



The Winchester School, Jebel Ali

Family Learning Newsletter- Year 1, November-December 2025



Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
<p>Literacy</p>	<p>Spelling To use phonic knowledge to form the 'ph' sound in words like 'graph' and 'photo'</p> <p>To use phonic knowledge to make ff, ll, ss, and zz, words. E.g.: off, ill, bull, glass, buzz, jazz</p> <p>To use phonic knowledge to make ck and ch words. E.g.: ck - lick, trick ch - chemist, echo,</p>	<p>Fold three columns on a piece of paper, and label one column 'trace', the next 'copy' and the last 'recall'. Write the word in the first column, and have your child trace the letters. Next have your child copy the word by looking at what he /she's just written. Finally, have your child fold (and hide) the first two columns and recall the spelling of the word independently.</p> <p>Encourage art and crafts into your phonics activities. Create "ph" word posters or flashcard with colourful illustrations to make learning more visual and engaging.</p> <p>Go on a "ph" word hunt around the house or while you are out and about. Challenge your child to find and write down words with the "ph" sound they see on signs, label, or in books.</p> <p>Activity Rhyming Jump: Place pictures/words from any of the phonics sounds given for example -ph- phone, photo, rain, ping, photograph, etc. in a line on the floor. Every now and then, in the line add a few pictures/words that are not part of your chose phonic sounds.</p> <p>Encourage your child to jump on each picture/word in the line that is part of the given sound.</p>	<p>-ph sound.docx</p> <div data-bbox="1549 472 1944 764" data-label="Image"> </div> <p>Nessy Spelling Strategy Flossy Words .mp4</p> <p>https://wordwall.net/resource/288502/ck-and-ch-sort</p>



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Text Level

Fictional Characters

- To read familiar, simple stories independently.
- To write simple descriptions about imaginary characters and settings.

Rhymes

- To recite rhymes with predictable and repeating patterns.
- To identify words that rhyme.
- To write a rhyming list.

Children can enhance the performance by using props for sound effects or by acting as the characters.

Create a story map to show their new story ideas, for example, how they would encounter the new bad character and his or her trap. **Encourage** them to use it, to reinforce their story ideas or to stimulate new ideas.

Organise a Role Play with some of your child's friends **OR** your family members emphasizing the characters of any story – for example, a fox, a horse, a lady, or any imaginative character. They can use their creative ideas to create their own masks for each character or design the setting. **Encourage** your child to describe the characters and settings using wow words. e.g.: The **sly** fox jumped into the **deep dark** well.

Talk to your child about - Rhyming words are **two or more words that have the same or similar ending sound.** ... If they sound the same or similar, they rhyme. For example: car and bar rhyme; house and mouse rhyme.

Encourage your child to learn some poems and perform for their family or friends. This will **encourage** them and build up



[Character Description.docx](#)

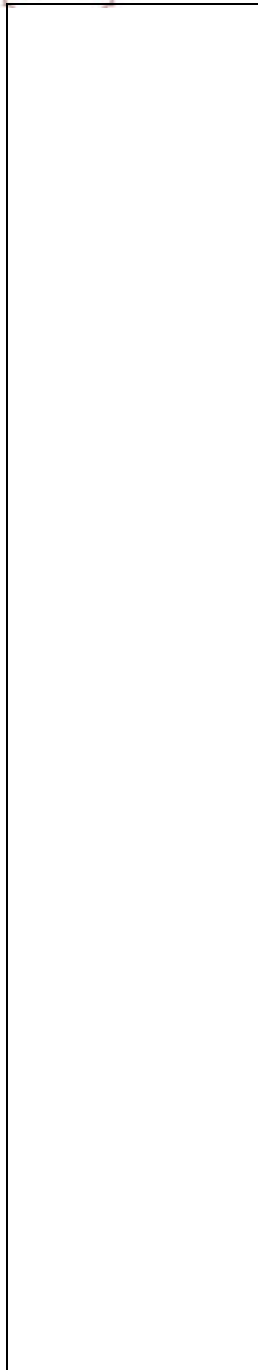


[Writing Poetry for Kids - Episode 6 Rhyming.mp4](#)



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Grammar
VCOP
V.C.O.P - V stands for Vocabulary - ambitious words. **C stands for Connectives** - words that join sentences together **O stands for Openers** - words that introduce a sentence **P stands for Punctuation** - full stops, commas, question marks, and lots more.

their confidence. **Share** an interesting activity on making a snowman using a rhyming string.

