The Churchill School
#teamchurchill

EYFS Key Knowledge 2026 - 2027

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Mathematics	Understanding of the World	Expressive Arts and Design
Core Skills	Communication and Language, Physical Development and Personal, Social and Emotional Development are the prime areas of the EYFS curriculum. English, Mathematics, Understanding of the World and Expressive Arts and Design are the specific areas. The EYFS curriculum is unique in design; we deliver it through a mixture of guided lessons, child-lead learning and in-the-moment teaching. Core skills from the prime areas of development are modelled, supported and embedded into our everyday practice.					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic / Themes	**Me and My Community / Seasonal Change**	**Once Upon a Time / Celebrations**	**Starry Night / Light and Dark**	**Dangerous Dinosaurs**	**Animal Safari / Minibeasts and Lifecycles**	**On the Beach / Under the Sea / Transition**
Maths	**Early number patterns** I can match, sort and compare items. I can continue a repeating pattern.	**Building numbers to 5** I can find, subitise, represent and compare amounts to 5. I can find one more and one less to 5. **2D shape** I can name and describe circles, triangles and shapes with 4 sides.	**Building numbers to 8** I can find, subitise, represent and compare amounts to 8. I can find one more and one less to 8. I can make pairs, doubles and combine two groups to 8. **Measures** I can describe and compare length and height. Time: I can talk about the differences between day and night. I can talk about and sequence events in my day.	**Building numbers to 10** I can find, subitise, represent and compare amounts to 10. I can find one more and one less to 10. I can explore, find and make bonds to 10. **3D shape and patterns** I can recognise, find and use 3D shapes. I can identify, copy and continue patterns.	**20 and beyond** I can build numbers and continue patterns (10-20). I can count beyond 20. **How many now?** I can add more and take-away to 10. **Manipulate, compose and decompose** I can select, rotate, manipulate and explain shape arrangements. I can compose and decompose shapes and pictures.	**Sharing and grouping** I can share and group amounts to 10. I can explain odd and even numbers. I can make doubles to 10. **Visualise, build and map.** I can create more complex patterns (AAB). I can describe positions, using terms such as next to, on, in front of, behind, under. I can describe routes, using vocabulary such as past, over, under, through, around.
Phonics, reading and writing	**Phase 2** I can identify phonemes (phase 2) I can read some tricky words (phase 2).	**Phase 2** I can identify phonemes (phase 2). I can blend to read and segment to write CVC words. I can read and write tricky words (phase 2).	**Phase 3** I can identify phonemes (phase 3) I can blend to read and segment to write words (CVC words, longer words and words with double letters).	**Phase 3** I can identify phonemes (phase 3) I can blend to read and segment to write words (CVC words, words with two or more digraphs, words ending in –ing and plurals)	**Phase 4** I can identify phonemes (review phase 3) I can blend to read and segment to write (CVC words, words with initial and final blends, compound words and words ending in –ing, –ed and -est)	**Phase 4** I can identify phonemes (review phase 3) I can blend to read and segment to write (CVC words, words with initial and final blends words ending in –s, -es, -ing and –ed)

			I am beginning to read and write sentences. I can read and write tricky words (phase 3).	I can read and write simple sentences. I can read and write Tricky words (review phase 3).	I am beginning to read and write longer sentences. I can read and write tricky words (phase 4).	I can read and write compound sentences. I can read and write tricky words (review all phases).
P.E	**Getting to know you / Playground games / Gross motor challenges** I can safely use a range of equipment and apparatus in my new environment. I can safely negotiate and navigate space in my new environment, including adjusting speed and changing direction.	**Fundamentals** I can stay safe by following rules and instructions. I can move around the hall in different ways, such as balancing, running, changing direction, jumping and hopping.	**Dance** I can use space safely. I can copy, repeat and remember actions, including shapes and balances. I can choose my own actions, in response to music. I can perform to others and give simple feedback.	**Gymnastics** I can perform basic skills such as jumping, creating shapes, rolling and balancing safely on the floor and on apparatus. I can create, remember and repeat short sequences. I can change levels and direction when travelling and balancing.	**Games** I know how to score points and play by the rules. I can work with a partner and understand what a team is. I know how to behave when winning and losing.	**Balance-ability** I can use the space around me safely when balancing. I know why it is important to use a helmet when riding a bike. I understand how to use direction when balancing. I understand how balance can help me control and steer my bike.
Jigsaw / PSED	**Being Me** I know that I belong to The Churchill School. I can start to recognise and manage my feelings. I understand why it is important to be kind. I know we have rules to keep us safe, happy and to help us learn. I am learning what being responsible means.	**Celebrating Difference** I can talk about something I am good at. I understand that being different makes us all special. I know that we all have similarities and differences. I can tell you why my home is special to me. I know how to be a kind friend. I know what to do if I feel someone has been unkind.	**Dreams and Goals** I understand that if I try hard and persevere, I can tackle challenges. I can talk about how I achieved a goal. I can use kind words to encourage ohers. I can think about a job I might like to do in the future and the skills I may need. I can say how I feel when I achieve a goal.	**Healthy Me** I understand that exercise and rest keeps my body and mind healthy. I know which foods are healthy and not so healthy and can make healthy and balanced eating choices. I know how to help myself get to sleep and understand why sleep is good for me. I understand why it is important to wash my hands.	**Relationships** I can identify how it feels to belong in my family. I know how to make friends and how to be a good friend. I can think of ways to solve problems and stay friends. I understand the impact of unkind words. I understand how 'calm' time can help me manage my feelings.	**Changing Me** I can name parts of the body. I can tell you some ways to be healthy. I understand that we all grow up from babies to adults. I can talk about how I feel about moving to Year 1. I can share my memories of my first year in school.

