

EYFS Impact Statements – July 2020

Prime Areas

	Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
PSED	Children feel they have lots of friends at school and trust the adults in their classroom. They talk enthusiastically about their learning environment, friends and teachers. They can tell you about members of the school community members of the parish, visitors and trip. They can demonstrate where to locate resources independently in their learning environment.	<p>Pupils develop positive, relationships with both adults and children in the classroom and the wider school community. Pupils know about a range of roles and jobs in our community.</p> <p>Pupils know how and why we are responsible for our learning environment and take care of equipment and resources.</p> <p>Pupils know about a range of feelings and show empathy and listen to others. Pupils can understand and follow the school rules.</p>	<p>Pupils separate confidently from parents and use the learning environment to access resources independently. They develop critical thinking skills and are resilient to solve problems using cognitive learning skills. They are resilient and continue learning from class activities.</p> <p>Pupils share and collaborate with others independently, taking turns and communicating effectively.</p> <p>Pupils are creative and think of their own unique ideas.</p>	<p>Teachers plan a range of opportunities for children to learn through a practical, hands-on approach where they can access a range of visitors in the local community.</p> <p>Teachers plan opportunities for children to visit many different places in our local community through welly walks and trips.</p> <p>Teachers plan opportunities for children to explore their emotions through the Jigsaw scheme of learning.</p>
C & L	Children feel they are listened to by others and have the opportunity to talk about themselves and be heard. Children use new vocabulary in appropriate contexts, demonstrating a good understanding. Children can name their favourite stories and retell stories independently. They enjoy having the opportunity to act out stories on our stage in class.	<p>Pupils develop excellent oracy skills and can articulate their thoughts, feelings and knowledge to others. They have a wide repertoire of stories and poems, which they can discuss effectively demonstrating a good level of comprehension.</p> <p>Pupils know how to communicate effectively with others in a range of ways.</p>	<p>Pupils use the acquired vocabulary they have learned in class when they are describing, investigating or articulating their views, experiences and knowledge.</p> <p>Pupils share and collaborate with others independently, taking turns and communicating effectively.</p> <p>Pupils follow instructions and understand positional language.</p>	<p>Teachers plan a range of opportunities for children to talk in front of others and listen to others both within school and with member of the school community. Teachers plan a range of opportunities for children to acquire relevant vocabulary. Teachers plan activities, which give children opportunities to follow instructions.</p>
PD	Children enjoy their learning environment including the climbing frame and rope. They like to use the climbing equipment in P.E. and enjoy 'Funky Fingers' sessions to building finger strength.	<p>Pupils know how to use small and large equipment safely in the indoor and outdoor environment. They know different ways to move with control and co-ordination.</p>	<p>Pupils use acquired fine motor skills to use small equipment safely. They can use a pencil/pen to form letters correctly. Pupils can dress and undress themselves independently.</p>	<p>Teachers plan a range of physical opportunities both inside and outside school to develop fine and gross motor skills.</p>

Specific Areas

Reading

Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
Children enjoy sharing a wide range of stories, poems and non-fiction books. Pupils enjoy learning stories and retelling them. They enjoy lively and active phonic sessions and phonics games. Pupils enjoy reading to teachers and volunteers at school and sharing their reading book.	Pupils know how to blend and segment words and can name letters and their phoneme/grapheme. They can read sentences independently. They understand the structure of a story, recognising key characters and settings.	Pupils use acquired letter sounds to read sentences independently. They can apply these skills to print in different concepts. Pupils use their story knowledge to create story maps, retell stories and create their own stories.	Teachers plan a range of literature experiences. They ensure children have the opportunity to learn stories by rote (Talk for Writing) and act out stories. Opportunities are given for children to innovate their own stories. Children consolidate learning in other areas of learning and through the learning environment.

Writing

Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
Children enjoy lively disco dough (pre-writing) session, which later lead to handwriting sessions using a range of writing resources. They enjoy helicopter stories and having a go at scribing their ideas. In phonics they enjoy consolidating reading and writing.	Pupils know how to form pre-cursive letters. They understand that letters are segment to spell words and that words build a sentence. They understand that sentences are written from left to right.	Pupils use acquired letter sounds and a sound mat to independently compose words, captions and sentences. They write in a range of contexts and for many purposes. Pupils can form pre-cursive letters.	Teachers plan a range of literature experiences. They ensure children have the opportunity to learn stories by rote (Talk for Writing) and act out stories. Opportunities are given for children to innovate their own stories. Children consolidate learning in other areas of learning and through the learning environment.

Maths

Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
Children talk enthusiastically about maths sessions and maths activities in the learning environment. They enjoy mathematical games and challenges through play. They can link mathematical concepts to real-life situations.	Pupils know that maths is present in all aspect of daily life. They develop mathematic links through different areas of learning. They know how and why maths in used by the outside world and wider community.	Pupils use acquired vocabulary in maths lessons and during independent learning. They have the skills to use methods independently and show reliance when tackling problems.	Teachers plan a range of real-life opportunities to use maths inside and outside the classroom. Teachers look for opportunities to develop maths skills on welly walks and trips.

UTW

Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
Children enjoy learning about the world around them especially concepts like mini-beasts where they have watched caterpillars grow into caterpillars. They enjoy using stories to learn about different countries and cultures. They enjoy use laptops and programming toys. They like meeting members of the local community and visiting local places.	Pupils recognise that we live on planet Earth and can name a range of countries, cultures and habitats. They know a diverse range of communities, religions, jobs and celebrations. Pupils know a range of computing symbols and keys. They are able to understand how to programme Beebots. Children have a knowledge of their spiritual development.	Pupils use skills to explore atlas', maps and information books to learn about the world around them. Pupils use social skills to communicate with, adults, children and visitors. Pupils use acquired computing knowledge to type, save and search for information and program Beebots. Pupils develop empathy and understanding of other religions and cultures.	Teachers plan a range of opportunities to meet members of the local community. They learn about their local community and the world around them. They have opportunities to develop their computing skills by learning to use laptops, cameras and programmable toys. Children's spiritual development and religious education is carefully planned using the Jigsaw scheme of work.

EAD

Pupil Voice (discussion and feedback)	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
Children enjoy creating pictures and models. They like to listen to music and follow simple dance routines. They enjoy have a range of creative resources that they can choose from in the learning environment. The children talk enthusiastically about using instruments to perform on the stage. They also enjoy performing puppet shows and stories.	Pupils know which primary colours make secondary colours when mixed together. They know which resources to use to create a desired effect. They know a range of stories and will use this knowledge to perform stories. They can play instruments loudly and softly and accompany sounds with songs.	Pupils independently select and use appropriate resources. They can creatively plan and make models and structures using resilience and perseverance. Pupils evaluate their performances and models and can articulate what went well and how they could be improved.	Teachers plan a range of opportunities for children to watch and take part in musical performances and dances. Teachers plan for children to explore a range of buildings and structures which they can re create in their play. Teachers carefully plan art sessions to allow the children to explore a range of paint, materials and resources.