Rhyme book

- Children can draw pictures of objects that rhyme or cut out rhyming pictures found in magazines and place them in their books.
- Play this simple rhyming game, where kids think of words that rhyme with different body parts such as "head" or "eye."

Encourage your child to compose a rhyming poem with the word list that he/she created (word that rhyme).

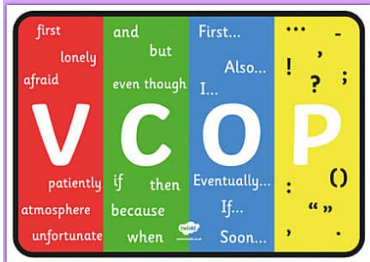
This information provides guidelines on how to further develop children's writing. You will hear your child **talk** about V.C.O.P.

Ambitious vocabulary for example words like excited, beautiful, happiness, attractive, thunderous, aggressively, emotion, foreboding, and speculation. Now can you help your child with this?

Share 'wow' words from your own reading and tell them words that you would use in different situations. Vocabulary

<https://wordwall.net/resource/51168/english/phase-1-rhyming-words>

[Punctuation Explained \(by Punctuation!\) .mp4](#)



The VCOP acronym chart is a colorful grid with four columns: V (red), C (green), O (blue), and P (yellow). Each column contains words and punctuation corresponding to the letter. V includes 'first', 'lonely', 'afraid', 'patiently', 'atmosphere', and 'unfortunate'. C includes 'and', 'but', 'even though', 'if', 'because', and 'when'. O includes 'First...', 'I...', 'Eventually...', 'If...', and 'Soon...'. P includes '...', '!', '?', ';', ':', '()', '“ ”', and '’'.



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Word Jar: Create a “Word Jar” where children can drop in new words they learn. **Talk** about these words during family time and encourage them to use them in sentences.

Picture Books: Read picture books together and highlight interesting words. **Share** examples of how you would use those words in different contexts.

Descriptive Drawing: Have your child draw a picture and then write a few sentences describing it using “wow” words. Encourage them to be imaginative and explore various adjectives.

Connective Chains: Play a game where you start a sentence, and your child adds to it with a connective. **Talk** about why certain connectives work better than others in a sentence.

Story Sequencing: Use picture cards to create a simple story. Ask your child to describe what happens next using connectives like “then” or “after that.” Encourage them to be creative in their storytelling.

Connective Crafts: Create a colorful poster of connectives and hang it in their room. Share examples of sentences using these connectives during everyday conversations.



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What are openers? There are different ways of opening sentences. Sometimes we use words like 'They' and 'I'. Amazingly the children are learning to open sentences with lots of other words. For example, words like My, First, Then, Next, Another thing, After a while. How can you help your child with this?

Spend time discussing different ways to start sentences. **Talk** with your child and give some examples of openers.

Sentence Starters Book: Help your child create a small book of sentence starters. Talk about how different starters change the tone of the sentence and encourage them to use these in their writing.

Opening Game: Play a game where you say a sentence starter, and your child has to finish it. **Share** your thoughts on their endings, praising creativity and encouraging more ideas.

Openers in Stories: When reading, point out how the author starts sentences. **Encourage** your child to think of alternative starters and share them with family.



