

Kindness and Co-operation	Thankfulness	Friendship and Sharing	Respect	Unity	Responsibility
Hope and Peace	Patience and Perseverance	Trust and Honesty	Happiness	Courage	



**MAPLE TREE
PRIMARY SCHOOL**

Learning. Equality. Achievement. Friendship.

Newsletter

Friday 21st November 2025

MESSAGE FROM THE ACTING HEAD

It has certainly felt very wintery these last few mornings and it is good to see the children all wrapped up warm. The school site is risk assessed each morning for ice but I would like to remind parents to take care and alert staff of any patches that need gritting. It is also worth noting that just outside the front of the school, on the path, there is a very slippery drain cover.

It is another busy newsletter this week, filled with lots of updates about what has been happening in school. I have put a page about our Equality and Diversity objectives, which is open for discussion at the next parent forum meeting. I know some classes don't have representatives so have put the information here too so that all parents are able to have their say.

We have also been recruiting some new parent governors this term. Thank you to those who have shown an interest or stepped forward. If you want to find out more about joining please take a look at our [website](#).

Hopefully things will warm up a little bit for next week. I hope that you have a nice weekend.

Miss Hyde

Children in Need

Once again our children and families showed amazing values of respect, kindness and sharing when they donated a whopping £238.50 from online donations, plus £52.38 in gift aid and £54.01 in school donations for the Children in Need charity.

Your donations support children and their families around the UK with a variety of needs. This might include CHUMS who support 3-18 year olds who have suffered traumatic events. Thank you for supporting all of our young people locally and nationally.

Ms Cassidy



Remembrance Day Parade



It was with great pride that we were able to represent Maple Tree again in this year's Remembrance Day Parade.

Maja, as a representative of the School's Council, accompanied me on a beautiful Sunday morning to lay a wreath to remember all of the service men and women who have fought in wars around the world.

It was lovely to see so many of our children wearing their cubs, brownies or guide uniforms too. Some of our younger children were also standard bearers.

Ms Cassidy



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Equality and Diversity Objectives – Parent Consultation

Schools have a legal duty under the Public Sector Equality Duty (PSED) to have a set of working equality and diversity objectives. They should fall in line with the PSED aims:

1. Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not.



These school objectives have to be updated every 4 years. Below are our current objectives:

1. To tackle any and all prejudice and promote understanding in relation to race/gender/ disabilities.
2. To ensure that all children, including our disadvantaged pupils, regardless of ethnicity, race, religion, gender (or any of the protected characteristics) are able to make good progress.
3. To implement the Relationships Health Education policy and curriculum resources.

We now need to update and re-write new objectives for the next four years. These should reflect the current social and economic climate and be relevant to our school community and setting. We are consulting with staff, parents and carers, governors and the pupils. We are asking parents and carers for their input at this stage.

Staff found it was useful to think about the 'issues' that we may or do face in school and how we can tackle this as a starting point for writing new objectives. Below are some examples that other schools have used, to give you an idea.

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents/carers and communities

Please can all ideas be sent to your parent forum rep by 4th December, to be brought to the meeting on 11th December. If your class does not have an active rep, then please email any ideas to teacher@mapletreprimaryschool.com and these will be brought to the meeting by staff.

P.S.H.C.E. at Maple Tree

What does P.S.H.C.E stand for? Personal, Social, Health, Citizenship Education. It is a subject focused on helping children develop life skills to become healthy, happy, safe, and responsible individuals who can navigate their personal lives, relationships, and the wider society.

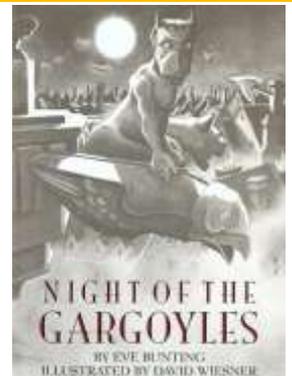


Here at Maple Tree we adapt learning based on our children's needs throughout the year. The main foci for learning in Key stage 1 and 2 is: families and relationships; health and wellbeing; safety and the changing body; citizenship and economic wellbeing. We also learn about relationships and health (RSE).

In Early Years the focus is on building relationships, managing self and self-regulation. Here the children learn how to make friends, understand rules and how to listen and follow instructions. The key pedagogy within EYFS for learning is sharing stories and games.