				I know who my safe adults are and how to stay safe if they are not close by me.		
UTW Geography	I can talk about buildings in my local environment, including shops, houses, streets and parks *(Google Earth, local bus journey)*. I can draw information from a simple map (school tour and bus journey). I know The Churchill School is on Haven Drive in Hawkinge.	I understand that people can have different beliefs and celebrate times in different ways *(Christmas).*	I can describe a contrasting environment to my own *(Compare Uranus, Mars, Earth)*. I can draw information from a simple map (following a route for our starry night and day walk) I understand that people can have different beliefs and celebrate times in different ways *(Chinese New Year).* I can talk about some differences and similarities between life in this country and another *(Explore and compare China with England)*	I understand that people can have different beliefs and celebrate times in different ways *(Easter).* I can tell you about places of worship in Hawkinge, *(Visit to St Luke's Lighthouse Church, Hawkinge)* *I can draw information from a simple map (walk to post box)* I can talk about buildings in my local environment, including shops, houses, streets and parks *(Google Earth, local walk to post box)*.	I can describe a contrasting environment to my own (*Use globes, atlases, stories, Google Earth to Compare England with Tanzania.)*.	I can collect simple geographical data during fieldwork activities (*Geographical enquiry: What will we find at the beach?)*
UTW History	I can Talk about members of my immediate family and my community *(Visits from key workers in our community).*	I can talk about my life now and in the past (*birthday celebrations / Diwali / Bonfire night, Christmas celebrations)* I can talk about stories from the past (*traditional tales link).*	I can talk about significant events in the past *(The history of Space Travel, Neil Armstrong, Mae Jemison).*	I can talk about significant events in the past *(Dinosaur extinction)*.	I can use vocabulary, **yesterday,** to talk about events in the past *(WIngham Wildlife Park).*	I can recognise how I have changed from when I was a baby *(PSED link).* I can compare life now to life in the past *(Folkestone beach trip/ Victorian seaside).*

		I can compare life now to life in the past *(Christmas in the 1930s).*				
UTW Science	I know some of the changes that happen in Autumn *(Autumn Walk)*.	I know some of the changes that happen in Winter (*Weather observations, ice experiments).* I can talk about and make something from different materials (*The Three Little Pigs construction).*	I can name and identify some diurnal and nocturnal animals. I can talk about where animals live. I can explore light and shadow. I can name animals and talk about where animals live (f*ocus on nocturnal animals).*	I can name the body parts of a dinosaur. I can talk about what dinosaurs ate *(omnivore, carnivore, herbivore).* I can find and name plants in my environment, I can observe and draw plants I have seen.	I can talk about the life cycle of a butterfly. I can name animals and talk about where animals live (*Africa, focus on Tanzania and the Serengeti).*	I can talk about what I found at the beach. I can explore and talk about things that float and sink *(Explore floating and sinking)*.
UTW Computing	I know how to speak to a grownup if something happens on a computer I am not sure about. I can use tablets to take photographs of my observations (observations, *achievements and learning environment, ongoing throughout the year).*	I know that I can use technology at home – lights, TV, and at school – tablets, whiteboard, out and about - traffic lights, sat nav.	I can use torches to see in the dark. I can use light meters to detect where there is light and darkness.	I know that I can use technology at home and at school – tablets, whiteboard (eg, 2Paint).	I can input simple instructions to technological toys, including floor robots and onscreen sprites *(Navigate BeeBots – zoo enclosures - maths link)*.	I can input simple instructions to technological toys, including floor robots and onscreen sprites *(Navigate BeeBots - under the sea environments, maths link)*.