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	<p><u>Singular and Plural</u> To recognize and understand the concept of adding (s) and (es).</p>	<p>What is punctuation? We have punctuation pyramids in our classroom. These give children examples of different types of punctuation that they can use to help improve their writing. How can you help your child with this?</p> <p>Encourage your child to identify when an author has used punctuation. Give your child a sentence and ask them to add some punctuation.</p> <p>Punctuating Stories: Read a short story together and stop at the punctuation marks. Encourage your child to guess what comes next based on the punctuation. Share your own ideas too.</p> <p>Punctuation Match: Write sentences on cards and have your child match them with the correct punctuation marks from a separate pile. Talk through why certain punctuation fits best in each sentence.</p> <p>A noun names an object, person or place. When a noun is singular, it means there is one of them. When a noun is plural it means there is more than one.</p> <p>'balloon' and 'table' are singular nouns because there is only one of each of them.</p>	<p>https://wordwall.net/resource/32440274/singular-and-plural-nouns</p>
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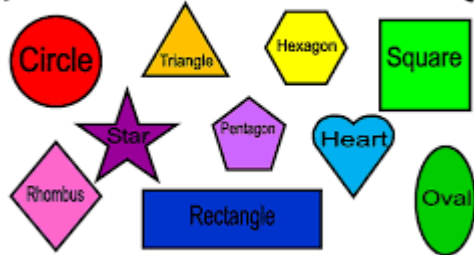
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		<p>If these nouns were plural, it would mean there were more than one of them. An 's' would be added to the end of each word to make the words 'balloons' and 'tables'.</p> <p>Singular and Plural Hunt: When reading together, encourage your child to find and point out words that refer to one item (singular) and words that refer to more than one item (plural). Talk about how adding an "s" or "es" can change a word to mean more than one item.</p> <p>Make It Plural: Write a list of simple singular words (like "cat," "book," "box"). Take turns with your child adding "s" or "es" to make the words plural. Share examples in conversation and encourage them to use both singular and plural forms in sentences.</p>	
Numeracy	To identify, name and describe squares, rectangles, circles and triangles.	<p>Shape Hunt at Home: Encourage your child to look around the house and find everyday items that match different shapes (e.g., a clock = circle, TV = rectangle, napkin = square, slice of sandwich = triangle). Ask them to name the shape and describe one property (e.g., "This is a square; it has 4 equal sides").</p> <p>Challenge:</p>	2D shape worksheet.docx



2D Shapes Word Mat



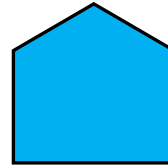
To tell the time to the hour.

To estimate, compare and measure the length of objects using suitable non-standard measuring instruments.



To find the double of a given number.

Which two 2 D-shapes will you fit together to get the shape below?



What's the Time, Family?: Let your child use a wall clock or toy clock. Ask them to set the hands to times like 3 o'clock, 6 o'clock, etc. Then, during the day, point out the clock when it shows "on the hour" (e.g., "Look, it's 7 o'clock—time for dinner!").

Measuring with Shoes: Ask your child to choose an object (like the sofa or a rug) and guess how many of their shoes long it is. Then, they place their shoes heel-to-toe to measure and compare their estimate with the actual length.

Snack Doubles: Use small snacks (like grapes, crackers, or Lego blocks). Place 3 items and ask, "What's double 3?" Then help your child make another set of 3 next to it and count all together (6). Repeat with other numbers up to 10.

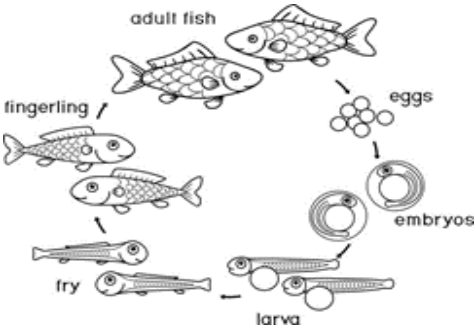
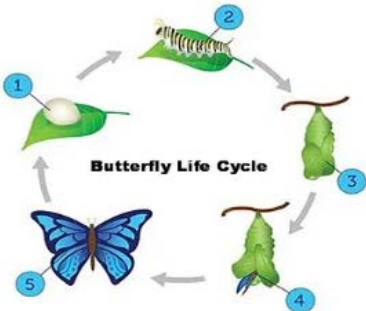
[o' clock Time worksheet.docx](#)

[Length quiz](#)

[comparing length](#)

[Doubles.docx](#)



<p>Science</p>	<p><u>Animals Life Cycle:</u> To explore the different stages of the life cycle of a fish and frog. Students will learn and understand the life cycle of animals.</p> <p>They will also recognize changes that take place as animals get older.</p> <p>Students use their observations to point out differences between life cycles of humans and other animals.</p>  <p><u>Animal Diet</u> To identify and name a variety of common animals that are herbivores, carnivores and omnivores.</p>	<p>Explore, Research and Share information on animals and their life cycle. Encourage your child to observe their own childhood and different stages they have undergone till date.</p> <p>Explore and share information on life cycle of animals such as Frog, Fish, butterfly, including humans with the help of pictures.</p> <p>Share information on the physical changes between adult animals and their young ones including Humans.</p> <p>Research about the animals that can regrow their limbs after it sheds off.</p> <p>Share information on herbivore, carnivore and omnivore animals.</p> <p>Talk about their eating habits.</p> <p>Research with your child information on the type of teeth they have.</p>	<p>Life Cycle of a Fish</p>  <p>Animals: Classification and Diet</p>

