Early Years at Redbrook Hayes

Curriculum

We have carefully designed a progressive curriculum that teaches children the skills and knowledge they need to be successful in key stage one and beyond. We ensure that children are explicitly taught the key knowledge and skills we have planned , while also providing an environment that nurtures independence, curiosity and critical thinking skills.

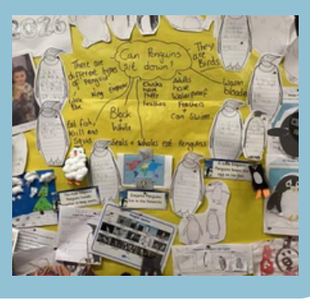
Our ambitious curriculum is combined with explicitly taught lessons such as phonics, maths, handwriting, concept cat and squiggle me into a writer with an environment where continuous provision deepens skills wihin the prime areas and gives plenty of opportunities to practise and embed learning.

Enquiry Units

Our enquiry-based curriculum is carefully sequenced to build powerful knowledge that will open up the world for our learners. Through questions such as ‘Why do bees buzz?’ ‘Where does the sky go?’ and ‘What makes Britain great?’, children learn about and develop respect for themselves, others and the wider world.

We have carefully considered the explicit knowledge we want our children to know and the vocbaulary that will unlock future learning in Key Stage 1.

Returning to these questions across the three years embeds the critical knowledge our learners need to flourish in national curriculum subjects such as Geography, History, Science and Art.



Communication

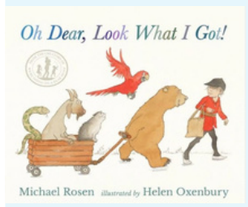
We firmly recognise that a fundamental right of every child is to have their voices heard and have the ability to express their feelings and needs. As thus, communication is at the heart of all we do. We provide an environment that is language rich, encourages conversation and provides opportunities to develop and embed new vocabulary. We are proud of our quick identification of needs and our carefully curated programme of support for the children who need it most.

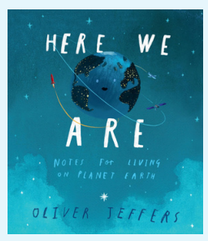
Literacy

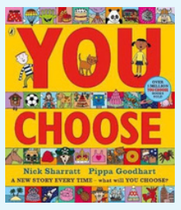
At Redbrook the magic of literature is celebrated. Through dedicated and cherished story times our children will feel the power of a story and have many opportunities to talk about how the characters and story make them feel.

Our weekly reading structure explicitly teaches new vocabulary, develops confidence and expression and encourages shared thinking and discussions.

Our provision is book rich and offers inspiring writing opportunities indoors and outdoors using resources linked to children’s own fascinations and interests.







Parents as Partners

We believe that every child and family come to us with their own unique backpack of experience and therefore working with families is an intrinsic part of our practice. We ensure that families become part of our school community. We do this through an open door policy, regular parents meetings, workshops, celebration events and class-dojo.

High-Quality Interactions

Our Early Years team sensitively join children in their play, sharing attention, responding to their ideas and engaging them in meaningful back-and-forth conversations. Through careful modelling, challenge and scaffolding, we extend children's language and thinking and ensure that every child, particularly those who need us most, benefits from high-quality interactions.

Maths

In Nursery and Pre-school we teach maths through stories, nature and interests. Our progressive curriculum develops skills such as noticing, subitising, counting, comparison and pattern.

Reception follow the NCETM Mastering programme, complimented by Can-do Maths to develop mastery to numbers to ten and then beyond.

Our provision provides opportunties for children to use the concrete resources used in teaching to practise an devlop their own mathematical thinking.

Emotion Coaching

We know that children who feel safe, secure and have a strong sense of self enjoy school and are ready to learn.

Through a warm and loving environment,our children develop a strong sense of belonging, build positive relationships with adults and learn together with friends.

We use emotion coaching to support children to understand their own emotions and those of others. Our four step structure helps children to recognise and manage their behaviour.

Co-regulation is a priority for us, as we teach children to problem-solve and express themselves safely and appropriately.