skull drawing done in 4B pencil layered to create tonal values, creating a detailed human skull with shadows. I also shaded a shadow as if the skull was resting on grass with the sun shining down onto it with the sunset in the horizon beyond it, waiting for another day to come". William

# YEAR 6 ART: ANATOMICAL DRAWING



"I was inspired by a cat near my home. Drawing eyes is fascinating because you are drawing something looking back at you."  
Fiyin



# Specialist Music Teacher Jane Jackson shares the incredible learning this term from Nursery to Year 6....



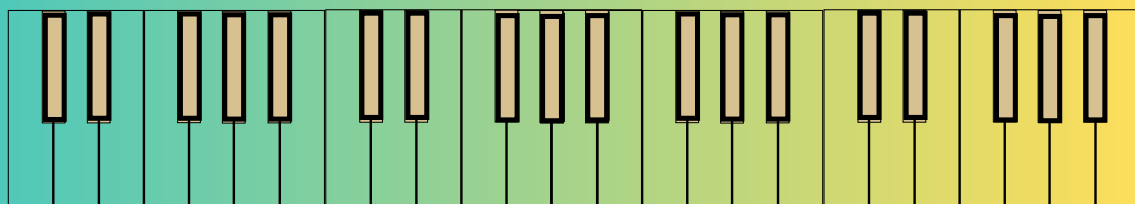
**This term** during music lessons the children have been very busy and have had lots of fun developing their musical skills.

In Nursery the children have been learning lots of new songs such as 'Five Little Speckled Frogs'. They enjoyed wearing frog masks and jumping into the imaginary pool in the classroom. During each music lesson, they get a visit from Little Teddy who brings them props and ideas for songs to sing and instruments to play. They sing Teddy's special song after which he jumps out of his basket and joins in with their music lesson.

In Reception, the children have been learning songs such as 'See-saw Up and Down' to help them understand the musical element of pitch. Songs and rhymes this term have included 'The Puppet Song', 'Shake Your Sillies Out', 'Open, Shut Them' and 'Spring Chicken'. Children tap out rhythms and accompany songs such as 'Pick Up a Stick' on the claves.

"It is fun dancing in the songs and singing quiet and then louder." Ray

"I like singing Little Teddy's song and seeing what he has brought us." Kymani



**The Year 1 children** have been learning how to play rhythms using their slug and spider cards. By playing the number of syllables for these words the children begin to make sense of and create rhythms using body percussion and untuned percussion instruments. The children were even placing blank cards amongst their rhythmic compositions to show 'rests'!

In Year 2 the children have been developing their knowledge of the slug and spider cards in order to make lengthier compositions that they can then play on percussion instruments. They are now beginning to relate the slugs and spiders to traditional notation of crotchets and quavers.

In Key Stage 2 the children have been learning to play the ukulele in a whole class setting. They have been enjoying using chords to accompany songs such as 'Thumb Brush strum', 'Land of the Silver Birch' and 'Three Little Birds'. The Year 4 children have also been learning to sing rounds- 'Whose Pigs be These' has caused much amusement and joy, especially when the children managed to sing in 3 parts!

In Years 5 and 6 the children listened to extracts of Edward Elgar's Enigma Variations and have been busy creating their own 'Variations' based on book characters to tie in with Reading Week.

In addition to class music lessons the school has visiting music tutors for a variety of different instruments. Children who sign up receive ten lessons per term and at the end of the year they can showcase their learning by participating in the end of year music concert. For more information about these lessons, please contact the school office and they will give you all the details about these lessons.



"If we have the pictures we know what we are doing for our rhythm" Drew

"We made up the rests with yellow cards" Leo

"It is great when we learn new songs and then the whole class sings them together like 'Blinded by your grace' and 'One moment, one people'. I love it when the sound washes all over me." Nina

# LAMDA

Congratulations to our talented students who have used their powers of articulation and intonation to bring verse to life!

**LAMDA in the Easter Term** - This term the children took part in our annual LAMDA showcase and parents were amazed by how much confidence the children had when performing their poems. They showed so much expression and displayed real character. The children are now preparing for their LAMDA exam in June and were very excited to get their exam material recently.

**LAMDA success at the Bromley Festival** - Congratulations to all the pupils who performed at the Bromley Festival of Speech and Drama. All the children did so well and should be very proud of themselves. Getting up and performing in front of such a large audience takes a lot of courage. Special mention to Ethan in Year 3 who won his heat. Ethan was up against 30 other children and to come first is remarkable! Well done!