Elder Class News

After a week of assessments, Elder class have begun their new writing unit based on a picture book, *Night of the Gargoyles*. They have spent the beginning of their learning discussing the vocabulary and how the author evokes mood and atmosphere through their choice of vocabulary and precise verbs. They have enjoyed acting out the gargoyles in various drama techniques to really get in to the book.



In maths we have continued learning more arithmetic strategies, including long multiplication and division. They will continue this learning by exploring BIDMAS—the order of operations.

In history we are learning about the causes of World War II and the impact of the war on the people of Britain. The children are using a variety of sources to understand the causes and consequences of the war, including first-hand accounts of life at this time.

Year 6 are enjoying the responsibility being the eldest in the school by taking on roles that support the whole school community. For example, before an assembly they take it in turns to prepare the hall getting chairs and benches out and holding doors open for other children. They also work as house captains by counting the house-points each week and giving me the totals.



This Week in Fir Class

Literacy

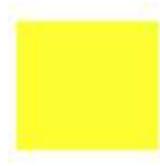
Fir class have continued having lots of fun with Drawing Club! This week we read The Little Red Hen and have drawn some disgusting toppings for bread and a bad character who will come and eat it!

We have also enjoyed sharing some of our phonics learning with our adults. Thank you to all who came.



Maths

Our focus for this week, has been identifying and naming shapes that have four sides. We have compared them to circles and triangles to understand the differences.



Knowledge and Understanding of the World

This half term the children will be making soup. This week, after looking at different vegetables, the children have designed what flavour vegetable soup they would like to make. We look forward to tasting them—yum!



We have also been looking at maps, learning to identify places and buildings that we know. After making our own maps on paper, we made some 3D maps using building blocks. What do you think of them?



Fire Service Visit

On the 6th November, Aspen Class were very lucky to have a visit from four members of Sandy Fire Service. They came to discuss fire safety and how we respond in the rare case of a fire at home. The children were encouraged to GET OUT, STAY OUT and CALL THE FIRE BRIGADE OUT! They reminded the children to call the emergency number of 999. They were informed about the various roles that they have and what their job really entails. A fire fighter entered the room in full gear and the class had the opportunity to name all the parts. Once we had learned a lot inside, we went out to look around the fire engine. The children were shown the ladders, cutting equipment and hoses. To finish off a lovely afternoon, the class were able to have a go at spraying the hoses. This was a huge delight to them. Finally, they were taught the rhyme–

Matches, lighters, never touch, they can hurt you very much!



Our learning across the school this

Anti-Bullying week:

What an anti-bullying week it has been! The few four pages will showcase some of the work that the children have been doing this week to raise awareness and learn about anti-bullying.



Reception—Fir

After a discussion about actions and behaviours, **Fir Class** designed pairs of odd socks and decorated them with kind and unkind behaviours.



Year 1—Yew

Yew Class discussed what our power is to stop bullying. They talked about different phrases that they could say to help their friends if they were being bullied. They then drew pictures of themselves saying their chosen phrase.



Year 2—Aspen

Aspen Class focused on the power of building a kind community. They discussed what bullying looked like and how it would make people feel. They made decisions about who they would choose to tell if they were aware of bullying, depending on the different scenarios that they were given. They then wrote messages to people to show kindness to prevent bullying from happening in the first place. They also used their hands as a background to state that they have the power to be kind, help, stop others bullying and to support others.



Year 3—Rowan

In Rowan Class, we have been discussing the differences between bullying and conflict and identifying bullying in our PSHE topic. So, for Anti-Bullying Week, and with the focus on Power for Good, it was a great opportunity to explore more ways for us to support those who are being bullied. Rowan role-played several made-up scenarios and were asked to improvise what actions the characters would take, express how Rowan thought the characters might feel and also what the outcomes of the scenarios may be. As a class we appraised each others' ideas and discussed them. Ideas like silent support through presence was one of the ways in which we, as witnesses to bullying, can help change the power balance in favour of the victim. Another, that the children

came up with, was to be a vocal upstander (if it was safe for them to do so). We then created our own anime-style image of a hero "powering up" and added the ways in



Year 4—Poplar

Poplar Class discussed how to be confident that telling a trusted adult about any worries or concerns is one of the best ways to help stop bullying. We also developed an understanding of what bullying is, including the individual roles involved and the concept of power imbalance in relationships. We also explored the common myths that stop children from intervening when they witness bullying. We created PopArt words of a power you can use to empower yourself.



Year 5—Juniper

Juniper Class composed music for our Anti-Bullying theme. They worked together in small groups using interrelated dimensions of music. They used structure, texture, tempo and pitch to compose music for a bullying scenario with a ringleader or a target.



