Milford Junior School News

Dates for your Diary…
Term Time Dates

Term 2:
03 Nov. – 19 Dec. '25

Monday 3rd November
INSET Day

Friday 7th November
Flu Vaccinations

Friday 12th December
Yr 6 Victorian Day:
South West Heritage Visiting

Term 3:
05 Jan – 13th Feb. '26

Monday 5th January
INSET Day

Term 4:
23 Feb. – 02 April '26

Term 5:
20 April – 22 May '26

Monday 4th May
Bank Holiday

Term 6:
01 June – 22 July '26

Monday 1st June
INSET Day

Partners in Progress: Celebrating Parents' Evening!

Welcome to the 38th edition of Milford Junior School News. When school and home work together, children benefit from a consistent and joined-up approach to their education. It reinforces the message that both environments play a crucial role in helping children succeed.

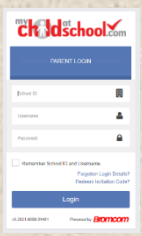
This week's Parents' Evenings provided a valuable opportunity for families and staff to come together and discuss each child's progress, development, and next steps. The conversations were purposeful and focused, reflecting the shared commitment to supporting every learner.

Our school values—collaboration, aspiration, and resilience—were evident throughout the week. Families and staff showed a collective desire to help children reach their potential, while also recognising and addressing any challenges that may arise. This proactive mindset is key to ensuring that all pupils feel supported both academically and socially.

We'd like to thank everyone who attended and contributed to the discussions. We're also grateful to those who completed our parent questionnaire. Feedback—whether affirming or constructive—is essential as we continue to refine our approach and respond to the needs of our community.

Parental engagement remains a priority for us. The strong turnout and thoughtful conversations this week are a positive sign that we're moving forward together, with a shared focus on what's best for our children.

#collaboration #resilience #aspiration #ourvalues



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	Year 5
Elias C, Ariana B, Ruby B	Avery B, Brandon C, Mason M
Serah R, Lenah M, Chiranth J	Srinika R, Jude M, Maisie T
Kiaru L-A, Bethany M, Jaxon B	Fraya O, Aleen S, Tommy R
Year 4	**Year 6**
Charlie R, Zane V, Vesna K	Daria O, Tanaya A, Samuel F
Louie S, Anvika B, Arshita D	Felix M, Candice P, Emilie G
Orla G, Reagan R, Parker R	Mia N, Anaiya G, James R

Street Dance Classes!

Throughout this half term, every class has had the chance to take part in a Street Dance workshop as part of our enriched PE curriculum. Led by Hayley from 'Helen Laxton Dance', the sessions have been energetic, inclusive, and thoroughly enjoyable. It's been fantastic to see children of all ages engaging with the music, learning new routines, and expressing themselves through movement.

The feedback from both pupils and staff has been overwhelmingly positive, with many children demonstrating increased confidence and creativity. We're grateful to Hayley for her enthusiasm and expertise, and we look forward to continuing to offer diverse opportunities in PE.

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.

What are MJS doing to support our children?

We are committed to inspiring our children by embedding careers-related learning throughout the curriculum across all year groups. From linking subjects to real-world jobs to exploring future pathways, we aim to broaden horizons and raise aspirations. Pupils regularly enjoy encounters with employees from a range of industries, both in the classroom and through engaging assemblies. Our career-related trips, such as the visit to the iAero Centre in partnership with Leonardo, offer hands-on experiences that bring learning to life and showcase exciting opportunities in STEM and beyond. We are also proud to be part of the Dream Big Somerset project, which further enhances the range of opportunities available to our children. Through these initiatives, we strive to ensure every child can dream big and begin to understand the many possibilities their future may hold.

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

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.

Welcome to Year 3!

Cyprus Class – In English we have been writing about Mr Rabbit and Mr Brewse. We had to use adjectives in our writing to describe the characters. One was kind and the other one was cruel. We wrote a story about them that went on our writing wall. We have also done a lot in art this half term. We have been mixing colours and moulding clay. We then made clay leaves and painted them using our mixing skills. They had to be red, orange and yellow for autumn. They look amazing!

By Eli C & Poppy R

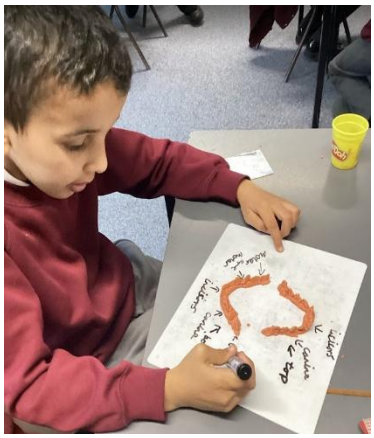
Samoa Class – In Maths, we have been building on what we learned in Year 2 about place value. We've used base ten and place value counters to help us add two-digit numbers. This week, we had fun spotting the number patterns that appear when we add 1, 10 or 100 to a three-digit number. Now, we are learning how to use column addition to add bigger numbers! In Geography, our topic is Food and Where It Comes From. We started by finding out about cheese from Cheddar in Somerset, then learned how tea travels to us all the way from Sri Lanka. We also discovered where fish fingers from Iceland, strawberries from Portugal, tea from Kenya and bananas from Ecuador come from! For each food, we thought about why it grows so well there. Each week, we added the country to our world map and talked about which continent it is in and whether it's in the Northern or Southern Hemisphere.

