

# Meet and Greet



September 2026

# Year 4 Team

## Y4 Jaguars

Teacher:

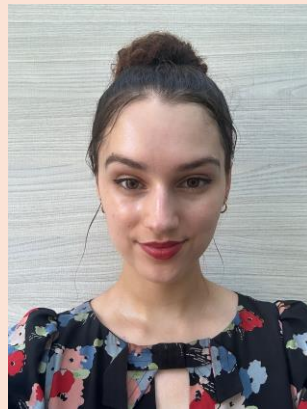
Mr Buckeridge



Support Staff:

Leopards: Mr Huseyin

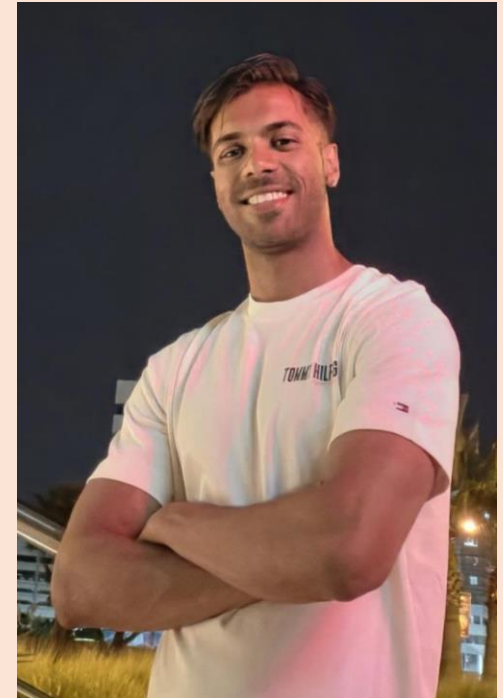
Jaguars: Ms Chakraborty



## Y4 Leopards

Teacher:

Mr Sobratty



HLTAs



Mr  
Roheemun



Ms Plomer

# 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**.

*Children achieve their best when school and home work together.*

*The closer our shared values and expectations are, the easier it is for children to make positive choices, build strong relationships and flourish both academically and personally.*

# Our 2026–27 Focus Areas (in partnership with Friends of Tetherdown Fundraising Initiatives)

Building on our strong academic achievements, this year we will place an increased emphasis on the social, emotional and creative aspects of school life. Our key priorities are designed to enrich learning and support the development of every child:

- **OPAL Play and Outdoor Learning:** We are continuing to develop a range of exciting outdoor play zones, with the aim of achieving OPAL accreditation by November. With the support of our families, we plan to introduce additional shelters for rainy and hot days, an outdoor sink, chin-up bars and other equipment to enhance children's play experiences.
- **Oracy (Voice 21):** We will embed the Voice 21 approach across the school, strengthening children's confidence in speaking, listening, discussion and effective communication.
- **STEM Enrichment:** We will deepen children's experiences in science, technology, engineering and mathematics while expanding our library of STEM-related books and resources.
- **Community Links:** We will build stronger connections through buddy partnerships, local collaborations and social-action projects, particularly in Key Stage 2.
- **Inclusion:** We will invest in resources that make learning more accessible, including visualisers and specialist devices to support children with English as an additional language (EAL) and those with special educational needs and disabilities (SEND).
- **Our Environment:** We will enhance both our indoor and outdoor spaces by creating calm areas, refreshing classroom décor and introducing measures to keep classrooms cooler. These improvements will provide children with comfortable, welcoming and purposeful environments in which to learn, play and thrive.