Year 6—Elder

Elder Class explored the roles played within a bullying scenario. For example, the ringleader, bystander, victim and upstander. They discussed reasons why someone might bully others and how we can help them understand why it is wrong. They made a pledge to stand up to bullies and to use their actions as a Power for Good in supporting everyone.



Design & Technology

Year 1

Stable Structures: Windmills

Children are designing and building structures with purpose. At the end of their unit they will have constructed a windmill.



Year 3

Structures: Constructing a Castle

Children are designing using CAD software and making a structure that needs a stable base and understanding that shape affects strength using 3-D geometric shapes using nets.



EYFS:

Junk Modelling

Children have been exploring different resources, using scissor skills and creating models.



Our new DT space! Thank you to FOMT, parents and carers!



Year 2

Mechanisms: Moving Monsters

Children are redesigning and making a moving monster using card as levers and split pins for pivots.



Year 4

Electrical Systems: Torches

Children are designing a torch for a specific audience. They are making a torch with an electrical circuit and switch.



Year 5

Structures: Bridges

Children are designing and making a structure that will be able to carry weight. They are investigating strength and weight, making a beam bridge and then a truss bridge. They will eventually make a truss bridge using wood, accurately measure, cut using saws and think about the aesthetics of their design.



Year 6

Textiles: Tote Bag

Children are developing annotated sketches. Creating pattern pieces. They are using pins, templates, sewing and are also selecting textiles and buttons to improve aesthetics and function.





Geography at Maple Tree



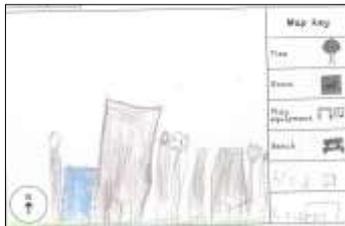
Reception

Geography in reception is often taught through hands on activities in the classroom and outside. The children have been observing the weather, seasonal changes and changes in nature. They have also been looking at maps to identify places.



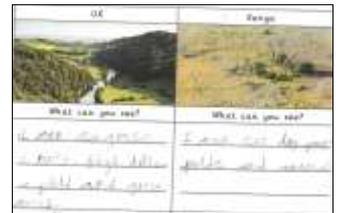
Year 1

The children in Yew have been focusing on, 'What is it like here?' The learning has not just been in the classroom, the whole school grounds have been explored as well as looking at aerial photos of the local area, identifying key locations. They have begun to focus on the school playground and consider what they think of the current layout...could it be improved?



Year 2

Would you prefer to live in a hot or cold climate? Aspen have been exploring map work to try and answer this question. They began by locating and naming the seven continents and then looked at where the hottest and coldest parts of the globe are. They have been focusing on the features of hot and cold climates to decide whether they would have a preference of where in the world they would live and be able to justify why.



Hot Climate	Cold Climate
<p>It is a hot country with a lot of sun and it is very hot. The people there are wearing shorts and t-shirts. They are swimming in the sea. The weather is very hot and sunny. I would like to live there because it is very hot and sunny.</p>	<p>It is a cold country with a lot of snow and it is very cold. The people there are wearing coats and hats. They are wearing boots. The weather is very cold and snowy. I would like to live there because it is very cold and snowy.</p>
<p>I would like to live in a hot climate because it is very hot and sunny. I would like to live there because it is very hot and sunny. I would like to live there because it is very hot and sunny.</p>	<p>I would like to live in a cold climate because it is very cold and snowy. I would like to live there because it is very cold and snowy. I would like to live there because it is very cold and snowy.</p>

Year 3

Rowan have been learning all about one of the coldest parts of the globe, the Antarctic. The children are able to explain what climate is and have learnt about latitude and the importance of the key lines of latitude, such as the Equator. They will be discovering what it is like to visit Antarctica as a researcher, including the incredible sights they see, the work they do and how they adapt to life in a polar climate.





Year 4

In year 4, the children have been learning about why rainforests are so important to the world. They have been learning a lot about rainforests, explaining the different layers and what impact humans have had on the Amazon Rainforest. They were fortunate to visit the rainforest biome at Shuttleworth Zoological Centre, where they learnt about the animals and plants found in the South American rainforests.



