

Meet and Greet



September 2025

Year 1 Team

Y1 Bumblebees

Teachers:

- Ms Wall
(Mon-Tues)
- Ms Hughes
(Weds-Fri)



Support Staff:

- Ms Umer



Y1 Dragonflies

Teacher:

- Mr Moriarty



Tetherdown Values

Where *happy* children
are *inspired* to be
the *best* they can be.

- Lead with **Kindness**
- Showing **Respect**,
- Igniting **Imagination**
- Embracing **Inclusion**
- Building **Resilience**,
- Firing **Ambition**.

Our Rules



Relationships, clear routines and expectations are at the centre of all we do.

Rewards include:

- Golden tickets including weekly raffle
- Marbles
- Recognition board
- Headteacher's hot chocolate
- BBB certificates

Consequences are based around natural consequences and practice something.

Steps for managing tricky behaviour in the classroom:

- Reminder
- Warning
- Last chance
- Cool off time
- Thinking sheet

See our behaviour policy for managing more serious behaviours

Drop off and Pick up



Start time: 8.50

(Gates open between 8.30-8.55)



Children are marked in as an unauthorized late at 8.55am



Gate: Upper Playground – to line up at letter

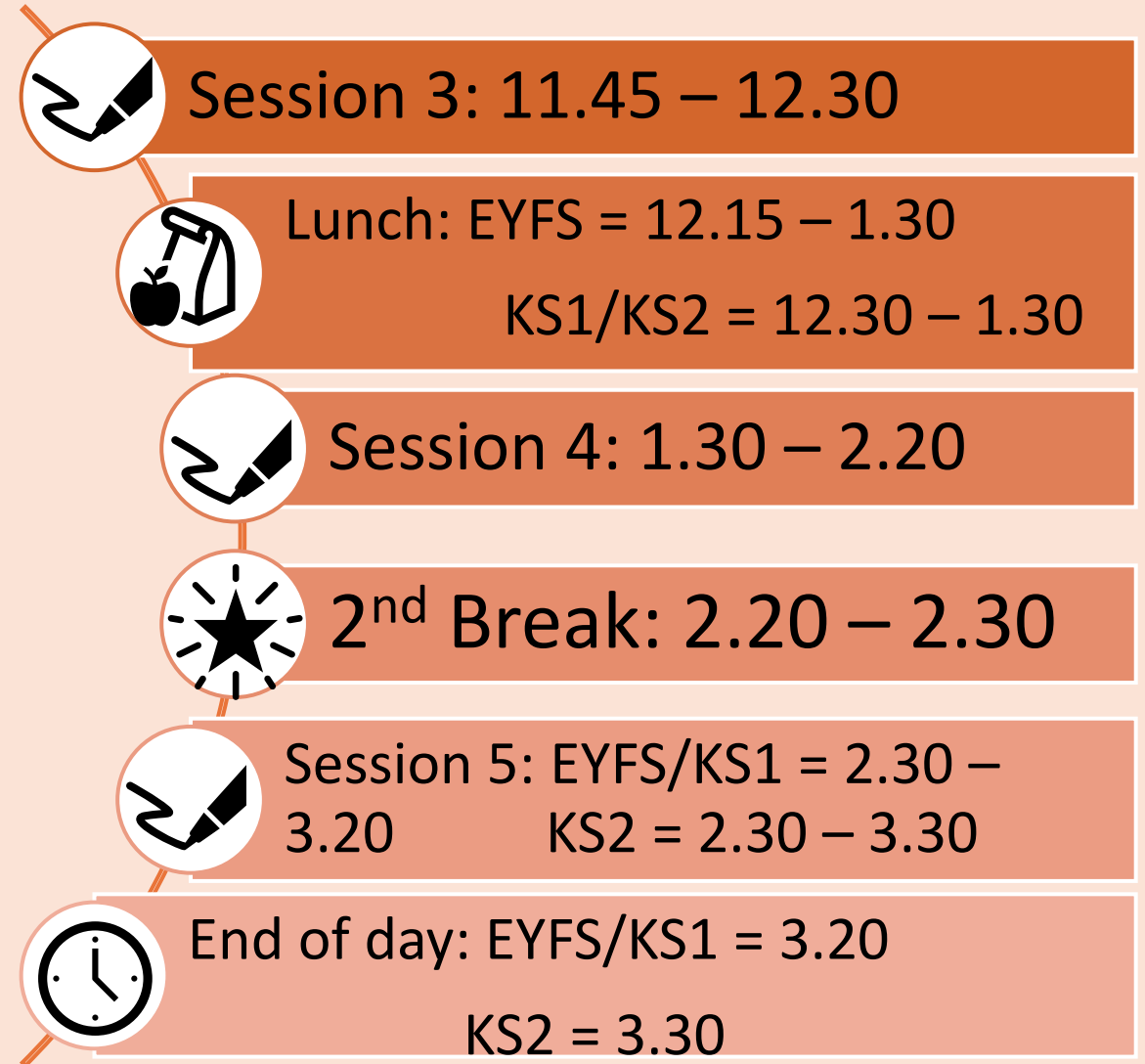
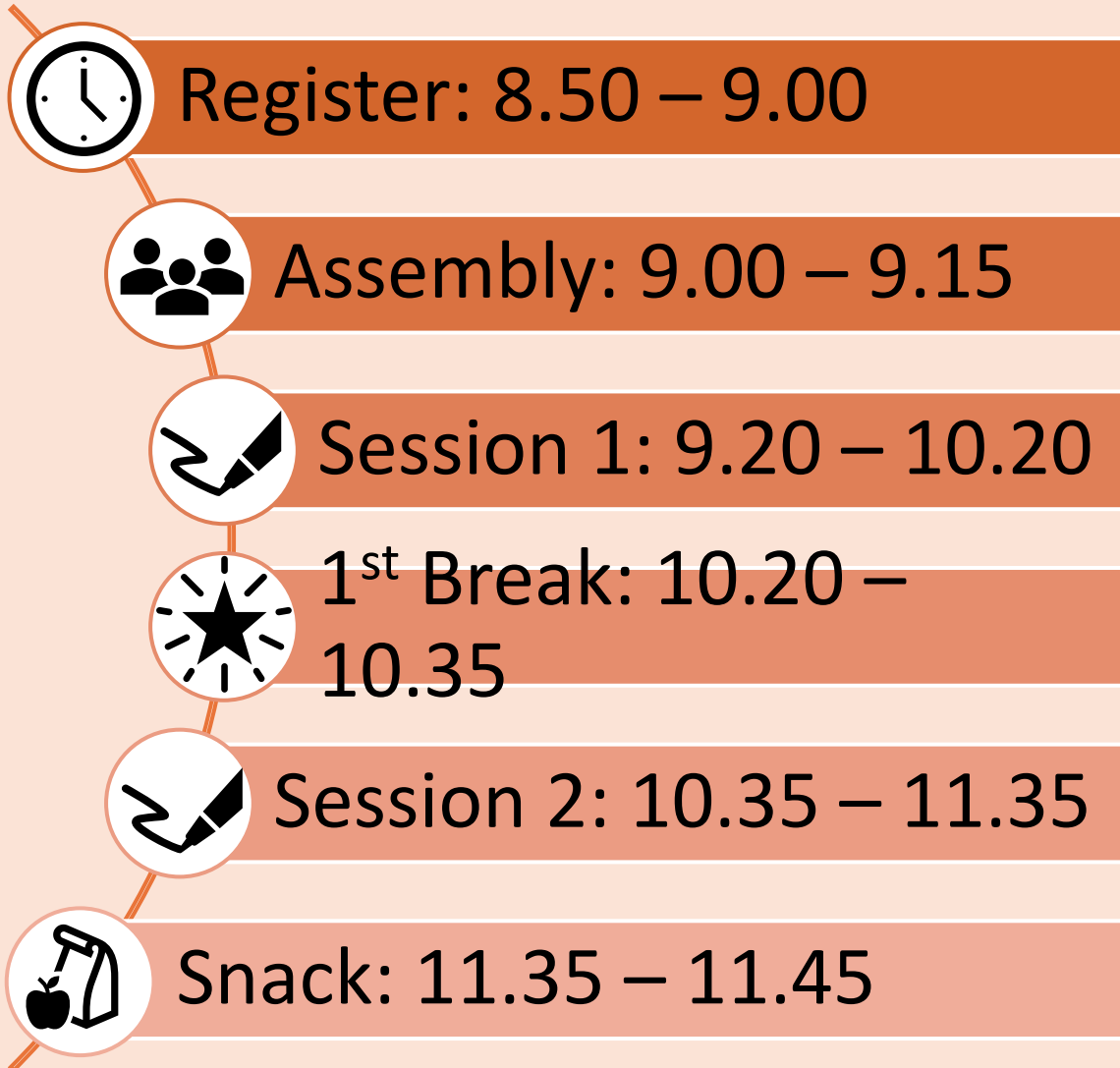


End time: 3:20 (EYFS & KS1)
3.30 (KS2)

Adults in the Playground: Health & Safety Guidelines

1. **Pet Policy:** Please ensure dogs remain off the ground.
2. **Scooter Safety:** Kindly prevent children from riding scooters.
3. **Climbing Frame Restrictions:** The upper playground's climbing frames are off-limits for all children.
4. **Playing Safely:** No ball games or running around
5. **Children should not be left unaccompanied before 8:50am in the playground.** Only independent travelers may stay unaccompanied.