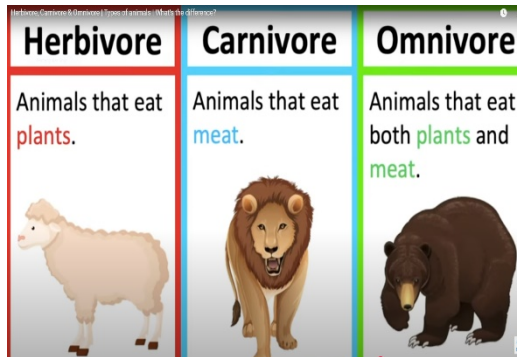


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To identify and describe the types of teeth different animals have.



Discuss their eating habits and what makes them unique. For example, did you know that cows are herbivores with specialized teeth for grinding grass, while lions have sharp teeth for tearing meat?

Also **encourage** your child to sort variety of common animals according to their eating habits.

Show the pictures and **discuss** how each type of tooth helps the animal eat its foods. Gather pictures or toys of various animals and **categorize** them by their eating habits. Use clay or playdough to model the different types of teeth. Help your child shape them according to the animals discussed.

Humanities
History

Travel and Transport

A History of Flight:

To find out about the different ways that humans have tried to fly throughout history.



Key/New Words: Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle.

Talk to your child about the key facts about the Wright brothers.

Share information on how the invention of aeroplanes changed people's life.

Encourage your child to design and make model hot air balloons and aeroplanes. Challenge your child to use Lego to create a variety of futuristic looking vehicles!

[History of flight.pptx](#)



George Stephenson and trains:

To find out about George Stephenson's life and inventions and understand how trains changed people's lives in the 19th century

Key/New Words: George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution.



Viking Longboats: To find out about an early form of travel, the Viking longboat
Key/New Words: Viking, longboat, archaeology, Scandinavia, hull, sail, figurehead.



Talk to your child about how trains have changed over time.

Share information about the inventions of trains through the past to present.

Encourage your child to explain some reasons how trains changed people's lives.

TALK to your child about Vikings and their longboats.

SHARE information on different traveling stories, photos, and talk about how to get there.

ENCOURAGE your child to design a longboat and talk about why it will work well for his/her Viking crew.

Talk to your child about the route he /she takes to school.

Share with your child to show the route accurately on a street map.

[George Stephenson and Trains.pdf](#)

[Early Travel; The Viking Longboats.pdf](#)



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Humanities
Geography

Our School: How do you get to school?

To observe the route taken to the school.

Key/New Words: Travel, route, transport, distance, direction, position, frequency table, past, present.



Our School - Fieldwork around our school.

To observe (look at) the school environment and draw a simple map.

Key vocabulary: aerial view, plan, label, key, title, fieldwork, observe, photograph, environment.



Talk about different route he/she could take to school.

Encourage your child to record his/her route travelled.

Challenge your child to use Google Street View to navigate the route to school.

Talk to your child about the different places and features of the school.

Share information on how to draw an aerial plan or a map of the school including the key features: key, colour code and a title.

Encourage your child to observe (look at) the school environment and draw a simple map, give their suggestions for improving the school environment, design or draw a new plan for a playground.

