

Hopwood Hall College

Early Years

Level 2

Pre-Enrolment



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Our Vision:

Bringing out
the best in you!

Our Values



Preparing for College: A message from the Principal:

Thank you for applying to study at Hopwood Hall College. We look forward to welcoming you soon. We want to help make sure that you are as well prepared as possible so that you feel at home here from day one.

We understand that the transition from school to college can be daunting but there's no need to worry! We have plenty of pre-enrolment activities which will help to prepare you and make your transition as smooth as possible.

Before you join the College in September, we want you to begin to develop your skills. We have brought together some subject-specific information, signposting to helpful reading and relevant websites and some activities for you to complete.

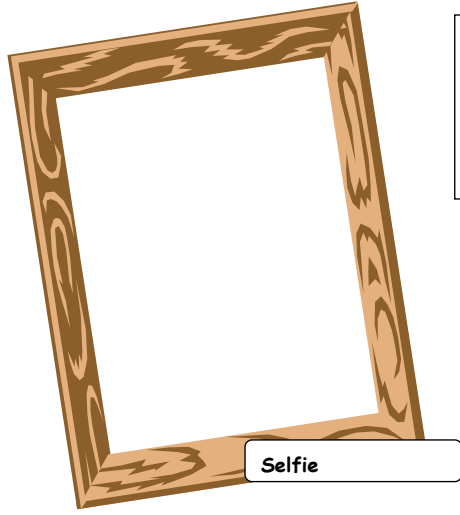
Don't worry if you get stuck on anything, just try to complete as much as you can. In the meantime, if you have any questions, please contact our Student and College Services Team on 0161 643 7560 who will be happy to help.

I look forward to welcoming you to your college very soon.

Julia Heap
Principal and Chief Executive



All about me

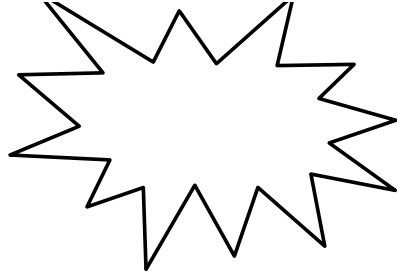


Favourite place

Favourite foods



My religion

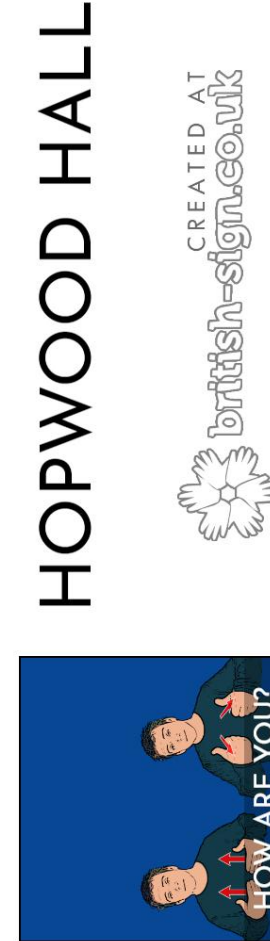
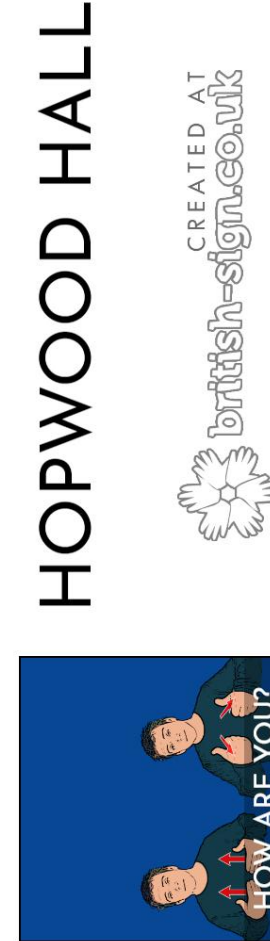
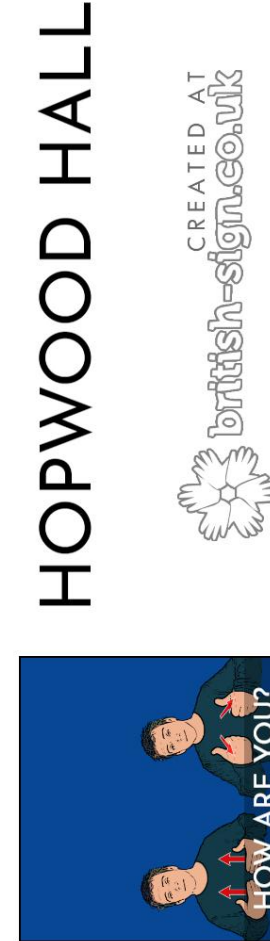
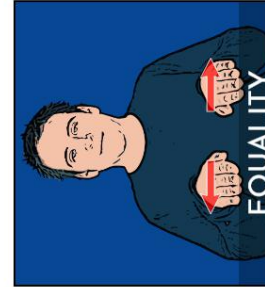


Things I don't like.



