

Milford Junior School News



Dates for your Diary...

Term Time Dates

Term 2:

02 Nov. – 18 Dec. '26

Monday 2nd November

INSET Day

Friday 20th November

School Discos

Thursday 10th December

Christmas Jumper Day
(Tombola Donations)

Wednesday 16th

December

Christmas Dinner

Friday 18th December

Chocolate Tombola

Term 3:

04 Jan. – 12 Feb. '27

Term 4:

22 Feb. – 25 Mar. '27

Term 5:

12 Apr. – 28 May '27

Monday 3rd May

Bank Holiday

Term 6:

07 Jun. – 23 Jul. '27

Monday 7th & Tuesday

8th June

INSET Days

Friday 23rd July

Last School Day

Writing at Milford



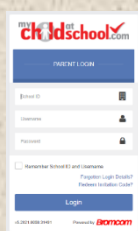
Welcome to the 44th edition of Milford Junior School News. Writing is a key school development priority at Milford, with one clear aim: to inspire every child to see themselves as a writer and to develop the skills, confidence and creativity to achieve their very best.

Across the school, children have enjoyed a wide range of exciting writing units, many of which have been reflected in the class contributions throughout this edition of Milford News. From imaginative narratives and historical accounts to persuasive writing and poetry, our children have embraced opportunities to write for different purposes and audiences, producing work they are rightly proud of.

This afternoon, our Year 3 and Year 4 classes will take part in end-of-unit writing showcases, where children will share and celebrate their published outcomes with peers. These opportunities help children see themselves as real authors and take pride in their achievements. Following the success of this approach, we are excited to extend the model to Year 5 and Year 6 classes next half term.

Celebrating success remains a key part of our writing journey. Staff continue to use achievement certificates and Values Wristbands to recognise effort, determination, resilience and excellence in writing. These moments of recognition help reinforce the positive attitudes and habits that lead to success.

One of the highlights of our writing celebration is our weekly writing recognition. Every Friday, six classes submit a piece of writing to Mrs Laverty on a rotating basis. She personally reads each selected piece and writes a handwritten note to the child, celebrating their achievements and recognising their progress. This special acknowledgement has become a highly anticipated part of the week and demonstrates how much we value children's efforts as writers.



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](http://www.milfordjuniors.com)



Website:

www.milfordjuniors.com



Social Media:

[Milford Junior School](https://www.facebook.com/milfordjunior)

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

Ferami O, Lucille C-P, Elsie V

Esther O, Luca G, Violet W

Stanley H, Sophia M, Irely O

Year 5

Ava G, Orla G, Bethany C

Elena P, Charlie R, Jax P

Taia S, Connar C, Vesna K

Year 4

Ruby B, Poppy C, Freddie R

Bethany M, Abi M, Oliver A

Lincoln L, Ifelewa A, Faye M

Year 6

Savannah P-E, Jaiden S, Hallie W

Carter C, Darcey E, Ava H

Ellis S, Max H, Ethan S

Introducing Parent Hub!

We know that parenting can sometimes feel overwhelming, so we're delighted to offer a friendly, informal space where parents and carers can enjoy a tea or coffee, meet others and access support in a relaxed environment.

Whether you'd like to chat, listen or simply take a moment for yourself, you'll be warmly welcomed.

Meet others **Share experiences** **Access support**

Small moments make a big difference

Monday 9th November 10am - 12pm | **Monday 7th December 1pm - 3pm**

Intervention Room

We look forward to seeing you there!

A healthier happier you **Parents Carers Community Stronger Together**

Safeguarding



Keeping Children Safe Together



Every Child Deserves to Feel Safe

Safeguarding is everyone's responsibility. We work closely with families to ensure that children feel safe, supported and able to thrive both in school and beyond.



Is Your Child Worried About Something?

Encourage your child to speak to:

-  A parent or trusted family member.
-  A member of school staff.
-  Childline.



Online Safety During the Holidays

Children often spend more time online during school breaks. A few simple conversations can make a big difference:

-  Know which apps and games your child is using.
-  Check age ratings before downloading apps or games.
-  Encourage children to talk to an adult if something online worries them.
-  Use parental controls where appropriate.
-  Remind children never to share personal information online.

The NSPCC recommends keeping regular conversations about online safety open and positive, including discussions about social media, AI tools and online gaming.



Childline

☎ 0800 1111
<https://www.childline.org.uk>

Free, confidential support for all children and young people.



Support for Families

Parenting is rewarding, but we know it can also be challenging at times. Seeking support early can make a real difference.