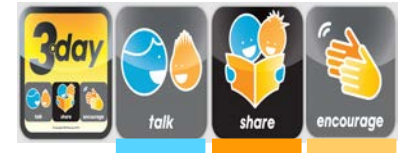
[How Do You Get to School \(1\).pdf](#)



[Fieldwork Around Our School fln.pptx](#)



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	<p><u>Our School -Our classroom.</u></p> <p>To understand what our classroom looks like</p> <p>To look at aerial photographs.</p> <p><u>Key words:</u> compass, direction north, south, east, west, observation, key, title plan.</p> 	<p>Talk to your child about the different places and features of the school.</p> <p>Share information on how to draw an aerial plan of their classroom.</p> <p>Encourage your child to observe their classroom and draw a simple map, ask them to use their imagination to add things they would like to have in their classroom, such as plants, a reading corner, or an art area. Talk with your child about their favorite parts of the classroom and why they chose to include the new items on their map.</p>	<p> our classroom.pptx</p>
<p>UAE Social Studies</p>	<p>To explore the cultural folktales and languages of other cultures.</p>	<p>Talk about the different languages and cultural folktales there are.</p> <p>Share with your child the importance of languages and folktales.</p> <p>Encourage your child to find out more about the different languages and cultural folktales of their own countries and those of the UAE.</p>	<p>Cultural Folktales and different languages.pdf</p>
<p>Arabic for Arab</p>	<p>أن يميز التلميذ أشكال وأصوات الحروف التالية ر-ز س ش ص أن يحدد التلميذ صوت الحرف مع الحركات القصيرة والطويلة . أن يكتب التلميذ الحرف بصورة صحيحة. أن يقرأ التلميذ كلمات تتضمن الحرف من خلال النظر للصور .</p>	<p>مساعدة الابن على نطق الحرف بصورة صحيحة. مساعدة الابن على كتابة الحرف بشكل صحيح . مساعدة الابن في جمع صور لكلمات تحوي الحروف التي تعلمها. مساعدة الابن في إعداد معجم صغير مرفق بصور عن الحروف التي تعلمها. إملاء الحروف التي تمّ تعلمها بصورة دورية.</p>	<p>Arabic and Islamic YouTube Channel</p>



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	<p>أن يربط التلميذ بين الحروف التي تمّ تعلمها لتكوين كلمات جديدة. أن يصف التلميذ صورًا مختلفةً بشكل صحيح .</p>	<p>ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
Arabic for non-Arab	<p>Some Arabic instruction Some Arabic phrases. The shapes of س - ش - ص - ض with short and long vowels, and words as an Example of each sound. Arabic song (colour) Joining the letters to make correct words. Reading words include the sounds have learned.</p>	<p>Encourage your child to practice writing the letters with its shapes he- she learnt at school. Encourage your child to practice making oral sentences using the words. Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Arabic and Islamic YouTube Channel</p>
Islamic for Arab	<p>درس سورة الفاتحة أن يتلو التلميذ السورة تلاوة صحيحة. أن يذكر أن الله هو الرحمن الرحيم وهو رب كل شيء. أن يستنتج أن الصراط المستقيم هو الطريق الموصل إلى الجنة ورضا الله عز وجل</p> <p>درس الوضوء أن يستنتج التلميذ كيفية الوضوء بشكل صحيح أن يستنتج التلميذ حالات يشرع فيها الوضوء</p> <p>حديث شريف بنى الإسلام على خمس أن يحفظ التلميذ الحديث الشريف حفظًا صحيحًا . أن يميز التلميذ أركان الإسلام الخمس أن يوضح التلميذ كل ركن منها</p>	<p>يساعد ولي الأمر التلميذ في تلاوة السورة بشكل صحيح يساعد ولي الأمر التلميذ في معرفة أن الله هو الرحمن الرحيم . حث الابن على الالتزام بأداب التلاوة</p> <p>يساعد ولي الأمر التلميذ في كيفية الوضوء بشكل صحيح يساعد ولي الأمر التلميذ في استنتاج حالات يشرع فيها الوضوء</p> <p>مشاهدة فيديوهات عن الوضوء بشكل سليم التحدث مع التلميذ عن الصلاة وما يجب علينا أن نفعل قبل الصلاة</p>	<p>شرح سورة الفاتحة</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشيستر</p>