# 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

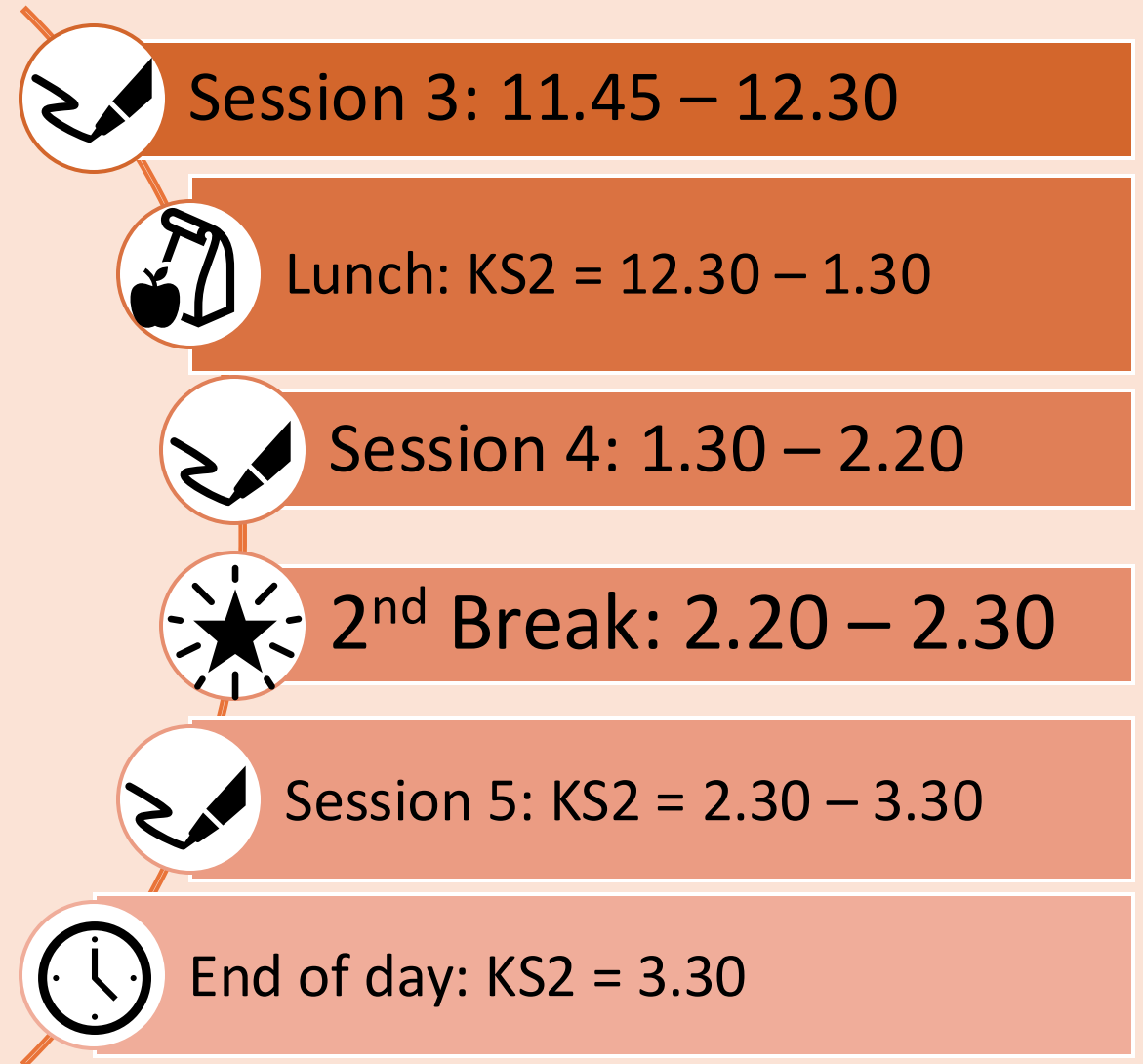
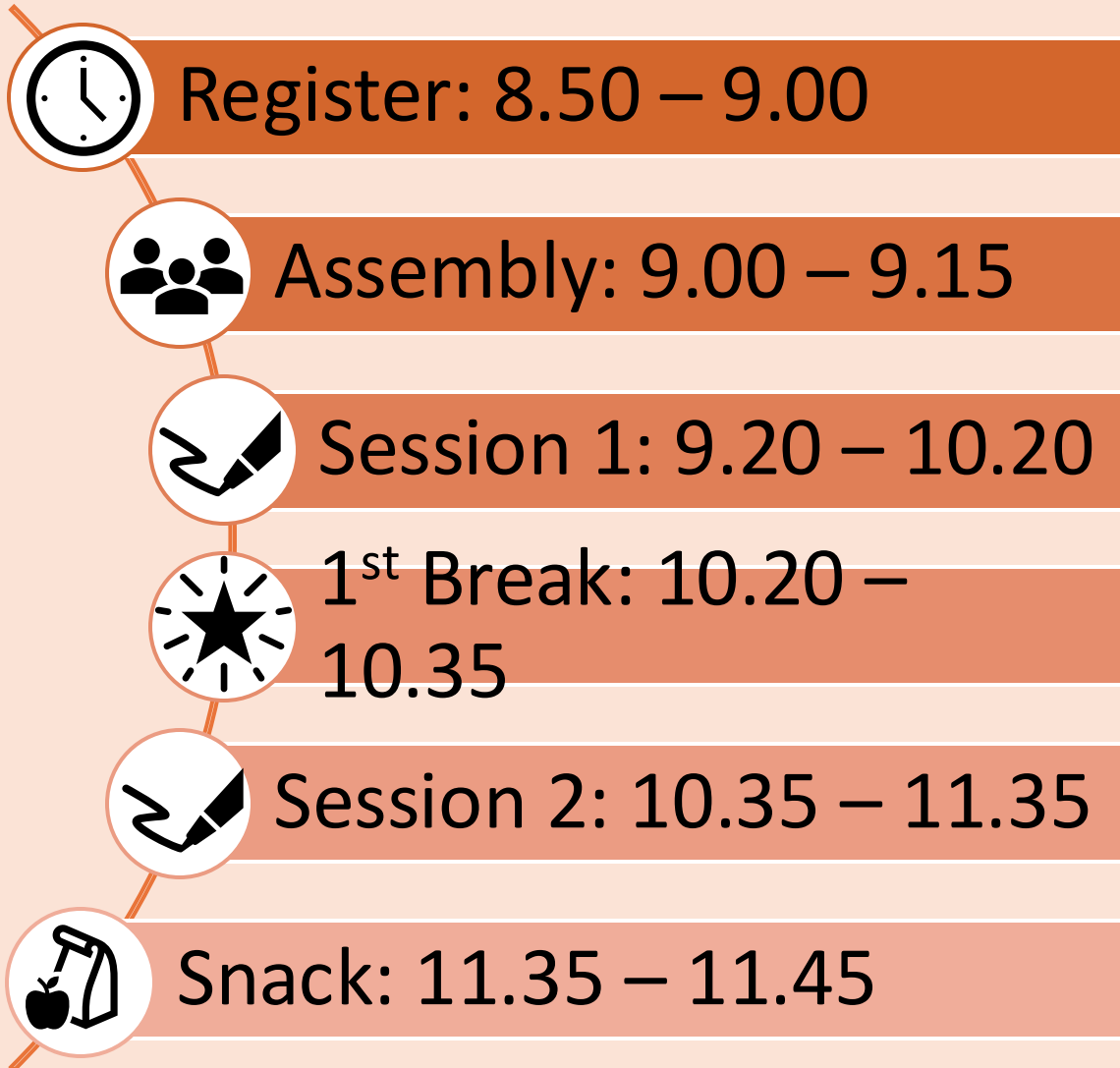


