



# The Winchester School, Jebel Ali

## Family Learning Newsletter - Year 1 February 2026



| Area of learning                              | Focus   | Activities to help your child at home   | Useful Websites/Resources  |
|---|---|---|--|
| <p><b>Literacy</b></p> <p><b>Spelling</b></p> | <p>To use phonic knowledge to spell 'igh/i-e/ie' sound words<br/>           example- pie, tight, shine<br/> <b>ch/tch</b> sound word – scratch, patch, pitch, hatch, rich, reach, teach</p> | <p><b>Phonics Sound Hunt:</b><br/> <b>Ask</b> your child to go on a "sound hunt" around the house or outside. Their job is to find objects that have the "ie" or "igh" sounds. For example, they might find a "tie" or a "kite." Once they find an object, have them write the word down or draw a picture of it. Afterward, go through their list of found words and practice reading them aloud together.</p> <p><b>Rhyme Time:</b><br/> <b>Challenge</b> your child to come up with rhyming words for words that have "ie" or "igh" sounds. For example, for "high," they could say "fly," and for "pie," they could say "sky." You can create a game where you take turns coming up with as many rhyming words as possible for a given word. This reinforces the sounds and helps with fluency.</p> | <p><a href="#">Long Vowel Sounds _ ie, igh _ Phonics Songs and Stories _ Learn to Read.mp4</a></p> <p><a href="#">TCH vs CH - 4 Minute Phonics.mp4</a></p> |
| <p><b>Grammar</b></p>                         | <p><b>Past Tense - Verbs</b></p> <p><b>Months of the Year and Days of the week</b></p>  | <p><b>Tell</b> your child that in order to talk about the past, we need to change the verb into the past tense. Write some regular verbs on a piece of paper (watch, play, walk, talk, cook) and show your child how to change the verbs to past tense by adding 'ed'. Ask your child to repeat after you and practice saying each past tense verb.</p> <p><b>Game Time</b> - Play "Days Rope Jump" You will need a length of rope, long enough to</p>  | <p><a href="#">Verbs.mp4</a></p>   |



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| <p><b>Text Level</b></p> | <p><b>Recounts</b><br/>To write their own diary recount about a week's adventure<br/>To identify content, language and structure in a recount.</p> | <p>lay along the floor. Lay the rope on the floor and stand facing the rope, so it is horizontal to you. Get your child to stand on the rope, facing you. Now demonstrate jump one step back and shout "yesterday". Jump one step forward onto the rope and shout "today". Then jump one step forward, in front of the rope and shout "tomorrow". Then get them to jump, backwards and forward as he/she shouts "yesterday – today – tomorrow – today – yesterday – today – tomorrow – today – etc."</p> <p>Ask what month their favourite is and point to the month word (e.g. January) at the top of each month. Elicit the English words for months as you discuss their choices. Ask what month it is now as well as the following (using the calendar)</p> <p>Explain to your child that there are seven days in a week. Ask your child What day is today and the schedule.</p> <p>Break down yesterday, today and tomorrow. ...</p> <p>Introduce the Calendar to show the days of the week and months of the year.</p> <p>A recount is a verbal/said piece of writing that retells events that have already occurred/happened</p> | <p><a href="#">Months of the Year Syllable Song.mp4</a></p> |
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**Information Texts**

To use terms 'fiction' and 'non-fiction', noting some of their contrasting features e.g. layout, titles, contents page, use of pictures, labelled diagrams.

**Talk** to your child that a recount means an event which has already happened. Share with them an immediate event or celebration in your family which is over e.g. A get-together or a family function. Encourage them to talk about the events using past tense. They could also maintain a dairy to write their daily events. Remind them to sequence the events in the correct order.

