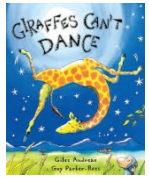
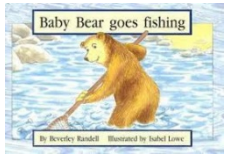
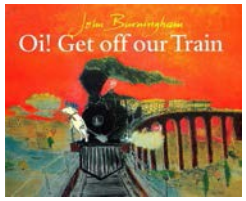
The Winchester School Jebel Ali
Family Learning Newsletter (Foundation Stage-2)-October 2025

Area of Learning	Focus	Home Activities / How can you help your child at Home	Useful website
Prime Area Communication and Language	**Listening and Attention**. Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.	**Engage** in a fun "Story Treasure Hunt" with your child. Read a short picture story together. Before reading, hide a few small objects related to the story around the room. As you read, pause when an object is mentioned and encourage your child to find it, share where they found it. Talk about how it appears in the story. This playful activity allows for movement while listening, encourages sharing and talking, and helps develop listening skills in an enjoyable way.	Sharing stories
	Understanding Listens and responds to ideas expressed by others in conversation or discussion.	Introduce your child to storybooks that have interesting characters and ask them open-ended questions. These questions allow the child to think creatively and share their ideas freely, encouraging deeper understanding and imagination. Try asking open-ended questions like, "How do you know that...?" "Why do you think...?" and "How can you tell the difference between and ?"	Role-Play
	Speaking: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	**Share** and read a story with your child, and ask your child to retell the story in their own words. **Encourage** them to remember what happened first, next, and last. This activity helps your child to organise and sequence events while expressing their thoughts clearly.Develop language skills through structured and unstructured discussions linked to books, topics, routines and events.	Importance of reading

Prime Area Personal, Social and Emotional Development	**Making Relationships:** Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour.	**Encourage** your child to take part in a "Build and Share" activity at home to develop flexibility, cooperation, and communication skills. Using building blocks, recycled boxes, or other safe construction materials, work together to create something—a house, a bridge, or even a pretend city. Take turns adding pieces, listening to each other's ideas, and making changes when needed to include both your ideas and your child's. **Encourage** your child to share their thoughts. **Talk** about what they are building, and listen to your suggestions.	Relationships
	Sense of Self: Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.	**Encourage** your child to take part in a "Family and Friends Collage" activity at home to help them recognise similarities and differences between themselves and others. Using photos, or drawings, work together to create a collage that includes your child, family members, friends, and people from different backgrounds or communities. As you create, encourage your child to share who each person. Talk about things they have in common, and discuss ways they are different.	Self-expression
	Understanding Emotions Is aware of behavioural expectations and sensitive to ideas of justice and fairness.	Share books that feature characters who follow or break rules and explore the impact of their actions on others, like the Mr. Men series. Help your child understand the difference between right and wrong. Offer activities that promote fairness, sharing, and cooperation. Stay mindful of issues related to justice and ensure your child sees how they are addressed and resolved. **Encourage** your child to draw themselves and their family. Talk about what makes them special—hair color, favorite foods, hobbies, or things they like to do. **Share** pictures of friends or	Positive Behavior

Leadership GEMstones **Leading with Diversity** *Celebrate unique perspectives and foster inclusivity.*		family members and **talk** about how everyone is unique—some have different skin colors, speak different languages, or like different activities. Invite your child to draw or color their friends, emphasizing what makes each friend special. **Talk** about similarities and differences in a positive way: "You both like drawing," or "Your friend has a different colored hair, and that's wonderful!" Read a story about diversity or friendship and encourage your child to share what they like about the characters.	
Physical Development	**Moving and Handling**: To travel with confidence and skill around, under over and through balancing and climbing equipment. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Heath and Self-Care:** Practices some appropriate safety measures without direct supervision,	**Encourage** your child to enjoy an "Indoor or Outdoor Obstacle Adventure" at home to build confidence and skill in moving around, under, over, and through balancing or climbing equipment. Use safe household items or outdoor play equipment to create a simple obstacle course with cushions, tunnels, low tables, or climbing frames. Guide your child to travel through the course, balancing, climbing, and crawling as they go. **Share** how they plan to move through each part. **Talk** about what they find easy or tricky, and celebrate their successes. **Encourage** your child to practice writing at home to develop pencil control and correct letter formation. Provide them with a pencil and some colourful paper, and ask them to write their name and a few favourite words, such as family members' names, pets, or things they like. Sit together and encourage your child to **share** each word they have written, talk about why it is special to them, and notice the shapes of the letters. **Talk** with your child the importance of tidying up after play. Let them pick things and put them in the proper place.	Moving Letter Formation Step-by-Step