End time: 3:20 (EYFS & KS1)  
3.30 (KS2)

## 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<br>Leader<br>Assembly | Singing<br>Assembly | <b>Community<br/>26-27 Focus on<br/>belonging<br/>or<br/>Play Assembly</b> | Achievement<br>(Be the best<br>you can be)<br>Assembly | Class or<br>Show Case<br>Assembly |

## Snacks:



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

If your child is attending an afterschool club, please provide a healthy snack, such as fruit, vegetables or crackers, for them to enjoy at 3:20pm



**Allergy  
Awareness: No  
Nuts, Please**

# What to bring:



-  Small book bag/backpack – storage space is limited.
-  Named water bottle.
-  Named waterproof jacket and wellies – can be left at school.
-  Please name all coats, jackets and PE jumpers.  PE: **Tuesday & Thursday (4J), Friday (4L)** – blue PE jumper and trainers.
-  No suitable PE clothing/trainers = no PE. A note will be sent home.



# OPAL Donations

Thank you for all the support last year with our playground development!

Please continue to bring in any resources that you think could be useful for our outdoor play.

- *These are the items we are looking for in particular:*

- *Lego*
- *Rubber toy animals/dinosaurs*
- *Cardboard boxes*
- *Pots and pans for the mud kitchen*
- *Yoga mats*
- *Tarpaulin*



# Year Overview: Curriculum Map

| 2025-2026                | Autumn 1                                                                          | Autumn 2                                                                                      | Spring 1                                                                              | Spring 2                                                                         | Summer 1                                                                              | Summer 2                                                                    |
|--------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Subject Lead</b>      | <b>Geography</b>                                                                  | <b>Science</b>                                                                                | <b>History</b>                                                                        | <b>English</b>                                                                   | <b>History</b>                                                                        | <b>Geography</b>                                                            |
| <b>Topic Theme</b>       | <b>Brazil</b>                                                                     | <b>Sustainability</b>                                                                         | <b>Romans</b>                                                                         | <b>Romans</b>                                                                    | <b>Anglo-Saxons &amp; Vikings</b>                                                     | <b>Alexandra Park and Palace</b>                                            |
| <b>Key Texts</b>         | Up the Canopy                                                                     | The Explorer<br>The Kapok Tree                                                                | Escape from Pompeii                                                                   | Roman Non-fiction texts                                                          | Beowulf                                                                               | Kensuke's Kingdom                                                           |
| <b>English Writing</b>   | To Inform: Animal fact-file<br><br>To Inform: Rainforest Non-chronological report | To Entertain: Setting Description<br><br>To Persuade: Formal letter                           | Whole school writing project<br><br>To Inform: Diary of a Roman soldier               | To Entertain: Chaptered story (8 chapters)                                       | To Entertain: Performance Poetry                                                      | To Persuade: Balanced argument                                              |
| <b>Maths (WRM)</b>       | Place Value<br>Addition and subtraction                                           | Area<br>Multiplication and division A                                                         | Multiplication and division B<br>Length and perimeter                                 | Fractions<br>Decimals A                                                          | Decimals B<br>Money<br>Shape                                                          | Position and direction<br>Time<br>Statistics                                |
| <b>Science</b>           | <b>Enquiry:</b> What's the same/different about living things?                    | <b>Enquiry:</b> What's in a circuit?<br>STEM Project                                          | <b>Enquiry:</b> How do materials change between solid, liquid, and gases?             |                                                                                  | <b>Enquiry:</b> What do our bodies do with the food we eat?<br>Dentist visit          | <b>Enquiry:</b> How do we hear sounds?                                      |
| <b>History</b>           |                                                                                   |                                                                                               | <b>Enquiry:</b> How did the Romans build such a powerful empire?                      | <b>Enquiry:</b> How did the Romans maintain control over Britain?                | <b>Enquiry:</b> What impact did the Anglo-Saxons and Vikings have on British society? |                                                                             |
| <b>Geography</b>         | <b>Enquiry:</b> What is life like in Brazil?                                      | <b>Enquiry:</b> Why does the Amazon matter?<br>Deforestation, Carbon foot print, food miles   |                                                                                       |                                                                                  |                                                                                       | <b>Enquiry:</b> Do we need parks?                                           |
| <b>RE (Discovery RE)</b> | <b>Enquiry:</b> How special is the relationship Jews have with God?               | <b>Enquiry:</b> What is the most significant part of the Nativity story for Christians today? | <b>Enquiry:</b> How important is it for Jewish people to do what God asks them to do? | <b>Enquiry:</b> Is forgiveness always possible for Christians?<br>Shrove Tuesday | <b>Enquiry:</b> What is the best way for a Jew to show commitment to God?             | <b>Enquiry:</b> Do people need to go to church to show they are Christians? |
| <b>Art (CUSP)</b>        | Drawing skills<br>Exploring materials<br>Composition, focal point, form           |                                                                                               | Printmaking and textiles<br>3D art and collage<br>Figures and form                    | Painting<br>Exploring materials and applying technique                           |                                                                                       |                                                                             |

