# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## EYFS

Subject rationale

## Prime areas of learning rationale

Good early years education is essential to a child’s development. The provision for early years training is grounded in the philosophy that young children’s learning is not compartmentalised. The characteristics of effective learning, which focus on the behaviours children develop and use to learn, are integral to all learning and are fully interconnected to the prime areas and specific areas of learning.

**Personal, social, and emotional development**: This area of the curriculum underpins all other areas of learning. Supporting young children’s development through the aid of a co-regulator in the development of self-regulation, ensuring a child’s basic needs are met. Learning behaviours and dispositions are promoted through enabling and stimulating environments and where secure attachments and positive relationships are developed. These are key areas taught to BSTs across sessions.

**Physical development**: BSTs learn from the outset the importance of physical activity in young children’s development and explore how to support children’s gross and fine motor development. In the 3-7 programme, BSTs further their knowledge of child development and the incremental steps children take as they develop their core strength, stability, balance, spatial awareness co-ordination and object control.

**Communication and language**: Here BSTs engage with several taught sessions which focus on the development of speaking and listening through talk, language acquisition and oracy. Spoken language is emphasised as this is fundamental to learning across the curriculum.

## **Sequencing the subject for each phase**

Phase 1: In phase one BSTs engage in several sessions which develop their knowledge of language acquisition and oracy, and early reading. Similarly, they explore early child development and what this means for teachers and practitioners and how the development of the characteristics of effective learning are interwoven through both the prime and specific areas of learning, through sessions on play.

Phase 2: BSTs engage in taught sessions on the influences of being ready to learn and the barriers that young child may face, including how the impact of adverse childhood experiences and trauma informed practice may impact learning. Phase 2 also sees a focused taught session on the complexity of developing self-regulation in young children and how this can be facilitated in reception classrooms.

Phase 3: Physical development and movement are the focus of a taught session for those BSTs enrolled on the 3-7 route. During this session BSTs explore how they can support children’s development in three key areas - locomotor, stability, and object control.

## Specific areas of learning rationale

Good early years education is essential to a child’s development. The provision for early years training is grounded in the philosophy that young children’s learning is not compartmentalised. The characteristics of effective learning, which focus on the behaviours children develop and use to learn, are integral to all learning and are fully interconnected to the prime areas and specific areas of learning.

**Literacy**: Children develop early literacy skills through interpreting and communicating meaning through writing and reading. They engage in reading through a range of media, this can be in the form of print, picture books, headings or logos. BSTs are taught about the importance of reading for pleasure and the enjoyment of reading.

**Mathematics**: It is widely known that babies and young children are active pattern spotters, seeking to make sense. BSTs are taught about how to promote problem solving through play and exploration and mathematical thinking through the gestures they make, talk and through manipulations of objects. They focus on the importance of pattern, creating and solving mathematical problems.

**Understanding the world**: In this area of learning BSTs further their knowledge of how to support children in to make sense of the world in which they live. They have opportunities to consider how to promote environmental care and develop an understanding of the importance of wildlife and everything the natural world offers.

**Expressive arts and design**: Young children develop their imagination, cognition, creativity and curiosity through engagement, collaboration and interaction through music, dance, art and design.

Sequencing the subject for each phase

Phase 1: During phase one BSTs engage in taught sessions which focus their thinking on how to engage and capture children’s interest in the specific areas of learning through play. For example, they are encouraged to make their own patterns or through sustained shared thinking work collaboratively to solve problems. A taught session focuses on early writing.

Phase 2: In Phase 2 BSTs further their pedagogical knowledge of providing opportunities for young children to engage in tasks focused around sustained shared thinking and caring for the environment. This includes developing a resource bank of provocations. During this phase the BSTs also observe children aged 2 and 3 in nursery settings with a specific focus on how the characteristic of effective learning are promoted through the specific areas of learning.

Phase 3: In this phase the BSTs focus on applying their pedagogical knowledge of supporting children through the specific areas of learning during their placements. Taught sessions centre around the use of other adults and pedagogical leadership in the early years and what this means for the specific areas of learning.

### How mentors can support BSTs in school

* ​​​​​​​​Provide opportunities for BSTs to observe the promotion of the characteristics of effective learning through the Prime Areas of learning.
* ​​​​​​​Model to BSTs how to promote oracy and explicit language development.
* ​​​​​​​Provide opportunities for BSTs to take on the role of the co-regulator.
* ​​​​​​​Observe the BST delivering physical development or movement session.
* ​​​​​​​Model physical development with a focus on key language development.
* ​​​​​​​Observe the BST modelling key concepts in pattern to small groups e.g. the unit of repeat.
* ​​​​​​​Discuss how to set up continuous provision to support development through the specific areas of learning.
* ​​​​​​​Discuss with the BST pedagogical choices made.
* ​​​​​​​Model good observation techniques and how this supports learning and development.
* ​​​​​​​Observe the BST explicitly promoting the characteristics of effective learning through the specific areas of learning.
* ​​​​​​​Discuss with the BST how different types of play can enhance learning in the specific areas.

### Indicative open access reading

1. Early Years Coalition. (2021). Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. St Albans: Early Education. Available at [Birthto5Matters-download.pdf](https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)
2. DfE (2021) Development matters Non statutory guidance for the early years foundation stage. Crown Copyright. Available at: [DfE\_Development\_Matters\_Report\_Sep2023.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf)
3. EEF Cambridge voice 2021 Preparing for literacy Build the foundations of literacy for 3 -5 year olds. Available at: [EEF blog: Laying the foundations for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-laying-the-foundations-for-literacy)
4. BBC Number blocks: Materials to support early years and year one teachers. Available at: [Numberblocks support materials | NCETM](https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/)
5. Lowings, L. (2019) Thoughtful planning- strategies to liberate innovative and collaborative learning. Materials as provocations: Early Education journal No 18. Available at: [Thoughful-planning-Louise-Lowings.pdf (birthto5matters.org.uk)](https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Thoughful-planning-Louise-Lowings.pdf)
6. Starcatchers: Creative skills podcasts. Available at: [» Creative Skills Online Podcast - Starcatchers](https://starcatchers.org.uk/work/creative-skills-online-podcast/)