Milford Junior School News

Dates for your Diary…
Term Time Dates

Half Term 2:
04th Nov. – 20th Dec. '24

Monday 4th November
INSET Day

Friday 20th December
INSET Day

Half Term 3:
06th Jan. – 14th Feb. '25

Half Term 4:
24th Feb. – 04th Apr. '25

Monday 17th March
INSET Day

Half Term 5:
22nd Apr. –23rd May '25

Monday 5h May
Bank Holiday

Half Term 6:
02nd Jun. –23rd Jul. '25

Monday 2nd June
INSET Day

Friday 11th July
INSET Day

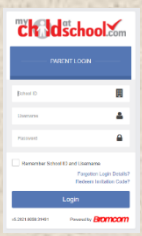
Bringing Learning to Life!

Welcome to the 32nd edition of Milford Junior School News where we are celebrating our wonderful learning environment and the experiences our children receive.

At Milford Junior School, we take pride in our commitment to providing rich and diverse learning experiences for our children. This half term, our dedicated staff have continued to work tirelessly in order to bring learning to life! Staff employ a wide range of teaching strategies to ensure each child benefits from varied educational opportunities. Our focus extends beyond academic growth, where our committed team continues to support children not only in their academic pursuits but also in their emotional regulation and overall wellbeing.

In addition to our wonderful staff, we are very fortunate to have a fantastic, hardworking PTA whose fundraising efforts continue to enhance our school environment; their recent contribution of classroom visualisers is yet another example of their commitment. As ever, our devoted PTA are always on the look out for additional volunteers and we would very much welcome and encourage anyone who is able to give up some of their time; please email our office for further information.

Finally, we would like to extend a big thank you to our families for all of their support as this enables us all to nurture both the academic and personal growth of our children.



Our App:

Thank you to those who are signed up to the 'My Child at School App'. To find out more about this, please visit our website: Milford Junior School

Website:

www.milfordjuniors.com

Social Media:

Milford Junior School

Our Facebook page celebrates all of the achievements that have happened within school. Please follow us to receive regular updates.

Our School Values

Congratulations to our 'Values Wristband' winners, who have each been recognised for consistently demonstrating one of our school values: collaboration, resilience and aspiration.

Year 3
Wristband Winners
Zara A, Tyler S, Ava O
Lillian N, Josh B, Salwa M
Bonnie S, Julia P, Parker R

Year 5
Wristband Winners
Willow D, Alex K, Lola C
Binar O, Kaylin S, Arabella B
Nikolas L, Tanaya A, Ethan M
Mia N, Arthur P, Emilie G

Year 4
Wristband Winners
Nikol I, Tiago CF, India H
Christine S, Ethan S, Emma A
Mason M, Hallie W, Carter C

Year 6
Wristband Winners
Raisa G, David I, Rio H
Ben A, Ebal J, Jacob S
Darcey R, Jamie P, Lauren G

Book Fair

Thank you so much to everyone who was able to support our recent 'Book Fair'. As a result of what was bought, our school has received a phenomenal £1200.00 in commission. All of this money will be spent on new books for the children to enjoy. Thank you!

Weekly Newsletters

Each Friday, we email out our weekly newsletter to all families, celebrating key events from the week, future dates for the half term and topical information. Please continue to read these newsletters as they are designed to support families with the most up to date information.

Click on the image above to see this half term's newsletters.

Career Related Learning!

What is careers related learning?

Career related learning refers to activities and experiences that support children in developing the knowledge, skills, and attitudes necessary for their future careers. It includes exploring different career options, understanding the labour market, acquiring employability skills, and making informed decisions about education and career pathways.

Why is it important?

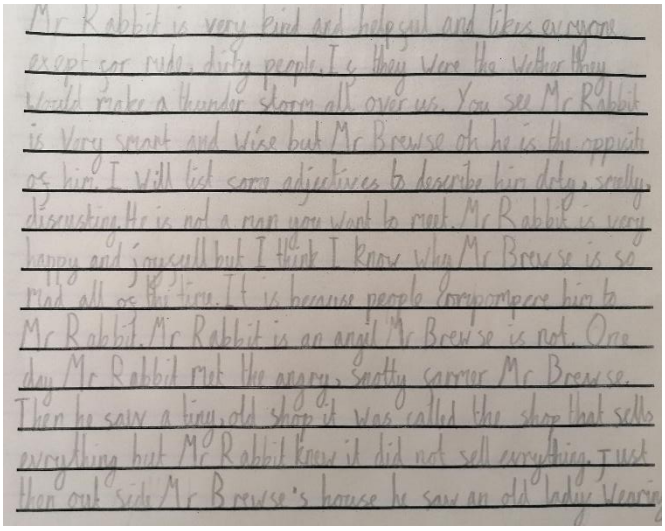
Overall, career related learning plays a crucial role in providing children with the knowledge, skills, and attitudes necessary to navigate the complex and rapidly changing world of work. By engaging in career-related learning, children are better prepared for successful transitions to further education, training, or employment.

