CHERRY TREE ACADEMY

EARLY YEARS FOUNDATION STAGE

Subject Statement

EYFS

Rationale	At Cherry Tree Academy we teach a broad and balanced curriculum planned around the Early Years Foundation Stage (EYFS), the non-statutory documents, development matters and birth to 5. We offer a broad and balanced curriculum that provides high-quality teaching designed to meet the needs of the children in our Early Years setting. We are passionate about promoting self-motivated learners who love to join in with new learning and challenge themselves. Our curriculum is a mixture of adult-led, child-led learning and play based learning where children have daily opportunities to develop their knowledge and skills in all areas of the EYFS curriculum.
Vision for the curriculum	As a team we work hard to create a learning environment, both indoors and outdoors which inspires the children to investigate, ask question and challenge themselves each day. The children can explore the different areas throughout the school day and access a wide range of continuous provision opportunities alongside well-planned enhancements and interventions. We want to provide our children with every opportunity and support to fulfil their potential and work on reaching the Early Learning Goals at the end of the Early Years Foundation Stage so that children are ready for the year 1 curriculum. Every child has access to a broad, balanced and differentiated curriculum. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our Early Years curriculum to support learning and development and achieve children's next steps. We want our children to love to come to school and be excited to engage with and learn new skills.
Intent	At Cherry Tree Academy our aim is to create a purposeful, engaging, language rich learning environment which supports, enhances and invites a child's curiosity, confidence and individual competency. This enables children to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. We believe that children who enter our Reception class begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. We work closely with feeder pre-schools and Nurseries in the surrounding area to support transition for our Reception. We are also working closely to build and maintain links with the external on-site Pre-school, Cherry Blossom Nursery.
Implementation	Learning is carefully planned and sequenced to build on children's prior knowledge, interests and experiences, providing opportunities for independent exploration, problem-solving and challenge. A balance of adult-led teaching and child-initiated learning enables children to practise and apply their skills, develop curiosity and gain a deeper understanding of the world around them. Adults use high-quality interactions, effective questioning and purposeful modelling to extend children's thinking, develop vocabulary and address gaps in learning. Engaging indoor and outdoor environments, alongside first-hand experiences, stories and exploration of the natural world, support children to make connections, develop independence and become confident, enthusiastic learners. Ongoing assessment informs planning and provision, ensuring that all children receive appropriate support and challenge to make progress from their individual starting points.
Impact	Throughout Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage alongside the non-statutory documents, development matters and birth to 5. These frameworks specify the requirement for learning and development in

	the Early Years and provides prime and specific areas of learning we must cover in our curriculum. Our Early Years curriculum is taught through a combination of whole classes, small group adult led activities, one to one adult led activities and free flow child-led learning. Carpet and group sessions are used to deliver direct teaching of knowledge and skills from our curriculum intent. This can take many different formats such as Read write inc phonics, NCETM mastery of number, talk through stories including vocabulary work and other planned learning. We then look at ways to embed and develop our curriculum through the use of enhancements, a well-planned learning environment and adult/ child interactions and interventions. Our curriculum is language rich, inspiring and broad to allow all children to learn and to widen their horizons in each area of learning. All areas of the EYFS are followed and planned for, to ensure there is a broad, balanced and progressive learning environment and curriculum. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the curriculum.
Pedagogical Approach	At Cherry Tree Academy we have a high focus on quality enhancements. These are resources and activities that are added to the continuous provision. Our enhancements are clearly linked to and support the intent of the curriculum. Enhancements focus on developing the learning that has been identified by assessment and addresses children's next steps. This gives us the opportunity for reinforcement of learning or challenge to be added. It is clear to see how resources meet the children's needs and promote learning. All practitioners can explain the reason for the choice of resource and activity. Adults then support children to develop the key learning or skill that has been planned. Enhancements are regularly reviewed so they can be removed or developed further when they are no longer meeting the children's learning needs.
Adaptation for SEND learners	We use a wide range of adaptations to meet the needs of SEND learners dependent upon their range of need as follows: <u>Environment Adaptations</u> • Flexible seating: Use cushions, wobble stools, or quiet corners. • Visual supports: Use picture schedules, labels, and visual timetables. • Reduce distractions: Create calm, clutter-free spaces for focus. <u>Curriculum & Activity Adaptations</u> • Simplify instructions: Break tasks into small, manageable steps. • Use multisensory approaches: Incorporate touch, sound, movement, and visuals. • Offer choices: Let children choose materials or activities to boost engagement. <u>Communication Support</u> • Use Makaton or sign language: Support understanding and expression. • Visual cues: Use gesture, objects of reference, and photos. • Repeat and rephrase: Give extra time for processing and responding. <u>Task Adaptations</u> • Adjust expectations: Focus on individual progress, not just age-related outcomes. • Provide scaffolding: Offer prompts, models, or peer support. • Alternative recording: Allow drawing, building, or using technology instead of writing. <u>Social & Emotional Support</u> • Social stories: Prepare children for changes or new experiences. • Emotion cards: Help children to express feelings. • Consistent routines: Provide predictability and security. <u>Collaboration</u> • Work with specialists: Involve SENCOs, speech therapists, or occupational therapists. • Family partnership: Communicate regularly with parents/carers for consistency.
Strengths	<u>Highlights</u>

	• 79% of children achieved a Good Level of Development (GLD) at the end of Reception. • Outcomes have improved year on year, rising from 63% in 2023 to 71% in 2024, 74% in 2025 and 79% in 2026. • Physical Development and Personal, Social and Emotional Development were our strongest areas, with 86% of children achieving the expected standard. • Boys' outcomes improved significantly. • Girls achieved consistently strong outcomes, with 85–92% meeting expectations in most areas of learning. • Disadvantaged children achieved 86% GLD • 91% of children without SEND achieved GLD. We are incredibly proud of the progress our children have made and the continued improvement in our Early Years outcomes. Our GLD figure has risen from 63% in 2023 to 79% in 2026, reflecting our commitment to providing a nurturing, engaging and ambitious curriculum that supports every child to develop the knowledge and skills they need for the next stage of their learning. Our children achieved particularly strong outcomes in Physical Development and Personal, Social and Emotional Development, with 86% meeting the expected standard in both areas. These important foundations help children develop confidence, independence, positive relationships and the skills they need to become successful learners. We are also pleased to see significant improvement in boys' outcomes and strong attainment for disadvantaged children, who achieved above the level of their non-disadvantaged peers. This reflects our focus on recognising each child's individual needs, providing targeted support and ensuring that all children have opportunities to thrive. Our strong outcomes demonstrate the importance of high-quality teaching, carefully planned provision and effective assessment. We will continue to build on this success, ensuring that every child is supported, challenged and encouraged to reach their full potential as they prepare for Year 1.