Milford Junior School News

Dates for your Diary…
Term Time Dates

Term 4:
23 Feb. – 02 April '26

Wednesday 25th February
Yr 6 – Measurements
(School Nurse Team)

Wednesday 25th February
Barbados Inspire Session
(13.40-15.00)

Thursday 26th & Friday 27th February
Happy Puzzle Company – All Year Groups

Monday 2nd March
Wessex Water to visit Yr 4

Friday 6th March
Vanuatu Inspire Session
(08.50-10.15)

Friday 6th March
Botswana Inspire Session
(13.40-15.00)

Friday 13th March
Yr 6 to watch 'Grease' at Buckler's Mead

Friday 13th March
Cyprus Inspire Session (08.50-10.15)

Friday 13th March
Namibia Inspire Session
(13.40-15.00)

Tuesday 17th March
Yr 3 Stonehenge Trip

Friday 20th March
Samoa Inspire Session (08.50-10.15)

Friday 20th March
Singapore Inspire Session
(13.40-15.00)

Friday 27th March
Tonga Inspire Session (08.50-10.15)

Friday 27th March
Malta Inspire Session (13.40-15.00)

Inspire Sessions

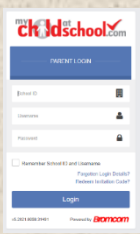
Welcome to the 40th edition of Milford Junior School News. This half term saw the launch of our new Inspire Sessions, an exciting initiative where each class will invite family members into school to work collaboratively on a shared piece of learning.

All three of our Year 4 classes—Canada, Bangladesh and Kenya—held their Inspire Sessions, and what a fantastic start it was. These sessions will form a key part of our curriculum, giving families the chance to come into school, work alongside their child, and share in the excitement of completing an end-of-unit outcome together.

For Year 4, the focus was their art project: striking Viking longboat scenes, complete with stormy seas, bold colours and dramatic textures. The children were incredibly proud to showcase what they had learned throughout the unit, from exploring Viking history to experimenting with artistic techniques. With parents and other family members by their side, the hall quickly filled with creativity, focus and a wonderful sense of shared achievement.

The turnout from families across Canada, Bangladesh and Kenya Classes was exceptional, and the atmosphere was great. These moments of partnership are so valuable—they strengthen connections, celebrate children's hard work, and show how inspiring learning can be when we come together.

A huge thank you to all our families for your enthusiasm and support.



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

Oscar D, Charlotte P, Poppy C
Ashton M, Olivia P, Diya D
Evie-Marie A, Abi M, Charlie R

Year 5

Nidhi V, Ashton H, Olivia R
Alex A, Aiden D, Sophia C
Stanley K, Austin D, Harrison H

Year 4

Leah C, Albie T, Charlie E
Khycz M, Elvina B, Matthew P
Oba O, Bonnie S, Olivia M

Year 6

Lydia K, Freya L, Alex Z
Ethan S, Milly B, Isla N
Selim S, Alice W, Leo C

Children's Mental Health Week & Safer Internet Day

We remain deeply committed to supporting children's mental health and their online safety. This week, children took part in a range of activities for Children's Mental Health Week, exploring themes of belonging, confidence, and understanding their emotions. It has been wonderful to see such honest and thoughtful discussions taking place in classrooms and assemblies.

Alongside this, we marked Safer Internet Day with assemblies, Picture News discussions, Computing and PSHE lessons. It is so important to equip the children with the right tools to navigate the online world safely — particularly as this year's theme highlighted the growing role of AI.

Thank you to all of the families who came to our parents' evenings. We really value your commitment to your child's development; it was also a fantastic opportunity to catch families as they entered site to discuss online safety measures and how we can continue working together to support our pupils' wellbeing, both on- and offline.

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?

A group of our Year 6 pupils represented the school brilliantly during January's Sustainable Somerset event. They delivered a confident presentation about our new school build and impressed attendees with their enthusiasm and understanding.

The children also enjoyed meeting a range of local employers, giving them the chance to explore careers linked to innovation and sustainability across Somerset.

A big thank you to the Somerset Careers Hub for providing such an inspiring opportunity.