What are MJS doing to support our children?

Year 4 welcomed a group of 'Dental Nurses' who used their career-based knowledge to support the children's science unit: Animals and Digestion. Each Year 4 class spent an hour with the nurses, allowing for some fantastic discussions. The importance of these employer encounters can't be underestimated, as it links children's learning to real life!

'The best way to predict the future is to create it'

Welcome to Year 3!


Mr Rabbit is very kind and helpful and likes everyone except for rude, dirty people. If they were the weather they would make a thunder storm all over us. You see Mr Rabbit is very smart and wise but Mr Brewse oh he is the opposite of him. I will list some adjectives to describe him dotty, smelly, disgusting. He is not a man you want to meet. Mr Rabbit is very happy and joyfull but I think I know why Mr Brewse is so mad all of the time. It is because people compompere him to Mr Rabbit. Mr Rabbit is an angel Mr Brewse is not. One day Mr Rabbit met the angry, smelly farmer Mr Brewse. Then he saw a tiny, old shop it was called the shop that sells everything but Mr Rabbit knew it did not sell everything. Just then out side Mr Brewse's house he saw an old lady Veera

Cyprus Class – In English we have been practicing our handwriting. We want our letters to look neat. We have been writing about Mr Rabbit and Farmer Brewse. Our descriptions and stories are on the writing wall and we are super proud of them. In art, we have been drawing leaves using dark and light shading. We then made our leaves out of clay and painted them. We'll be taking them home this week too! Making hues with our paint was a lot of fun.

By Jayan P & Arshita D

Samoa Class – On Monday 7th October, Year 3 had a PSHE day. In our SCARF workshops Helen talked to us about talked about our wellbeing and mental health. She showed us a picture of the wellbeing wheel, which reminds us of the ways that we can look after our mental health. Helen showed us some pictures of different activities that can help improve our wellbeing. We had to decide what part of the wheel they matched. Our final task in our SCARF workshop was to a project about the human body. Helen took us on a tour of our insides using a special camera! We learnt about the importance of looking after ourselves so that we can stay healthy inside and out.

By Albie T & Emmanuel O

Tonga Class – In geography we've learnt about where our food comes from - we can't grow all foods in this country, so we have to get them from other places. We learnt that 90% of the world eats rice. Tea comes from Kenya and grows on bushes. We learnt that strawberries grow in the UK but in the winter it's too cold so we get them from Spain. Bananas come from Ecuador and we get cheddar cheese from Cheddar which is in the UK! In science we were learning about light and shadows - if something is closer to the light it makes the shadow bigger. We also learnt about opaque, translucent and transparent. Opaque means light doesn't go through it. Translucent means a bit of light will go through it. Transparent means all light will go through it, like a window! The sun is a natural light source but torches are man-made.

By Daisy M & Parker R

Welcome to Year 4!

Bangladesh Class – Within Geography, we've looked at biomes! There are different biomes such as tundra, taiga, desert and rainforest. In Africa there are mainly 2 biomes which are the savannah and desert. We discovered what a biome is - a large area of land with a particular climate and fauna and flora. We learned about the different types of animals (faunas) and flowers (faunas) for the different biomes across the world. We have also looked at our continent, Europe. We went over the 7 continents first thinking about where the different biomes are, then we focused on Europe. Europe is mostly made up of these biomes - tundra, taiga, and temperate. We looked at the different countries and their capital cities in the atlas. Finally, we looked into the life of people living in in Greece, and Russia and compared them to life living in Yeovil.

By William G & Tiago CF

Canada Class – We have been learning about the Anglo-Saxons. We have learnt about jobs, village life, law and punishment. For one lesson we explored some artefacts from Sherborne Museum. We looked at a helmet, wooden toy, pottery, a book, jewellery and other interesting items. It was really fun to think about what the items would have been used for, who used them and what they were made of. Our favourite lessons were the artefacts and learning where the Anglo-Saxon's came from.

