

**Learning Environment**

* Limit choice of resources within Continuous Provision
* Consistency ~ keep same activities out for security and familiarity
* Opportunities for sharing stories, playing games and singing outdoors together

**Who’s who**

* Develop friendships with peers
* Establish relationships with the adults
* Peer mentoring. Reception children to support each other with rules and routines

**Parents, carers and family**

* Welcome and support
* Staff to be supportive to parents
* Induction meeting with parents in small groups (moved from June)

 **Rules and routines**

Establish the following routines…

* Snack time
* Find coat pegs and trays
* Tidy up time
* “Stop and listen”
* Dinner routine
* Outdoor rules & wellies/waterproofs
* Apron use
* Toileting & Washing hands
* Self-registration
* Home time

**Foundation Stage Induction**

**‘Consistency, continuity and calm’**

Weeks 1 ~ 3

**Role of staff**

* To spend time with children; supporting, playing and listening
* To get to know the children well
* To note interests and achievements
* Complete Baseline
* To complete observations

**Purpose**

* All children have time in small groups to establish relationships with the adults, make friends and get to know their new classroom
* Children can get used to school life in a calm and friendly atmosphere
* Small groups mean the staff can get to know children and their families really well.
* Children are able to spend quality time with staff and other children
* Children quickly become confident in their new environment because they feel secure and happy