Year 5

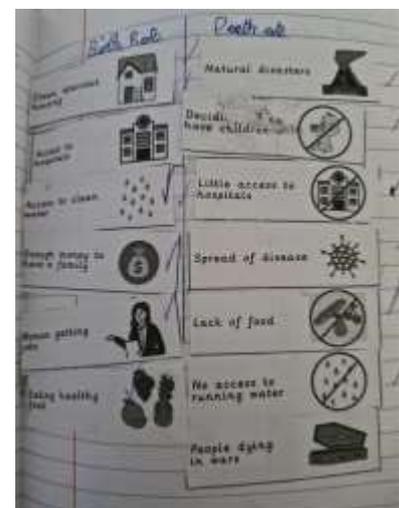
Year 5 have been considering the climate of mountain ranges and why people choose to visit the Alps. They have been focusing on Innsbruck and looking at the human and physical features that attract tourists to the mountains. Juniper will be investigating and comparing the activities that occur locally to those that happen in the mountains.

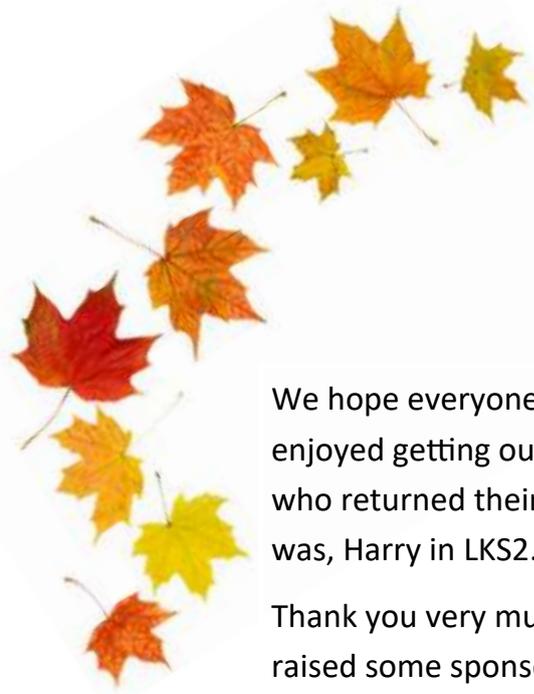


Location:	Population:	Climate:
City:	138,335	High mountains Short summer Long winter Temperate
Country:		
State:		
Continent:		
Vegetation - by region:	Transport:	Leisure:
Forest Pasture Alps Forest	car cable car train ski lift	Skiing mountain climbing skiing skiing skiing skiing skiing

Year 6

Elder have been detectives to find out why the population changes overtime. They have been learning why some parts of the world are more populated than other parts and how birth and death rates might influence this. They have also been considering other factors that may be a push or pull on population such as social, economic and environmental and the impact this has.





Maple Tree Autumn Scavenger Hunt

We hope everyone who took part in the scavenger hunt this autumn enjoyed getting out in the fresh air and enjoyed a bit of nature. Everyone who returned their sheet were put in a prize draw and the lucky winner was, Harry in LKS2.

Thank you very much to everyone who took part in the fun and those who raised some sponsorship money. The Maple Tree Community has been amazingly generous again and we have raised a massive £650 so far. If you are still collecting money it is not too late to return it to school. The money will be appreciated by all the children over the coming year, producing some exciting DT and art projects.

THANK YOU!

Upcoming Book Fair Wednesday 26th November – Tuesday 2nd December

On Wednesday 26th November, our Book Fair arrives and will be located in the school library. Your children will be invited down to browse the books that day and then the book fair will be open to parents and carers after school everyday from then until Tuesday 2nd December. To find the library, head down the right side of the front of the school after school where staff will be waiting to greet you. You will be able to pay via cash or on your phone via a QR code. We will also be selling books during Grandparents' breakfast (27th November).





Santa Challenge



Cycle, Scoot or Stride to Santa in Lapland

Monday 24th November to Friday 4th December 2025

Can Maple Tree get to Lapland before Christmas?

This virtual race is where children and parents walk, scoot or cycle to school. Each time a child or parent travels actively, they will be credited with one mile. These miles will be used to map the journey from Sandy to Lapland school's journey to Lapland.



Pupils who travel actively for the entire 10 days will have their names entered into a draw to win a scooter.

**Central
Bedfordshire**

Headteacher Awards

This week the awards are for

'showing good manners' and 'being respectful of others'

Fir: Alexis Ryan	Yew: Frank Bree	Aspen: Evelyn Arthur
Rowan: Christopher Arthur	Poplar: Briar-Rose Callum	Juniper: Annie Lily-Rae
Elder: Veer Reuben	Well done to you all!	