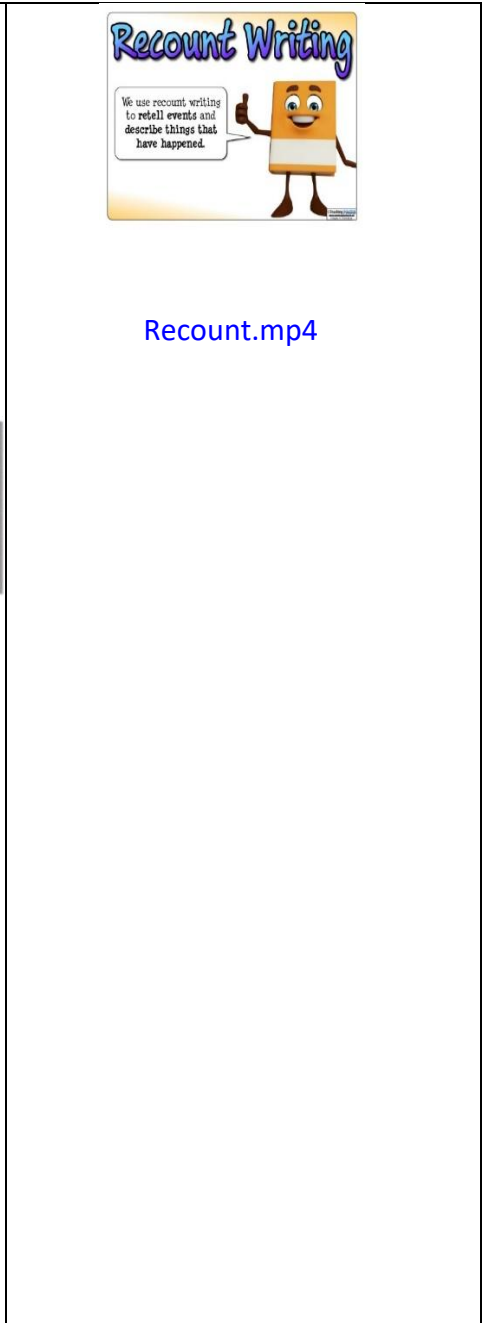
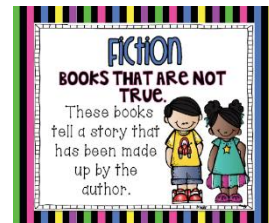
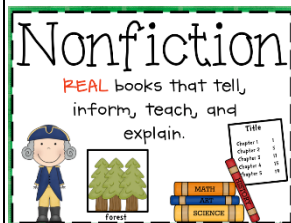
**Reinforce the 5 W's and 1H (Who, What, Where, When, Why, How)** to your child. Explain that these are all questioning words and sentences with these words always end with a question mark.

Introduce the five W's (who, what, where, when and how) to the class and discuss why these are important to ask of any text. Tell a familiar fiction story like "Little Red Riding Hood" to illustrate examples of each of the five questions.

Example – What is the title of the story?  
Where is the story taking place?  
Why did the baby bear cry?



[Recount.mp4](#)

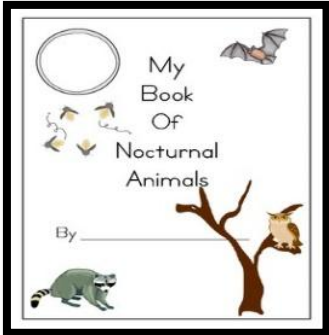
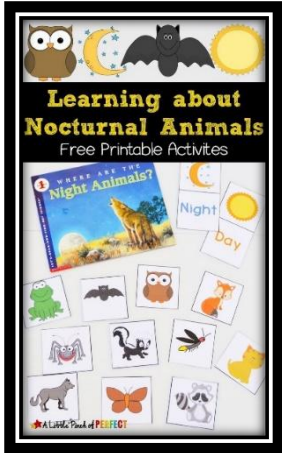
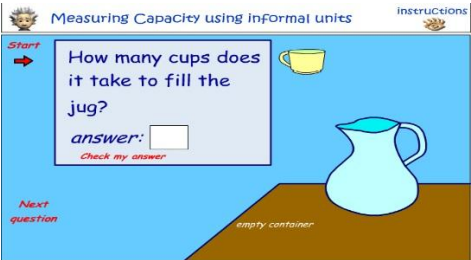




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## Family Learning Newsletter - Year 1 February 2026




