

# Michael Hall

a Steiner Waldorf School

## Curriculum Framework

## **The aims and underlying principles of the curriculum at Michael Hall are to provide:**

A curriculum that meets the developmental stages of our pupils in order to foster their healthy learning and remove obstacles that prevent them fulfilling their true potential. In doing this we will provide a safe and secure environment conducive to learning and creativity. This will allow all pupils the opportunity to experience a broad and balanced education that encourages them to fulfil their potential in relation to their abilities, skills and interests in accordance with their spiritual, intellectual, emotional and physical development. Our curriculum is focused around the developmental stages of each year group and within the curriculum teachers ensure that the ages, abilities and needs of pupils are met, including those on an EHC Plan.

## **We provide opportunities for pupils to acquire and develop the knowledge, understanding, skills and qualifications necessary to:**

- progress with confidence to the next stage of their life and education, through a process which encourages engagement in lifelong learning
- move into adult life with a knowledge of personal strengths and weaknesses, with a wish to develop the former and work on the latter
- make a constructive contribution to society
- enter into the fluctuating and unpredictable reality of adult working life with conscious expectation.
- participate as effective citizens in a multi-cultural society with mutual respect and tolerance for those with different faiths and beliefs
- Show an appreciation of openness and democratic values with an understanding and awareness of the political structures and organization within which these operate.
- develop and sustain an active and healthy lifestyle
- enable them to develop a sense of personal and cultural identity that is confident, open to change and receptive and respectful to others
- develop the Key Skills of literacy, numeracy and ICT in addition to cultural, musical and Artistic skills
- develop co-operative and interpersonal skills
- acquire the study skills necessary to realize individual learning potential
- develop individual ideas, become receptive to new ideas and make independent and informed decisions
- acquire an understanding of the global social, economic and political issues of their world and an appreciation and growing understanding of the interdependence of individuals, groups and nations
- appreciate the complex human interaction with, and dependence upon, local and global ecology, and develop a caring and responsible attitude towards the environment
- appreciate human achievement in the creative and expressive Arts, science, technology, humanities and physical pursuits, and experience a sense of personal achievement in some of these fields

Year	Principles	Content	Skills developed
<p><b>KINDERGARTEN</b></p>	<p>Children begin life with openness and trust and the world around them literally impresses itself on the young child, whose development is shaped by these impressions. A child’s learning is directly connected to their physical body and sensory experience. The children are given time and space to observe, experience, ponder, experiment and discover the world around them. They reinvent the world as it were and learn to care for themselves, others and their environment through purposeful activity.</p> <p><b>Rhythm &amp; repetition:</b> A strong and regular rhythm in the daily, weekly and yearly life of the kindergarten promotes security and self-confidence supporting the principles of living with change, knowing their place in the world and developing an understanding of</p>	<p><b>Rhythm and repetition:</b> Ringtime Indoor and outdoor play Snack time Story time (seasonal stories and fairy tales), songs, rhymes, poems Participate in counting games, rhymes, riddles, I-spy etc.</p> <p><b>Other activities:</b> craft and art including painting, drawing, sewing, mending, weaving, seasonal crafts with materials found in nature, gardening, gathering, cleaning, polishing, Woodwork. Using a range of large and small tools. Carrying and arranging large planks of wood and tidy routines - long sticks in long basket, round logs in round basket, cloths folded into squares, ropes wound into spirals, etc.</p> <p><b>Creative play</b> Dress up and role-play in self - initiated activities and imaginative play. playing instruments to accompany games, stories, songs, plays, and puppet shows</p> <p><b>Imitation:</b> Participating in cooking, baking, cleaning, gardening and caring for the environment. imitate writing and reading of their /friends name; “read” pictures in a story book, creating a story with sequence</p> <p><b>Social interaction</b></p>	<p>Playing and exploring Developing listening skills Developing feelings of self and others - flexibility and compromise Speaking: development of conversational speaking and describing observations. Initiate language and communication through play rhymes and songs shared in different languages developing skills in connecting words and meanings using crayons for drawing/ emergent writing Participating with and imitating gestures, words, rhymes and sounds. Developing memory Growing phonological awareness of beginning and end syllables in words. Connecting words and meanings through engagement with and repetition of words and movements. Developing control and coordination: and a sense of periphery and boundaries. Developing and strengthening limbs through walking and playing in the environment in all weather conditions and experiencing seasonal change with awe and wonder. Developing health awareness ( wash their hands) independence in toilet care and dressing learn appropriate dress for the season and weather Asking for help; learn to express needs/feelings; increasing confidence to interact, negotiate and co-operate with peers; increasing independence Learning to listen - the Golden Rules for self and others Increasingly developing interest and curiosity developing participation; respect, co-operation; developing ability to be quiet, to be still, ability to imitate gesture and movement and interact appropriately with peers Developing social skills kindness, courteous and a Listening Disposition Ability to be interactive, compromise, be flexible; take turns and share. Learning to be Caring, Kind and Helpful to younger/ special needs / 2nd language speakers; offer help indoor/outdoor; tidy time; ”kind words in kindergarten Learning to ask, give and receive</p> <p><b>Numbers Shape, space and measures:</b> Develops and practices counting in sequence:</p>

