Milford Junior School News

Dates for your Diary…

Term Time Dates

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

Friday 28th February
Namibia Class Assembly

5th/6th/ 7th March
Yr 4 Sutton Bingham Trip

Thursday 6th March
World Book Day

Friday 7th March
Malta Class Assembly

Monday 10th March
Yr 3 Stonehenge Trip

Friday 14th March
Bangladesh Class Assembly

Monday 17th March
INSET Day

Friday 21st March
Comic Relief

Friday 28th March
Canada Class Assembly

31st March/1st & 2nd April
Yr 5 MoB Residential

Half Term 5:
22nd Apr. –23rd May '25

Monday 5th May
Bank Holiday

Half Term 6:
02nd Jun. –23rd Jul. '25

Monday 2nd June
INSET Day

Friday 11th July
INSET Day

Safer Internet Day

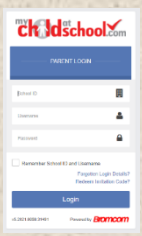
Welcome to the 34th edition of Milford Junior School News. This week, we have celebrated 'Safer Internet Day', where a different theme is covered each year. This year's theme is 'Too good to be true? Protecting yourself and others from scams online'.

This week, we've focused on online safety and the evolving landscape of scams. We've explored key questions, including how emerging technologies like generative AI will affect scammers' tactics, the roles of government and the internet industry in combating this threat, and what changes young people want to see to better protect themselves. Each year group had two online safety assemblies, with classes taking part in the following activities: 'Let's go phishing', 'Signs of a scam' and 'Protect your profile'.

As a parent or carer, you play a key role in helping your child to stay safe online. You don't need to be an expert on the internet to help keep your child stay safe online. The advice and resources, linked below, are there to support you as you support your child to use the internet safely, responsibility and positively.

Family Resources: UK Safer Internet Centre

Online Safety Quiz: Safer Internet Day 2025 Quiz for 7-11



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
Archie K, Sirine R, Ayla-Jade G	James R, Felix M, Anaiya G
Mithil M, Vesna K, Leonor A	Felix M, Amelie C, Jaiden T
Harry B, Harvey F, Summer W	Eliza C-C, Samuel F, Effy-Rae L
Year 4	**Year 6**
Lucas C, Nola B, Trish S	Lola H, Dexter C, Daisy P
Amelia H, Emmanuel V, Aleks M	Brooke J, Halimot A, Jacob R
Chloe S,Avery B, Brandon C	Billy P, Rosie S, Adam S

Theme Days

World Book Day

To celebrate World Book Day, children can come to school with/wearing a clue about their favourite, fictional character. This could be a prop or a specific item of clothing along with their school uniform or dressed entirely as their favourite character.

Comic Relief

We will be celebrating Comic Relief on Friday 21st March with a non-uniform and cake sale. More details to follow after half term.

Data Collection Information

Please remember to complete our data collection form to ensure our records are kept up to date. Thank you.

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.

Here are some questions you can ask to support your child's career related learning:

What skills do you think are important for the jobs of the future? Which of those skills do you already have?

We often have a greater awareness about jobs like doctors, engineers and teachers, but are there other career paths you want to find out about?

If you could shadow someone in any job for a day, what job would you choose and why?

What are MJS doing to support our children?

Our school is committed to integrating career-related learning across all year groups and subjects. We frequently discuss career paths during assemblies, connecting them to various topics. This week alone, we explored careers in tourism during our Picture News assembly and delved into jobs related to Artificial Intelligence technology on Safer Internet Day. These discussions aim to broaden students' horizons and help them connect their learning to future opportunities.

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

Welcome to Year 3!

Cyprus Class – In computing we have been making our own games using Purple Mash. We had to design the game and then play it to check for any bugs. We even got to play other people's games! We have been learning about Mount Vesuvius and how it destroyed Pompeii. We have written a newspaper report for Milford News and made sure to include an eye witness testimony. Mine had a quote from someone who told everyone to flee.

By Archie K & Sirine R

Samoa Class – This half term in maths we have been learning all about money and fractions. In money we learnt about the different coins and notes and how to add and subtract money. In fractions we have been learning how to find a half, third and quarter. This week we have been learning about unit and non-unit fractions. We have really enjoyed art this half term. We have been using oil pastels to create different pictures of pumpkins and other fruits such as lemons and limes. We learnt about a Japanese artist called Yayoi Kasuma and used her work as inspiration.

By Vesna K & Daisy-May A

Tonga Class – In science we've been looking at forces and magnets. A force is a push or a pull on an object that can stop, start or change the direction of it. Friction is a force that slows the movement of an object – we did an experiment where we launched cars down ramps onto different materials to see which had the most friction. In history we've been looking at the Iron Age. The Celts made their houses from wood, straw, mud and POO! Their houses weren't like ours, they were round and were just one massive room with a campfire in the middle.

By Alisha H & Harry B

Welcome to Year 4!