School day



Assemblies:

Monday	Tuesday	Wednesday	Thursday	Friday
Senior Leader Assembly	Singing Assembly	Community (our art inspiration) Play Assembly	Achievement (Be the best you can be) Assembly	Class/Year Assembly

School Development Focus for this year (links to our fundraising with Friends of Tetherdown)

- OPAL – understanding different play and biodiversity of our school grounds
- Oracy – Voice 21 with an aim to develop skills in successful discussion, inspiring speech and effective communication skills
- Arts – Design Technology, Art and Music
- Community links – giving back to community
- Computing skills to help every child – whether they need extra support, are learning English, or need extra challenge – by giving them tools that match their needs and help them shine.

How We Challenge Your Child in Every Lesson

At our school, we aim high and believe every child can achieve their best. This can be seen by our results, we are a top London school and we have been sitting in the top 5-10% in the country in reading, SPAG and Maths. Challenge is part of everyday learning:

- **Stretching Thinking**

Lessons are designed to deepen understanding and build confidence. E.g.

- *Maths*: Children solve challenging problems using reasoning and resilience.
- *English*: Pupils write with creativity and purpose, using inference and creating mood.

- **Varied Activities**

We use different tasks and approaches to suit all learning styles.

- **Growth Mindset**

Mistakes are seen as learning opportunities.

- **Supportive Classrooms**

Children feel safe to take risks and try hard things.

- **'Aim High' Days**

Focus on problem solving, teamwork, debates, research, and maths puzzles—developing deeper thinking and curiosity.

Snacks:

Please make sure that your children have a hearty breakfast as snack isn't until 11:35am.

For Reception, Y1 and Y2 snack is provided by the school so please do not bring one in.

The exception to this is when your child has an afterschool club. In this case, please provide them with either a piece of fruit, vegetable or crackers for them to eat at 3:20pm.



What to bring:

- Yellow bookbag (no rucksacks please, we do not have space).
- Named water bottle.
- Name any jackets or coats and blue PE jumper.
- PE jumper and trainers for our PE days (Wednesday and Friday)



Year Overview: Curriculum Map

2025-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject Lead	English	Science	History	Art/DT	Science	Geography
Topic Theme	Who am I?	Seasonal Changes	Once Upon A Time	Under The Sea	Green Fingers	Carnival Of Animals
Trips	Local Walk Cherry Tree Woods Synagogue	St James' Church (Christmas Experience) Jackson's Lane Theatre Highgate woods	St James' Church	London Aquarium	Allotment Natural History Museum	London Zoo
EDI	Rabbi David Mason (Muswell Hill Synagogue)	Simone Biles	Lonnie Johnson	Karen Lederer	Mary Anning	Kenojuak Ashevak Nelson Mandela
Key Texts	1. Super worm 2. Funny Bones	1. Room on the Broom 2. Harvey Slumfenburger's Christmas Present	1. Whole School Writing Project 2. Jack and the Beanstalk/The Three Billy Goats Gruff	1. Commotion in the Ocean (Poetry) 2. The Singing Mermaid	1. Oliver's Vegetables 2. Handa's Surprise	1. The Tiger Who Came to Tea
English Writing:	1. Character description (entertain) 2. Speech bubble sentence (entertain)	1. Design a new broom advert (persuade) 2. Letter to Santa	1. Character description (entertain) 2. Letter (persuade)	1. Poetry (entertain) 2. Newspaper report (inform)	1. Instructions (inform) 2. Innovation story (entertain)	1. Speech to invite the Tiger to come to tea (persuade) 1. Tiger Fact file (inform)
Maths (WRM)	Place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Geometry: shape Place value with 20	Addition and subtraction within 20 Place value within 50	Measure: length and height Measure: mass and volume	Multiplication and division Fractions Geometry: position and direction	Place value with 100 Measure: Money Measure: Time
Science	Animals inc. humans: body parts Enquiry: What do the different parts of the human body do?	Seasons: seasonal change Enquiry: How do the seasons affect change our environment?	(STEM) Materials: floating and sinking Enquiry: How do we select materials for different purposes?	(STEM) Materials: reflection tests Enquiry: How do we select materials for different purposes?	Plants: structure Enquiry: What are plants?	Animals inc. humans: animal classification Enquiry: What are the different types of animals and what are their features?
History	-	The story of Guy Fawkes Enquiry: Who was Guy Fawkes and why was he important?	Toys past and present Enquiry: How have toys changed?	-	Mary Anning Enquiry: Who was Mary Anning and why was she important?	-
Geography	Continents (Africa + Europe) + Locational Enquiry: Where in the world am I?	-	-	Local study: Home and Tetherdown Enquiry: What is our local area like?	-	Seasons and weather Enquiry: Why do we have a weather forecast?
RE	Judaism: Rosh Hashanah and Yom Kippur Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?	Christianity and Judaism: Christmas and Hanukkah Enquiry: What gifts might Christians have given Jesus if He had been born in my town rather than in Bethlehem?	Christianity: Jesus as a friend Enquiry: Was it always easy for Jesus to show friendship?	Christianity: Easter Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism: Shabbat Enquiry: Is Shabbat important to Jewish children?	Christianity: Creation Story Enquiry Does God want Christians to look after the world?
CUSP ART	Art Block A (Drawing)	-	Art Block C (Printmaking)	-	-	- Art Block F (Collage)
CUSP DT	-	DT Block E (Textiles)	-	DT Block C (Structures)	DT Block A (Food)	-