	considering both benefits and risk of a physical experience.	Talk to your child about the importance of following the safety rules while playing. For example, encourage them to wear a helmet while riding a bike etc.	Tidy-Up
Specific Area Literacy Celebrates unique perspectives and fosters inclusivity.	**Reading** Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Begins to segment the sounds into simple words and blend them together and knows which letters represent some of them. **Stories** Giraffes can't dance Oi get off our train We are going on a Bear Hunt Baby Bear's goes Fishing **Writing:** Enjoys creating texts to communicate meaning with images and sometimes with words.	**Share** a favourite storybook or a short non-fiction text and read it together. Afterwards, ask your child to share what happened in the story or what interesting facts they learned. Encourage them to talk about their favourite part, the characters, or what they think might happen next. You can also share your own thoughts to keep the conversation flowing. Model oral blending of sounds to make words e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop your child's phoneme-grapheme correspondence. **Encourage** your child to retell the story using props and story language. For e.g. Once upon a time, long ago in a far away. One bright summer morning etc. Help children to talk about different stories and discuss how they will act: -what part each child will play and what props they will need. **Encourage** them to act out the story 'We're going on a bear hunt' using props. **Encourage** your child to write, even if they are scribbling Give them opportunities to practice writing by helping them sign birthday cards, write stories, and make lists. **Encourage** your child to copy labels and posters from around the house and to make use of phonic knowledge as they attempt to write simple words. **Encourage** your child to find the letters in their names from magazines, newspapers and unwanted books. Model how to write names beginning with a capital letter, remember to follow by lowercase letters and other familiar words. e.g. Ali, mum, dad, bag, bus. Model writing words so that your child can see spelling in action.	   ORT Stories Pre-Writing Activities

	Jolly Phonics Introduce letter sound of s, a, t, p, i, n, c, k, e, h, r, m, d. Jolly phonics recap of letters s, a, t, p, i, n, Blending consonant, vowel, consonant (CVC) words for reading and writing. High frequency words - at, a, as, in, it, is	**Encourage** your child to find objects around the house with the letter sounds 's, a, t, p, i, n, c, k, e, h, r, m, d'. Cut pictures from pamphlets, and old books for letter sounds e.g. socks, ant, tub, pan, igloo, cat, kite, egg, horse, rat, mat, dog, etc. Design a colourful, illustrative 'My Letter Sounds Booklet'. **Encourage** your child to form letters using playdough. Allow them to highlight the learnt letter sounds in story books, magazines/newspapers etc. Model and encourage your child to read simple words by sounding out the letter sounds and blending them to make simple words - sip, pit, tan, etc. **Encourage** your child to explore tricky words through games and songs. Ensure that they follow the Look, Cover, Write and Check method to develop mastery over the tricky words.	Jolly Phonics Blending Segmenting
Mathematics	**Composition** Show that numbers are partitioned in different ways with a range of objects. **Pattern** Chooses familiar objects to create and recreate repeating patterns. Spots patterns in the environment, beginning to identify the pattern "rule".	Provide a collection of small objects like buttons, beads, or building blocks. Ask the children to pick a number (e.g., 6) and represent it using the objects. They can arrange the objects in different ways to show that 6 can be partitioned as 3 + 3, 4 + 2, or 5 + 1. **Encourage** them to experiment with different numbers and arrangements. **Encourage** your child to use different objects, shapes and colours to create patterns. Take your child outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf. **Encourage** your child to copy the patterns and see if they can continue them. **Encourage** your child to use loose parts to make simple patterns for you to copy and continue.	Pattern