	<p>past, present and future  <b>Imitation:</b> imitation and learning through example surrounds the children with purposeful learning developing their will forces and gaining meaning through its relevance to life. The child moves from observation to participation  <b>Creative play:</b> The child initiated, undisturbed creative play has a central importance to learning. Through play the child makes sense of the world around them. Simple, unformed natural play materials nurtures the child's senses and maximise imaginative potential.</p> <p><b>Ringtime,</b> Story timeform a frame around the daily routine, repetition and rhythm  <b>The 3 to 4 year olds:</b> The child is reliant upon the adults around them as they are connected and at one with everything. They</p>	<p>helping each, taking on responsibilities, and helping to prepare and serve the snack for others  <b>Movement,</b> self-help, dexterity  Discovering and exploring the environment through daily 'expeditions' walking and strengthening limbs and collecting natural forms for play and wonder. watching a fire being prepared, lit and later put out  <b>Speech</b>  <b>Snack time</b> participating in preparing, growing, buying and serving and receiving food  <b>Cultural and community</b>  Observance of birthdays, festivals and celebrations, sharing different food and participating in multi-cultural events where each child's culture is represented. Opportunities to share children's home language (parents encouraged to contribute stories from different cultural backgrounds  <b>Technology</b>  Experiences the functioning of a variety of tools - 'warm' technology such as hand driven grain mill, apple juice press, scales, spinning wheel, whisk, hand drill; opportunity to see the function of a machine as an extension of their body  Construct dens and houses, build boats and towers etc. using planks, bricks, furniture, drapes and an array of natural materials.</p>	<p>solving practical problems, using the 'quality 'of numbers and measures:  Understanding of quantities/measurement (cooking, sewing, play)  creating patterns, ordering: block play; tidying  Developing understanding of mathematical language through exploration, observation, reflection of different qualities of shape, space and measures i.e.  - Giving/ taking/ losing/ gaining/ sharing, more than, bigger than, less than, fewer, greater. (precursor to using the 4 operations)  - naming shapes: circle, oblong, square, triangle etc.  - understanding comparisons i.e. taller/, longer/, shorter/, thinner  - space/time : near, far, close, behind, late, early, yesterday  - sequence, ordering,  Develop concept of the past through strong yearly seasonal rhythms.  Anticipation of future activities, for example 'the school leaver's project.'  <b>People and communities:</b> Experience and understanding of other languages and cultures  <b>Technology:</b> Discovering the origin and uses of natural materials used in craft e.g. sheep's wool. Learning to sand and oil furniture, washing dolls clothes, mending broken toys etc.  <b>Reading:</b> using and building on foundation skills in this area. read pretend writing and story books;  <b>Writing:</b> using and building on foundation skills in this area. Use emergent writing and mark making; Drawing correct pencil hold.</p>
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	<p>are spatially unaware, dreamy, and unable to sense where the boundaries lie in relating to the physical world. At this stage the child lives in his will.</p> <p><b>The 4 to 5 year olds:</b> The 4-year-old begins to cooperate with their peers and develop social skills in creative play. They start to sense and feel where the boundaries lie between themselves and the world. Creative discipline starts to become effective. Assessment is now possible</p> <p><b>The 5 to 6 or 7 year olds:</b> The change of teeth is underway and the formative forces become more available for academic learning, the thinking becomes more effective. Gross and fine motor skills increase, the child is more able to plan and organize their play, overcome their own needs and work in cooperation with the group.</p>		
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## OUTLINE OF ACTIVITIES AND THAT 5 AND 6-YEAR-OLD CHILDREN PARTICIPATE IN AT MICHAEL HALL KINDERGARTEN

SW Activities							
AREAS OF LEARNING	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>Stories, songs, movement and rhymes</b></p>	<p>Rich vocabulary, listens attentively and concentrates (such as I spy and other games, also emphasising initial letter sounds), imaginative use of word (riddles and made up rhymes), listening and understanding, appropriate use of vocabulary, aural memory dev., familiarisation and deepened knowledge of each story (memorising told story e.g. re-telling in puppet plays or correcting teacher.)</p>	<p>Uses appropriate gestures in finger games and in movement, (e.g. rabbit hopping, raking, chopping wood, and skipping). Sits still through long fairy story.</p>	<p>Sits quietly, is aware of and listens to others, interacts appropriately and in turn, responds empathetically, self-control, self-discipline, patience</p>	<p>Rhymes, riddles, word and letter sounds, story and song repetition, memorising of poetry and prose, repetition of learned stories etc. character knowledge, able to iterate refrains eg, 'Cook little pot cook!' Retelling of stories, with character voices in play. Understanding abstract (moral) concepts such as courage, patience kindness etc.</p>	<p>Counts appropriately in songs and rhymes. Uses in /out, up /down, quick/slow appropriately.</p>	<p>Relates stories and songs etc. to daily life, animals, mythology, history, folk or fairy tale or local environment.</p>	<p>Preparing story table display with cloth, candle, flowers or figures; centre of ring time display as above</p>

<b>Puppet plays</b>	Wide vocabulary, creates and adds to story, fluency and clarity, use dramatic ability and appropriate language for characters	Building stage and theatre, audience, memory, puppet making (including sewing, sticking, design) and manipulation of puppets	Concentration, persistence (in presentation) confidence in sharing parts and roles, collaborative interactions (selling tickets, organising audience), taking turns	Link to story, making signs/tickets for show, repetitive and imaginative storytelling skills	Construction of theatre, making and selling tickets (mark making), programmes, managing numbers of seats in audience	Theatre design, curtains up and down, managing audience behaviour, inviting audience participation	Constructing theatre and props, making puppets, designing scenes, using equipment and material appropriately
<b>Food and Drink preparation</b>	Describes process of preparation and food recipes, including cooking terms. Listens to instructions, follows processes.	Uses peelers, knives, equipment appropriately. Cuts, chops, stirs etc. lifts, carries, balances, pours, manipulates cutlery appropriately for eating.	Taking turns, sharing, discussing and interacting, negotiating	Naming fruit and vegetables, discussing ingredients, how to prepare and naming equipment etc.	Counts (e.g. bread ingredients) measures, weighs, works with time (how long to cook) how many children and adults to provide for	Where does the food come from, where does it go, composting and growing, picking and shopping	Able to use tools and appropriate electric and manual equipment such as apple press or peeler, grain mill, whisk etc. Lays out fruit and displays food on plates
<b>Setting table</b>	Discussing with others how table will be laid, counting with others, negotiating tasks	Moving tables and chairs, organising crockery and cutlery, precise laying of place settings	Organising roles and tasks, showing younger children 'how', confidence, persistence	Development of pre-literacy skills	How many to set table for, counting crockery, cutlery, folding serviettes into square, triangle Matching and sequencing - one plate, one cup, one napkin, per person, per chair.	Awareness of social etiquette and understanding of taking care of each other, the environment and ourselves	Creating table design, table centre with display of flowers etc, cloth colours, seasonal natural materials, display crafts
<b>Washing up and tidying</b>	Develop conversational skills during activities	Using skill and dexterity to wash, dry, stack, sort, sweep, clean Taking care of crockery- particularly ceramic and glass items	Being aware of each other and modelling practical tasks for younger children	Development of pre-literacy skills. Each thing has its place and purpose in the order of the room (as in a sentence)	Sorting crockery and cutlery, stacking	Being aware of hot/cold,	Making sure everything is in its right place, finished properly, neat