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|                                    | <p>To create an information booklet about a nocturnal animal.</p>    | <p>Introduce the terms 'non-fiction' and 'fiction' to your child.</p> <p><b>Explain that</b> Fiction is a story that is created from your imagination while Non-fiction is a true story about real people, real events and true information. <b>Help</b> your child understand that a non-fiction book provides us with information on what is happening around us in the real life. Unlike fiction books, non-fiction texts do not always need to be read from cover to cover; specific sections can be read to gather information.</p> <p>As this generation loves to use gadgets, <b>ENCOURAGE</b> your child to find information about nocturnal animals using laptops/ I-Pads. Read, along with your child, some facts about animals (features, food, habitat etc.) and some key information in complete sentences.</p> | <p><a href="#">Information Text.mp4</a></p>  |
| <p><b>Numeracy Measurement</b></p> | <p>To estimate, measure and compare capacities, using cups; use a uniform, non-standard unit to measure capacity.</p>  | <p>Talk about measures used for capacity; find the same on milk and juice packs. Check whether it is more or less than a litre. Give bottles/vessels/buckets of different capacities. Measure it using nonstandard units and compare them with its actual capacity</p> <p><b>Capacity Hunt Activity:</b><br/>Look around the kitchen or home for containers of different sizes (cups, bottles, jars).<br/>Ask your child to order them from smallest to largest capacity.</p>  | <p><b>capacity</b></p>  |



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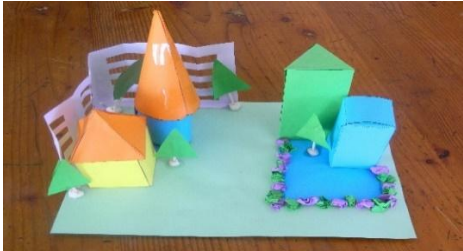
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| <b>Number and Place Value</b> | To identify the place value in 2-digit numbers   | <p>Discuss<br/>Which container do you think holds the most?<br/>How can we check?</p> <p>Talk and share with your child to use beans or rocks. Place a pile of them on a table and show that it is easier to count them in groups of tens. First make groups of tens, then count the ten-groups and the individual beans separately. Say, "I have here five ten-groups, and four individual beans." Continue in a similar way. Take a different amount of beans. Group them into groups tens (and some left-overs). Count the tens-groups and the ones separately.</p> <p><b>Activity-Match Numbers to Tens and Ones Cards</b></p> <p>Write a number on one card (e.g., 25)<br/>On another card, draw tens (sticks) and ones (dots)<br/>Ask child to match number card with tens and ones card</p> | <a href="#">place value</a>  |
| <b>Fraction</b>               | To find halves of shapes and numbers.<br> | <p>Share and shows squares being halved in different ways and would provoke interesting discussion. Give them time to talk to share about what they've seen and identified. This will allow children to clarify their understanding of halving.</p>  | <a href="#">Halving.docx</a> |



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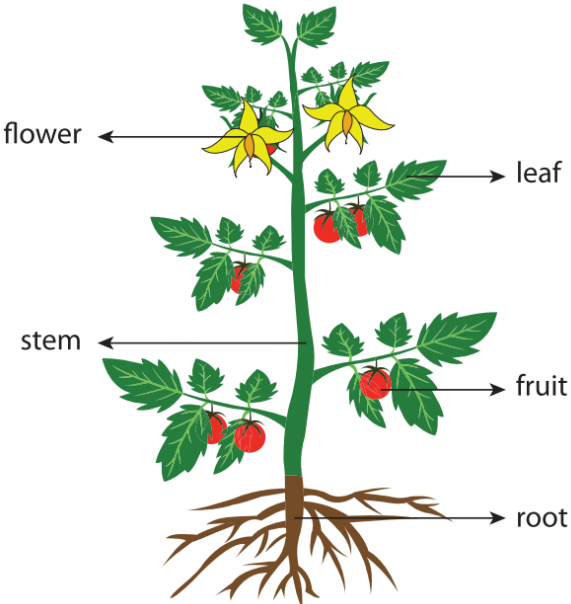
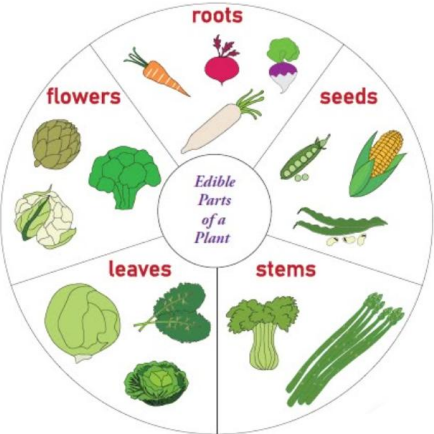

