

# Lifestyle Factors

**Lifestyle Factors** can be classed as anything which impacts on your every day life, which in turn impacts on your health and mental state.

Evidence suggest that having a balanced lifestyle of eating the right foods to the right portions and taking part in regular exercise, will all impact positively on your health and mental state. It will also allow you to feel healthy and have an increased chance of longevity.

The below tasks are designed to improve your knowledge and understanding of different lifestyle factors - that can impact on your health and mental state. These factors all have a government recommended allowance per day for a reason - can you describe why below?



# Lifestyle Factors: Research and complete the following tasks:

1. Describe how different lifestyle factors impact on your health and mental state.

Life Style Factor	Positive impact on health and mental state	Negative impact on health and mental state	Governments recommended daily allowance
Physical Exercise			
Diet			
Alcohol			
Smoking			

# Lifestyle Factors: Research and complete the following tasks:

2. Can you provide examples of the psychological impact that each of these factors has on your health and mental state?

Life Style Factor	Improvement strategy	Reason for choosing this factor	Alternative options available
Physical Health			
Diet			
Alcohol			
Smoking			

# Lifestyle Factors: Research and complete the following tasks:

3. Can you provide a lifestyle improvement storage for each of the lifestyle factors? Please also describe why you have chosen this and how it will impact on the health and mental state.

Life Style Factor	Psychological impact - Positive examples	Psychological impact - Negative examples
Physical Exercise		
Diet		
Alcohol		
Smoking		

**Thank you for completing  
the tasks.**

**We hope you have improved  
your knowledge and  
understanding - plus, had  
fun along the way!**



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# Health and Safety

**The Health and Safety at Work Act 1974 (HASAWA)** lays down wide-ranging duties for employers. Employers must protect the 'health, safety and welfare' of all their employees at work, as well as others on their premises - including temps, casual workers, the self-employed, clients, visitors and the general public.

**There are legal and financial consequences if companies do not follow the guidelines.**

Every company regardless of the size of the workforce, must have health and safety procedures in place, that are required throughout the course of work.

**The below tasks are designed to improve your knowledge and understanding of health and safety in the work place.**



# Health and Safety: Research and complete the following tasks:

(you may need to research online to answer some of the questions)

1. Can you provide a description of what health and safety means to you?

2. Can you provide a description of the three different legislation factors which influence health and safety at work?

Legislation Factor	Description
Health and safety at work act (1974)	
RIDDOR (1995)	
Personal protective equipment (PPE, 2002)	

# Health and Safety: Research and complete the following tasks:

3. Can you now provide examples of how the legislation keeps people safe? Include examples of business who have to implement these legislations.

Legislation Factor	Examples of how the legislation keeps you safe
Health and safety at work act (1974)	
RIDDOR (1995)	
Personal protective equipment (PPE, 2002)	

# Health and Safety: Research and complete the following tasks:

4. Can you provide a risk assessment for a classroom, identifying as many risks the class may face returning to education in September and also include the safety measure you would put in place to reduce the risk.

Identification Factor	Severity of identified of risk	Safety measure put in place
Example: number of students	Rate the risk, high medium or low and say why	Example: Limit the number of students in a classroom

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# **Principles of Anatomy and Physiology**

**The skeletal system is one of the major parts of anatomy and physiology, as it involves all of the different bones and joints that make up your body. The skeletal system has a number of key functions and purposes, which you will learn as you progress through the tasks. Your skeletal is vital to everyday tasks and it connects to your muscles and skin - to perform the key functions of the skeletal system.**

**The below tasks are designed to improve your knowledge and understanding of the skeletal system. As well as, the key functions of bones and joints.**



# The skeletal system:

Useful resources

<https://www.bbc.co.uk/bitesize/guides/zpkq7ty/revision/1>

Research and complete the following tasks:

1. Describe the five functions of the skelton


2. Draw a picture of the human skelton and highlight as many different bones as you can.

**3. What is the difference between the axial and appendicular skelton?**

**4. What are the five different types of bones found in the human body?**

1)

2)

3)

4)

5)



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Using the information you have learnt so far,  
complete the below table:

We have provided an example for you to follow:

Name of Bone	Type of Bone	Place within Body	Axial or Appendicular
Femur	Long Bone	Upper Leg	Appendicular
Sternum			
Radius			
Tibia			
Skull			
Ulna			
Patella			
Humerus			
Ribs			

# Joint found within the human body:

Joints allow movement to happen all over the body and allow simple actions such as walking, running, throwing and bending to occur in everyday life.