Year Overview: Curriculum Map



Year 1 Curriculum Map 2025-26

Music	Sing up: Singing and listening	Sing up: Composing - rhythm	Sing up: Composing- use notation for rhythm	Sing up: Composing – understand pitch	Sing up: Composing – Responding to music and sounds	Sing up: Performing
PSHE	Zones of Regulation	SCARF: Valuing Difference	SCARF: Keeping Safe	SCARF: Rights and Respect	SCARF: Being my Best	SCARF: Growing and Changing
PE	Team building + Fundamentals	Gymnastics + Dance	Fitness + Ball Skills	Gymnastics + Invasion Games	Target games + Athletics	Net and wall games + Striking & Fielding
Computing	Technology around us E-Safety: Privacy and Security	Creating media - Digital painting E-Safety: Relationships and Reputation	Programming A – Moving a robot E-Safety: Health, well-being and lifestyle	Data and information – Grouping data E-Safety: Privacy and Security	Creating media – digital writing E-Safety: Managing online information	Programming B – programming animations E-Safety: Health, well-being and lifestyle
Mandarin	Greetings and Numbers	Colours	Fruits	Family members	Body parts	Animals

Curriculum

Curriculum Maps:

- Visit the school website to find out what units will be covered over the year.
- <https://www.tetherdownschool.org/page/?title=Curriculum+Maps+Y1%2D6&pid=92>

Curriculum Letters:

- Emailed each half term (also available on the school website)
- Contain more detailed information about what will be taught in a particular half term.
- <https://www.tetherdownschool.org/lower-phase-rec-y2>

Curriculum Specialists

- Mandarin Teachers - from London Southbank University
- Music - led by Mr Jonathan Kitching
- PE - taught by Coach Sonia Da Silva and Coach Hadari

How We Challenge Your Child in Every Lesson

At our school, we aim high and believe every child can achieve their best. This can be seen by our results, we are a top London school and we have been sitting in the top 5-10% in the country in reading, SPAG and Maths. Challenge is part of everyday learning:

- **Stretching Thinking**

Lessons are designed to deepen understanding and build confidence. E.g.

- *Maths*: Children solve challenging problems using reasoning and resilience.
- *English*: Pupils write with creativity and purpose, using inference and creating mood.

- **Varied Activities**

We use different tasks and approaches to suit all learning styles.

- **Growth Mindset**

Mistakes are seen as learning opportunities.

- **Supportive Classrooms**

Children feel safe to take risks and try hard things.

- **'Aim High' Days**

Focus on problem solving, teamwork, debates, research, and maths puzzles—developing deeper thinking and curiosity.