**Our brilliant LAMDA stars** have been busy this term developing their performance skills through poetry, drama games and peer feedback. From hilarious limericks to moving verses, our young performers have been exploring different styles while building key skills such as voice projection, memorisation and interpretation of poems, giving and receiving constructive feedback, and having lots of fun with drama games!

**A highlight of this term** was definitely our LAMDA Showcase on 22nd March, where pupils performed their poems to a packed audience of proud parents and carers. The courage and talent on display was incredible - we saw everything from giggle-inducing funny poems to moving performances that gave us goosebumps! Earlier this term, some of our stars also took their skills to the next level by performing at the Bromley Festival, sharing the stage with children from schools across London. What an amazing experience to perform in a professional theatre setting!



The LAMDA Club is more than just a drama group—it’s a space where children grow into confident, articulate, and creative individuals. Here, pupils gain real-world experience in a supportive and encouraging environment. Open to Years 2-6, the club is the perfect place for children to discover the joy of performance and the power of their own voice.

Here’s what some of our LAMDA lot say about their experiences:

“My favourite thing in LAMDA is performing poems because they are fun!” – Clodagh

“I enjoy LAMDA because I get to learn new poems and in year 6 do prose (recite a part of your favourite book). I also enjoy fun games at the end, and listening to others feedback to us at the end of our poems!” – Zia

“My favourite thing about LAMDA is playing games and learning new poems!” – Annie

“I like my poems because they inspire me and make me read books that I like.” Emmeline

“LAMDA is an inspiring class where you get to read poems, and every year you get to go on stage and perform to your parents and read out your poems to all of them!” – Nedaviah



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

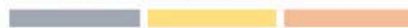
Welcome to LAMDA lessons at Dalmain Primary School run by Armstrong Speech and Drama. As a company their aim is for students to develop into confident young adults: to explore, to take risks, to learn and of course, to have fun. This leaflet will introduce you to what is involved in LAMDA lessons. Our 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.



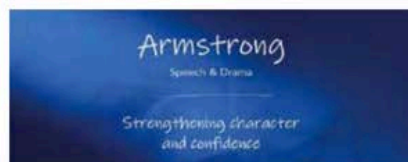
### SPEAKING VERSE AND PROSE Years 4-6

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 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

# PHILOSOPHY:

**Every child** is a natural philosopher, and Year 4 have been using their powers of enquiry and deduction to discuss a wide range of stories and questions!



**Throughout** the Spring term, Year 4 pupils have taken part in a series of thought-provoking philosophy workshops, led by a member of the Philosophy Society. These weekly sessions introduced the children to fascinating stories and characters from ancient philosophy and mythology, sparking deep thinking and lively discussion.

Among the many stories explored, the children learned about the unusual life of Diogenes the Cynic, a philosopher who rejected wealth and comfort in favour of living simply and honestly. His story encouraged pupils to reflect on what truly matters in life and to question the value we place on material things.

**They also** examined the tale of the Ring of Gyges, a magical ring that grants invisibility, but raises complex questions about morality—would we still do the right thing if we knew we wouldn't get caught?

Another story that sparked thoughtful discussion was Pandora's Box, which explores the origin of human suffering and the enduring presence of hope. This myth led children to consider the power of curiosity, the consequences of our actions, and the balance of good and evil in the world.

These were just a few of the many stories discussed throughout the term. Each one encouraged Year 4 to think deeply, question ideas, and develop important skills such as critical thinking, ethical reasoning, active listening, and respectful debate.

The workshops offered a unique opportunity for children to explore big ideas in a supportive and stimulating environment.



# TRINITY LABAN:

**Years 5 and 6** have been thriving in their Trinity Laban dance lessons with our wonderful teacher, Wendy. They have been exploring the language of dance, using movement components—action, body, space, dynamics, and relationship—to create expressive and imaginative routines.

A stand-out moment this term was Year 5's incredible performances at the Broadway Theatre, Catford, where Alexandrite and Pearl Class took to the stage in front of an audience of over 700 people. It was a truly unforgettable experience and we couldn't be prouder of their confidence and creativity.

We are excited to continue our Laban journey in the summer term, with even more opportunities for our young dancers to develop their skills and express themselves through movement!