Please complete the tasks below to demonstrate your knowledge of joints.

## Research and complete the following tasks:

1. Describe the three different classifications of joint found in the human body and the movement that occurs.

Classification	Joints	Movement

## Research and complete the following tasks:

2. Describe the six types of synovial joints and where they are located within the body.

Synovial Joints	Location within the body

**Research and complete the following tasks:**

**Using the knowledge you have gained so far,  
complete the below table:**

**We have given you an example:**

Type of Joint	Location within the body and description	Movement available at joint	Is this a synovial joint? (Y/N)
Condyloid Joint	Oval shape which fits into a smaller oval shape hollow of another bone – example wrist side to side	Up and down	Y

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# Fitness and Exercise

Fitness and exercise can be used to focus on all round general fitness or a certain type of fitness you require. It is important that you understand the difference between the different components of fitness , plus, how you can use them to help maintain and improve your fitness levels.

Fitness and exercise have a proven effect on people's mental health and in the testing times of COVID 19, this can provide escapism to help you improve your mental state.

The below tasks are designed to improve your knowledge and understanding of different components of fitness, alongside the methods of training that you can use.



# Fitness and Exercise: Research and complete the following tasks:

These links may help you to complete the tasks:

<https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2>

## 1. Describe the two components of fitness listed below?

Component of fitness	Description
Aerobic Endurance	
Flexibility	

## 2. Can you describe two different components of fitness?

Component of fitness	Description

**3. For all four components of fitness, can you provide as many training methods you could use to improve each one?**

<b>Component of fitness</b>	<b>Methods of training</b>
<b>Aerobic Endurance</b>	
<b>Flexibility</b>	
<b>Muscular Endurance</b>	
<b>Circuit Training</b>	

4. Can you select one of the identified methods of training. Also, provide a description of how this method of training is used to improve the component of fitness.

- Consider examples of exercise
- Strengths and weaknesses of chosen method

Component of fitness	Chosen method of training
Aerobic Endurance	Example pro/positive It increases a person's metabolism for up to 24 hours  Example Con/downside It can be hard on the joints
Flexibility	
Muscular Endurance	
Circuit Training	

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# Business Project

A business is any organisation that makes goods or provides services. There are many types of business in the UK.

These range from small firms owned and run by just one self-employed person, through to large companies which employ thousands of staff all over the world.

Businesses exist to provide goods or services.

The below tasks are designed to improve your knowledge of four different types of business found within your local area. These businesses have differences and similarities - in each task, you will gain the understanding to move onto the next task.



# Business

**1) Can you provide a definition for the four business organisations listed below?**

This link may help you complete the tasks below:

<https://www.bbc.co.uk/bitesize/guides/zrvb9j6/revision/1>

Type of Business	
Sole Trader	
Private Limited Company	
Franchise	
Partnership	

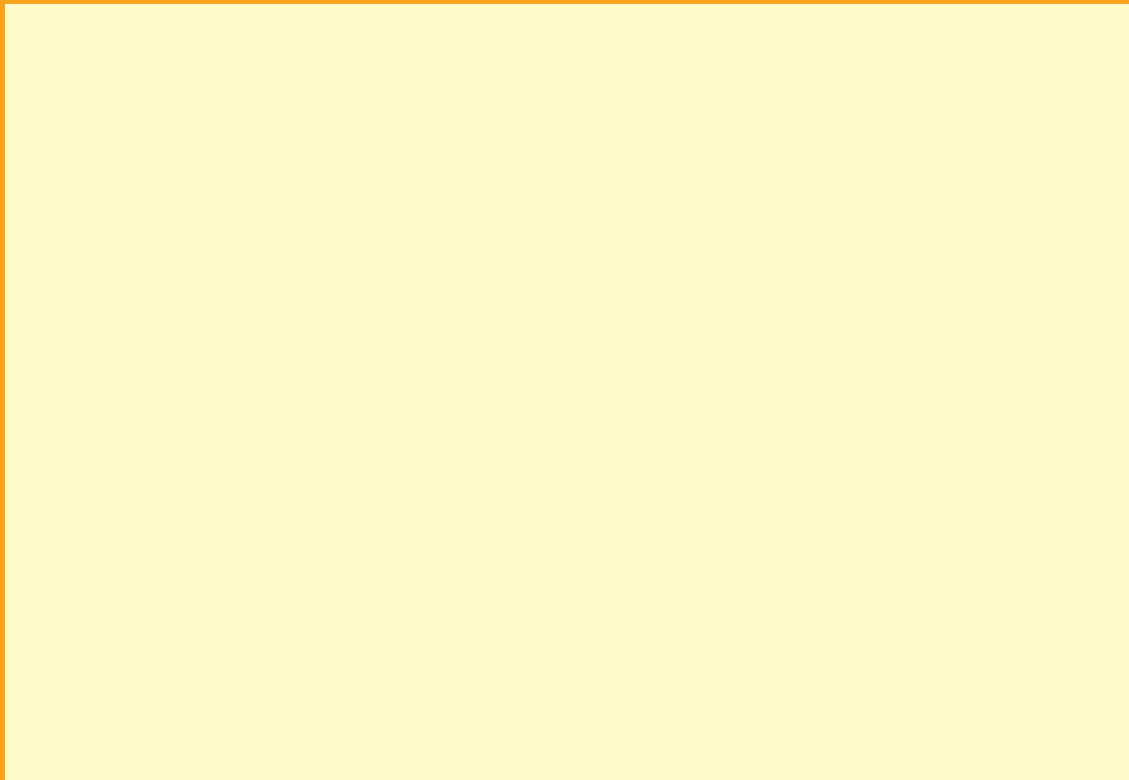
**2) Can you provide an example of each organisation from your local area and explain the structure of the business?**

- Consider staff profile**
- Roles within the company**

Type of Business	Example from local area	Structure of the business
Sole Trader		
Private Limited Company		
Franchise		
Partnership		

**Task 3) Choose two of the four businesses from before and compare the differences and similarities.**

- Consider reputation**
- Strengths and weaknesses of both**
- Purpose of the business**



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A decorative grid of nine squares, each containing a smaller square, arranged in a 3x3 pattern in the top left corner.

# Early Years and Education



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# What courses do we offer?

## **CACHE Level 1 Award / Certificate in Introduction to Health, Social Care and Children's and Young People's Setting**

This qualification is for all those who wish to work in either the child care or health and social care sector. It is made up of 9 units that will support your developing knowledge, understanding and skills required within the sector. Most students will be provided with an opportunity to experience a placement within the world of work.

This is to apply learnt knowledge, skills and will support progression onto Level 2. This experience will be subject to students demonstrating good attendance and punctuality, meeting assessment deadlines and showing a mature and responsible attitude in and around college.

## **Level 2 Diploma for the Early Years Practitioner (licence to practice)**

Level 2 Diploma for the Early Years Practitioner (England) meets the Department for Education's Level 2 full and relevant criteria for a Level 2 Early Years Practitioner - for those working in the early years workforce in England.

It provides learners with the knowledge and understanding of working with babies and young children from birth to 7 years. It also supports the development of the practical and technical skills, needed to work with children. Learners are required to complete 250 hours placement in a nursery setting to develop practice.



## **CACHE Technical Level 3 Certificate in Childcare and Education**

The CACHE Technical Level 3 Certificate in Childcare and Education prepares learners for the CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator). It provides learners with knowledge of working with children from birth to 7 years and practical experience working with children from birth to 5 years.

## **CACHE Technical Level 3 Diploma in Childcare and Education**

The CACHE Technical Level 3 Diploma in Childcare and Education is the second year following on from the CACHE Technical Level 3 Certificate in Childcare and Education (Early Years Educator). It continues to provide learners with knowledge of working with children from birth to 7 years and practical experience working with children from birth to 5 years.