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| <p><b>Geometry-<br/>Shapes</b></p> | <p>To recognize and name common 3D shapes and describe its features.</p>  | <p><b>Activity: Story Time Application</b><br/>Example: “Adam wants to share 4 strawberries with his friend. Can we cut them, so each gets half?”<br/>Children practice sharing equally — real-life connection.</p> <p><b>Encourage</b> your child to identify and describe different 3D shapes around them. You can then discuss together how many sides, corners, faces and vertices it has. Encourage your child to build different 3D shapes using different 2D or 3D real life objects. Further challenge them to explore and identify the properties of new shapes.</p> <p><b>Activity: Shape Hunt at Home</b><br/>Go on a <b>3D shape hunt</b> around the house. Look for items that match these shapes:</p> <ul style="list-style-type: none"><li>○ <b>Cube</b> → dice, tissue box</li><li>○ <b>Cuboid</b> → cereal box</li><li>○ <b>Sphere</b> → ball, orange</li><li>○ <b>Cylinder</b> → tin can, water bottle</li><li>○ <b>Cone</b> → ice cream cone</li></ul> <p>Discuss - “Can you spot a cube? How do you know it’s a cube?”</p> | <p>3D shapes</p>   |
| <p><b>Science<br/>Plants</b></p>   | <p>To explore the functions of the different parts of the plant- roots, stem and leaves.</p>   | <p><b>Explore, Research and SHARE</b> information on the functions of different parts of a plant with your child.</p> <p>Encourage your child to observe different plants in the immediate environment. Challenge them to identify the different</p>   | <p><a href="https://www.bbc.co.uk/bitesize/articles/z2vhxbk">https://www.bbc.co.uk/bitesize/articles/z2vhxbk</a></p> |



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|  |  <p>flower ←</p> <p>→ leaf</p> <p>stem ←</p> <p>→ fruit</p> <p>→ root</p> <p>To classify plants on the basis of whether they are eaten by animals or not - Edible plants.</p> | <p>parts of the plant and compare with other plants. Eg: Date palm with Powder puff tree. Compare the trunk, leaves, and the tree.</p> <p>Ask questions to spark their thinking:</p> <ul style="list-style-type: none"> <li>• How do roots help the plant grow and stay healthy?</li> <li>• Why might the trunk or stem look different in each plant?</li> <li>• What role do leaves play in helping the plant thrive?</li> </ul> <p>Encourages your child to think critically about the roles of each plant part. Happy exploring!</p> <p><b>Explore, Research and SHARE</b> information on the different parts of a plant which can be eaten by us with your child.</p> <p><b>Share</b> examples of commonly eaten plant parts, like carrots (roots), celery (stems), and spinach (leaves)</p> <p>Encourage your child to observe different parts of the plants that are eaten by us and are edible plants. Challenge them to group the plants on the basis of edible and non-edible plants.</p> |  <p><a href="https://teachbesideme.com/mix-match-edible-plant-parts-activity-for-kids/">https://teachbesideme.com/mix-match-edible-plant-parts-activity-for-kids/</a></p> |
| <p><b>Humanities</b><br/><b>Physical and Human Features</b><br/><b>Geography</b></p> | <p>To explore key human and physical features.</p>    | <p><b>Talk</b> to your child about the physical and human features.</p>  | <p><a href="#">Human and Physical Features.pdf</a></p>   |