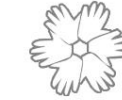
This is my family.

Why I want to do this course?



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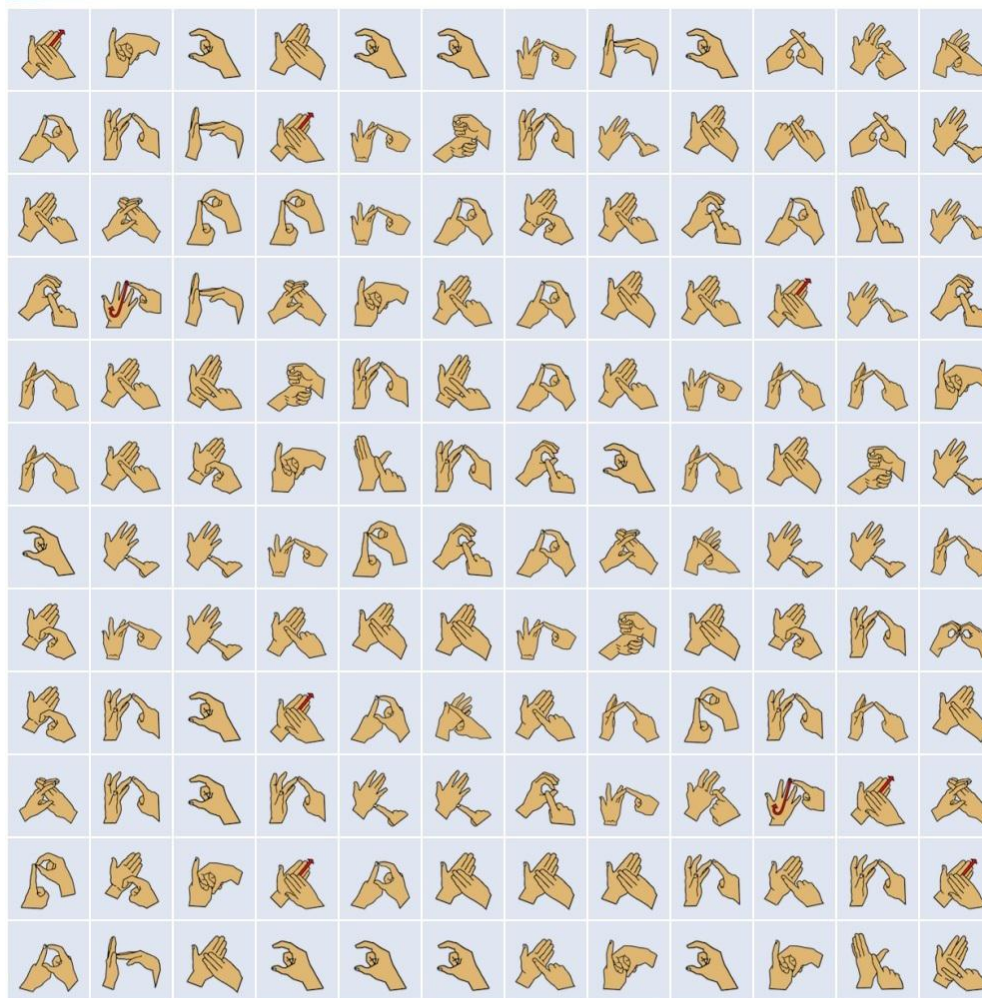
COW

Hands with extended thumb and little finger start with thumb touching side of head. Hands twist backwards slightly while moving forwards. Can be 1 or 2 handed.

Fingerspelling Game - 2 Minute Challenge

Improve and practise your British Sign Language fingerspelling skills with this 2 minute BSL fingerspelling challenge. In this fingerspelling game you need to read as many fingerspelling words as you can in 2 minutes.

www.british-sign.co.uk



WORDS

-- HOPWOOD -- ROCHDALE -- MIDDLETON -- CHILDCARE -- COLLEGE --

Create your own BSL fingerspelling word search puzzles online at www.signlanguageforum.com/bsl/

Preparing for next steps

Find out about 2 different careers which interest you. Produce a chart like the one below on A4 paper.