Somerset Safeguarding Children Partnership
<https://somensetsafeguardingchildren.org.uk>
 Information and resources for families, safeguarding guidance and support services across Somerset.

Somerset Family Information Service
<https://www.somerset.gov.uk/children-families-and-education/family-information-service/>
 Advice and support relating to children, family wellbeing and local services.



NSPCC Online Safety Hub

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
 Practical advice on apps, gaming, social media and parental controls.



CEOP Safety Centre

Advice and reporting tools for concerns about online abuse or inappropriate online communication.



Thinkuknow (CEOP)

<https://www.thinkuknow.co.uk>
 Age-appropriate online safety activities and guidance for families.



Milford Junior School Safeguarding Team

If you have any safeguarding concerns relating to a Milford Junior School pupil, please contact the school office who will direct your concern to an appropriate safeguarding lead. Alternatively, you can send an email directly to our safeguarding inbox:
Safeguarding@MJS.YACAT.org



Reporting a Safeguarding Concern

If you are worried about the safety or wellbeing of a child:
 ☎ If a child is in immediate danger, call 999

For advice and support in Somerset:
<https://somensetsafeguardingchildren.org.uk>

Regular conversations are one of the most effective ways to help children stay safe.



Working together to keep children safe, happy and ready to learn. 

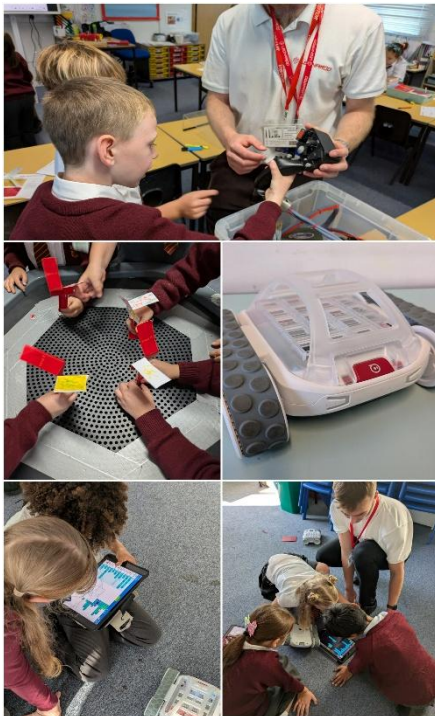
Our designated safeguarding inbox can be emailed at any time:

Safeguarding@MJS.YACAT.org

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?

At the end of September, Years 3 and 4 enjoyed exciting STEM workshops led by apprentices from Leonardo. Year 3 designed and tested helicopter propellers, learning about aviation and up thrust, while Year 4 developed coding and problem-solving skills by programming Sphero robots. The children were told about local engineering projects in Yeovil and explored how STEM subjects can inspire future careers. Thank you to the Leonardo team for an engaging and inspiring experience!

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.

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

Welcome to Year 3!



Cyprus Class – A few weeks ago, we had an assembly with Leonardo about their helicopters. After that, we had a workshop and we made our own paper helicopters and tested them over an air tunnel. Our helicopters flew high and some even hit the ceiling! In English, we have been reading a book called *The Day The Crayons Came Home* by Drew Daywalt. We have written our own story about the crayons, Duncan and their adventures. We even learned how to use fronted adverbials and expanded noun phrases to make our writing even better.

By Ethan N & Rory C-B

Samoa Class – On 07.10.26, Emma-Louise from Scarf came to talk to us about the five scarf values, our mental well-being, friends and what is harmful and helpful to our bodies and the brain. This is what some of our class said about what they learnt in the workshop.

I learnt that your brain has a little part called the hippocampus. It's where our memories are stored.
Anthony/Stanley

I learnt that being connected, creative, being active and giving to others all helps with our mental well-being. Bella

I learnt that friendship is when we help people when they are sad. Friendship is when you ask people if they want to play. Leo