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| <p><b>Continents and Oceans</b></p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify the continents and oceans studied in this</p>  | <p>To explore what hot and cold countries are like</p> | <p><b>Share</b> information on the different human and physical features in the UAE and your home country.</p> <p><b>Encourage</b> your child to observe the human and physical features they visit. For example: beach, mountain, city, house, shop, mall, sea etc.</p> <p><b>Talk</b> to your child about the world's seven continents and five oceans.</p> <p><b>Encourage</b> your child to name and locate the world's seven continents and five oceans on a globe or map.</p> <p><b>Share</b> information through world maps and atlases to explore the continents and oceans further.</p> <p><b>Talk</b> to your child about the weather and climate in the UAE.</p> <p><b>Share</b> information about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Encourage</b> your child to name and locate the Equator and the North and South Pole on a globe and atlas. Together name the countries along the Equator and those near the North and South Poles.</p> | <p><a href="#">Continents and Oceans.pdf</a></p> <p><b>Keywords:</b> hot, cold, weather, climate, globe, atlas, world map, Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, hottest, coldest, countries, weather recording instruments <a href="#">Hot and Cold Weather.pdf</a></p> |
| <p><b>UAE Social Studies</b></p>  |  |  |   |



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| <p>Our environment in the UAE.</p> | <p>To explore the local natural environment.</p>  | <p><b>Talk</b> about our local natural environment in the UAE. (e.g. desert environment, mountainous environment, marine environment, etc.)<br/><b>Share</b> with your child the human activities in each of them.<br/><b>Encourage</b> your child to research how people's actions impact and affect the environment and ways to look after and care for the environment.</p>   | <p><a href="#">Human Activities and its impact on natural environment.pdf</a></p> |
| <p><b>Arabic for Arabs</b></p>     | <p>أن يميز التلميذ أشكال وأصوات الحروف التالية ط ظ ع غ<br/>أن يحدد التلميذ صوت الحرف مع الحركات القصيرة والطويلة .<br/>أن يكتب التلميذ الحرف بصورة صحيحة .<br/>أن يقرأ التلميذ كلمات تتضمن الحرف من خلال النظر للصور .<br/>أن يربط التلميذ بين الحروف التي تم تعلمها لتكوين كلمات جديدة.<br/>أن يصف التلميذ صورًا مختلفةً بشكل صحيح .</p> | <p>مساعدة الابن على نطق الحرف بصورة صحيحة .<br/>مساعدة الابن على كتابة الحرف بشكل صحيح .<br/>مساعدة الابن على كتابة كلمات من حروف تعلمها التي تعلمها .<br/>مساعدة الابن في جمع صور لكلمات تحوي الحروف التي تعلمها .<br/>مساعدة الابن في إعداد معجم صغير مرفق بصور عن الحروف التي تعلمها .<br/>إملاء الحروف التي تم تعلمها بصورة دورية .<br/>ربط الحروف الهجائية بحياته اليومية من خلال البحث في أعباه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .<br/>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيوسترومتابعة التسجيلات الخاصة الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي .</p> | <p><a href="#">Arabic and Islamic YouTube Channel</a></p>                         |
| <p><b>Arabic for non-Arabs</b></p> | <p>Some Arabic instruction<br/>Some Arabic verbs<br/>Some Arabic phrases.<br/>The shapes of ل - ك - ق - ف .</p>   | <p><b>Encourage</b> your child to practice writing the letters with its shapes he- she learnt at school.<br/><b>Encourage</b> your child to practice making oral sentences using the words.</p>  | <p><a href="#">Arabic and Islamic YouTube Channel</a></p>                         |