'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!

Braiden's Hillfort

Eiden's Hillfort

Cyprus Class – In computing we have been using 2DIY3D to make our own games on Purple Mash. We were given a brief to make an underwater level. It had to have two levels, two doors, two keys, bad guys and an underwater theme. It has been fun making and playing the levels, changing them if there are any problems. In science we have been learning about magnets. We have learnt that magnets have poles. If you put north with north they repel, if you put south with south they repel, but if you put north with south they attract. We also learnt about different objects that are magnetic.

By Ivy E & Ruby B

Samoa Class – This half term in science, we have been learning all about forces and magnets. We learnt if you put a north pole and south pole of a magnet together, they will attract. This means they will stick together. If you put a north and north or south and south together, they will repel. This means they will push away from each other. We did a fun experiment with toy cars going down a ramp with different materials on it to see how much friction the material had.
In French, we have been learning about animaux (animals). We have learnt the names of 10 different animals in French. Our favourite ones are un lion (lion) and un oiseau (bird). We learnt that 'un' and 'une' means 'a'. 'Un' is masculine and 'une' is feminine. Only 2 of the animals we have learnt are 'une', the rest are 'un'.

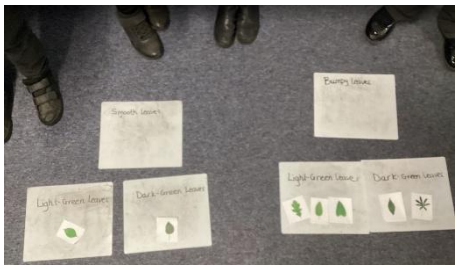
By Serah R & Chiranth J

Tonga Class – I have enjoyed History because we have been learning about the Iron Age and what jobs people did. We also looked at where they lived and I liked the Roundhouses and the Hillforts. (Theophilia)

In English I have been happy because my favourite thing is volcanoes. I have really enjoyed reading about Mount Vesuvius and writing about each part of the 'Escape from Pompeii' story. (Kian)

By Theophilia N-M & Kian B

Welcome to Year 4!



Bangladesh Class – In History we have been learning about the Vikings. They came from three different countries; Denmark, Norway and Sweden. They invaded many places including Lindisfarne. When they invaded Lindisfarne, they tortured the monks. They shot arrows at them and beheaded them which killed every single one of them. This was so that they didn't leave any witnesses. The Vikings life was full of house chores but not all stayed home, some learnt skills such as farming, making tools. Viking homes were made of wood and called longhouses. Surprisingly, they only have one room which is similar to the Anglo-Saxons. No walls to separate their large living space.

By Charlie E & Salwa M

Canada Class – In this topic, we have learnt that that livings can be grouped in many different ways. We used classification keys to group and identify plants and animals in many different ways. Vertebrates are animals that have backbone such as tigers and monkeys. We discovered that there are 5 main vertebrates' groups: birds, mammals, reptiles, amphibians and fish. Invertebrates are animals that do not have a backbone. Invertebrate groups include snails, slugs, worms, spiders and other insects. We also did a classification key to sort out insects that have a hard shell or not. We were able to sort plants into categories of flowering and non-flowering, this included moss and ferns. We learnt how animal habits are affected by the changing seasons such as summer and winter. Humans can have positive and negative impact on the environment such as deforestation and coral bleaching.

By Nellie D & Anvika B

Kenya Class – In computing, this half term we have been using a programme called Logo on Purple Mash. This is where you have to write code to move an icon on the screen. You can use commands like FD (Forward) or RPT (repeat). When we wrote the commands, we initially made basic shapes like triangles and squares. To be more efficient we then created procedures to use so we did not have to write out the code each time. In the last lesson, we then combined all of our skills to create patterns using different 2D shapes. We were even able to change the colours by changing the pen colour too.

By Yacoub R & Ava G

Welcome to Year 5!

Malta Class – We have been looking at different types of forces – friction, gravity, air resistance and water resistance. These were some of our experiments/investigations:

Friction – car, ice cube, wooden block, plastic cube, whiteboard: We were testing to see which one was quicker and had less friction against the whiteboard.