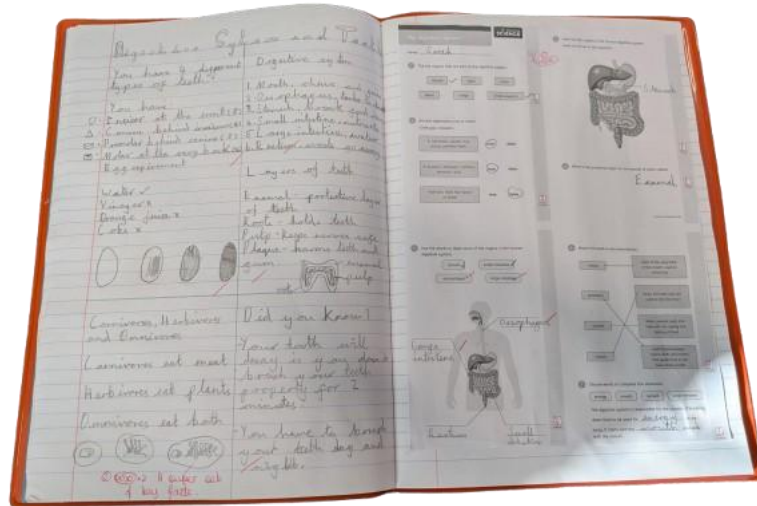
I learnt that we need sleep, water, oxygen, food and exercise to keep our bodies healthy. Sharma

By Leo H & Violet W

Tonga Class – In Maths, we have had fun learning our skills including arithmetic and times tables. We have been learning to add one hundreds, tens and ones and this was really difficult when we were adding 10s across 100! We have also been subtracting 10s from a number. We love using our times tables books where we have been practising the 10 times table. This is our favourite because it is easy. In Geography we have been learning about foods that come from different countries to the UK. We learnt about the strawberries that come from Spain and the bananas from Ecuador in South America. My favourite thing we have learnt in Geography is where our tea comes from. We discovered that most of the tea we drink comes from Kenya where it is on the equator so the weather is HOT!

By Shanaya R & Harley L-B

Welcome to Year 4!



Bangladesh Class – In Geography we have been learning about biomes. We learned that a biome is a large area with a certain type of weather, plants and animals. We looked at different biomes such as deserts, rainforests, savannah, taiga and tundra. We learned that different plants and animals live in different biomes because they are adapted to the conditions there. For example, camels can live in deserts because they can survive without much water. We also looked at Europe and found out which biomes are found there. Europe has biomes such as temperate forests, savannah and tundra. Some biomes like tropical rainforests and hot deserts, are not found in Europe because the climate is not hot or wet enough. We learned that the weather and temperature of a place help decide which biome can be there.

By Ruby B & Poppy C

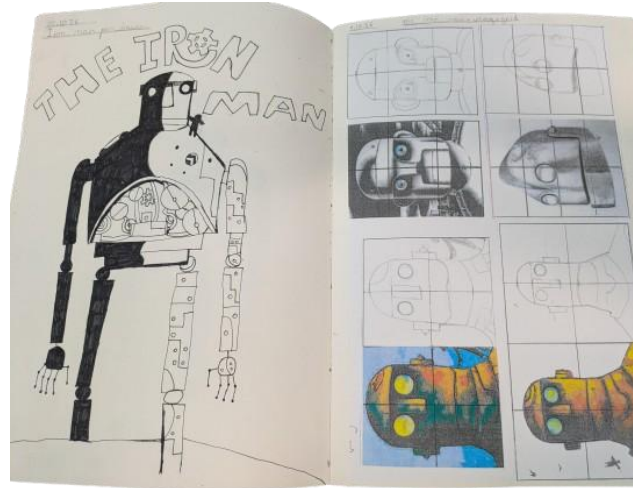
Canada Class – This term in computing we have been doing coding in Purple Mash. We looked at how to use the If/Else command block and also how to create a loop within a program using the Repeat command. It was fun watching the turtle make cool designs from our code. We also learned about variables which are parts of the program that change, such the score in a game.

By Bethany M & Mazey V

Kenya Class – In Science this half term, we have been learning about teeth and the digestive system. First, we explored the difference between carnivores, herbivores and omnivores. Carnivores eat meat and they have sharp teeth called canines which rip and tear flesh off bones. We learnt the 4 different teeth humans have: canines, incisors, pre-molars and molars and the layers of a tooth. Next, we did an experiment about tooth decay using eggs. We placed eggs in different types of liquids and after 5 days we observed what had happened to the egg. We found that the eggs in the vinegar and the coke were the most discoloured and the density had changed. Finally, we learnt about the stages of the digestive system and as a class we created a replica of the digestive system. This was very fun!

By Hilal S & Serah R

Welcome to Year 5!



Mozambique Class – We enjoyed writing a balanced argument to answer the question – Robin Hood: brave hero or calculating villain?

We had to include the correct features: Introduction, arguments for both sides, third person (in the conclusion we could include our opinion), formal tone, modal verbs and emotive language.

