

Reception Induction programme

Children will start Reception in 3 intakes which include a staggered start. The children will begin by attending half days which will gradually lead to full days. These dates will be communicated with you in July.

The aim of this induction period is to enable the children to become familiar with their new environment, to learn rules and routines, to build relationships with staff, to make friends and explore within a safe environment. Although there will be particular planned focuses within the induction programme these aims will be inherent in all the activities the children undertake.

The time will also be used to make baseline assessments of the children. The baseline assessment will continue for 6 weeks after the children start school. Observations will be made of each child's play and their relationships with adults and peers.

Overview of induction focus tasks

	PSED	Literacy	Maths	UW	EAD	PD	C&L
Week 1	School rules. Class rules. Tidying up. Personal hygiene.	Use of writing and book areas. My first drawing in reception	Use of maths table/area	Walk around the school, visit dining hall, playground etc	Role Play area. Art area	Using small tools and equipment safely. E.g. pencil, scissors, paintbrush	Listening and understanding rules and routines. Listening to stories
Week 2	Circle time-learning friends names/ talking about what we like in reception and how it is different	Introducing books / reading	Maths games	Using the outside area	Paint and decorate own self portrait		

Objectives covered during Induction Period

Personal, Social and Emotional Development

- To understand routines of the setting
- To identify and care for own property
- To build relationships through gesture and talk
- To take turns and share with adult support

- To separate from main carer with confidence
- To care for immediate environment with adult support
- To select and use resources with support
- To follow instructions from an adult
- To show an interest in objects and events around them.

Literacy

- To initiate and maintain communication with adults and peers
- To listen to stories with increasing attention and recall
- To handle books carefully
- To experiment with mark making
- To ascribe meaning to own writing

Maths

- To say number names in familiar contexts
- To join in with number songs and rhymes

Understanding the World

- To begin to use simple technological equipment (electronic toys, interactive whiteboard)
- To identify aspects of their surroundings
- To use a range of construction tools

Expressive Arts and Design

- To use mark making tools and materials to explore colour
- To participate in singing songs and ring games
- To initiate and maintain roles and scenarios

Physical Development

- To use a range of small equipment and tools safely
- To see a variety of mark making tools appropriately
- To take part in activities involving hand/eye co-ordination

Communication and Language

- To listen to stories
- To understand simple rules and routines
- To begin to gain confidence speaking to teachers and peers