Write down the information that you have found out about each career.

You must include:

- information about possible different career goals
- a description of next steps you could take to achieve your personal career goals
- the barriers which could prevent you from achieving your personal career goals.

My career goals (what career e.g. nursery worker)	Steps to take towards my career goals (what do I need to do next to be able to do this? quals, skills etc)	Barriers which may prevent me from reaching my career goals (not passing different levels, Maths, English)

Websites you could use for research are:-

<https://www.fasttomato.com/>

<https://nationalcareers.service.gov.uk/>

The topic is celebrations



2

Timeline of religious festivals

- Produce a timeline of religious festivals
- You will need to research all the different festivals and when they take place.
- Use your timeline to help produce a poster that will show the different religious celebrations and festivals.
 - Include colour and pictures on your poster.



**Choose 2 festivals
from your timeline**

Produce a fact sheet
of information about
each one, think about
where it's celebrated,
who celebrates, when,
any traditions.

**Why is it important Early Years
Practitioners celebrate different
cultures and festivals?**

Childhood illnesses



Activity

- ▶ Research illness/infection
- ▶ Identify signs, symptoms and treatment for each one





Make you own illness chart – try to research and have at least 5 different illnesses

Common childhood illness	Signs, symptoms and treatment



Have you heard of meningitis?

- ▶ Meningitis is an inflammation of the lining of the brain. It is a very serious illness
- ▶ If treated early most children make a full recovery
- ▶ Research meningitis
- ▶ Put together a factsheet
- ▶ Include signs and symptoms
- ▶ Why is it important we seek emergency treatment ?



Communication



- Sit with your back to another person.
- Draw a shape on their back? See if they can guess what it is.
- Give instructions to draw a shape on a piece of paper.

Can you follow instructions?



Think about communication and -

- Why?
- How?
- Who?
- When?
- What?

Can you link your ideas to working in an early years setting?

The basis of any relationship is effective communication

You need to have good communication skills with both children and adults, these include:

- showing respect
- being able to express yourself clearly
- being a confident communicator
- maintaining confidentiality.

- Can you think of any examples?

Recognising body language

- You will need to be able to recognise children's non-verbal body language and gestures so that you can understand their needs.
- You will also have to use non-verbal body language effectively to make yourself understood.
- On the next slide what are the children trying to communicate.



Physical signs and signals

- The use of signs and signals helps us to convey what we mean
- Can you think of any



Why is communication so important in early years setting?



Creative play



E A P A B D K I Z R E Z J T C
W T M U H P O X F I Q D B E F
P T A E F R H P J G U N A Y K
Y L Z E P S P J D F I R P F S
D C K P R K F V D B P L P O Y
N E O E T C P U J G M H R B Q
R A V S H A D E N F E Q L H N
U O F E J J W D S K N A Z U O
O K L V L T R E R U T X E T Q
L G D Y P O N Q Z B A C V D E
O S Z A V S P W Q I O O F H E
C O D T O Y K M O B M S X N W
K A M R C Q Z Q E D A P R P L
C A Y M F U H Q D N D D P Y B
Q T O U R B U E U J T C R E S

ADAPT

COLOUR

CREATE

DEVELOPMENT

EQUIPMENT

FUN

SENSORY

SHADE

TEXTURE

Early years practitioner

QuintDaily.com



Personal Qualities

- Write down 5 different skills required to be an EYP. (Early years practitioner)

- 1
- 2
- 3
- 4
- 5

Do you have these ?

Explain how you use them

Employability

Working with children is not only an important job it is an honour to be trusted to care for and educate children.

You need to be able to show you can meet a child's needs and keep them safe.

Using the internet research and find a job advert for a level 2 practitioner working in a nursery.

Look at the criteria it states for working with children.

You will then need to show how you can do this in the daily routine.

An example job description is shown below to help you.