"I felt excited and nervous because there were a lot of people, but after I felt really happy about what we had achieved because I love Laban and performing." Janelle



# TRINITY LABAN:



"I was nervous but I had a lot of fun. It felt like I was a famous star shining in front of the audience." Jasiel



"It was magical performing at the Catford Broadway Theatre. Our dance was different and unique and I felt proud. Seeing the other creative dances was amazing too!" Rosie

# WRITING WEEK:



## Journey Through The Midnight Panther...

This year's Writing Week was a fantastic journey of creativity and imagination for students across all year groups, from Nursery to Year 6. The chosen book, *The Midnight Panther* by Poonam Mistry, provided the perfect backdrop for a week filled with inspiration, learning, and fun!

To fully immerse students in the magical world of the rain forest, animal sounds were played over the tannoy system throughout the week. The sounds of chirping birds, rustling leaves, and distant animal calls created an atmosphere that transported everyone into the heart of the jungle, enriching the experience and fuelling creativity.

Throughout the week, every child had the opportunity to create their own unique leaf, using a variety of artistic techniques. They explored techniques such as pointillism, where tiny dots of paint were used to form detailed images, and mandala printing, which allowed them to create intricate and symmetrical designs. These vibrant and stunning leaves were then added to the exhibition, becoming a central feature of the showcase on Friday. The display of these leaves truly brought the rain forest theme to life and showed off the children's artistic flair.

The week kicked off with exciting activities for all, fostering a love of writing while linking the magical story to various creative forms of expression. In Nursery, young learners created beautiful artwork inspired by the vivid imagery of the book. Their colourful interpretations of the story's scenes showed their growing artistic skills and enthusiasm for storytelling.

In Key Stage 1 (Years 1 and 2), students focused on the elements of the weather in *The Midnight Panther*. They wrote poems and narratives from the perspective of the elements, imagining what it would be like to be the rain, the wind, or the moon. The young authors beautifully captured their chosen elements' emotions, bringing a unique and thoughtful twist to their writing.

Moving on to Key Stage 2, students in Years 5 and 6 took a deeper dive into the story, reflecting on the themes of the book. Year 5 wrote creative narratives, exploring the connection between the panther and the surrounding natural world. Meanwhile, Year 6 engaged in a variety of writing tasks, blending descriptive writing with dialogue to capture the magical essence of *The Midnight Panther*.



# WRITING WEEK:



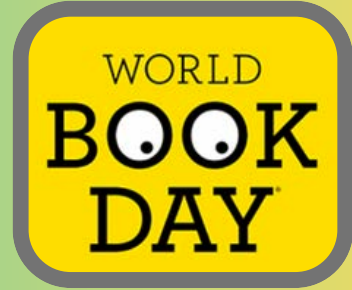
The culmination of the week was the Writing Week Exhibition held on Friday, where students' work from every year group was displayed. Parents were invited to view the fantastic range of work, from artwork to poems to written narratives. The artistic creations, including the intricate leaves, brought an added dimension to the exhibition and created a beautifully immersive environment. It was a wonderful opportunity to celebrate the students' hard work and creativity, and the event was a huge success, showcasing the talent and imagination of all involved.

Thank you to all the children, teachers, and parents for making Writing Week such a memorable and exciting experience at Dalmain!



# READING WEEK:

Miss Biggs shares a hugely successful week of spectacular book character costumes and reading activities!



I am writing to share the fantastic success of Dalmain's Reading Week, which we celebrated at the start of March. The whole community came together to share in the joy of reading.

To kick-start Reading Week, we launched a Sponsored Read for the month of March. Huge congratulations to all pupils and families who took part and donated—we have raised over £300 so far, with more sponsorships still coming in. We plan to use the money to purchase new books for our school library, and the children are particularly excited about creating a graphic novel section. Thank you to our whole school community for your generosity!

Throughout the week, we enjoyed Drop Everything and Read (DEAR), a favourite among the children, where all learning was paused so they could immerse themselves in their books, regardless of the subject being taught at the time. Many children relished the chance to don slippers and snuggle up with a teddy during DEAR!

On Thursday, 6th March, we celebrated the much anticipated World Book Day and were amazed by the fantastic costumes worn by both children and staff in celebration of reading and our favourite stories. The class presentations provided wonderful insights into the diverse book titles, genres, and authors loved by the children. The enthusiasm for reading was evident in the eloquence and confidence with which the children spoke. Well done to all pupils, especially our World Book Day winners!