<b>Making Skipping rope and bag, Hand puppets, hobby horses, picture frames, gnome houses (boys and girls do same activity).</b>	Discussing wood, tools, complex thought in design, using and naming materials, listening to stories and songs accompanying activity	Manipulation of saw, drill, dexterity for fingers, with woodwork, cutting & sewing with even stitches. Using final product appropriately	Ability to take care of work, helping each other, developing patience, perseverance and courage	Adding patterns and detail to finished work	Measuring (length, width), counting (stitches or rows), problem solving (is skipping rope long enough), pairing, matching, symmetry (e.g. eyes for a hobby horse)	Understanding of finished articles in terms of protection care of puppets, care of craftwork, keeping work safe in basket or bag.	Designing and making. Choosing materials, colours, drawing, painting, beauty and aesthetic appreciation
<b>Weaving - making loom and weaving.</b>	Discussion of this particular activity and suitable use of the specific materials.	Manipulation of tools and materials for making weaving loom. Detailed manipulation (skilful use of fingers to weave)	Taking care of equipment, perseverance at task, helping others	Development of pre-literacy skills, writing name on loom	Measuring pegs, drilling holes, cutting lengths, weaving in/out, left/right - measuring length and size of finished article	Where does wool come from, purpose of cloth, use in future for home, school or play	Designing and making, choosing colours and design, appreciation of evenness of weaving
<b>Making Skipping rope and Skipping as activity</b>	Discussing skipping, learning songs and rhymes	Making the handles and rope. Skipping: strength dexterity, agility, co-ordination, co-operation, balance, perseverance	Skipping together with others and on own. Awareness of others, taking turns, patience	Development of pre-literacy skills, singing while jumping	Counting forwards and backwards, sometimes over 100 while jumping rope or skipping	Skipping as cultural activity (English rhymes and skipping games)	Design and finishing of product aesthetically, skipping games together with others, using ropes in creative and innovative ways
<b>Drawing &amp; Painting</b>	Discussion of content of picture, listening to silence during part of the activity	Manipulation and proper holding of crayons and brushes, cleaning pots and mixing colours appropriately	Drawing age appropriately, appreciation and care for finished work	Recognition and ability to form some written words, letters and numbers, own name and others out of their own impulse	Ability to recognise and form numbers and recognise age, geometric shapes (squares, diagonals)	Representation of people, seasons, trees, animals, house, earth, sun moon stars and rainbows, flowers. Keep colours clean, know when clean water is required	Imaginative, creative and artistic interpretation, drawing from heart and observation, using and experimenting with colour and design
<b>Ball games and bean bags</b>	Being aware of others using language to communicate, listening, learning rhymes, skipping or throwing songs	Throwing with one hand and catching with two, hopping sideways, forwards, backwards. Catching, balance,	Observing and being careful of each other and environment		Shapes, numbers, counting in sequence including backwards or using more	Awareness of others, environment so that it does not get damaged by equipment	Making beanbags or felt balls. Designing skipping handles, using choice of colours for string.

		co-ordination, co-operation, agility			complex number sequencing		Possibly using dying for the strings.
<b>Birthdays</b>	Discussing birthdays, families, parties and celebrations. Listening to own and others' individually created birthday stories and new birthday songs	Awareness and noticing difference in growing older, physical changes	Discussion of age, awareness of age difference, care of each other and younger children, learning patience	Drawing cards, sometimes writing name or age	Counting age, drawing number or maybe number of stars or candles	Awareness of status in family, months of family in celebration	Making setting beautiful with birthday table, chair, clothing and special events with parents
<b>Festivals</b>	Stories, puppet shows, movement and songs in anticipation of and during festivals, discussion of past and future events	Remembering past and anticipating future events, making equipment or food	Being active in working together with others in preparation and during the celebration or event, understanding the special nature of a festival, awe and wonder - reverential mood.	Drawing or using writing skills to make signs for events	Counting the days, weeks to the event, seasons, using mathematical concepts to make appropriate equipment such as lanterns, biscuits, Christmas presents, growing Easter gardens etc.	Understanding the meaning of festival through stories or activity, including commonality or difference between cultures and embracing these with others (children family and friends)	Making an aesthetic and beautiful environment for the festival, including decoration, food, music, dance, clothing, drama,
<b>'will' tasks</b>	Understanding of task and importance of persisting, discussing and imitating actions and instructions	Being capable of activities involved in e.g. cleaning, tidying, watering plants, gardening, raking, sorting, preparing, running errands, washing up, setting table, lighting candle Helping younger ones to get dressed. Tie aprons.	Developing perseverance and patience and eagerness to complete tasks, taking care of younger children	polishing tables	Awareness of time - hours, minutes, days, using counting in sequence to work with time	Importance of taking care of ourselves, each other and the environment (plants, animals etc.)	Making things clean and shiny and beautiful, decorating room, nature table preparing story ring or lunch table
<b>Eurythmy</b>	Repetition of story, rhyme, sound, poetry, song	Imitated specific movements in time and space such as clapping, stamping	Awareness of each other in space, managing self-control & behaviour	Learning sounds, vowels and consonants unconsciously in	Rhythm, repetition, e.g. long, short, shapes, in/out,	Imitative gestures of sun, moon, stars, animals, flowers,	Expressing speech in movement, dance and movement, sound and pattern,

