

EYFS links to DT

The tables below demonstrate the curriculum and skill progressions across EYFS through discretely taught sessions and purposeful play opportunities across the environment. These termly progressions will build upon the skills needed for children to access Languages as a curriculum area beyond EYFS.

CELT EYFS Curriculum - Communication and Language						
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and Attention outcomes	I can listen to others in one-to-one or small groups when the conversation interests me. I can listen to familiar stories with increasing attention and recall. I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	I am beginning to focus my attention and actively listen. I can follow simple directions, if not already intently focused on a self-chosen task.	I can listen to instructions and carry them out in my play. I can share instructions with others.	I can indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.	I can listen for extended periods of time, paying attention to the speaker. I am beginning to ask questions about what I have heard. I am starting to take turns in a conversation with others.	I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Understanding outcomes	I can understand the use of objects (e.g. Which one do we cut with?) I am beginning to understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture. I can respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. I am beginning to understand why and how questions.	I can understand a range of complex sentence structures including negatives, plurals and tense markers. I am beginning to understand humour, e.g. nonsense rhymes, jokes.	I can follow a story without pictures or props. I can listen and responds to ideas expressed by others in conversation or discussion.	I can understand questions such as who; why; when; where and how.	I can make comments about what they have heard. I can hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.	I can make comments about what they have heard and ask questions to clarify their understanding. I can show an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can predict key events in stories. I can use and understand recently introduced vocabulary during discussions.
Speaking outcomes	I am beginning to use more complex sentences to link thoughts (e.g. using and, because). I can use language in recalling past experiences. I can retell a simple past event in correct order (e.g. went down slide, hurt finger). I can use talk in pretending that objects stand for	I can use talk to explain what is happening and anticipate what might happen next. I can question why things happen and give an explanation. I can use a range of tenses e.g play, playing, played.	I can extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words. I can use language to imagine and recreate roles and experiences in play situations.	I can link statements and stick to a main theme or intention. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can introduce a storyline or narrative into my play.	I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

	something else in play, e.g. This box is my castle.					
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Skill progression through play-based learning landscape:

Roleplay play skills

Skill Level	Physical Skills	Social and Emotional Skills	Cognitive Skills	Example Focus Materials
Autumn	Hand eye coordination, fine motor – picking up objects of different size, making collections, transporting and posting objects, gross motor movement.	Social interaction, building relationships, cooperation, expressing a preference, reflecting on real life experiences and acting out , recreating roles.	Putting ideas together , parallel play, cause and effect, using and relating to real world experiences.	Familiar environment. Crayons, markers, pens, pencils, and paper to draw with. Picture books and some board books.
Spring	Shoulder pivot, elbow pivot, bilateral coordination, symmetrical movements, grasp and grip, balance, proprioception.	Sharing, repeating familiar or new vocabulary. Make believe roles and story lines in play, cooperation, indicating emotion or feeling.	Developing imagination and fantasy, applying knowledge of cause and effect, using material to problem solve. Acting out imaginary roles.	Wider community or topic linked role play. Small world toys to act out roles for, including animal figurines, dolls, dollhouses, and furniture, real objects from real homes, capes, fabric, tubes, boxes.

				Crayons, markers, pens, pencils, and paper to draw with.
Summer	Wrist pivot, palm arches, in hand manipulation, thumb opposition, Pincer grip, finger isolation, knuckle, DIP (Distal interphalangeal joint) and PIP (Proximal interphalangeal joint) joint development.	Creating storylines , negotiation, reasoning, predicting, relating to previous experience and storylines introduced. Social skills and acting out emotions through story lines.	Problem solving, applying knowledge gained to new ideas, collaboration , developing imagination and fantasy, predicting possible cause and effect, using material to problem solve.	Open ended resources, de constructed role play opportunities. Wider world role play, topic linked. Crayons, markers, pens, pencils, and paper to draw with.

Small World play skills

Skill Level	Physical Skills	Social and Emotional Skills	Cognitive Skills	Example focus materials
Autumn	Hand-eye coordination, grasp, selecting appropriate resources, showing preference for a dominant hand	Social interaction, building relationships, cooperation, expressing a preference Basic vocabulary relating to animals, people, environments and communities Recreating basic scenarios involving familiar experiences	Understanding of family, home and everyday real-life experiences Understanding of pets and farm animals Parallel play Connecting, enclosing, transporting and enveloping schema of play	Familiar environment resources e.g., Trains and tracks, cars, vehicles Roads and road signs Boats Ramps Fences Farm animals Pets Inclusive people figurines

				Dolls house/miniature home furniture Fabric, hats, materials Mark making resources
Spring	Proprioception shoulder pivot, elbow pivot, bilateral coordination Development of spatial awareness and positional awareness Turning, twisting, pushing, pulling actions	Sharing, repeating familiar or new vocabulary – relating to animals, people, environments and communities. Indicating emotion or feeling Using small world play to explore different scenarios outside of the child's own life experiences. Including Narrative in play Describing events	Understanding of wider communities Understanding of different job roles in society Developing imagination and fantasy Applying knowledge of cause and effect (force and motion) Trajectory and positioning schema of play Counting, sorting, comparing Classify by common characteristics – grouping. Enclosing – making tunnels, houses; showing understanding of outside and inside. Making things equal – sharing and grouping	Wider community and imaginative resources e.g., Vehicles Dinosaurs Small world characters from familiar story themes, such as pirates, superheroes and emergency services Range of familiar animals, such as jungle animals, ocean animals, arctic animals Familiar buildings and places, such as a farm, zoo, park and rockets Small and large construction bricks Themed small world resources, such as stethoscope, x-rays, prescription notepads and thermometer Pictures of different settings as stimulation Artificial grass, lino, tin foil, carpet Foliage, artificial flowers Mark making resources

Summer	Wrist pivot, rotation of lower arms, palm arches, in hand manipulation, thumb opposition	Theory of mind	Sharing and grouping	Imaginative resources e.g.,
	Pincer grip, finger isolation, knuckle, DIP (Distal interphalangeal joint) and PIP (Proximal interphalangeal joint) joint development	Empathy Negotiation, reasoning, predicting Creating imaginative scenarios Recreating scenarios relating to both previous experiences and wider experiences	Collaboration Creating imaginative and fantasy worlds and scenarios. Rotating schema of play Predicting possible cause and effect (force and motion)	Open-ended resources, such as shells, pinecones, twigs, stones, log slices, pebbles, seaweed, moss, buttons, small pieces of material and lolly sticks Small world characters from familiar stories, fairy tales, TV or films Clipboards, pencils, paper Peg dolls Puppets Animals organised into animal groups Maps and plans Money, tills, purses, wallets Masking tape Blocks Buildings Animals People