Sienna's fact – children would often be responsible for looking out for wolves.

Hazel's fact – the Anglo-Saxon's mainly came from Germany, Denmark and the Netherlands.

By Sienna G & Hazel C-C

Kenya Class – In our first science lesson, we looked at our teeth and identified the job that they do. For example, the incisors cut through food and pre-molars and molars grind our food. A dental nurse came to visit us too to explain how to look after our teeth properly. Next, we learnt about the digestion system. We created our own digestion system using tights, a funnel, cereal and apple juice. It was fun but messy! We also learnt about food chains and how they work. For example, insect - bird - fox. Also, we learnt the meaning of predator, prey and producer.

By Savannah P-E & Hallie W

Welcome to Year 5!

Botswana Class – In English, we have been learning about the Iron Man by Ted Hughes. We had to write an alternative resolution and ending on how the story could finish. Some people created an Iron Man army to defeat the Space Bat Angel Dragon and some chose for the Iron Man to be defeated! Then we moved onto poetry, how it should be performed, and what poetic features we could find. We found things such as rhyming, onomatopoeia, similes, personification and repetition. Next, we created fast poems which followed a specific structure. Here is one of our examples:

Sea,
Blue, majestic
Gracefully, silently, gently,
Swaying, sparkling, glistening, mesmerizing.

By James R & Charlie C

Malta Class – This half term in science we have been looking at 'Mixtures and Separation'. We have made our own mixtures by mixing together two or more substances. We have completed a practical piece of work to separate golden nuggets from soil and sand using sieving and we have separated water from muddy soil using a filtering system. We are now investigating dissolving substances and making solutions. We conducted an experiment to see whether temperature had an effect on the time taken for sugar to dissolve. We found that the hotter the water the quicker the sugar cube dissolved to form a solution. We were looking for a clear liquid with no visible particles.

By Milly B & Frankie J

Namibia Class – We have been learning about the Shang Dynasty of China. They ruled from 1600 BC – 1046 BC. We discovered that oracle bones, which were made of ox bone, were used to predict the future. Then we learned about Fu Hao's burial tomb. She was an important general who was buried with servants, money, pets, weapons and jewellery. After that, we wrote a diary of a day in the life of the craftsperson and how to write our names in Chinese characters. We finished the unit by writing a quiz all about the Shang Dynasty.

By Ethan M & Nikolas L

New Zealand Class – We have absolutely loved our Iron Man unit, where we were creative with both our writing and art work. In English, I (Anayia) really enjoyed writing a letter from Hogarth to Peter, explaining what had happened when tricking the Iron Man into the pit – it was challenging to get across the different emotions as Hogarth would have made his father proud but equally, he had a feeling of guilt. I (Jermain) really loved the artwork, especially when we experimented with the different water colours and new painting skills. It was challenging to make a 'rust' effect but I had a real sense of pride when it was finished.

By Anayia G & Jermain J

Welcome to Year 6!

Barbados Class – In our Art lessons, we have been learning about the Victorian artist: William Morris. He was a designer of wallpaper, fabric, rugs and stained-glass windows. Everyone wanted his designs in their homes, so wealthy families would decorate their rooms with his work. We looked at his artwork, copied some of his designs and then did a Victorian colour palette. After making up print blocks with our own William Morris style designs, we mixed muted colours in order to complete our wallpaper prints.

By Eleanor B & Calan B

Mozambique Class – In Science we have been looking at circuits, components, resistance, voltage and batteries. We have learnt about different battery's and how many volts they contained, this included car batteries, button batteries as well as AA and AAA. We created light up greetings cards that included a circuit with a switch in it- this allowed us to turn the lights on and off when we wanted. In one lesson we were given some lemons and potatoes, wires a copper coin and some zinc nails, these created a chemical reaction which was strong enough to power an LED!

By Nathan M & Makaylah L

Vanuatu Class – This half-term, we have really enjoyed our class reader – Street Child, by Berlie Doherty. The story is about a young boy, called Jim Jarvis, growing up during the Victorian Era. So far, he has faced a variety of different challenges that many children living at this time would have faced. His mother and father have died; he has been separated from his sisters and he survived for over a year in the dreaded 'Workhouse' before running away and ending up with 'Grimy Nick'. We can't wait to find out what happens next!

By Sarah R & Dillon Mc