		to rhythms, balance, control, dimensions in space		loud/soft, clarity of speech	up/down, space between spirals, circles etc.	weather. Loud, soft, polarity	dressing up or using coloured cloths, musical instruments or listening to music
<b>Play indoors</b>	Communication, Speaking and listening, expressing themselves, understanding, developing narratives and connecting ideas and events to previous experience.	Large and small motor skills to negotiate space, handle equipment and tools. Co-ordinate, control negotiating space in movement, Understanding building: physical understanding of play construction, e.g. balance weight, lifting tying- together, using own skills and working with others to create play scenarios	Playing co-operatively, Organising play and instructing others without being bossy, considering others. Ensuring all have a role. Leading play. Making decisions, taking leadership role, being confident and authoritative. Empathy play - being the other. Using imagination.	Able to make/draw/write lists, signs, flags, tickets, using emergent writing and mark making in own style using a variety of materials.	Using mathematical ideas and concepts to organise play e.g. constructions, joining with string or chords complex structures, building, counting 'money' for shops, using scales to weigh. Tickets for puppet shows or train, counting passengers etc.	Recreates real world situations - families, shops, garages, journeys illness, birth of a sibling, death of a pet- replays both sad and happy memories. Adapts own play to that of others.	Building complex structures such as houses, boats, trains and castles. Home play. Using a variety of materials and imagination and invention for the structures. Dressing up and role play. Able to use props to express ideas and plan.
<b>Play outdoors</b>	Talks about the outdoors, animals, insects, herbs, fruit, veg and other plants, seasons and weather changes	Uses small and large motor movements to handle tool, using and constructing with natural materials such as creating a den in the woods. Sweeps, rakes, digs using appropriate tools, builds, gardens, plants and harvests, able to climb trees, e.g. to shake apples. Runs, jumps, climbs, skips, develops dexterity and skill.	Ability to organise others in games or play. Shows patience and perseverance. Can choose and pick correct fruit and veg etc independently on request. Understands ripe/ready to harvest	Communicates in joint activities such as building play structures and playing on or in them. Learns the names of plants, trees, flowers. Reads signs of nature, buds, blossom, fruit. Makes and uses signs (twig arrows, pebble directions)	Understands height, depth, counting, months, days, length, breadth and using terminology.	Understands and enjoys nature, different places, knows about community and environment. Can cook over fire and chop wood.	Understands functions of technological tools such as apple juice press, garden equipment, water, functions of machines, handling of material such as sheep's wool to final dyed product for weaving, making spinning tops or spinning wool, grinding corn, sanding and oiling furniture,

		Aware of risk and limits.					
<b>Daily care of self, others and environment</b>	Talks about physical activity and body consciousness, making choice in food or play, keeping clean, toileting, self-care. Able to express likes and dislikes and preferences. Notices changes in self and others.	Ability to confidently do up shoes, bows, zips, dress self and others. Brush hair. Clean room and outdoors using tools correctly such as broom, dustpan and brush, hang washing on line etc.	Helping self and others and showing understanding of what to wear in specific weather, how to dress, keep clean, clean others, toilet independently, serve food, pour drinks, understand importance of self-care and care of others and environment	Recognises signs/names on doors, exits, lockers	Awareness of time, number and using numeracy in daily life and using mathematical language of daily life	Awareness of importance of hygiene, place in world, care of environment and self. Knowing and understanding of similarity and difference.	Aware of beauty, colour, using clothing,
<b>Memory</b>	Talks about past, present and future events	Calls up memory in response to direct questioning independent of concrete situations. Activates the process of remembering without prompting.	Reminds others about events, and looks forward to birthdays, festivals etc., as well as remembering past experiences and sharing these with others	Knows songs, stories, poems, ring games.	Counting games	Understanding of specific points of time during the day: break lunch, ring-time before/ after earlier/later etc., days of the week, seasons.	Participating in ringtimes, Eurythmy fairy tales, and other seasonal celebrations  Drawing from memory, my house, my brother, recreating detail.

<p><b>Imagination</b></p>	<p>Talks about actual and imagined events, feelings and thoughts able to retell stories in complete sentences. Communicates easily with adults and peers, rhymes and makes up words, understands instructions or direction.</p>	<p>Uses causal thinking, e.g. if one thing happens, another event or result will follow. Plans. Ideas are stimulated from within.</p>	<p>Sometimes goes through a 'fallow' time when previously endless ideas for play seem to dry up. e.g. 'I don't know what to play/do/ I'm bored'. This transforms into: Has an idea of what to play, and then looks to environment to gather props and materials or friends to manifest the idea. May reject classmates for a time, exploring critical judgments - this develops into new social interaction where the child guides/instructs others.</p>	<p>Is able to pronounce sounds with clarity, playing with nonsense sounds and words, rhymes and riddles</p>	<p>Can imagine large and small numbers - Stars, Sun, moon as distances</p>	<p>Can project into other situations. E.g. Imagine if...</p>	<p>Drawings of imaginary or representational scenes from holiday, story or home. Painting rainbows or house and sun. Building small towns, seaside's or imaginative worlds in the sand or garden.</p>
<p><b>Emotional maturity, behaviour</b></p>	<p>Ability to express and communicate ideas and be receptive to others. Understands.</p>	<p>Able to sit still for extended periods, follows instructions or acts in accordance with adults expectations or directions.</p>	<p>Ability to self-regulate, set aside personal desires and impulses in deference to the needs of the group. Intentions are increasingly receptive to being guided by the spoken word of adults as instinctive imitation activity recedes. Feels empathy</p>	<p>Appreciates the perspective of the other and will describe situations pertaining to others. Verbal reflections on the feelings of others</p>	<p>Shares with fairness - how many each?</p>	<p>Appreciates difference - we are not all the same but we are all to be valued.</p>	<p>Likes to make gifts, cards for others.</p>

## **FURTHER READING**

*Kindertherapeuticum* Dr Edmund Schoorel, PD, SWSF

*The Tasks and Content of the Steiner-Waldorf Curriculum*, Floris

*SWSF/EYFS Interpretation and Readover Document PDF*, SWSF

*Guidelines for Observing School Readiness (WECAN)* Floris

*You are not the Boss of Me (WECAN)* Floris

*First Grade Readiness - Resources, Insights and Tools for Waldorf Educators (WECAN)*, Floris