Bangladesh Class – The Vikings came from Norway, Sweden and Denmark - part of Scandinavia. Vikings from Norway invaded parts of Scotland and Ireland. Swedish Vikings invade parts England. The Danish Vikings also invaded parts of England. They all travelled over on longboats made of oak powered by men and women.

Law and Punishment: If you know how bad Anglo-Saxons punishments were - Viking's were just as harsh! We think being outlawed was the worst because you would get kicked out of your settlement and anyone could kill you!

Timeline: 5th January 1066 King Edward the Confessor died aged. 6th January Harold Godwinson is crowned king. January William and Hardrada contest the throne. William of Normandy on the Sussex coast. 14th October 1066 Battle of Hastings takes place- William is victorious.

By William G & Tiago F

Canada Class – In outdoor PE, we have been learning about tennis techniques. We have used under and over arm serves which we then used with a net. With a partner, we were trying to complete a rally by using good control. We need to remember that when we are hitting the ball we want it to go towards our partner so need to make sure we position ourselves correctly. In indoor PE, we have completed lots of tasks like throwing (so it doesn't go past a partner), catching and passing the balls in different ways. Our favourite thing has been doing the rallies and working on our hitting techniques.

By Aleks M & Austin D

Kenya Class – In our Art lessons, we have been completing a huge Viking Art project which has taken about 4 afternoons to complete. We have used our drawing, painting, cutting, collage and sketching skills and they have all turned out brilliantly. At the beginning, we experimented with creating different textures with paint and different materials such as bubble wrap, wax, sand, salt and sponges. We then applied these skills to create our backgrounds and waves. Next, we sketched and shaded our own Viking Longboats and finally we used our collage skills to assemble it all together. All of the class loved completing this project.

By Rokaia T & Olivia R

Welcome to Year 5!

Botswana Class - This term's swimming lessons focused on survival skills, proving both challenging and exciting. We practiced swimming with t-shirts on and simulating real-life scenarios such as how to rescue various floats and dragging them back to the poolside. A 'push-in' by Mr. White helped us understand how to react if we unexpectedly fell into the water! (Mia) Lots of us enjoyed the thrill of jumping into the pool at varying depths, including a brave leap into the deep end! I was proud of my progress when using 'backstroke' as I recognised that my technique and confidence had improved. The lessons were fun and gave us key water safety knowledge. (Jacob)

By Jacob P & Mia N

Malta Class – In art this half term, we have learned about some of Damien Hirst's controversial pieces of art as well as a more recent exhibition he compiled of 'Blossom Art'. We learned how to draw and paint our own cherry blossoms and did some watercolour and oil pastel monoprints. For our final piece we created a realistic blossom branch by blowing the paint through a straw! In maths we have been learning lots about fractions. We have learned how to find equivalent fractions, how to compare fractions and how to add and subtract fractions. We have enjoyed our arithmetic lessons and have been able to use our fractions knowledge to help us answers some of the questions we weren't able to do before.

By Emilie G & Rory B

Namibia Class – Within Design and Technology, we have been looking at 'Trusses', which are tiny, man-made triangles in bridges. They keep them more stable. We used spaghetti and straws to make them in class. We made a Pratt truss, Warren truss and a Lattice truss. Trusses can be found on many bridges, all over the world. We all made a beam bridge and a beam bridge supported by an arch. The beam bridge held around four pencils, but a beam bridge, with an arch support, held 22 pencils!

By Reggie M & Dakota A

Welcome to Year 6!

Barbados Class – French day was great fun. We came to school wearing red, white and blue which are the colours of the French flag. We learnt about where France is and some facts about France. We reminded ourselves how to say key sentences in French. Learning how to ask where the pastry or cake shops are is very important because we also learnt about French food and how yummy it is (although our class did not enjoy the idea of snails). We also learnt about the geography and climate of the country and we learnt about a famous French artist called Monet.

By Evana B & Casper T

Mozambique Class – In our Geography we have been learning about Ghana and their chocolate. Ghana is one of the best countries to make chocolate because it is close to the Equator. Other countries that grow cocoa include: Cameroon, Nigeria and Cote d'Ivoire. We have learnt about he stages of chocolate making which includes fermentation, drying and crushing. Ghana is one of the poorest countries with 8 in 100 children dying before they are 5. After the cocoa has been harvested it is transported along the coast of Africa through the English Channel into Dover.

By Imogen P-E & Sofia M

Vanuatu Class – This half term, we have been focussing on chocolate in DT! To begin with, we looked at different types of chocolate packaging. We had a go at drawing our own and discussed what chocolate packaging needed to show. We then had the chance to taste chocolate of varying cocoa percentages to choose which type of chocolate to use in our own creations. Once we knew which type of chocolate we wanted to use, we chose our toppings/fillings and drew diagrams of our chocolates from different angles/viewpoints. Finally, we had the chance to make our chocolates this week and we cannot wait to try them!

By Darcey R & Huey L