Milford Junior School News

Dates for your Diary…

Term Time Dates

Term 3:
05 Jan – 13th Feb. '26

Monday 5th January
INSET Day

Friday 30th January
Kenya Inspire Session (13.40-15.00)

Friday 6th February
Bangladesh Inspire Session (08.50-10.15)

Friday 6th February
Canada Inspire Session (13.40-15.00)

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

Our Milford Community

Welcome to the 39th edition of Milford Junior School News. As we reach the end of term, one of the most powerful reminders of what makes our school special has been the joy of our festive performances.

Over 490 family members joined us to celebrate the courage and creativity of our children as they sang and read to us over these past few days.

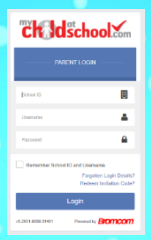
In a school that embraces a range of faiths and traditions, these performances highlight something deeper than seasonal celebration—they reflect the shared values that unite us. We are all part of one community, committed to giving our children the best opportunities and supporting them indefinitely.

When families and staff come together, we create an environment where every child feels valued and encouraged. Watching them perform is more than entertainment—it's a testament to resilience, teamwork, and the belief that every child can shine.

Thank you to everyone who played a part in making these moments possible.

All of the staff at Milford Junior School would like to take this opportunity to wish all of our families a peaceful festive break and a happy start to 2026.

#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

Foster E, Ivy E, Ava D
Victoria L, Rosie L, Jackson W
Paisleigh D, Ishani Z, Rhylee T

Year 5

Sienna H, Savannah P-E, Carter C
Tiago CF, Leo G, Ezme M
Samuel R, Janice J, Emmanuel V

Year 4

Lillian N, Emmanuel A, Aida L
Jayan P, Ayla-Jade G, Tyler S
Ava G, Evana V, Santino S

Year 6

Nikolas L, Steven R, Isabel A
Ike M, Kaylin S, Rory B
Evie O, Elijah S, Lola C

Family Support

The festive season can be joyful but also challenging. If you need advice or support, these resources are here to help. Click on the links below:

🎄 Festive Wellbeing Kit – Tips for managing unexpected challenges and staying positive.

👥 Family Action – Practical help and emotional support for families.

💻 My Family's Digital Christmas – Guidance on safe and balanced tech use.

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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.

'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.

What are MJS doing to support our children?

On Wednesday, our School Council representatives enjoyed an exciting visit to the site of our new school build. Jon and Phoebe from Tilbury Douglas gave an overview of the project, explained the stringent safety measures in place, and shared insights into careers in the construction industry. The children asked thoughtful questions and showed a real enthusiasm for learning about how our new school is taking shape. It was a fantastic opportunity to connect classroom learning with the real world!

Welcome to Year 3!

Cyprus Class – In computing we have been learning to use Scratch. We have been typing and creating codes and algorithms to move characters on our screen. We have learnt how to make them talk to each other and interact with each other. It was tricky at times but we enjoyed the challenge. In French, we have been learning how to say Je Peux in French which means 'I am able to'. We also learnt how to say 'Je ne peux pas' which means 'I am unable to'. I can now say "Je ne peux pas cuisiner et je ne peux pas faire du velo."

By Calvin S & Weronika M-G

Samoa Class – In DT, we have been using sliders and levers to make a superhero picture. First, we had to create our design and background. Then we made our prototype on paper to make sure it worked and this week we are making our final design on card. We can't wait to finish our design and show them to our friends and family! In history, we learnt that Stone Age People communicated with each other using cave paintings and although historians are unsure why Stone Age people created cave art, these messages help us to understand more about their lives. After studying the Stone Age, we learnt about the Bronze Age, an important period when people began using metal to make tools and weapons. We also discovered that people in the Bronze Age were often buried with grave goods – these objects help us to learn about daily life at the time and a person's wealth. So, if someone owned a cup made of gold, this was a sign that they were wealthy.

By Nathania P & Kevin L

Tonga Class – In Science we have been learning about rocks and soils. We used water on the rocks to see if it went through and we used vinegar to see if it would bubble on the rocks. It was fun but messy when we did the experiments with soil. We collected the water in the beaker to see how quickly the water went through the soil and paper. In English we wrote instructions for cleaning a woolly mammoth and we had to use adjectives and bossy verbs to tell people what to do. We also wrote about being in a cave with a bear and we used adjectives to describe the boy and the bear. I liked writing the adventure where we were in the cave with the bear and we tried to run away from the bear.