*Ready to Learn*, Rawson and Rose, Hawthorn Press

*Developmental Signatures* AWSNA

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<p><u>CLASS 1</u></p>	<p>The child's capacity for independent, representational and pictorial thinking is now beginning to develop, and formal methods of teaching literacy, numeracy and other disciplines are introduced. Movement, pictures, stories, drawing, games and rhythmic activity support the development of numeracy, literacy and artistically-presented work. Good habits of classroom life and work are established to form a basis for learning at school, whilst cultivating a reverence for nature, care for the environment, respect for others, interest in the world and a feeling of confidence in the teachers who are there to guide and support and enable the children to become a socially cohesive group, who care for and listen to each other.</p>	<p><u>MAIN LESSONS</u>  Literacy  Numeracy  Fairy Tales/nature stories  Geography - nature and the seasons  Home environment  <u>RHYTHMIC ACTIVITIES</u>  Skipping/clapping/stepping games / recorders / singing/recitation (for example)  <u>EXTRA MAIN</u>  Extended Main lesson work and form drawing to prepare for spatial orientation and correct formation of letters and numbers  <u>SUBJECT LESSONS</u>  French and German- oral activities building up vocabulary and a basis for grammar, as well as an experience of French/German culture.  Free Religion  Handwork - knitting and sewing (developing motor skills)  Eurythmy - supporting use of body to express speech and movement)  Painting - quality of primary colours through stories exploring their characteristics</p>	<p><u>Numeracy</u>  Count up to 110, work with number bonds of 10  work with the four processes using numbers up to 20 in written form  Familiar with times tables by heart starting with 2, 5 and 10 and then the others up to 7 times  work with number problems and mental maths, and apply mathematical language and concepts, sequences and patterns  <u>Literacy</u>  Recognise and write the letters of the alphabet and their corresponding sounds  Familiar with a variety of sounds through rhyming  Copy sentences accurately  Read and understand what is written  Able to write from left to right, from top to bottom accurately  Spell and read simple familiar words, including words containing some blends/digraphs  Sense of narrative structure, sense of style, vocabulary and grammar through listening</p> <p><b>The Numeracy and Literacy Framework details more information of learning outcomes, teaching examples and resourcing.</b></p>
<p><u>Class 2</u></p>	<p>In class 2 we foster the growth of the child's personal thought-pictures as cognitively the child continues to respond within a learning context where pictorial content is foremost. Cultivating a sense for the breadth and richness of language, feelings and emotions through stories. Gross and fine motor skills are cultivated and refined.</p>	<p><u>MAIN LESSONS</u>  Numeracy  Literacy  Fables/nature stories  Saints' stories  Geography, nature and the seasons  Play  <u>RHYTHMIC ACTIVITIES</u>  Skipping/clapping/stepping games (for example) and singing  <u>EXTRA MAIN</u></p>	<p><u>Numeracy</u>  Differentiate between odd/even numbers  Recognize, analyse and count numbers up to 1,000  Working knowledge of tables 1-12  Able to apply tables to division  Aware of patterns in tables  Can use place value to four places  Can carry numbers across columns  <u>Literacy</u>  Able to form plurals by adding s or es</p>

	<p>Numeracy skills are developed through stories and active physical number work.</p> <p>Movement and rhythmic activity support the development of numeracy, literacy and artistically-presented work.</p> <p>Goodness and morality are addressed through Free Religion, Festivals and stories. Eurythmy supports the child to use their body to express speech and movement</p>	<p>Extended main lesson work</p> <p>Literacy</p> <p>Numeracy</p> <p>Form Drawing</p> <p><u>SUBJECT LESSONS</u></p> <p>French</p> <p>German</p> <p>Free Religion</p> <p>Handwork</p> <p>Eurythmy</p> <p>Painting</p>	<p>Can recognize, write and read printed letters and cursive script</p> <p>Able to read and spell simple words with consonant and vowel digraphs and 2 letter consonant blends; familiar with soft 'c' and magic 'e' rule; can spell using 3 letter blends and read and spell common letter combinations</p> <p>Able to read, write and spell with familiar topics and words</p> <p>Can write short description of recently learnt stories/events</p>
<u>CLASS 3</u>	<p>Significant changes in the child's physiological, psychological and cognitive make-up, which manifests in increased self-awareness. Experiences are felt more strongly, and a growing sense of objectivity develops. Questions, doubts, aloneness and a tendency to criticism manifest and change both behaviour and the child's psychological landscape.</p> <p>The child develops a new interest in the material, practical world. This is met by both indoor and outdoor learning activities that include measurement, building, farming, baking, cooking and craft work, fostering a sense of responsibility for the physical environment.</p>	<p><u>MAIN LESSONS</u></p> <p>Bible Stories : Old Testament stories</p> <p>Geography farming and building</p> <p>Musical Notation</p> <p>Measurement</p> <p>Class Play</p> <p><u>RHYTHMIC ACTIVITIES</u></p> <p>Skipping/clapping/stepping games/numbers/ language (for example) and singing</p> <p><u>EXTRA MAIN</u></p> <p>Literacy</p> <p>Numeracy</p> <p>Form drawing</p> <p>Shelter building</p> <p><u>SUBJECT LESSONS</u></p> <p>French and German, Free Religion</p> <p>Handwork ( Textiles / clothing from hides to manmade fibres)</p> <p>Eurythmy, Gym &amp; Games</p> <p>Painting, Gardening and Farming</p>	<p><u>Numeracy</u></p> <p>Able to add and subtract into the thousands</p> <p>Can divide using units as divisor</p> <p>Familiar with tables up to 12x</p> <p>Aware of square numbers as a sequence to 225</p> <p>Able to do simple practical problems involving measurement of time, weight, length</p> <p><u>Literacy</u></p> <p>Able to read simple books aloud and silently; to read aloud text with familiar words</p> <p>Can recognize when a sentence stops; able to use capital letters and full stops</p> <p>Able to recognize and characterize verbs, nouns, adjectives and adverbs</p> <p>Writes in well formed, cursive script</p> <p>Can recite poetry; perform in plays</p> <p>Able to recall complex stories and events</p> <p>Familiar with use of soft 'g'; can spell simple compound words; can recognize common homophones</p>
<u>CLASS 4</u>	<p>In class 4 the curriculum develops a focus on the beginnings of independent learning.</p> <p>The child separates from his or her surrounding and the 'I-You' polarity strengthens. The child begins to understand and think independently</p>	<p><u>MAIN LESSONS</u></p> <p>Maths</p> <p>Literacy, Norse Mythology</p> <p>Local Geography</p> <p>The Human Being and the Animal Kingdom</p> <p>Class Play</p>	<p><u>Numeracy</u></p> <p>Able to do long multiplication and division</p> <p>Can work with simple fractions and fraction calculations using all four processes</p> <p>Able to find Lowest Common Multiple and Highest Common Factor</p>

