

Hopwood Hall College

Early Years

Level 3

Pre-Enrolment

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www.hopwood.ac.uk

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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



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/>

Book Reviews

When working with children in Early Years you will share a lot of books with them. This might be with one child or you might read to a group of children. It is important that you have looked at the book and know whether it is suitable for a child of that age.

We would like you to look at five children's story books and write a review

Begin with a brief summary of the book. ...

Pick out the most important aspects of the book. ...

What did you like most about the book...

What age of children do you think would enjoy this book?



Here are some little video shorts on the basics of BSL on YouTube

Please view the videos in order

<https://www.youtube.com/watch?v=1iFFyVXP8QM>

<https://www.youtube.com/watch?v=SfZtqh70W2c>

<https://www.youtube.com/watch?v=I7AXN81VMTE>

<https://www.youtube.com/watch?v=raRCeMAVgHA>

<https://www.youtube.com/watch?v=Z-bfD9lsa6s>

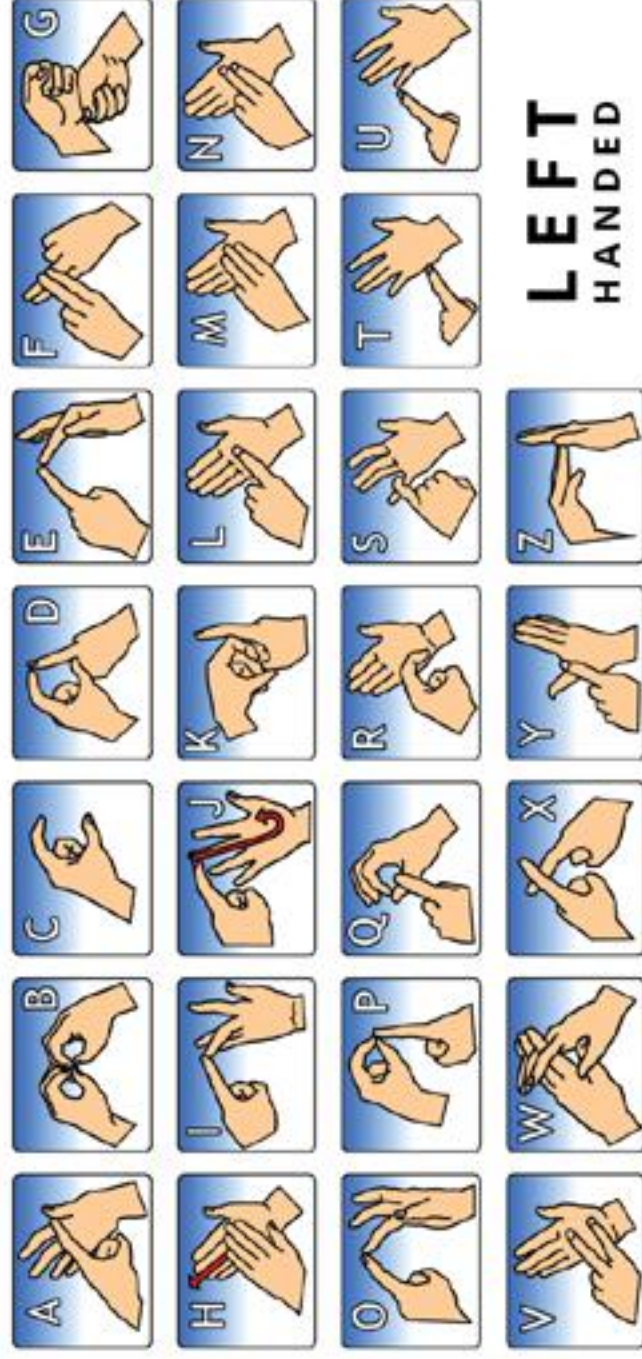
https://www.youtube.com/watch?v=4Zb1iRjj_mQ

<https://www.youtube.com/watch?v=AVsUQCiqD0g>

This website can teach you the alphabet using sign language

<https://www.british-sign.co.uk/british-sign-language/dictionary/>

BRITISH SIGN LANGUAGE - FINGERSPELLING



british-sign.co.uk

LEARN BRITISH SIGN LANGUAGE ONLINE
AT WWW.BRITISH-SIGN.CO.UK

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Child Development



As part of any Early Years course, you need to have a good understanding of child development. On the BTEC Children’s Play, Learning and Development course you will study this in depth. We would like to do some research about the 5 main areas of child development for children ages birth to 8 years. You can use the internet, watch videos or You Tube clips to help you.

Area of development	0-1 year old	1-2 year old	2-5 year old	5-8 year old
Physical				

Intellectual				
Language				
Emotional				
Social				

What is communication?

Can you think of a word linking to this topic beginning with each of the letters?

C

O

M

M

U

N

I

C

A

T

I

O

N

Why do you think communication is important when working with children?

How do you think you will communicate with children aged 0-2 years?

What do you think these children are trying to tell you? Why do you think that? What would you do?



Can you think of any activities/games which would encourage a child aged 3-5 years to communicate?