Orla's sentence: A malicious move is when he steals money and gold – which is against the law – from the rich.

Ava's: On the other hand, some people believe Robin Hood is a hero hence his generosity, kindness, justice and helping the poor stay well fed and alive.

By Ava G & Orla G

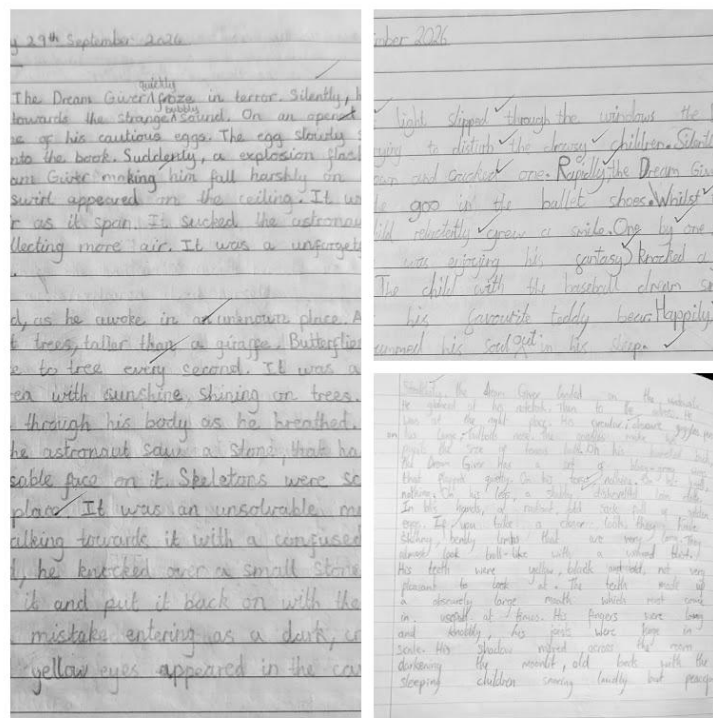
New Zealand Class – We have been learning about the Shang Dynasty. It was a period of time in China. We learned about the different emperors and also about how the peasants lived. The Emperors were the most important people followed by priests and the noblemen. We only know about the Shang Dynasty because of the oracle bones. These were bones of ox that they wrote questions on to try and get answers from their gods. They stuck a hot poker in and the cracks of the bones would give them their answers. The Shang Dynasty ended because there was an enormous war and Wu took over. We enjoyed the comic strip designing and writing in ancient Shang language.

By Salwa M & Lianne K

Singapore Class – In our art lessons, we have been working on creating Iron Man art- based on a character within the 'The Iron Man' story by Ted Hughes. Firstly, we started with sketching the outline of the Iron Man with pencils. We have enjoyed being creative with each stage of the picture. Next, we had to do the first layer of paint and after this, we started to add highlights to make the creature look realistic. In our next lesson, we will be adding the final layer of rust to the drawing. We also enjoyed creating our front cover to our art books at the beginning, as we got to be very creative with it!

By Bonnie S & Emmanuel A

Welcome to Year 6!



Barbados Class – In outdoor PE this term, Year 6 have been lucky to have some cricket coaches from the 'Chance to Shine' project come and coach us. Each week, we have built on our skills such as catching, striking, bowling, fielding and how to be an umpire. It was a great opportunity; we looked forward to every session and collecting our stickers for our Bright Sparks booklets. There's the chance to join an afterschool club at Westfield on Thursdays. 'I think I was best at batting,' Jude. 'I preferred fielding,' Srinika.

By Jude M & Srinika R

Botswana Class – Our first topic in English this year was to write a suspense narrative based on a short video called Dream Giver. We really enjoyed learning about the Dream Giver who was a little elf that delivered dreams. My favourite part was when he gave dreams to the sleeping children. When we first watched the film, we weren't sure if he was evil. One of the dream eggs was knocked off the bed onto a book which changed a dream into a nightmare. In the end, Dream Giver saves a child from his nightmare about the Shadow Serpent.

By Janice J & Mason M

Vanuatu Class – For our Art topic this half term, we learnt about William Morris who was a famous, Victorian artist. He designed fabrics, wallpaper and stain glass windows. He used repeating patterns to produce his art. We designed one tile in the style of William Morris and then we engraved tiles to make a printing block which we then rolled on paint and printed with. We then used water colours to paint on the details to our art. Our printing looked bright and colourful and we loved using our creativity and imagination.

By Brooklyn R & William G