	<p>of his or her sense-experiences, to formulate concepts and to classify the world. The child begins to learn to think and reason logically and shows an eagerness to learn about the world, namely 'this world' versus 'his/her world'.</p> <p>A start is made on natural science with a phenomenological study of the animal kingdom in relation to the human being to meet a quality of vigour and eagerness to look at and learn about the world that is strengthened by studying the local surroundings.</p> <p>The child's physical body gains strength and sustained physical effort is possible. Stamina combined with skill, evidences itself in movement, poised between levity and gravity. The transition from early childhood is complete, although the transition into puberty has not yet begun.</p>	<p><u>RHYTHMIC ACTIVITIES</u>  Recorders / singing / movement sequences / speech and verse / recitation  <u>EXTRA MAIN</u>  Extended Main Lesson work  Literacy  Numeracy  <u>SUBJECT LESSONS</u>  French  German  Free Religion  Handwork  Eurythmy  Gym &amp; Games  Singing  Painting  Drawing  Form Drawing.</p>	<p>Can answer complex mental arithmetic questions involving a mix of processes  Knows and can apply the tables 1-12 out of sequence  <u>Literacy</u>  Able to use a dictionary  Familiar with punctuation for 4 types of sentences  Writes with an ink pen  Can write a formal letter  Can read confidently and independently  Familiar with irregular spelling forms  Knows and uses simple past, present, future tenses</p>
<p><u>CLASS 5</u></p>	<p>Midpoint between birth and maturity (21), class 5 is a pivotal point between childhood and puberty. Children are more able to understand questions and phenomena in a realistic and reasoning manner, the awareness of 'self' becomes stronger and a powerful group dynamic can emerge in class. Characteristic of this age is movement that is co-ordinated, balanced and harmonious. A study of Ancient Greek mythology and history culminates in a re-creation</p>	<p><u>MAIN LESSONS</u>  Ancient Mythologies and cultures  Ancient civilisations and birth of democratic ideals  Geography - the British Isles  Botany - the Plant Kingdom  Maths - (Fractions, Decimals, Geometry)  Class Play  <u>RHYTHMIC ACTIVITIES</u>  Recorders / singing / movement / speech and verse  <u>EXTRA MAIN</u>  Literacy  Numeracy  <u>SUBJECT LESSONS</u>  French</p>	<p><u>Numeracy</u>  Can apply all 4 processes using more complex fractions  Able to change fractions into decimal fractions  Able to work with decimal fractions, with all four processes, including long division and long multiplication  Can apply the rule of 3 to practical problems  Familiar with and able to form freehand geometric shapes - circles, quadrangles, triangles, polygons - with a good degree of accuracy  Familiar with angles in triangles and quadrangles  Familiar with the Pythagoras theorem  <u>Literacy</u>  Can read aloud fluently, with awareness of punctuation  Able to take down a dictation  Able to use common suffixes and prefixes  Able to use direct speech</p>

	of the Olympic games in the summer. Memory is facilitated and built upon by rhythmical presentation of material, nourishing a newly-matured cardio/vascular inter-relationship. The beat of the heart and lung are typically more stable after this age.	German Free Religion Handwork Eurythmy Gym & Games Nature Study Singing Art - painting, modelling, drawing Whittling/nature study	Knows and uses all major parts of speech Knows and uses the active and passive moods Can use more complex forms of the tenses
<u>CLASS 6</u>	In class 6 we see evidence of the potential for self reflection and the need for clear rules and boundaries within which to structure this development. The limbs begin to lengthen and the child starts to experience a 'fall' into gravity. Physiologically, pupils enter into puberty and the first birth pangs of individuality are felt. The child experiences a yearning for independence together with underlying anxiety, emotional vulnerability and mood swings. The faculties of scientific, abstract, causal thinking come to the fore and the child develops a growing appetite for factual knowledge about the world around them. The child evidences an emerging potential for self-reflection. For example: within History (Rome to the Middle Ages) one sees the conflicting role of the individual and the group; within Geology (plate tectonics) one sees the 'inside story reflecting the child's inner turmoil on the eve of adolescence.	<u>MAIN LESSONS</u> History - Rome to Middle Ages Geology (usually with a field trip) Geography - European Maths - percentages and business maths Science - the physical sciences : Heat, Sound, Light and Magnetism Science - the human sciences - Life Cycles Historical Biographies Class Play <u>RHYTHMIC ACTIVITIES</u> Movement / social games / recitation / singing / recorders <u>EXTRA MAIN</u> Literacy Numeracy Drama, Project work <u>SUBJECT LESSONS</u> French German Free Religion Handwork Eurythmy Gym & Games , Gardening Art - Black and white drawing, Painting Music, singing, orchestra and recorders Woodwork	<u>Numeracy</u> Able to use and convert percentages to fractions and vice versa; able to calculate percentages and to work with estimation and averages Able to read co-ordinates Can present information with pie-charts, bar charts, graphs Can use geometrical equipment - compasses and protractors - with precision; can construct circles, triangles, angles and perpendiculars; has working knowledge of main geometrical figures; familiar with the principle angles; can construct a pentagram Can draw reflections, rotations <u>Literacy</u> Can read books in a range of styles Able to write a formal business letter Understands the parts of speech in a sentence Understands the use of modal verbs Able to recite alone Able to give a short talk using notes

