Induction Planning

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| 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. |