# Year Overview: Curriculum Map

|                             |                                                                                                                       |                                                                                                                                                                  |                                                                                                       |                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                                                                                                                       |                                                                                                                                                                  |                                                                                                       |                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                               |
| <b>DT</b>                   |                                                                                                                       | Electrical Systems<br>Paper Circuits                                                                                                                             |                                                                                                       |                                                                                                                                          | Structures<br>Roman Columns                                                                                                                 | Food and Nutrition<br>What's really in our food?<br>Seasonality, growing food                                                                                                 |
| <b>Music</b>                | Ukulele                                                                                                               | Ukulele                                                                                                                                                          | Ukulele                                                                                               | Ukulele                                                                                                                                  | Sing Up                                                                                                                                     | Sing Up                                                                                                                                                                       |
| <b>PHSE</b>                 | Zones of regulation                                                                                                   | Valuing differences                                                                                                                                              | Keeping Safe                                                                                          | Rights and Respect                                                                                                                       | Being my best                                                                                                                               |                                                                                                                                                                               |
| <b>RSE</b>                  |                                                                                                                       |                                                                                                                                                                  |                                                                                                       |                                                                                                                                          |                                                                                                                                             | Growing and Changing                                                                                                                                                          |
| <b>Computing</b>            | Computing systems and networks - The internet<br>Online Safety: Health, well-being & lifestyle                        | Creating media -Audio production<br><br>Online safety: Online bullying+ Whole school workshop                                                                    | Reputation<br>Programming A-<br>Repetition in shapes<br><br>Online safety: Privacy & security         | Creating media –<br>Photo editing<br><br>Online safety: Digital footprint & identity                                                     | Programming B -<br>Microbits<br><br>Online safety: Relationships and Reputation                                                             | Data and information-<br>Data logging with micro: bits<br><br>Online safety: Managing online information                                                                      |
| <b>MFL -<br/>Mandarin</b>   | Places<br><br>Home/school/<br>restaurant/park/ store<br><br>Sentence pattern:<br>Where is Bob?<br>Bob is in the park. | Countries<br><br>UK/USA/China/<br>Spain/France<br><br>Pronouns:<br>she/he/it/they /we<br><br>Sentence pattern:<br>Which country are you from?<br>I am a Chinese. | Transportation<br><br>Train/tube/airplane/<br>bus/bike/boat<br><br>Sentence pattern:<br>I take a bus. | Weather and Date<br><br>hot/cold/today/tomorrow<br>Sentence pattern:<br>How is the weather in China today?<br>Today is very hot in China | Body Features<br>eight /big/small/long<br>/short/tall/<br>my/her/his/it's<br><br>sentence pattern:<br>Her eyes are big<br>Is his hair long? | Demonstrative pronouns<br>is/here/there/this/that<br>Question word:<br>Where/<br><br>sentence pattern:<br>Where is your home on this map?<br>This is France, that is Germany. |
| <b>PE</b>                   | Dance and fitness                                                                                                     | Gymnastics and football                                                                                                                                          | Dodgeball and tag rugby                                                                               | Orienteering and Hockey                                                                                                                  | Cricket and Athletics                                                                                                                       | Athletics and cricket                                                                                                                                                         |
| <b>EDI</b>                  |                                                                                                                       | Greta Thunberg                                                                                                                                                   |                                                                                                       | Septimius Severus                                                                                                                        |                                                                                                                                             | Dolly Shepherd                                                                                                                                                                |
| <b>Trips/<br/>Workshops</b> | Classification field trip                                                                                             | Electricity Workshop                                                                                                                                             | Highgate Roman Kiln                                                                                   | Verulamium<br>Juniper Hall Residential                                                                                                   | Anglo-Saxon/Viking workshop<br>Synagogue                                                                                                    | Our Lady of Muswell Hill Church<br>Alexandra Park<br>Geography Survey                                                                                                         |

# 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>

# Highlights of our Curriculum

- We aim to have at least one visit/workshop per half term.
- Letters and any payments, will be sent out in advance via ParentPay.
- We welcome adult help when possible – email sign ups will be sent out via ParentPay.

## Projects/Creative opportunities

Rainforest assembly  
(Jaguars)

Roman  
project/presentation

Pottery making

Fab Science!

## Trips and workshops:

Juniper Hall

Verulamium (St Albans)

Camely Nature Park (Kings  
Cross)

Alexandra Park geography  
survey

Y4 Residential (details to  
follow later in the year)

## Curriculum Topics

- Aut 1I: Rainforests
- Aut 2: Sustainability
- Spr 1: Romans
- Spr 2: Roman Britain
- Sum 1: Anglo Saxons and Vikings
- Sum 2: Parks

# Curriculum Specialists

- Mandarin Teachers - from London Southbank University
- Music - led by Mr Jonathan Kitching
- PE - taught by Coach Sonia Da Silva and Coach Sam Hadari
- English as a Second Language – Led by Ms Etan and Ms Plomer