Class Contribution

Tonga Class – In computing this half term we have been playing on TTRockstars to learn our times tables and division. We have been trying to beat Mr North's class' scores on TTRockstars but they have been beating us! We have been doing Purple Mash and we learned to play some of the games to help us learn division and times tables too. In science we have been learning about light sources and Mrs Charter brought some torches and we made characters. We put the light on the walls and moved the elephants and monkeys to make shadows. We found out that when we moved the characters towards the light the shadow was big and when we moved it back the shadows were smaller.

By Evie-Marie A & Joyleen T

Welcome to Year 4!



Bangladesh Class – In Bangladesh we have learnt about biomes. The desert is warm and only receives 25cm of rainfall each year whereas the tundra is freezing cold. We have also learnt the European countries and their capital cities. We have been looking at the similarities and differences between Yakut, Greece and Yeovil. Yakut is much colder than both Greece and Yeovil because it sits on permafrost. Greece however is hotter and the people wear thinner clothes to keep cool.

By Finley C & Emmanuel O

Canada Class – In English we have been learning about lots of stories such as 'The Stone Trolls' and 'The Tin Forest'. We even wrote our own version of The Stone Trolls. It was one of the most emotional stories we had ever read. The Tin Forest is a joyous story about an old man who always wanted to live in a lovely, colourful forest. He kept on believing and his old forest of tin turned into a jubilant forest full of animals. Moreover, we wrote diary entries as the old man in the tin forest. We also learnt about features of an explanation test and wrote an explanation text detailing how a cat feeding machine works.

By Arshita D & Zara A

Kenya Class – In Science, we have learnt about the digestion system, different types of teeth and how to look after your teeth. We had two school nurses visit us to talk to us about dental hygiene and we learnt that a child should only have 6 cubes of a sugar each day! Next, we have learnt about herbivores, carnivores and omnivores. Herbivores eat plants, carnivores eat meat and omnivores eat both. Lastly, we investigated different poo clues to see if we could identify which animal belonged to each one. We have enjoyed all of our science investigations, especially the digestion system.

By Summer W & Ava G

Welcome to Year 5!

Malta Class – We have been learning about and writing poems. Our first lesson was all about how to perform a poem. We had to use our voice, actions, expression and the space around us to perform the poem well. Next, we planned and wrote an animal poem using similes and alliteration. Syllables was the focus for the next poem – it followed the pattern of 2,4,6,8,2. Tanka poetry was like writing a little story where we had to use a syllable pattern again. We enjoyed this unit and our favourite was the 'tanka' poem and working out how many syllables in a word.

By Zoey K & Avery B

Namibia Class – *The Shang Dynasty: How they were buried*
Shang kings and queens were buried with all their riches, their slaves and guard dogs for the afterlife.

The Shang Dynasty: Oracle Bones
The oracle bones were used to ask questions of the gods. Will it rain today? When will our dynasty end? Will the Yellow river stop flowing?

The Shang Dynasty: How it ended
It was the battle of Muye. One of Di Xin's generals went to Wu's army. Di Xin was defeated and his son became the new king of the Zhou Dynasty.

By William G & Anna-Julia P

Singapore Class – In art, after looking at Chris Mold's illustrations, we started our own with pencil. We learned how to begin with the head, arms, torso and legs. Then we focused on the detail. We then repeated the task, using pen instead. After this, we focused on drawing just the head. Using the colours of rust as inspiration, we used brand-new watercolour paints and brushes to create our masterpieces. We also used oil pastels for a final piece. Lastly, we made our own little gallery!

By Melody M

Welcome to Year 6!

Barbados Class – This week, we were all lucky enough to have a street dance professional come in to do a workshop with us. In year 6, after warming up, we had a 'dance off' - girls vs boys. The boys had to strut to the middle and perform a pose, then the girls had to do the same. We felt a bit silly, but it was fun! Then we learnt some choreography in small sections before putting it all together. There were lots of steps to remember. At the end we did a 'free style' circle. We really enjoyed it!

By Freya L & Steven R

Botswana Class – This half term in Year 6, we made our back covers with 3D numbers, the school logo, and patterns around the frame. Then we learned about William Morris. He was born in 1834 in Essex and loved nature and wildlife. His designs had lots of detail and became famous in the Victorian era. We also learned about Victorian colours—light ones like yellow and lime and dark ones like olive green. We made our own William Morris-style designs with birds, foxes, owls, and butterflies. It was really fun!

By Candice P & Isla N

Vanuatu Class – This half term, we have been learning about electricity in science. We have learnt how to draw different circuit symbols, experimented by making our own circuits, investigated the impact of adding additional components to circuits and even made our own batteries. Did you know, a potato can be used as a battery? We tested it using 2p coins, zinc nails and an LED light. The use of zinc/copper means that chemical energy is converted into electrical energy, lighting up the LED!

By Shelby S & Hugo A