Job description

- We are looking for a professional and dedicated individual to join our outstanding busy nursery full time.
- **Early Years Roles and responsibilities.**
- All adults working with children have duty of care to safeguard children
- Everybody involved in an early years and childcare setting needs to be clear about their roles and responsibilities around safeguarding.
- To contribute to the promotion and development of education and play for children aged 0 to 5.
- To work flexibly and part of a team
- To work in partnership with the parent/carer to encourage open communication and involvement within the early years setting.
- **Knowledge and Experience Training**
- Experiencing of providing high quality day care to young children
- Current first aid certificate.
- Current DBS
- Ability to write reports that will be helpful and information to parents, carers and professional staff

Health and safety of babies and young children in the early years



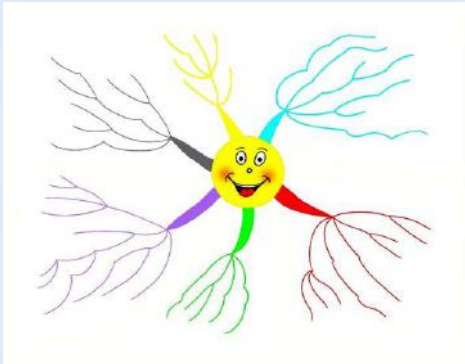
Jargon buster

- Research and write a definition for the following words

1. Legislation
2. Guidelines
3. Policies
4. Procedures



Complete a mind map putting down your ideas of what you think **Health and safety** means?



- Have you heard of any laws that relate to health and safety?
- On your phones or laptop research legislation and guidelines that relate to health and safety.
- Try to keep notes

Legislation and guidelines in an Early Years setting

- Early Years Foundation stage
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- General Data Protection Regulation (GDPR) 2018



Bridge

- Bring this to college in September this will help you with the first unit we deliver on the course (Health and Safety in an early years setting)



Activity

- Research the key legislation
- Record your findings in a chart like the one below

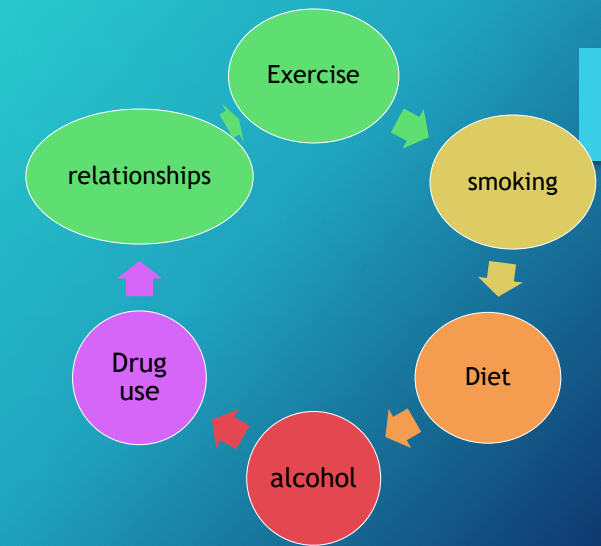
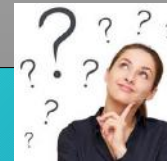
Legislation	Brief summary
Early Years Foundation stage	
Health and Safety at Work Act 1974	
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)	
General Data Protection Regulation (GDPR) 2018	
Workplace (Health, Safety and Welfare) Regulations 1992	

Unscramble the words. Now calculate the totals.

- tdie
- sudrg
- nsgmok
- rxeesise



What are the key elements of a healthy lifestyle?



Give as many examples of how each element could affect a person.

What are the key elements of a healthy lifestyle?



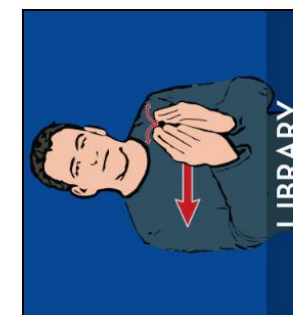
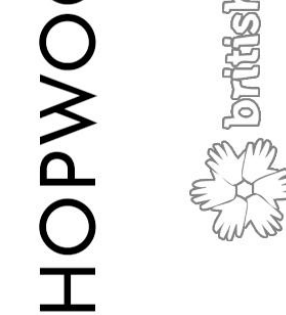
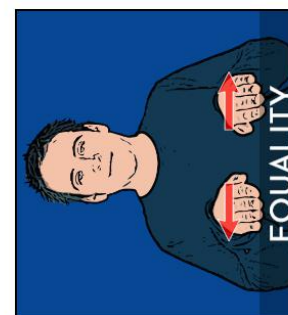
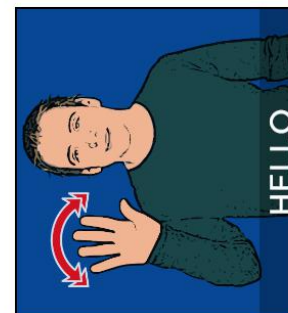
There are some things that you can do to keep yourself healthy and fit. Give examples

- Diet
- Alcohol
- Exercise
- Smoking
- Personal hygiene
- Relationships
- Drug use

For each of the elements opposite, give a short description of what you should and should not do in a chart.