Who else do you think you will be communicating with in an early years setting? Private day nursery/ nursery class/primary school. Write down as many as you can.

How might you communicate with these people? Give example of verbal and non-verbal communication.

What might affect a child’s communication?

Why do you think it is important to know about communication when working with children?



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

Drugs and Alcohol Awareness

ABC Starter

- Draw a large table with 3 columns:

Letter	Name of alcohol	
A	Ale	
B	Breezers	
C	Cocktails	

- Fill your table with as many types of alcohol or drug as you can think of [Try to get the whole alphabet!].
- Leave the third column blank for now.... You have 3 minutes!!



DRUGS

How many different types of drugs can think of..... Look at the clues.



I am developing my drugs and alcohol awareness

MUST identify what drug abuse looks like

SHOULD discuss reasons for drug and alcohol abuse

COULD provide further information on drugs and their impact on health



Can you name the drug?
Can you list any affects it may have?



What is the same with them?
What is different?

Why do people abuse drugs and alcohol?

1	6
2	7
3	8
4	9
5	10



Abuse

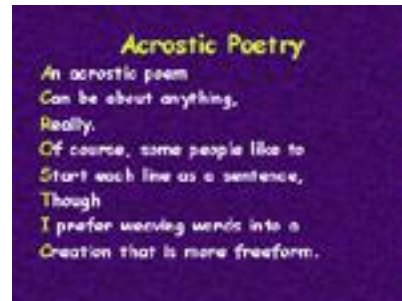
What does this mean?
How can this happen?
What does it look like?



Reflection:

Come up with an Acrostic Poem on the theme of Abuse – try to include some of the key themes we have talked about today

A
B
U
S
E



<http://www.youtube.com/watch?v=Bhk4fh6Sld0>

Watch the video clip

What is the impact of alcohol
in this situation?
Is this realistic?

Scenario:

- You're at a party with people from school. One of your friends (Carl) says he has spiked some drinks with alcohol. One of your unsuspecting friends (Amy) is starting to behave differently.....
- 1. Who should help Amy... You or Amy herself?
- 2. What would Amy have done if it was you in that situation?
- 3. Amy could make a fool of herself or even hurt herself. What would she want you to do?

ABC plenary

- Go back to your starter table, now try and fill in the last column with as many ways alcohol affects the mind and body that you can remember.

letter	Name of alcohol	effect
A	Ale	amnesia
B	Breezer	'Beer goggles'
C	cocktail	Control – loss of



Framework requirements

- “where children are provided with meals, snacks and drinks they must be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences and food allergies that the child has and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information provided by parents and carers about a child's dietary needs” – section 3.47 of the EYFS



What are the benefits of healthy eating?

- feel and look better
- reduces the risk of illnesses such as heart failure, diabetes and obesity.
- Healthy foods provide more natural energy and nutrients than unhealthy foods do, this means that your body will be better fuelled for the day ahead!

A pyramid diagram representing Maslow's hierarchy of needs, divided into five colored sections from top to bottom:

- Self-actualization** (blue): needs to become the most that one can be
- Esteem** (green): respect, self-esteem, status, recognition, strength, freedom
- Love and belonging** (yellow): friendship, intimacy, family, sense of connection
- Safety needs** (orange): personal security, employment, resources, health, property
- Physiological needs** (red): air, water, food, shelter, sleep, clothing, reproduction

rochdale.gov.uk/healthyheroes

ROCHDALE BOROUGH COUNCIL

What can early years settings do to promote healthy eating?

Think of as many answers as you can

A circular diagram titled 'The food wheel' showing various food groups around a central image of a child. The groups are:

- Fat and oils** (top)
- Meat and proteins** (top right)
- Milk and dairy products** (right)
- Vegetables** (bottom right)
- Fruit** (bottom left)
- Cereals, rice and potatoes** (left)

 The bottom section is labeled 'Eat regularly' and 'Drink plenty of water'.

rochdale.gov.uk/healthyheroes

ROCHDALE BOROUGH COUNCIL

Activities to do with children

What activities could you do with children to allow them to become more engaged with eating healthily.



rochdale.gov.uk/healthyheroes

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WORDS

~ HOPWOOD ~ ROCHEDALE ~ MIDDLETON ~ CHILDCARE ~ COLLEGE ~

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

let the music begin



Identify 5 things a child will learn from playing an instrument

- 1
- 2
- 3
- 4
- 5

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?

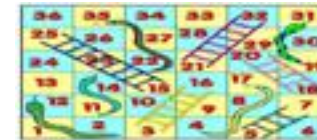


This task involves you planning your own board game that can played with children.

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.



PLAY

Have a go at these questions.

Good Luck.....

What is play?

.....

.....

.....

.....

.....

What are the 5 areas of development?

.....

.....

.....

.....

.....

Research the 6 stages of social play

Type of Play	Description

Think of some relevant activities you could provide for the following age group of children.

0-1year	
1-2years	
3-4 years	
5-7years	

What activities do you think are important to put out in a nursery?

.....

.....

.....

.....

.....

.....

.....

What is the EYFS?

.....

.....

.....

.....

.....

What are these activities?