End of year expectations

- Phonics: 32 is the typical pass mark for the Phonics Assessment
- Reading book band: RWI Yellow/Blue
- Other subjects: Children are given a grading of: Expected / Working Towards or Reception level (Reception was expected and emerging)
- Assessments through observations, conversations, books, lessons, half termly and termly
- Teacher records assessments once every term based on their assessments
- This is fed back to parents through parent consultations and reports
- The school website shows end of year expectations here: [Tetherdown School - End of Year Expectations](#)

What does Year 1 writing look like by the end of the year?

WB 06.05.24

WALT: Write an innovation story.

One bright, sunny day in the desert there was a boy called Bob. He wanted to surprise his friend called Zak. The surprise was four peas, six bananas and twelve mangos. He put the food in the basket and started working throo the soft, yellow sand. w

When he was working for a reelly long time he got tired so he stoped to have a rest under a tree. Out of nowair a cheeky monkey stole the yellow bananas. He did it so quicky that Bob didn't notes.

Later on Bob stoped to have lunch near a catis. Suddenly

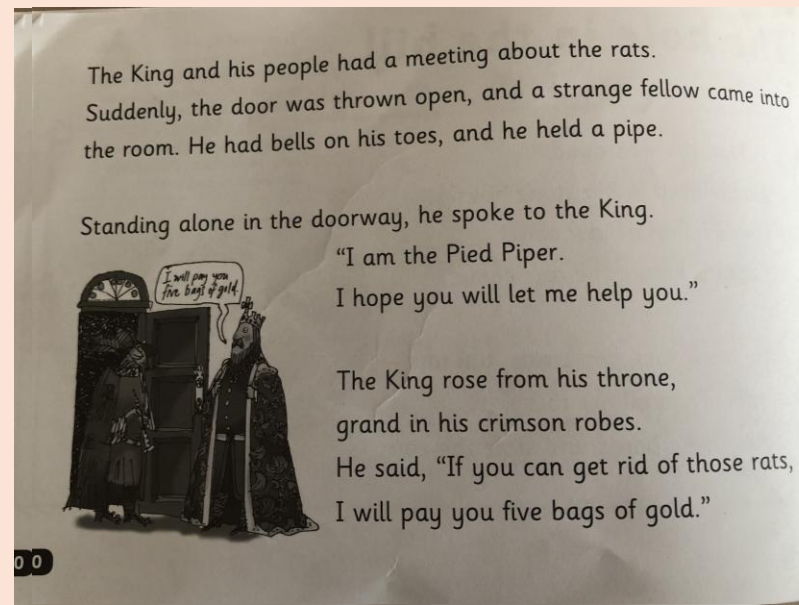
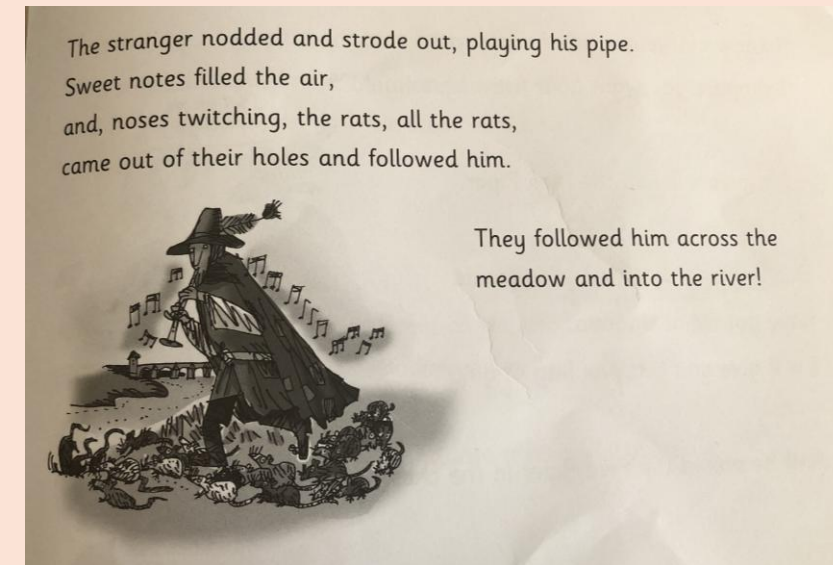
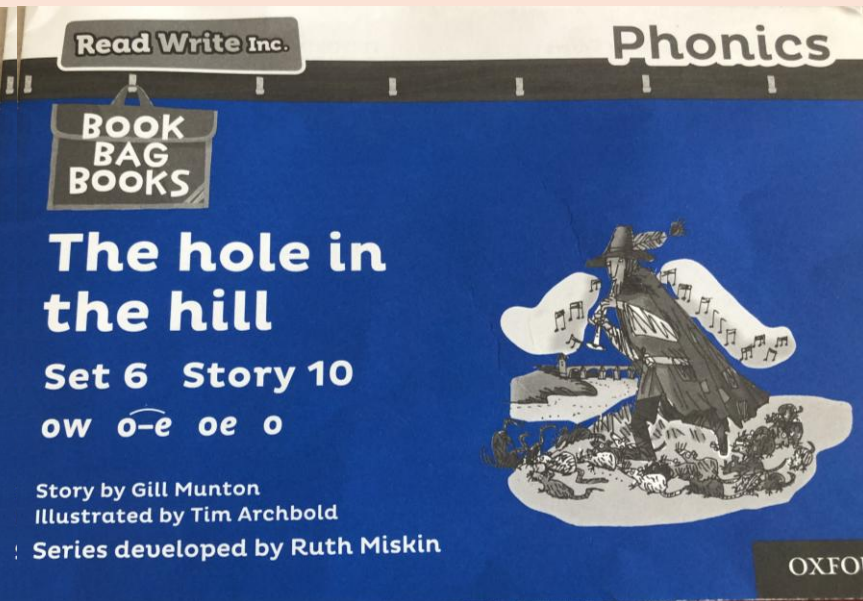
a cheeky, spotty cheetah snatched the soft, green peas and ate them.