Try to give clear examples of the effects on health and wellbeing. This could be physical and in relation to mental health

- What is your lifestyle like? How many healthy elements are there? How many unhealthy elements are there?
- Choose at least 2 healthy and 2 unhealthy and explain why you think this.
- What could you do to improve your lifestyle?
- Write a letter to yourself persuading you to live a healthier lifestyle.
- Remember to check your Spelling and Grammar and the layout of your letter.



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Research and give definitions for the following

- Physical development
- Language development
- Cognitive development (intellectual)
- Social & Emotional development

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

How much do you know?



Make your own chart like the one below – bring this to college when you start in September

Area of development	Definition
Physical development	Physical development is about how babies and young children gain control of their bodies, but it also includes how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely.
Social & emotional development	
Language development	
Cognitive (intellectual) development	

Now try to think of an activity

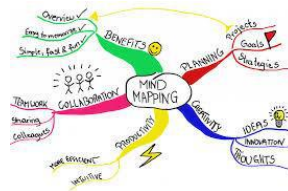
Think of an activity you could use with children under the age of 5 years.

If you are not sure pick one from the following:

- Playing with playdough
- Playing in the home corner
- Sand or water play
- Reading a story book



Mind map



On a large piece of A4 plain paper.

- Place your activity in the centre
- Now try to link to each area of development you have researched.
- To challenge yourself give examples of how the activity promotes that area in more detail e.g. playdough – physical skills – the children will be using their hands to roll, pat, poke the dough.
- Try to give at least two examples under each area of development, you can do more if you want to.

let the music begin



Identify 5 things a child will learn from playing an instrument

- 1
- 2
- 3
- 4
- 5



Can you make a musical instrument for a child.

Here are some great ideas to get you started .

<https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make>

Playing games with children

Young children enjoy playing games. A game can teach children about taking turns, working with others, learning about a new topic, counting and reading. Think of the board games you played as a child.

- Why did you play it?
- Did it have a set of rules to follow?
- Was it fun?



This task involves you planning your own board game that can be played with children.

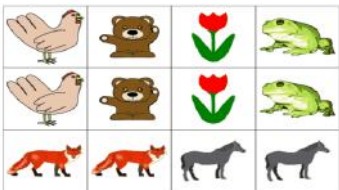
It must include:

- A set of rules / instructions ✓
- Fun to play ✓
- Safe to play (think of small parts if it is for a young child) ✓

Here are some examples



Snakes and ladders



Matching game

You can collect pictures from magazines, the internet or use your imagination and be creative. The matching game could also be 3D. You could use items from nature to make it tactile.

Oral Hygiene

Answer the following questions

1. What is the importance of partnerships with parents to promote oral hygiene?
2. What are the current Statutory guidance/ policies regarding oral hygiene with children?
3. What are the Local and government initiatives?
4. Think of at least 3 activities you could implement with children in a childcare setting?
5. Can you find out the current statistics and data for UK and Rochdale for comparison?

Present your work on a word document and save in a folder ready for starting college in September.

Children learn about their world and develop in so many ways whilst playing outside and experiencing nature.
Research and provide a definition of each area of development.

Physical	
Intellectual	
Language	
Emotional	
Social	

Using the chart identify some areas of development for each outdoor area. I have kept some in to get you started.

	physical	Intellectual	emotional	Social	language
Seaside	Digging with a spade.	Learning about water, sand.	Feeling happy because children are playing with their family and friends.	Playing with friends and learning to help each other.	Asking questions
Park		.			
Woods					
Garden					

Resources you might find useful

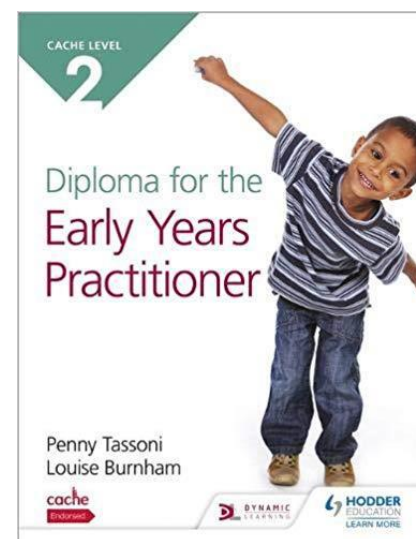
Text books

CACHE Level 2 Diploma for the Early Years Practitioner Paperback – 30 Aug 2019

by [Penny Tassoni](#) (Author), [Louise Burnham](#) (Author)