<p><u>CLASS 7</u></p>	<p>In Class 7 the pupils become teenagers. Outwardly the pupils show an interest in world phenomena and inwardly a budding capacity for reflection develops alongside the stirring of a dynamic, inner, psychological state; the pupils' ability for self reflection together with a wish for increasing independence become evident. While the yearning for independence and solitude may be experienced, anxiety and emotional sensitivity can also be felt as the physical changes the pupils are undergoing tend to be in advance of their psychological development. Pupils' experience a greater need to understand the world around them through observation and attention thus providing new perspectives. Pupils' initiative is encouraged to challenge attitudes and assumptions formerly accepted on authority, and through informed debate and listening they are encouraged to understand how to formulate their own points of view and listen to others. Pupils are led to exercise social responsibility within their class community and develop their experience of their local and global responsibilities as world citizens. For example in History (Renaissance to the 16<sup>th</sup> century) pupils explore the individual's creativity in developing our modern world and in Geography (continents, oceans, and</p>	<p><u>MAIN LESSONS</u>  Literacy, Creative Writing and Poetry  History - Renaissance to the C16;  Discovery and Exploration, Historical Biographies  Astronomy  Geography - the world - continents/oceans  Maths - negative numbers and algebra  Science - the physical sciences - heat and light, sound, electricity, mechanics and organic chemistry.  Science - the human sciences - health and hygiene  Class Play  <u>RHYTHMIC ACTIVITIES</u>  Movement / social games / recitation / singing / recorders  <u>EXTRA MAIN</u>  Literacy  Numeracy  Drama  Project work  <u>SUBJECT LESSONS</u>  French  German  Free Religion  Handwork  Eurythmy  Gym &amp; Games &amp; Sailing  Gardening  Art - perspective  Music; singing / orchestra / recorders  Woodwork  Spanish</p>	<p><u>Numeracy</u>  Able to use negative integers, with the 4 rules  Able to work with compound interest  Familiar with algebraic equations, formulae (such as <math>d=rt</math>, <math>a=lb</math>; <math>p=2l + 2b</math>) and expressions  Can apply BODMAS rule  Can calculate the area of a circle  <u>Literacy</u>  Able to write book reviews  Able to use books and the internet as references for independent study  Can use a Thesaurus  Can write in different styles, including poetry  Has an appreciation for poetry  Able to make notes to summarise a spoken presentation  Can write an essay on a theme presented in class  Able to use reported speech, the conditional form and If clauses  Able to present a short talk using notes only as a prompt</p>
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	climate zones) they experience cultural specializations.		
<u>CLASS 8</u>	<p>Class 8 represents a certain completion of the picture of the world and humanity's place within it.</p> <p>There is further development of the pupils need for independence and to find their own way to confront the world around them. The emergence of an independent feeling life leads to emotional turbulence.</p> <p>Deepening and more meaningful understanding of the world - physical, political, cultural, geological fostering a deeper awareness of the 'unseen' forces through science and crafts leads the pupils to look outside themselves, engage more and see the human being as a striving, ethical individual.</p> <p>Causality is a key theme. Pupils are encouraged to question what impulses and inventions have shaped the 20<sup>th</sup> and 21<sup>st</sup> centuries and what have humans done with these?</p> <p>Independence is furthered with an extensive personal project based around the development of an entirely new skill.</p>	<p><u>MAIN LESSONS</u>          Maths - Platonic solids          Literacy          History - from the Civil War to current day / Revolution, Historical Biographies          Geography - the world (physical/political etc)          Art - veil painting          Science - the physical sciences - Physics and Chemistry          Science - the human sciences - organs bones and muscle          Meteorology          Class Play</p> <p><u>RHYTHMIC ACTIVITIES (EXAMPLES)</u>          Movement / social games / recitation / singing / (recorders)</p> <p><u>EXTRA MAIN</u>          Literacy          Numeracy          Drama          Projects          Ability to perform a full length play          Ability to debate on a chosen theme</p> <p><u>SUBJECT LESSONS</u>          Eurythmy, Gym, French, German          Spanish, Craft, ICT, Gardening          Art : Impressionists, watercolour and pastels          Music, Singing, Orchestra, Painting, Nutrition</p>	<p><u>Numeracy</u>          Can use square roots, powers          Able to calculate compound interest, mortgage rates, income tax          Can calculate mechanical advantage numerically          Able to calculate irregular areas in geometrical forms          Able to use algebra for practical problems          Able to calculate volumes of blocks, pyramids, prisms, cylinders and cones          Able to dissolve complex brackets in algebraic expressions          Can draw more complex graphs with complicated curves</p> <p><u>Literacy</u>          Able to recognize and use figures of speech such as metaphors, analogies and images          Can use subordinate and relative clauses in written work          Has awareness of different poetic styles such as lyric, epic, dramatic</p>
<u>CLASS 9</u>	<p>In class 9 the Waldorf content works on developing the practical judgement within the students.</p> <p>Development of the will force will support the students inner turbulence and confusion of emotions. Increasing independence</p>	<p><u>MAIN LESSONS:</u>          Physics, Chemistry, Biology          English - Narrative          Maths - golden Geometry          Current Affairs, History of Art          Modern History          Drama, Music</p>	<p><u>Literacy</u>          The GCSE programme develops the following skills (with rising proficiency) over a two year period:  <u>Speaking and Listening</u>          Communicates clearly and purposefully.          Able to adapt speech to different situations and audiences.</p>