Aster he was working for a long long time Bob stoped to have a brake. All of a sudden a scary lizard stole the juicy mangos. Bobs basket was now empty!

Later on a grey


rhino crashed into a orange tree. Bobs basket was now full again. Finally Bob arived at Zakes house. When he took his basket down he was surprised. When did this happen? Zak was happy because oranges was his faveot fruit. What a saphrise!

What does Year 1 reading look like by the end of the year?



What does Year 1 maths look like by the end of the year?

05.06.25
LQ: How can I describe position using all position words?
1. Here is a poster that Tom has made.

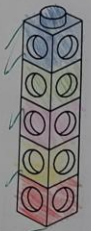


Use the words below to complete the sentences.
Left Right Above Below

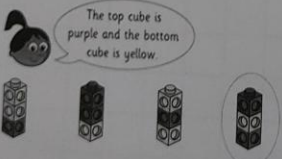
- The heart is above the star.
- The sun is to the right of the cloud.
- The smiley face is below the heart.
- Think of and write your own sentence in your book.

2. Colour the cubes to match the sentences:

- The top cube is blue.
- The bottom cube is red.
- The cube below the top one is green.
- The cube above the red one is yellow.
- The cube between the green and yellow cubes is purple.



3. Sam has built a tower from purple and yellow cubes.



The top cube is purple and the bottom cube is yellow.

Sam thinks she has circled the correct tower. Do you agree or disagree? Explain why.

1. The cloud is to the left of the sun.

2.

3. Disagree because the bottom cube is purple too.

02.07.2024
LQ: Do we know the months of the year?

1. Complete the sentences.


- The month after April is May.
- The month before September is August.
- The month after March is April.
- The month before October is September.

2. March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- What is the date of Kim's birthday?
- What day of the week is her birthday?
- What date is Kim's football match?

3.



My guitar concert is on a Tuesday.

Do you agree with Kim? Explain your reason.

4. Kim wants to play football the same day each week for the whole month. She wants to play 5 times in March. What days could she play football? How do you know?

1.


2. a. Monday 21st March
b. Monday
c. Wednesday 16th March

3. I disagree because it is on a Friday.


4. Kim could play on a Tuesday, Wednesday and a Thursday because they are the only days that happen five times.

00.00.00
LQ: how do I make equal groups and share equally?

1. Make equal groups of 2.

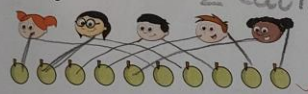


2. Ashley says that there are five equal groups of four. Is he correct? How do you know?




3. Show as many different ways as you can to put 12 into equal groups.

4. Share the grapes equally between the children. How many grapes did each child get?



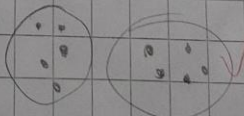
5. Do you agree with Tiny? Explain your answer.



10 shared between 3 is 4

Dora has 10 biscuits. She wants to share them equally at her party. How many people could be at the party? Find another answer.

6.



2. No because he got it the wrong way!

3.

4.