On Friday, we had an incredible Traditional African Storytelling Assembly, which brought African stories to life through engaging narration, interactive call-and-response, music and movement, creating a truly immersive experience. The children were captivated by the storytelling and left the assembly spellbound! To conclude Reading Week, we held our first-ever Dalmain Big Book Swap! Read on to discover more about this...



# READING WEEK:

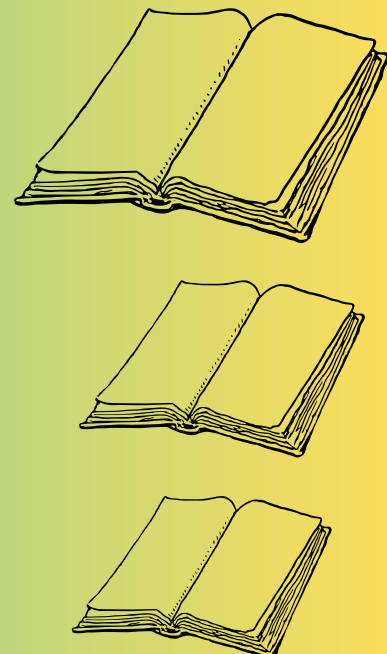
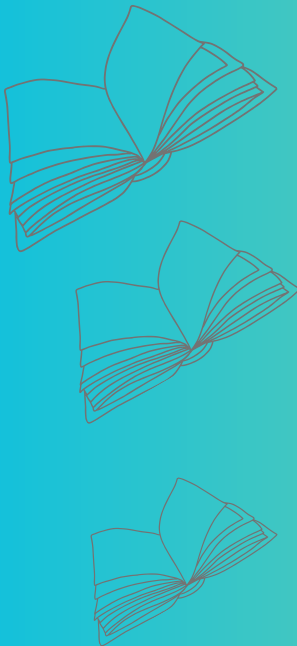


WORLD  
**BOOK  
DAY**

**Throughout the week**, children generously donated books they no longer wanted in exchange for a token to use at the book swap. We were overwhelmed by the number of kind donations, which provided all children with a fantastic selection of engaging and exciting books to choose from, from glorious picture books to thrilling adventure chapter books. We were also able to use surplus books to stock our wonderful Reading Shed, giving children more opportunities to enjoy books during break times. A special thank you to all our FOD volunteers who helped make the Big Book Swap such a success!

I would like to extend a heartfelt thank you to our entire school community for making Reading Week such a success at Dalmain. Our staff are wholeheartedly committed to ensuring that, by the end of primary school, every child develops the stamina, resilience and critical thinking skills needed to become a lifelong reader. We believe that every child should experience the joy and pleasure of reading during their time with us.

Thank you once again,  
Miss Biggs  
Reading Lead



# TRIPS:

## Year 2:

**Just like that:** Year 2 started Term 4 with a bang, with a 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 Journey Through London', to life.



**Year 2** have also been learning about the different sections of an orchestra this term and were lucky enough to see Benjamin Britten's 'A Young Person's Guide to the Orchestra' at Blackheath Concert Halls, where they learned about different musical instrument families. From brass to woodwind and percussion to strings, it was incredible to hear lots of different instruments being played by students at Trinity Laban.



**Year 3** took a trip to the Natural History Museum. Linked to Geography, DT and their Literacy text 'Escape From Pompeii', the children explored how volcanoes are formed and which volcanoes are the most destructive.

**Year 5** visited the Old Royal Naval college for a Myths and Masks experience. The trip was to enrich their learning based on their writing text 'The Odyssey' and their History topic, focusing on The Ancient Greeks.



**Year 6** visited Centre of the Cell in Whitechapel as part of the Science topic 'The Circulatory System'. They attended a workshop entitled "In a heartbeat" where they learnt about the various components of the heart, blood vessels and blood. The children enjoyed the participatory nature of the workshop and it served as a consolidatory trip to wrap up an exciting topic.





## THANK YOU!

We are sure you will agree there has been much to celebrate this term. Pupils have shared wonderful experiences and produced outstanding work throughout the curriculum. Beyond the work done in school, a huge thank you to FOD for their continued fundraising and to all the parents involved in the spectacular Music Night!

Have a wonderful break and we look forward to sharing more of our Curriculum Enrichment learning with you at the end of the school year!