Build the knowledge and skills required to become an Early Years Practitioner with this brand new textbook for Level 2, written by bestselling early years expert Penny Tassoni

- Ensure learners are fully prepared for assessment with full coverage of all units.
- Encourage students to gauge their own progress with regular Checkpoint quizzes.
- Prepare for working in real settings with practically-focused Dos and Don'ts.
- Motivate students with engaging language, attractive photographs and a colourful design.



Below is a table with various conditions/disabilities that children attending nursery/school may have and require support with. Some of the table has been filled in, you need to do some research to fill in the rest. Save the work you do it will help you with your units once you start college in September.

SEN – Special Educational Need	What is this?	How can the Early Years Practitioner support the child?
ADHD		Make sure rules are clear for the child. If the child becomes bored easily with the task plan to make it more interesting for them next time maybe relate it to something they like so it will hold their interest for longer. Be patient with the child, losing your patience with them will only make them more frustrated and angrier. Give them lots of praise. Children with ADHD respond really well to praise.
Visually Impaired	Is where the person has a decreased ability to see. It can affect people with different severity from mild sight loss where glasses may help to an extent or severe where the person can only view things as shadows and may require the support of a walking aid (cane) or another person in order for them to get around	
Autism		
Hearing Impaired (Deaf)		The EYP could help by making sure they are facing the learner when communicating and not covering their face as the child may be able to lip read. The EYP should learn BSL if they don't know it and also

		encourage the child to use sign.
Social, emotional, Behavioural difficulties		
Global Development Delay	Global Developmental Delay (GDD) is when a child takes longer to reach different milestones when growing up. These include milestones such as walking, talking or interacting socially. GDD is often related to children who have other conditions such as Downs syndrome	
General Learning Difficulties		
Disability affecting mobility		

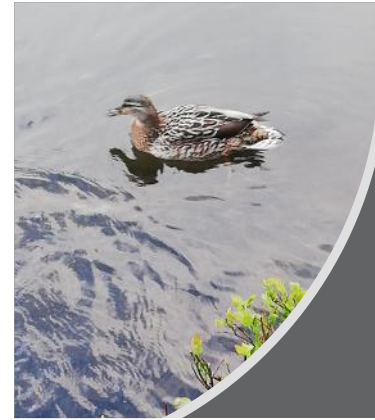
3

Three
Little Ducks



Mummy duck said,

“Quack Quack
Quack Quack”



3

Three little ducks
went out one day



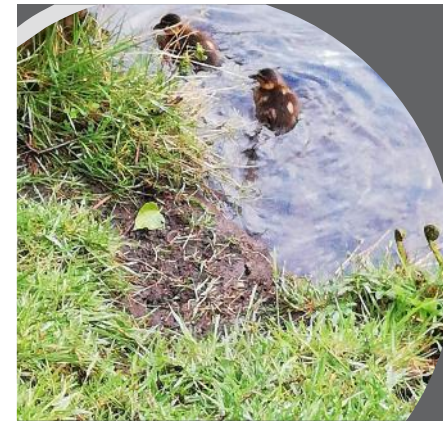
But only two little
ducks came back

One, Two



1

2



2



Two little ducks
went out one
day



Over the hill and far away



Over the hill and far away



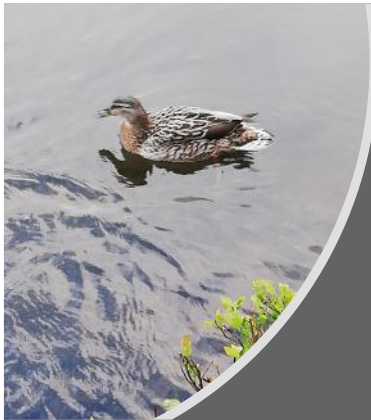
1 One



One little duck went
out one day

Mummy duck said,

“Quack Quack
Quack Quack”



1

But only one
little duck
came back.
One



Over the hill and far away



Mummy duck said,

“Quack Quack
Quack Quack”