	I can use technology to learn and play games *(whole class games – ict games maths link ongoing throughout the year).*					
RE	I can talk about Harvest Festival.	I know the key parts of the Nativity. I know that some people have different beliefs and religions. I know that some people are Christian and go to church *(Visit from Reverand Rob and Minister Ali)* I know that some people are Hindu and celebrate Diwali.	I know that some people have different beliefs and religions (The Chinese New Year).	I know the key parts of the Easter story (Visit to St Luke's Lighthouse Church). I know what season Easter is in. I understand what happens in Spring (chicks hatching, flowers blossoming)		
EAD: Art	I can draw and paint a self portrait, with attention to some detail (*Self portraits)*. I can mark make in different ways (pens, crayons, pencils, watercolours, poster paint, printing). I can use and explore primary colours *(Rainbows and mixing primary colours).* I know what an artist is. I can comment on how art	I can construct simple structures and models using a range of materials *(Three Little Pig's houses)*.	I can use and explore pastels/chalks and comment on how art makes me feel (pastel planets / solar system).	I can draw from observation (*fossils)* I can explore and use charcoal and chalk *(fossils).*	I can explore printing and comment on how art makes me feel *(leopard/giraffe prints).* I know what an artist is. I can comment on how art makes me feel (*Henri Matisse: The Snail)*	I can make simple prints using a variety of tools, including print blocks and rollers *(Under the sea scene, sae patterns, bubbles).* I can create collaboratively, sharing ideas and resources *(under the sea images).*

	makes me feel (*Andy Goldsworthy).*					
EAD: DT	Explore how things work by pushing, pulling and building (*construction area and push / pull toys throughout the year).* I can talk about what I am making, describe and change / improve my ideas *(ongoing throughout the year).* I can safely use scissors, glue, tape and craft materials to make something of my choosing *(ongoing throughout the year).* I can mix, pour and spread ingredients *(dough and bread making).*	I can cut, tear, fold and stick a range of papers and fabrics *(to create traditional tale scene: Eg, houses/chairs/beanstalk)*	I can spread ingredients (*sandwiches for our 'moon picnic').*	I can construct simple structures and models using a range of materials and joining techniques *(dinosaur and reptile models).* I can name some fruit and vegetables *(PSED link).* I understand basic hygiene *(washing hands before eating / cooking. PSED link).* I can mix, pour and spread ingredients (*chocolate Easter nests)*	I can cut, tear, fold and stick a range of papers and fabrics (*Henri Matisse: The Snail).*	I can construct simple structures and models using a range of materials *(Under the Sea models).*
EAD: Music	**All About Me** I can listen and move to music and say how it makes me feel. I can play an instrument using a rhythm. I can use my singing voice and begin to explore pitch. I can create music to show an emotion.	**Christmas Performance** I can sing and perform to an audience.	**Traditional Tales** I can create short rhythms and play music with others. I can sing and play loudly, quietly, quickly and slowly. I can create a sequence of sounds. I can combine movement, singing and playing.	**Everyday Life** I can anticipate changes in music and move appropriately. I can create my own rhythm, using an instrument. I can add appropriate sound effects to enhance a song.	**Walking in the Jungle** I can identify and match instrumental sounds. I can make comparisons about the music I listen to. I can respond to written symbols and develop an increasing awareness of a steady beat.	**Deep Blue Sea: Unit 2** I can sing with an awareness of pitch. I can explore and describe different sounds made by a range of instruments. I can identify musical elements, such as pulse, rhythm and pitch. I can respond approriately to written symbols.
Personal Development:	Starting School! Autumn	Halloween Bonfire night	New Year's Day Chinese New Year	Dinosaur Day Easter	Spring Walk Sports Day	World Ocean Day Summer fair

Significant Events religious festivals	Harvest Festival Sing in our Harvest Assembly	Diwali Christmas and the Nativity		Easter Hunt		
Personal Development: Inspiring Experiences	People Who Help Us visits - police officer and farmer Autumn Walk Local bus journey School Tour	Giant's castle role play Diwali celebrations Christmas Showcase Christmas Role play Reverend Rob and local Minister visit - Nativity	Space station role play Stargazing fieldwork after school Chinese New Year – Chinese Banquet	Dinosaur cave / palaeontologist role play Dinosaur Day Tortoise / reptile visit Church visit – Easter Walk to the post box to post Easter cards	Safari / explorer role play Visit Wingham Wildlife Park	Under the sea role play Mini Olympics with local school Beach fieldwork Litter picking