## **Enrichment/ Work Experience**

**Work placement requirements:**

The aim of the work placement is to provide you with opportunities to apply your knowledge and understanding in the workplace. You must undertake supervised work placements on the CACHE Technical Level 3 Certificate in Childcare and Education. This includes a minimum of 400 hours to be completed over the year. As a student, you have to experience placement settings for each of the following age bands:

- 0–1 year 11 months
- 2–2 years 11 months
- 3–5 years
- Specialised placement (for example 5–7 years)

Work experience is a mandatory component of the course and requires you to have a clear enhanced DBS check, which you need to complete within the induction period.



# Enrolment Preparation

During enrolment, we will want to see that you are committed to studying at FE level and want to achieve your career aspirations. As part of your preparation, we would like you to prepare a 500 word statement explaining why you want to study on your chosen course.

Please consider your career aspirations and the skills, qualities and experience you have that would make you an ideal early years student.

## Level 1

1. Choose a nursery rhyme. Explain why you have chosen it and why it is important for children to sing. You could make a resource to go with it e.g. a puppet.

2. Identify a craft activity you could do with a young child. Write about the activity. Explain the resources you would need and how you would carry it out. What would the children learn from doing this activity?

Examples:

Rocket wand

Jungle animal plate

## Level 2

1. Design a poster about child development (physical, intellectual, emotional, social). You could add pictures and include suitable toys or activities for each age (0-5) or stage of development.

2. Research an activity that would help to develop children's literacy or maths skills. Explain the activity, discuss how it would support the child's understanding of literacy or maths and how the early years practitioner could support the child's learning further. Record your information in a format of your choice.

## Level 3

You might have a special interest in a particular area of early years e.g. special needs or safeguarding. Choose one topic, do some research and present your findings in a format of your choice e.g. a PowerPoint, magazine article or report.

**Tip:** Try to include some current research to show off your research skills.

Useful websites for research:

<https://bristolearlyyearsresearch.org.uk/>

<https://www.early-education.org.uk/>

## Additional activities

Carry out a skilled observation – using the link below observe the children carefully and comment on their skills:

- Physical Development
- Social and Emotional Development
- Communication
- Intellectual Development

[https://www.youtube.com/watch?v=S\\_mwqo7UMEA](https://www.youtube.com/watch?v=S_mwqo7UMEA)

How does this activity support all areas of development?  
Record your findings in a format of your choice.

# Getting ready for college life!

It is important that you have prepared yourself to start studying your chosen profession. Some preparation reading can be really helpful and can support your learning. You will be using the following documents during your time as an early years student. Begin to familiarise yourself with them now and you will be well prepared for college.

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# Reading

## STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

## WORKING TOGETHER TO SAFEGUARD CHILDREN 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

Textbooks (some are available for online viewing)

Bee, H. and Boyd, D., *The Developing Child* (13th edition), Pearson, 2011 (ISBN 9780205844487)

Lindon, J. *Understanding Child Development 0–8 Years: Linking Theory and Practice* (3rd ed.), London: Hodder Arnold, 2012 (ISBN 9781444167184)

Meggitt, C. *Childcare & Education (EYE)*. Oxon: Hodder Education, 2007 (ISBN 9781471843167)

Meggitt, C., *Child Development: An Illustrated Guide*, DVD Edition, Oxford: Heinemann, 2007 (ISBN 9780435899875)

Sheridan, M., Sharma, A. and Cockerill, H., *From Birth to Five Years: Children's Developmental Progress* (3rd edition), Routledge, 2007 (ISBN 9780415423656)

# Useful websites

[www.earlyyearseducator.co.uk](http://www.earlyyearseducator.co.uk)

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

[www.pacey.org.uk](http://www.pacey.org.uk)

[www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)

[www.bbc.co.uk/schools/laac/index.shtml](http://www.bbc.co.uk/schools/laac/index.shtml)

[www.pregnancyguideonline.com](http://www.pregnancyguideonline.com)

<https://www.gov.uk/topic/schools-colleges-childrens-services/early-years>

<http://www.nhs.uk/pages/home.aspx>

It will also be a good idea to familiarise yourself with the BMet website. Have a look around. Note down any questions you have ready for your enrolment.

<https://www.bmet.ac.uk/>