By Rhylee T & Ava S

Welcome to Year 4!

Bangladesh Class – In science this half term we have been learning about electricity. We have learnt that to make a bulb work it must contain a closed continuous circuit. This means that the power supply cannot be interrupted. We have also learnt that when a switch is open it breaks the circuit which stops the power supply to the bulb or buzzer. We have also learnt that the more bulbs you add to the circuit, the dimmer the light becomes.

By Josh B & Vesna K

Canada Class – In Art, we have been exploring Saxon weaving by recreating the colours from a landscape picture we liked. We used a cardboard loom and wove the wool in and out of the strings. When we finished one piece of wool, we chose a different colour and tied the ends together. We repeated this process several times until the loom was completely filled. We then had to cut the strings of the loom off and knot the ends. We liked doing the waving as it was really calming and really fun. We got to take our masterpieces home with us.

By Layla K & Elvina B

Kenya Class – Firstly, in this DT unit we researched different types of pavilions and then we designed our own pavilion in pairs for an animal enclosure for an animal of our choice. We drew carefully what we wanted our pavilions to look like. Next, we got a piece of card and sketched out the base of our designs. Next, we got a variety of resources to make our pavilions like pipe cleaners, tissue paper, wool, lollipop sticks and felt. The structure was made from lollipop sticks with a hot glue gun. In our designs, we added a house/bed for our animals, a swing, hammock, climbing frames and food area. It took about three days to complete but it was a lot of fun.

By Olivia M & Summer W

Welcome to Year 5!

Malta Class – Gymnastics: We have been putting together a gymnastics routine and thinking about our 'choreography'. We could include handstands, a roll, cartwheels and movements to link it together. We had to work as a group to create then show our routine. Football: For one task, we had to dribble then shoot at a target (we earned points depending on the size of the goal). One group task, we had to steal a ball from another team then dribble it back to our area. We both enjoyed our PE lessons.

By Chloe S & Mason M

Namibia Class – To make the pop-up page, first we cut 10 cm from the left and the cut was 6cm wide and then 3cm up. We then folded the cut, opened up the page it popped out! We cut a Christmas tree out and glued it to the pop-up and it was perfect. To make the lever we put a split pin on a strip of card and stuck the card to Santa's sleigh so he can fly over the roofs. Next, for the slider first make four cubes of card as spacers. Place the slider between the spacers. Then draw a brick wall and see Santa slide over the wall! We then decorated the background.

By Leia L & Ezme M

Singapore Class – In science, we have been learning about different mixtures and how to separate them by sieving and filtering. When sieving solutions, we were separating different particles. We used filter paper to separate water from a soil solution. The water drained through the filter while the solid particles stayed in place. We have learnt that a mixture is a solution which contains more than one substance such as salt and water or sand. We can separate most mixtures- even some metal by using a magnet.

By Lily K & Sidra A-Y

Welcome to Year 6!

Barbados Class – In our games lessons this term we have been learning how to play Tag Rugby. We learned how to throw backwards, we played mini matches and if you had the ball you could run, but if you were tagged you had to give the ball back to the other team. To score a try, the ball had to be on the ground with your hands on top. We got to wear the new tag belts. You could only tag if the opposition had the ball, so had to be quick before they passed it to their team.

By Deborah O & Tommy P-B

Botswana Class – This half term we made our steady-hand games in DT. At first, we created a design for our game. It showed the materials and equipment we would use. As well as that, it helped us to picture what it would look like. So far, we have created the box with card and added decoration and everyone made a unique shape out of wire. Next, we will need to build a circuit and handle so that we can test our designs. If the handle touches the wire a light bulb will light up. We've found this topic entertaining.

By Deborah O & Kaylin S

Vanuatu Class – This half term, we had a visit from Natasha from the South West Heritage Trust. We got to experience what life was like in a Victorian classroom. Miss Noble (Natasha) was really good at being a Victorian teacher, even if she was incredibly strict. In the session, we also got to use slates to write on and had a go at sewing on a hessian mat. Finally, Natasha shared some Victorian artefacts with us and we had to match them to what they would have been used for.

By Anaiya G & Elijah S