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		<p>أن يساعد ولي الأمر الطالب على فهم الحالات التي يشرع فيها الوضوء يساعد ولي الأمر الطالب في تعلم كيفية الوضوء بشكل سليم يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيوستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
<p>Islamic for Non-Arab</p>	<p>1-Surat Al-Fatiha To recite the Surah correctly. To state that Allah is the Most Merciful, the Most Compassionate, and the Lord of everything. To conclude that the Straight Path is the way that leads to Paradise and the pleasure of Allah, the Almighty. 2- Ablution (Wudu) To conclude how to perform ablution correctly. To deduce the situations in which ablution is prescribed. 3-The birth of the Prophet. The Birth of Prophet Muhammad, (PBUH). To mention the story of the birth and nursing of the Prophet, peace be upon him, in his early childhood.</p>	<p>Talk to your child about who is our prophet Muhammad (PBUH). Share with your child Surat Al-Fatiha. Please encourage your child to learn the Duaa taught in class. Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage Go through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p>	<p>Arabic and Islamic YouTube Channel</p>
<p>Physical Education Activity -1 Activity – 2</p>	<p>Sports day/Practice Ball Activities: Dribbling Skill.</p>	<p><u>Talk and Encourage the children to do the following:</u> <u>Proper warm up</u> The students will do the proper warm up and will practice the skills with basic rules.</p>	<p>Bean Bag Toss.mp4 Ball Relay Race.mp4 How to Dribble Basketball.mp4</p>



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<p>Activity - 3</p> <p>Activity - 4</p>	<p>Ball Activities: Catching & Throwing.</p> <p>Ball Activities: Side arm Striking.</p>	<p>Follow the links for the skills and rules <u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Catching & Throwing.mp4</p> <p>Side arm striking.mp4</p>
<p>Information and Communications Technology</p> <p>MS Word</p>	<p>To create a word document and save it on the computer.</p> <p>To format the text using font size, color and style.</p>	<p>Good Organizational skill, creative thinking.</p> <p>Explore and Research about the different font styles.</p> <p>Encourage your child to write a few sentences about their favourite story using font size - 14.</p> <p>Explore and Research about the child friendly clipart that can be added in the word document.</p> <p>Draw a picture using only these shapes, such as a house or a tree, and color the shapes with the Shape Fill tool.</p> <p>Internet Safety: Talk to your child about Online Safety. Encourage your child to create posters on Online Safety.</p>	<p>https://support.microsoft.com/en-us/office/add-and-format-text-2e76a31b-a6d6-4b4e-95c2-fb780e3ac8d3</p>
<p>Music Kiko</p>	<ul style="list-style-type: none"> • Learning what are the different kind of music instruments and their sounds • Improving children’s confidence and musicality through singing actions songs. 	<ul style="list-style-type: none"> • Encourage the child to act how a music instrument is played • Encourage the child to sing action songs at home. 	<p>Music Induction Day (Kiko).mp4</p> <p>Music Lesson - The Orchestra Instruments.mp4</p>



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<p>Music Sunil</p>	<ul style="list-style-type: none"> • Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar) 	<ul style="list-style-type: none"> • Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar) • Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping 	
<p>Music Joyson</p>	<ul style="list-style-type: none"> • Improving child’s confidence and musicality through singing actions songs • Sing Bim Bum action song 	<ul style="list-style-type: none"> • Let the children sing action songs at home. • Ask the child to perform the songs we learned in school. 	
<p>Leadership Gemstones</p>	<p>Value of the Month for November: “Leading with Gratitude” – Citrine Be thankful and appreciate what you have.</p> <p>Value of the Month for December: “Leading with Unity” – Garnet Work together and support each other.</p>	<ol style="list-style-type: none"> 1. Gratitude Jar Place a jar in a common area at home. Each day, family members write or draw something they are thankful for on a small piece of paper and drop it into the jar. At the end of the week, open the jar and read them together. Teaches: Reflection, positivity, appreciation of small moments. 2. Family Reflection Circle At mealtime or bedtime, go around the family circle and share “one thing I am thankful for today.” This helps children make gratitude a daily habit. Teaches: Habit of gratitude, empathy, connection. <ol style="list-style-type: none"> 1. Family Team Challenge Choose a simple goal for the week (e.g., keeping the living room tidy, preparing a meal together, or creating a family puzzle). Work as a team to achieve it, assigning small roles to each family member. 	



The Winchester School, Jebel Ali

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		<p>Teaches: Teamwork, shared responsibility, cooperation.</p> <p>2. Unity Chain</p> <p>Cut strips of colored paper. Each day, your child writes or draws one way they helped someone or worked as part of a team. Link the strips to form a paper chain showing acts of unity throughout the month.</p> <p>Teaches: Reflection, kindness, visualizing teamwork and progress</p>	
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