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



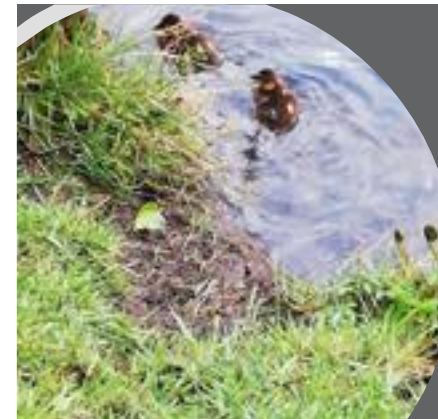
But only two little
ducks came back

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”





STUDENT PERSONAL STATEMENT

Write a statement all about yourself on A4 paper.

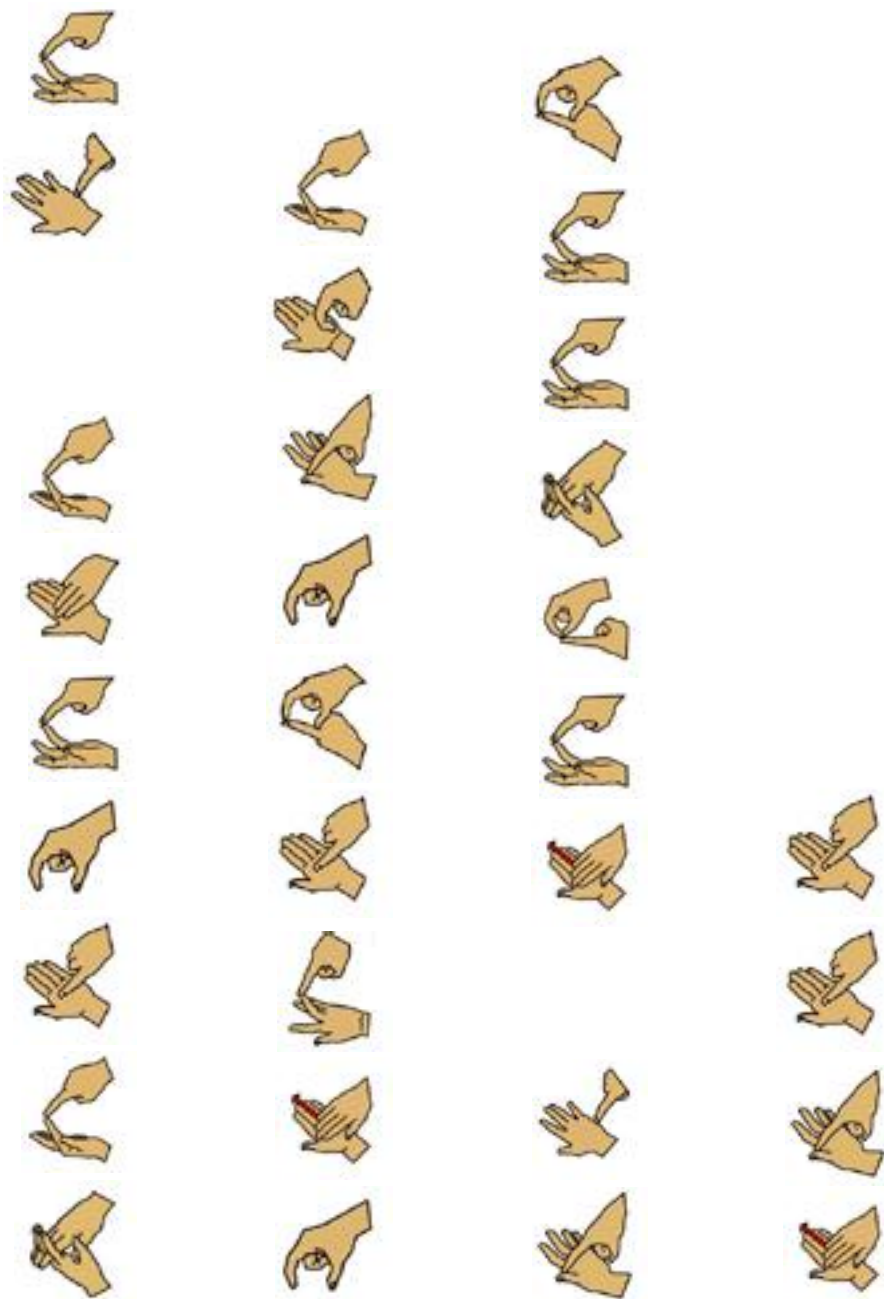
Things to include could be:

- What experience you have working with children
- Your school
- Your favourite subjects and why
- Why you want to work with children
- Your hobbies and interests
- All about your family, pets etc
- Likes and dislikes
- Work experience
- Employment history
- What you want to do on completion of the course.

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General Learning Difficulties		
Disability affecting mobility		



Tuff tray activities

Children need a variety of opportunities to explore a wide range of resources and media. Early years settings often put resources into a 'Tuff Tray'. Children can explore and play with these resources in any way they please. We would like you to look at some of the examples of Tuff Tray activities attached and then write a description about how they might help promote children's learning and development .