5. I do not agree because one part has 4 apples.

How We Support All Children at Tetherdown: Inclusion, Interventions & SEND Support

- Strong Teaching for Everyone**

All teachers are trained regularly to meet children's different needs, including those with SEND.

- Class Teacher Leads Support**

If your child needs extra help, their class teacher is the first person to support and manage this.

- What Are Monitoring and Learning Plans?**

- Monitoring Plan*: A short-term plan to keep an eye on progress.

- Learning Plan*: A more detailed plan with clear targets if your child needs longer support.

- Extra Help When Needed**

Children may work in small groups or 1:1 for a while, but the aim is always to return to full class learning.

- Getting Expert Advice**

If a child still struggles, we may ask outside specialists to help.

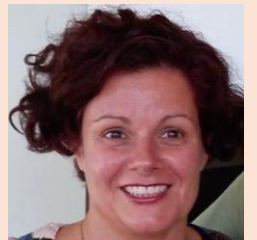
- Keeping Track**

We regularly check progress in meetings to make sure every child is moving forward.

- Who to Talk To**

- Your first point of contact is your **child's class teacher**.

- Ms. McMeakin (Inclusion Lead)** is also available at SEND coffee mornings, Open Door sessions, and parent evenings.



Home Learning on Teams

Home learning is:

- A consolidation of knowledge and skills such as reading, spelling, and Maths.
- Given to children on Thursdays and returned via Teams Assignments on Tuesdays.

The children will receive a home-learning sheet which will explain the week's learning. Please help your child timetable a time for these activities.

Home learning will include:

- ☐ Daily reading
- ☐ High frequency words (20 mins or 5 mins per evening)
- ☐ Maths (TT Rockstars and White Rose Maths) Each sheet has an accompanying video:
<https://whiterosemaths.com/homelearning/>

Home Learning on Teams

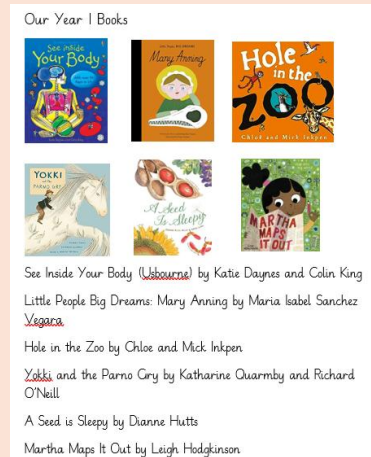
- We aim to acknowledge and provide regular feedback about your child's work.
- Home learning is followed up in class and the teachers will continue to train and guide the children on how best to use Teams.
- We will provide a home-learning book for the children to complete their work in and then to take photographs to upload on to teams. If you have an issue with uploading, then please send the work in on the Tuesday.
- A few children will have adapted home learning.
- If you are unable to print, please get in touch with your class teacher who can provide a paper copy.
- **Please read our general notices regularly, this will inform you of assemblies, local trips, workshops and may include other messages of importance.**
- **We expect ALL children to complete their home-learning. If your child does not complete their homework on TWO consecutive occasions we will, for those children in Years 4, 5 and 6: provide an opportunity to complete in school, and we will email you to explore why your child has not completed their home-learning.**

Reading – Home Learning

KS1:

- Children have:
 - Read, Write, Inc book (linked with their phonics)
 - Book Bank book
 - Free choice book
- Books will be changed weekly - you must bring the books back in with their Yellow Reading Record.
- The Yellow Reading Record is for you to record how your child found the reading and if there is anything you want to let us know about the reading. We will read your comments but will not have capacity to write back.
- Book band colours will be assessed every half term.

Reading Passports



Reading Passports were created to widen our children's reading with a range of genres, reading level and choice of authors represented.

- Each year group has 8 books for the children to choose 6 and read over the year. These will be in addition to the children's whole class texts and reading books.
- Books are high level, engaging and at or above reading expectations for that year group
- The books include poetry, non-fiction and fiction.
- Outcome: Children will be asked to write a review of the book once read and submit as part of their home learning on Teams. Each time a child has completed a review of the book, the child can ask the teacher to sign this off on their passport.
- All children who complete their passport before the end of the year will receive a Reading passport certificate which will be presented in assembly.