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|                              | <p>with short and long vowels, and words as an Example of each sound.<br/>Arabic song (colours)<br/>form simple sentence from the pictures.<br/>Reading words include the sounds have learned.</p>   | <p><b>Go through</b> the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>  |  |
| <b>Islamic for Arabs</b>     | <p>درس مخلوقات الله<br/>أن يستنتج أن الله هو الخالق هو الله وحده لا شريك له<br/>أن يستنتج التلميذ بعض مخلوقات الله في الكون من حوله . أن يستنتج أن مخلوقات الله تدل على عظمتها</p> <p>درس النظافة في الإسلام<br/>أن يستنتج التلميذ مفهوم النظافة في الإسلام وبيان أهميتها في حياة المسلم<br/>أن يستنتج التلميذ أثار النظافة على صحة الفرد والمجتمع التفريق بين أنواع النظافة في الإسلام (نظافة البدن -نظافة (الملابس - نظافة المكان والبيئة<br/>درس آداب الوالدين<br/>أن يستنتج التلميذ مفهوم بر الوالدين وذكر بعض الآداب التي أمر بها الإسلام في التعامل معهما<br/>تطبيق سلوكيات صحيحة تدل على احترام الوالدين وطاعتها في حياته اليومية</p> | <p>يساعد ولي الأمر التلميذ في أن الله هو خالق كل شيء<br/>يساعد ولي الأمر التلميذ في استنتاج مخلوقات الله من الأشياء التي من صنع الإنسان<br/>يساعد ولي الأمر التلميذ في معرفة مفهوم النظافة وأهميتها في حياتنا اليومية<br/>مشاهدة فيديوهات عن النظافة<br/>التحدث مع التلميذ عن أسلوب النظافة وأهميتها سواء كانت نظافة البدن والملبس والمكان<br/>أن يساعد ولي الأمر التلميذ على فهم مفهوم النظافة بشكل صحيح<br/>يساعد ولي الأمر التلميذ في فهم آداب بر الوالدين مع ذكر بعض الآداب التي أمر بها الإسلام<br/>يساعد ولي الأمر التلميذ في تطبيق السلوكيات الصحيحة الدالة على احترام الوالدين وبرهما<br/>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</p> | <p>فيديو عن مخلوقات الله<br/>فيديو عن آداب النظافة في الإسلام<br/>فيديو عن بر الوالدين<br/>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| <b>Islamic for Non-Arabs</b> | <p><b>1- Pillars of Islam(Prayer – Zakah)</b><br/>To identify prayer and zakah as two pillars of Islam.<br/>To explain in simple words why Muslims pray and give zakah.</p>  | <p>Encourage your child to <b>perform prayers on time</b> and pray with a parent when possible.<br/>Involve your child in <b>simple acts of charity</b>, like sharing food or donating.</p>   | <p>Arabic and Islamic YouTube Channel</p>  |



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## Family Learning Newsletter - Year 1 February 2026



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|  | <p><b>2-Our Duty Towards the Prophet ﷺ</b></p> <p>To recognize ways Muslims show love and respect for the Prophet Muhammad ﷺ.</p> <p>To demonstrate good manners by following the Prophet's ﷺ example.</p> <p><b>3- Cooperation.</b></p> <p>To explain the concept of cooperation.</p> <p>To practice cooperation at home and at school.</p> | <p>Teach your child to <b>love the Prophet ﷺ</b> and speak about him with respect.</p> <p>Encourage your child to <b>send prayers upon the Prophet ﷺ</b> every day.</p> <p>Encourage your child to <b>cooperate with family members</b> at home.</p> <p>Teach your child that <b>working together makes tasks easier and more enjoyable.</b></p> |  |
| <p><b>Physical Education</b></p> <p>Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Activity 4</p> | <p><b>Fitness Test.</b></p> <p><b>Football: Kicking and passing – Kicking the stationary ball.</b></p> <p><b>Football: Kicking and passing - Dribble the ball with strong foot.</b></p> <p><b>Football: Kicking and passing - Dribble the ball with both feet.</b></p>   | <p>Talk and encourage the children to do the following:</p> <p>Proper warm up</p> <p>The students will do the proper warm up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p>Cooldown</p> <p>After the game students will do proper cooldown activity.</p>                                | <p><a href="#">Fitness Test (2).mp4</a></p> <p><a href="#">Stationary Ball Kick.mp4</a></p> <p><a href="#">THE BASICS OF DRIBBLING I beginner tutorial.mp4</a></p> <p><a href="#">Dribble the ball with both feet (Football).mp4</a></p> |
| <p><b>Information and Communications Technology</b></p>  |  <p><b>Algorithm- Scratch junior</b></p> <p>To develop an understanding of Algorithm through Scratch junior and program a character.</p>  | <p><b>TALK</b> to your child about what algorithms are; how they are implemented as programs on digital devices like Scratch junior.</p> <p><b>Encourage</b> your child to explore and understand that programs execute by following precise and unambiguous instructions.</p>   | <p><a href="https://codejr.org/scratchjr/index.html">https://codejr.org/scratchjr/index.html</a></p>   |