Water resistance – 'play-doh', water, stop watch, spoon, tray: We moulded the play-doh into different shapes to see how it impacted the water resistance. The long, pointy shape moved through the water the quickest.

Air resistance – plastic bag, blu-tac, string, stop watch: We made a parachute to test the size and the air resistance.

By Nidhi V & Carter C

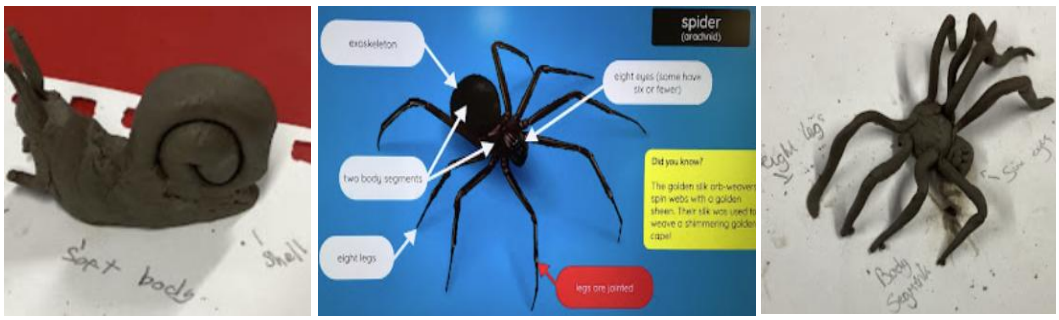
Namibia Class – The Arrival is a picture book which tells the story of a character who leaves his home for a new country. We have learnt how to use: modal verbs and identify thoughts and feelings. We wrote diary entries as if we were the Mum, Dad and daughter in the story. We saw flashbacks of earlier times as the character goes through his journey and wrote using the past tense. Our favourite task was descriptive writing about the new city.

By William G & Harry B

Singapore Class – In geography, we have learnt all about extreme weather which is when a weather event is significantly different to the usual weather pattern. Extreme weather across the world can be lightning, hailstones, tsunamis, wildfires and volcanoes. Tsunamis are caused when two tectonic plates rub together under the water and create huge shock waves, rushing towards the shore. Volcanoes are an opening in the earth's crust. Dormant volcanoes are not active all the time and people choose to live there because the ground is so fertile for crops. Did you know 90% of wildfires are caused by human activity? They can be helpful though, as the fire kills harmful plants and insects.

By Samuel R & Fraya O

Welcome to Year 6!



Barbados Class – This term, we have been learning about the chocolate trade and how it turns from a cocoa pod into a bar. First, we looked at chocolate producing countries – they are near the equator. Most chocolate is grown in Africa. We looked at a village in Ghana (Mim) were they have cocoa farms. Cocoa pods grow on trees and when ripe, they are cut down and the seeds scraped out. These are then fermented and dried on plantain leaves. They are weighed and then transported to chocolate refineries across the world. This is where they are made into chocolate bars.

By Ethan M & Reggie M

Botswana Class – In our science lessons, we have been learning about vertebrates and invertebrates. Vertebrates are animals with a backbone, such as humans, dogs, lions, whales, bats, owls, frogs and many more. Scientists sort these animals into groups like mammals, birds, reptiles, amphibians and fish. Each group has its own special characteristics and unique features. Invertebrates are different because they do not have a backbone. Many have exoskeletons, which are hard shells that protect their bodies, like in spiders. Others have soft bodies supported by fluid instead of bones.

By Drake B & Felix M

Vanuatu Class – This half term, we have been reading War Horse by Michael Morpurgo. We have been enjoying it greatly. It is set during WW1 and is written from a horse's perspective. We have learnt about the use of horses in WW1 and wrote a non-chronological report about the topic. Did you know 8 million horses died during the 4 years of war! We are now learning about The Christmas Truce (which is when the soldiers came to an agreement to not fight on Christmas day 1914) and ended up playing football on no-man's land instead. Currently, we are using this to help develop our writing.

By Felix M & Caesar A