Induction Planning

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK | Personal, Social and Emotional Development | Communication and Language | Physical Development |
| 1/2 | * Begin to form good relationships with child and family.
* Use photographs of the children on welcome board, peg, folder, self-registration to foster a sense of ‘belonging’ and show children their personalised peg.
* Encourage child to play alongside other children whilst parent/carer is nearby.
* Opportunities for self-chosen activities with adult supporting children in selection of resources.
* Staff acknowledge children’s/parents feelings and anxieties.
 | * Provide a language rich environment – verbally and a range of texts and scripts inside and out.
* Encourage children to communicate verbally/non verbally in their home language.
* May follow whole class instructions with support of parent/carer.
* Photograph and name displayed on Welcome board to encourage children to recognise their name.
 | * Show children and parents toilets and hand washing facilities (discuss with parents toileting needs and additional support put into place where needed).
* Adult to support children to find coat, put coat on, take coat off and put back on peg.
* Have tissues around the room and encourage children to use as and when necessary.
* Introduce outdoor climbing equipment and safety procedures.
 |
| 3/4 | * Separate from parent/carer with support.
* Encourage children to share and take turns e.g. photographs for computer, sand timer.
* Encourage children to express needs and feelings.
* Introduce tidy up time strategies.
* May begin to introduce elements of daily routine **but** give children a choice e.g. Welcome time.
* Has favourite activity and returns to this.
 | * Children communicate verbally/non verbally needs, interests and feelings.
* Encourage children to follow instructions using their name/visual prompt where appropriate.
* With adult support able to follow whole class instruction with visual/audible prompts.
* Introduce photographs and names as a means of displaying work and self-registering.
* Introduce audible sounds as part of daily routine.
 | * Take off/put on own coat with adult support.
* Support children with toileting needs and washing/drying hands.
* Children use tissues to wipe nose.
* Children run steadily and adult encourages them to look out for others and avoid obstacles.
* Children begin to explore climbing equipment safely.
* Support children in pouring own drinks and using a cup/putting straw in milk.
* Begin to use one handed tools with adult support/supervision.
 |
| 5/6 | * Separate from parent/carer.
* Offer activities and experiences that promote turn taking and sharing.
* Children are confidently expressing needs and feelings.
* Children feel safe and secure and children are allocated to Key Person groups.
* Opportunities for making choices and decision making.
* Listen to and value others contributions.
* Balance between child and adult initiated activities with children becoming more independent in selecting and using resources.
* Use strategies to support tidy up time e.g. 5 minute warning.
* Begin to introduce conflict resolution strategies to meet individual needs.
* Begin to introduce elements of the daily routine e.g. Welcome time/Planning/SGT/MGT/LGT.
 | * Confident to speak to known adult in simple sentences.
* Respond to audible sounds e.g. 5 minute warning, tidy up time and outdoor bell.
* Children who are identified as AEN/EAL will express needs/feelings non verbally/verbally in home language or through gesture/picture.
* Follows whole class instruction and beginning to become aware of daily routine.
* Children will sit and listen to a short story or rhyme before lunch/end of day.
* Finds own photograph/name for self-registration and displaying work.
 | * Take off/put on own coat with adult support.
* Hang coat on own peg.
* Go to the toilet independently and wash/dry hands.
* Children use tissues and throw them in the bin afterwards.
* Children run steadily and adult encourages them to look out for others and avoid obstacles.
* Children using climbing and balancing equipment safely and with increasing confidence.
* Support children in pouring own drinks and using a cup/putting straw in milk.
* Begin to use one handed tools with adult support/supervision.
 |