		Set two timers simultaneously for a short duration (e.g., 1 minute) and ask your child to race against the timer. Challenge them to see how many tasks they can complete before the timer goes off. Enjoy the element of fun and urgency.	
Understanding the World	**People and Communities** Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. **The World** Talks about similarities and differences in relation to places, objects, materials and living things **Technology**	**Talk** to your child to create a drawing that represents themselves. Ask your child to include pictures, drawings, or words that reflect their interests, hobbies, and characteristics. **Take** a walk around the local neighborhood or community. Point out different types of building, parks, public spaces, etc. Discuss the roles of these places within the community. Provide opportunities for your child to talk about the similarities and differences between the observed surroundings. Go on a short walk in your garden, home, or nearby park, or explore items around the house. Ask your child to observe and **talk** about what they see, encouraging them to share how things are the same or different—for example, comparing leaves, rocks, or toys. Invite them to describe textures, colours, shapes, and sizes, and talk about why they think these differences exist. Observational Drawing: **Encourage** your child to draw or paint what they see in nature. Ask them to pay close attention to the details and to look for patterns and changes in the natural world. Encourage your child to use the computer to play games on numbers or spellings, find stories and search for pictures / images.	The World

	Completes a simple program on electronic devices.		
Expressive Art and Design	**Creating with Materials:** Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking**.** **Being Imaginative and Expressive:** Introduces a storyline or narrative into their play.	**Provide** your child with opportunities to use their skills and explore concepts and ideas through their representations. Encourage them to create interesting artwork using paint, colours, junk, etc. Play fictional characters in pretend settings. Encourage your child to act out their own original stories, using language from other contexts thus developing an understanding of story structure. **Encourage** your child to narrate the story in their own words.	Creating with Materials Being Imaginative

Arabic for Arab	أن يميز التلميذ أشكال وأصوات الحروف التالية ذ -ر-ز. أن يحدد التلميذ صوت الحرف مع الحركات القصيرة . أن يكتب التلميذ الحرف بصورةٍ صحيحةٍ. أن يقرأ التلميذ كلمات تتضمن الحرف من خلال النظر للصور . أن يربط التلميذ بين الحروف التي تمّ تعلمها لتكوين كلمات جديدة. أن يصف التلميذ صورًا مختلفةً بشكل صحيح .	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. ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره ا المدرسي.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر منصة كتبي
Arabic for Non-Arab	The greeting in Arabic and some Arabic instruction Some Arabic phrases. Arabic number (1 to 10) The sounds of the letters -ز-ر-ذ-د. with words as an Example of each sound. Arabic song (days of the week)	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	Arabic and Islamic YouTube Channel Kotubee reading platform
Islamic for Arab	سورة الإخلاص . أن يتلوا الطالب السورة تلاوة صحيحة .أن يستمع الطالب إلى سورة الإخلاص . أن يميز الطالب بعض صفات التوحيد أن يميز الطالب قدرة الله على كل شيء مولد الرسول صلى الله عليه وسلم أن يميز التلميذ قصة مولد الرسول صلى الله عليه وسلم . التلميذ نسب الرسول صلى الله عليه أن يوضح وسلم. أن يعرف التلميذ مكان مولد الرسول صلى الله عليه وسلم	يساعد ولي الأمر التلميذ في: .حفظ سورة الإخلاص تعلم بعض أسماء الله الحسنى حث الابن على الالتزام بآداب التلاوة ذكر قصة مولد الرسول صلى الله عليه وسلم ورضاعة التعبير عن حب الرسول صلى الله عليه وسلم .مشاهدة فيديوهات عن مولد الرسول يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	سورة الإخلاص مولد الرسول مولد الرسول 2 قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

Coming Up Events-	
Settling in PTM	Saturday, 4th Oct, Monday-Tuesday, 6th & 7th October
World Teacher's Day	Monday, 6th October
World Space Week	Monday, 6th to Friday, October 10th
World Habitat Day	Tuesday, 7th October
World Mental Health Day	Friday, 10th October
Mid-term break for students	Monday, 13th to Friday, 17th October
Global Dignity Day	Wednesday, 15th October
SEWA Day	Monday, 20th October
Hair for Hope - Breast Cancer Awareness	Monday, 20th October
ICT Week	Monday – Friday, 20th – 24th Oct
Math Workshop	Wednesday, 22nd Oct
Digital Citizenship Day	Thursday, 23rd October
Innovation Day	Thursday, 24th October