# Challenge in Every Lesson

At our school, we aim high and believe every child can achieve their best. 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

- Reading book band: Sapphire/Most children will be free readers
- Other subjects: Children are given a grading of: Greater Depth / Expected / Working Towards / Below (e.g. 1BLW = working at a Year 1 level but they are in a higher year group)
- 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](#)

# Class Mix

- Next year (Year 5), the children will be mixed into two new classes.
- A letter will be sent home explaining the process and you will be asked to complete a form where you can list three friends that your child would like to be with in their new class. The friends listed are not in priority order so the first choice is not the most important. We only guarantee to put your child with at least one of those friends.
- All Year 4 staff put a lot of thought, time and effort to ensure that the classes are balanced e.g. gender, ability, behaviour needs and special educational needs
- Both class teachers will do a huge amount of preparation with the children before agreeing the class mix

# Supporting Every Child at Tetherdown (SEND)

At Tetherdown, all teachers are teachers of SEND. Our staff receive ongoing training and work together to ensure every child can access learning, thrive and feel a sense of belonging.

- High-quality inclusive teaching in every classroom
- Adapted support and targeted interventions when needed
- Early identification of additional needs
- Regular staff training and specialist guidance
- Strong partnership between school and home

If you have any concerns about your child, please speak to your class teacher first. They know your child best and are the first point of contact. Where needed, they will work closely with our SEND Team to provide additional support and open door.

-  For more information, please see our:
- SEND Information Report on the website.



# 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
- ☐ Spellings (20 mins or 5 mins per evening)
- ☐ Maths -TT Rockstars and White Rose Maths (up to 45 mins)
  - ☐ 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

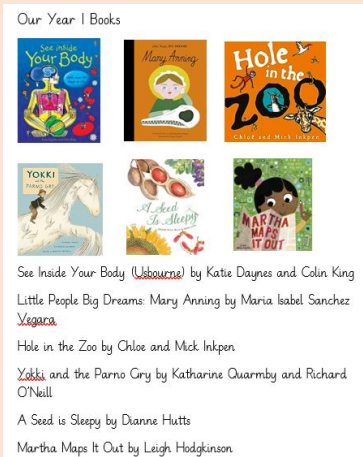
KS2:

- Your child must be reading every day (20 minutes).
- They should have a book to read at home and a different book, which they will keep at school that they will be reading. Our school library is quite extensive!
- Please see the Curriculum Letter as it refers to online links to books within the topic.
- 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.



## Multiplication Tables Check

- All Year 4 children complete the statutory check in the **last two weeks of May**.
- Children answer **25 questions** on times tables up to **12 × 12**; the check takes less than 5 minutes using a computer device
- **How you can help:** Regular, short practice at home will build speed, confidence and fluent recall - times tables rock stars.

# Healthy Pupils

## PE days:

- Please come to school in your PE kits on these days: **Tuesday (Year 4), Thursday (Jaguars) and Friday (Leopards)**

**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 each year (September/February)

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 2026
- Government guidelines with mobile phones [Children, phones and online safety | NSPCC](#)
- When considering tutors – be it music or learning – please check their DBS!

# 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](http://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. Class Champions Coffee Meeting on Friday 18th September 2pm

# Further Communication

- We have a termly newsletter, a school website [www.tetherdownschool.org](http://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](mailto:admin@tetherdownschool.org)
- Any issues around debt or finance please use [finance@tetherdownschool.org](mailto:finance@tetherdownschool.org)
- Any issues with Breakfast Club please use [breakfastclub@tetherdownschool.org](mailto:breakfastclub@tetherdownschool.org)
- Any issues with After School Club please use [afterschoolclub@tetherdownschool.org](mailto:afterschoolclub@tetherdownschool.org)

## **Class Teacher emails:**

- Jaguars: [rbuckeridge@tetherdownschool.org](mailto:rbuckeridge@tetherdownschool.org)
- Leopards: [rsobratty@tetherdownschool.org](mailto:rsobratty@tetherdownschool.org)

# Wrap around Care

- Breakfast Club (7:40am – 8:50am) – if you are interested in a place, please email: [breakfastclub@tetherdownschool.org](mailto: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](mailto: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](http://www.tetherdownschool.org/clubs-and-activity-camps)

# Thank you

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.