Oral Storytelling:
We will be learning *The Gingerbread Man* as an oral story. We will sequence the story and use a story map to help us recite it. We will then learn how to innovate a story by adapting it into *A Donkey's Journey*, which will lead us into our Nativity performance. This will develop our storytelling skills, and we will practise projecting our voices when retelling a story so that our audience can hear us clearly.

Literacy:
We will be using a range of key texts to inspire our play, including *Gary*, a story about a carrier pigeon. Through *The Snail and the Whale*, children will explore whales travelling across the globe and develop a sense of awe and wonder about our planet. In addition, we will use a Chris Packham book about animal migration to deepen our understanding of non-fiction texts. Throughout this learning, we will place a particular focus on our oracy skills, encouraging children to make observations about animals around the world. As their curiosity grows, they will pose thoughtful questions about the journeys animals make and the reasons behind them.

Phonics:
We will continue with Unlocking Letters and Sounds phonics scheme. From November 2nd, we will be starting Phase 3. We will still be sending home the sets of Graphemes as we learn them. We will have to learn digraphs and trigraphs as part of phase 3. A digraph is 2 letters that join together to make 1 phoneme (sound) such as the 'oa' in boat. A trigraph is when 3 letters are together to make 1 phoneme such as the 'air' in chair. We will also be learning new common exception words. These are the words children need to know by sight.
Remember, we ask you to read their home reading book 3 times before it is changed. 1 to decode, 2 for fluency, 3 for comprehension. Please ensure you sign your child's reading diary each time they read or play a blending game so that we can change them regularly.

Writing:
We will continue to develop children's letter formation, focusing on where to start each letter, the direction in which the pencil should move, and how to keep writing on a line. We will support children in segmenting words into their phonemes so that they can write the corresponding graphemes. Having now completed Phase 2 and begun Phase 3, children will start to write captions and short sentences using their growing phonic knowledge.

Maths:
In Maths, we will begin the term by exploring repeating patterns, including ABAB and ABB patterns. We will then learn and revise simple 2D shapes, looking for them in the world around us and learning about their basic properties so that we can describe and compare them. Later, we will develop our understanding of cardinality by exploring different ways to make numbers, linking quantities to written numerals, and using the term *altogether* to describe the total number of objects in a set. Please remember to check Tapestry each week for the Maths Challenge of the Week.

PE: (Focus on Dinosaur Dance)
Pluto class PE day – Wednesday Mercury class PE day – Wednesday

Library Visits:
Pluto class – Tuesday (book change for those who want to)
Mercury class – Thursday (book change for those who want to)

EYFS Autumn Term 2

The Journeys animals go on

Communication and Language, Literacy, Understanding the World Expressive art and design.

Rationale:

Through the first half term of school, we observed many children exploring small world animals in their play. They are showing a sense of awe and wonder about those animals and being curious about the lives they live. We are going to develop this interest into our new Learning Experience. We will be able to further develop comparative language as we look at animals close to use in Wincanton and animals in countries far away. We know that dinosaurs lived a long ago, however, we will be able to learn about the more recent past. We will think about animals that are not extinct but will have had a different role in the past. For example, a donkey and a carrier pigeon. We will think about the present and what we use to fulfil that role for example the role of a horse on a farm in the past and the role of a tractor now.
We will consider our own lives and special people to us and the journeys they may go on or have been on. This will include us considering which countries we or family members have travelled to and share how we get there. This will enable them to learn about different countries and cultures around the world and hopefully inspire them to want to travel the globe into adulthood. We will then be leading our learning into the Christmas Nativity, linking it to "A Donkey's Journey". Through the nativity, we will be learning about how to take on a role and how to perform in front of an audience.

Start Date: 2nd November 2026

End Date: 18th December 2026

Hook:



A visit to Willow Vale animal sanctuary to explore the outdoor environment and meet Donkeys, a Shetland pony, goats and alpacas. This is on Tuesday 17th November. Please look out for Parent mail letter.

Outcome:



EYFS nativity "A Donkeys journey" at St Peters and St Pauls Church on Tuesday 15 December at 9.30am.

Key Learning:

Personal, social and emotional development: Linking to PSHE materials we will be thinking about clothing we wear as seasons change.
Literacy: Early writing skills applying phonics knowledge. Learning a story by heart and using a performative voice to share that story.
Understanding the world: Recognise that people have different beliefs and celebrate special times in different ways. Be able to sort and categorise animals, knowing that animals in Wincanton may be different to animals around the world. Understand that we can use maps to discover and track journeys. Know that in the past animals had different jobs or tasks they had to do. Compare the role of the donkey now and the role of the donkey in the past. Talk about immediate family and important people to them (and the journeys they have been on).
Expressive art and design: To learn a story that can be performed in front of an audience. To take o a role and perform. To use a range of media for desired effects.

Take home task:

Please bring in a photograph of a special journey you have been on. You could bring 1 photograph or a selection of photographs that show the journey. For those with family members who have been on journeys to different countries, you may wish to bring a photograph that represents this.

Bring to school by: Friday 11th December 2026.

How you can support your child at home: Talk Homework:

Name and Notice – Animals you see when out and about around our locality.
Wonder- What journey has the animal been on? What adventures have they had?
Personal, social and emotional development: Ensure the children can prepare themselves for the changes in weather. Support them to independently put on their own coat and change from welly boots into shoes or trainers. Support them to identify when they might need to put their hood up and when they might need to hang their coat up for it to dry.
Literacy: Support with retaining Phase 2 GPCs and to learn Phase 3 GPCs. Ensure they are practising the skill of blending either through oral blending games or when written down.
Understanding the world: Discover animals in our locality and the roles they have. Be playful as you attempt What If games, what would happen if a snail ploughed a field? What if our post was delivered by a shark?
Being Imaginative: Take on roles as storytellers at home. For favourite or familiar stories, can your child retell parts of it using a variety of voices and actions. Practise using a loud, projecting voice making sure they do not shout.