Healthy Pupils

PE days:

- Please come to school in your PE kits on these days: **Wednesday and Friday**

PE Kit: Tetherdown blue t-shirt or a plain blue t-shirt, sweatshirt, shorts or jogging bottoms and trainers or plimsols

- Please note if your child does not have correct PE kit, they will be given a reminder and if they forget their kit again (same half term), they will miss the lesson due to health and safety. (If they have unsuitable clothing e.g. boots, they may miss the immediate lesson.)
- Stevenson's Website to order PE kits <https://www.stevensons.co.uk/> (also available on Tetherdown Website)
- Friends of Tetherdown hold a second-hand PE kit sale throughout the year. (Summer Fayre)

Please remember we are a **no nut school** E.g. **pesto**

- KS1 during day - School provides the snacks
- Please send in a labelled water bottle.
- Packed lunches - all rubbish from children's packed lunch will remain in lunchboxes and returned home so that you can discuss likes/dislikes.

Birthdays:

- Please **do not bring edible birthday treats** due to being 'Healthy School' and children's allergies/intolerances. However, we would welcome a book to add to the library.
- Please choose a book that your child has enjoyed reading or speak to the staff at Muswell Hill Children's Bookshop as they will give excellent recommendations.

E-Safety



- Parents and staff are responsible for teaching children the skills to use the internet safely. Please see our 'Keeping Children Safe Policy' for more details.
- No mobile phones or watches with mobile data in school.
- Any photographs taken by parents on school trips must not be shared on any social media sites.
- All parents are asked to give/deny permission for photographs to be shared on our website and in our Newsletter.
- The annual Parent E-safety meeting is planned for November 2024
- **We are part of the Smartphone Free Childhood- Haringey** which is urging parents and schools to help delay giving young children smartphones and social media access.
- When considering tutors – be it music or learning – please check their DBS!

E-Safety and Safeguarding Guidelines for Parents.

- Consider joining a national movement called Smartphone Free Childhood- Haringey which is urging parents and schools to help delay giving young children smartphones and social media access.

Communication Guidelines

Best Practices for Communicating with Teachers:

- Direct Meetings/Phone Calls: Schedule these for in-depth discussions.
- Emails: Keep messages short and succinct and send them within working hours. Expect a response within 5 working days. Use "schedule send" for late-night or weekend emails.
- End-of-Day Chats: Brief discussions in the playground are welcome

Key Information Sources:

- Website: Visit www.tetherdownschool.org for most queries, supporting our busy office staff.
- Parent Consultations & Annual Reports: Discuss your child's progress.
- Teams: Regular updates on visits and home learning.

Class Champions: Assist with events and community engagement through FoT.

Further Communication

- We have a monthly newsletter, a school website www.tetherdownschool.org and an Instagram page so please follow us on: tetherdownschool

When emailing the office:

- **Please write down the child's full name and class in the subject line**
- Reporting your child's absence/illness/medical appointment or general query admin@tetherdownschool.org
- Any issues around debt or finance please use finance@tetherdownschool.org
- Any issues with Breakfast Club please use breakfastclub@tetherdownschool.org
- Any issues with After School Club please use afterschoolclub@tetherdownschool.org

Class Teacher emails:

- Bumblebees
 - Jenna Hughes jhughes@tetherdownschool.org
 - Karenza Wall kwall@tetherdownschool.org
- Dragonflies
 - John Moriarty jmoriarty@tetherdownschool.org

Wrap around Care

- Breakfast Club (7:40am – 8:50am) – if you are interested in a place, please email: breakfastclub@tetherdownschool.org Ad hoc bookings are available with at least 24 hours' notice and require confirmation.
- After School Club (M-Th 3:30pm – 6:00pm, F 3:30pm – 5:00pm) - if you are interested in a place, please email: afterschoolclub@tetherdownschool.org Ad hoc bookings are available with at least 24 hours' notice and require confirmation.
- Other available clubs run by both internal and external providers:
- Before School: 8:00am - 8:30am (Choir); 8:20am - 9:10am (Orchestra)
- Lunchtime: 12:30 noon -1:30pm daily (eg Street Dance, Chess, French, Stitch, Debutots)
- After school: 3:30pm - 4:30pm daily (eg Sports with Coaches Da Silva and Hamidi, Jazz, Welly Time, Lego, Karate, Art, Netball, Tennis, Drama, Ballet, Cookery and Gymnastics)
- Please refer to the school website for detailed information: www.tetherdownschool.org/clubs-and-activity-camps

Thank you

As always - we thank you for your continued support as we embark
on
another exciting year, where we have the highest expectations for
your children to excel in all they do here at Tetherdown.

Where *happy* children
are *inspired* to be
the *best* they can be.