This week's
House Winners



Congratulations!

This week's totals:

Buzzards	220	Robins	245
Doves	178	Ravens	240
Kingfishers	228	Swallows	198

Celebrations and Weekly Wins!

DATES FOR THE DIARY

Wed 26th Nov – Tue 3rd Dec – Book fair
 Thurs 27th Nov – Grandparents breakfast
 Thurs 27th Nov – Grandparents breakfast and Christmas Craft morning—8-10:30am
 Sat 29th Nov– 2nd Dec—Christmas Tree Festival at St Swithuns Church
 Sun 30th Nov—Sandy Lights Switch on—Choir singing at 12:25pm
 Sun 7th Dec– Mayor's Christmas Service (for families of those in the choir) - 5pm
 Fri 12th Dec - FoMT Elfridges Shop T
 ues 16th Dec – Whole school trip to Pantomime
 Thur 11th Dec – Mulberries Christmas songs and drop in – 9:45am
 Fri 12th Dec – Carols on the playground—3:30pm
 Mon 15th Dec – Year 1 and 2 Christmas Assembly – 9:15am
 Wed 17th Dec – Year 3 and 4 Christmas Assembly – 9:15am
 Thur 18th Dec – Christmas dinner day
 Thur 18th Dec – Reception Christmas Assembly – 9:15am
 Fri 19th Dec – Year 5 and 6 Christmas Assembly – 9:15am
 Fri 19th Dec—Last day of term
 Mon 5th Jan—INSET day
 Tues 6th Jan—First day back for school children (not preschool)
 Term dates for **2025-2026** can be found [here](#).

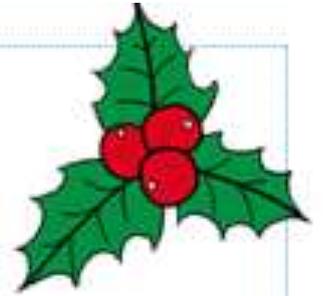
Attendance Awards

The best attendance award is presented to
Aspen class this week.

Class Attendance Percentages for the whole year.

Mulberries*	Fir (YR)
93%	95%
Yew (Y1)	Aspen (Y2)
97%	98%
Rowan (Y3)	Poplar (Y4)
96%	97%
Juniper (Y5)	Elder (Y6)
96%	97%

*Attendance is not statutory in Mulberries.



Maple Tree

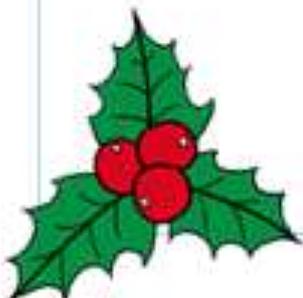
Christmas Carol Concert

Friday 12th December.

3:40pm

Come join us for Christmas carols, straight after school on the main playground.

Everyone is welcome to join us and it will be wonderful to see as many children, parents, carers and grandparents to celebrate this time of year.



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Friday 5th December 2025

Festive arts/ crafts



Friday Fun Club !

**Organised by Kids Club (no need to register)
Open to ALL children at Maple Tree .**

**For enquires and bookings , please email
mapletreekidsclub@gmail.com
(This is subject to sufficient numbers)**



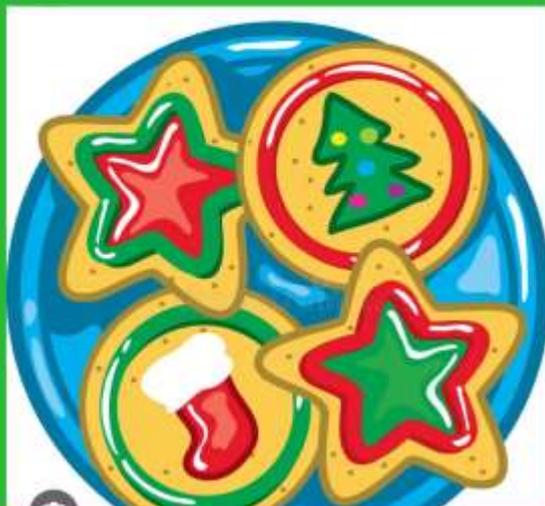
3.30pm - 4.30pm

Please meet at reception corridor.

Only £5 a session for each child .



**Please book by Friday 21st November 2025 to secure
your child/ children's space.**



*Friday 12th
December
2025*

*Decorate
Christmas
biscuits.*