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|                                    |  | <p><b>Encourage</b> your child to program a character following the instructions on Scratch.</p> <p><b>Challenge</b> them to choose different blocks and different algorithm for programming.</p>  |   |
| <p><b>Music</b><br/>Mr. Kiko</p>   | <ul style="list-style-type: none"> <li>Learning what are the different kind of music instruments and their sounds</li> <li>Improving children’s confidence and musicality through singing actions songs.</li> </ul>                            | <ul style="list-style-type: none"> <li>Encourage the child to act how a music instrument is played</li> <li>Encourage the child to sing action songs at home.</li> </ul>   | <p><a href="#">Music Induction Day (Kiko).mp4</a></p> <p><a href="#">Music Lesson - The Orchestra Instruments.mp4</a></p> |
| <p><b>Music</b><br/>Mr. Sunil</p>  | <p>Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)</p>   | <ul style="list-style-type: none"> <li>Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar)</li> <li>Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping</li> </ul>  |   |
| <p><b>Music</b><br/>Mr. Joyson</p> | <ul style="list-style-type: none"> <li>Improving child’s confidence and musicality through singing actions songs</li> <li>Sing Bim Bum action song</li> </ul>  | <ul style="list-style-type: none"> <li>Let the children sing action songs at home.</li> <li>Ask the child to perform the songs we learned in school.</li> </ul>  |   |
| <p><b>Leadership Gemstones</b></p> | <p><b>Focus – Value of the Month: February “Leading with Compassion” – Emerald</b><br/>Inspires kindness, understanding, and care toward others.<br/>Encourages children to notice others’ needs, listen deeply, and respond with empathy.</p> | <p><b>1. Kindness Scavenger Hunt</b><br/>Ask your child to spot opportunities to show kindness around the house or neighborhood over a week. For example: helping a sibling tidy up, giving a compliment, or assisting a neighbour. Each act is recorded on a simple checklist or sticker chart.<br/><i>Teaches:</i> Observation, empathy, proactive kindness, reflection on how small acts make a difference.</p> |   |



# The Winchester School, Jebel Ali

## Family Learning Newsletter - Year 1 February 2026



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|  | <p><b>Value of the Month: Ramadan</b><br/><b>“Leading with Purpose” – Amethyst</b><br/>Reflect, serve, and hold oneself accountable. Encourages mindfulness, self-discipline, and thoughtful action. Helps children stay focused, act with intention, and serve others.</p> | <p>2. <b>Compassion Story Swap</b><br/>Encourage your child to share a story where they or someone else showed kindness. This can be done verbally, or they can draw it as a short comic strip. Afterwards, discuss how the actions helped others feel valued and supported.<br/><i>Teaches:</i> Deep listening, understanding emotions, reflecting on the impact of compassionate actions.</p> <ul style="list-style-type: none"><li>• <b>Daily Purpose Reflection</b><br/>Each day, ask your child to think about one action they can do with intention, such as helping a family member, completing a task carefully, or being kind to someone. Encourage them to write, draw, or verbally share their reflection at the end of the day:<ul style="list-style-type: none"><li>• What did I do today with purpose?</li><li>• How did it make me feel?</li></ul><i>Teaches:</i> Mindfulness, self-discipline, reflection, accountability.</li></ul> <p>2. <b>Acts of Service Challenge</b><br/>Encourage your child to plan and complete small acts of service during Ramadan. Examples: helping prepare a meal, donating toys/books, or assisting a family member. Discuss how their actions impact others and connect to their own purpose.</p> |  |
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|  |  | <p><i>Teaches: Generosity, empathy, self-discipline, meaningful contribution.</i></p> |  |
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