	<p>is developed and the beginnings of critical thinking. Students are challenged to develop their understanding of the world around them and their own expanding horizons within that world.</p>	<p>Gym, Drama <u>WALDORF CURRICULUM</u> Crafts (Copper work/Clay work/basket weaving / Black and White drawing ) Eurythmy, Ethics, Music Gym and games Choir <u>Trips/Activities</u> Earth Steward Camp ( 1 week residential) Work Projects (3 weeks collapsed timetable) <u>GCSE'S (choice of up to 7)</u> <u>Compulsory:</u> Double Science, English, Maths <u>Choice</u> Art, History, Geography, German, French, Spanish, Computer Science, Nutrition (non GCSE)</p>	<p>Listens and responds to the perspectives of others. Creates and sustains different roles (drama) <u>Reading</u> Read and understand texts of an age appropriate level. Develop and sustain interpretations of writers' ideas and perspectives. Explain and evaluate how writers use linguistic, structural and presentational features for effect. Understand texts in their social / cultural / historical contexts. <u>Writing</u> Communicate clearly and imaginatively using form / vocabulary to engage the reader. Organise information and ideas into structured sentences / paragraphs. Use a range of sentence structures / punctuation and accurate spelling to communicate clearly. <u>Numeracy</u> Development of skills beyond rational numbers to include surds (e.g. square and cube roots), Classification, Recording, estimation/measurement of data and Drawing/plotting of Tables/graphs - analysing graph data Accuracy in measurement and plotting Advancing skills in decimals, percentages and algebra to apply to practical problem solving Ordering of positive/negative numbers including decimalisation, calculation and more advanced percentages Algebraic skills developing Atom economy/ Measuring volumes and masses Using/rearranging equations and completing calculations (using the 'formula triangle') Exploring the 'golden ratio' constructing accurate shapes using compass and ruler and some proving and deducting algebraically. Development of functional maths skills Main Lesson:</p>
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			<p>Discovery of the conic section curves as loci of fixed distances and drawn as curves of addition and subtraction.</p> <p>Discovery of these same curves discovered within cuts of the cone.</p> <p>Understanding of the Cartesian coordinate plane including the equations for lines, parabolas, circles and ellipses.</p>
<u>CLASS 10</u>	<p>In class 10 the content works towards developing greater independence and balance between the thinking and the will forces. Class 10 is described as the year of feeling where curriculum content is based on a harmonising, objective and critical perspective. The year sees the development of theoretical (rather than the practical of class 9) judgement by enquiry into the origins of the human being and its understanding of the world.</p>	<p><u>MAIN LESSONS:</u>  Physics  Chemistry  Biology  History - Ancient Civilisations  History of Art  English - Myth into Literature  Maths - Trigonometry  Play (leading to performance)  <u>WALDORF CURRICULUM</u>  Crafts (Iron work/Pottery/Bookbinding/Painting/Joinery)  Ethics, Music, Eurythmy, Gym and games, Choir  <u>Trips/Activities/careers</u>  Work Experience (2 weeks)  <u>GCSE'S (choice of up to 7)</u>  <u>Compulsory:</u>  Double Science, English, Maths  <u>Choice</u>  Art, History, Geography, German, French, Spanish  Computer Science, Nutrition (non GCSE)</p>	<p><u>Literacy (GCSE year 2)</u>  <u>Speaking and Listening</u>  Communicates clearly and purposefully.  Able to adapt speech to different situations and audiences.  Listens and responds to the perspectives of others.  Creates and sustains different roles (drama)  <u>Reading</u>  Read and understand texts of an age appropriate level.  Develop and sustain interpretations of writers' ideas and perspectives.  Explain and evaluate how writers use linguistic, structural and presentational features for effect.  Understand texts in their social / cultural / historical contexts.  <u>Writing</u>  Communicate clearly and imaginatively using form / vocabulary to engage the reader.  Organise information and ideas into structured sentences / paragraphs.  Use a range of sentence structures / punctuation and accurate spelling to communicate clearly.  <u>Numeracy</u>  Development of skills within Class 9 and:  Use trigonometric ratios (sin, cos and tan) to calculate angles in right-angled triangles  Use the trigonometric ratios to calculate unknown lengths in right- angled triangles  Developing skills in complex problem solving using multi-stage calculations and geometric and algebraic proofs.  Practical development of surveying - plotting and measuring using range of equipment  Advancement of functional maths skills</p>

<p><u>CLASS 11</u></p>	<p>In class 11 one finds the students moving towards greater objectivity and balance. The curriculum supports this journey in helping to form a more balanced and rational judgement with self directed responsibility and social awareness.</p> <p>Moving from the practical and the theoretical judgement to that of emotional judgement, intelligence and insight</p>	<p><b>MAIN LESSONS:</b>  Physics, Geography, Music, History of Art (Romantics), Chemistry, Politics. Literature (Romantics), History (Medieval), Parsifal</p> <p><b>WALDORF CURRICULUM</b>  Crafts (silver work/cartonage/ceramics) Ethics, Music, Eurythmy, Gym and games Choir</p> <p><b>Trips/careers</b>  Industrial tour (1 x week)  Social practical (Botton)</p> <p><b>A LEVEL (choice)</b>  Art, History, Geography, English Literature  Spanish, German, French, Product Design  Photography, Physics, Chemistry, Biology  Maths, Drama,  EPQ: Theatre Studies / Dance / Sports</p>	<p><b>Literacy</b> (Main Lesson for everyone although some will also have AS/A2 programme in Literature beyond this development)</p> <p><b>Speaking and Listening</b>  An increasingly exact and perceptive differentiation of levels of language is developed using Goethean principles to build on the contributions of others through intensified listening and constructive speaking.</p> <p><b>Reading</b>  Texts become more demanding (“Parsifal” and Romantic poetry). All pupils required to read texts over summer to develop/enhance skills.</p> <p><b>Writing</b>  Creative writing is extended -particularly in response to Romantic poetry and experimentation with form and expression is developed.  Analytical, critical thinking are enhanced through the speaking/reading/writing and the development of skills in the dialectic essays are fostered.</p> <p><b>Numeracy:</b> (Main lesson - some will also have AS/A2 Maths)  Understanding of the fundamental elements of point, line and plane and their interdependent relationships.  Understanding of the concept of infinity and the principle of duality Understanding and use of classic constructions such as Pascal’s Line, Brianchon’s Point, the Theorem of Pappus and various aspects of Desargues’ Two Triangle Theorem.  Development of skills working with perspectivity and projectivity including both point and line based conics.</p>
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<p><u>CLASS 12</u></p>	<p>In class 12 students are looking out into the world ready to move on from their School education. The curriculum explores and develops an inter-disciplinary overview to support the tension they experience between the needs of the individual and the needs of the global world in which they live. Through this students begin to develop an understanding of their own position in the world. The content is increasingly focused towards expanding their level of Independent thinking, social responsibility and awareness in preparation for their onward journey.</p>	<p><b>MAIN LESSONS:</b> Economics, Zoology, World literature Eurythmy (leading to performance) Modern Art, Philosophy Play (leading to performance) Reflections on Education Preparation for Italy (Art/History/singing) <b>WALDORF CURRICULUM</b> Ethics, Singing. Gym and games, Choir, Drama and Eurythmy <b>TRIPS</b> Italy - Renaissance Art(3 weeks) <b>A LEVEL (choice)</b> Art, History, Geography, English Literature Spanish, German, French, Photography Product Design, Physics, Chemistry, Biology Maths, Drama</p>	<p><b>Literacy</b> (Main Lesson for everyone although some will also have AS/A2 programme in Literature beyond this development) <b>Speaking and Listening</b> Artistic whole class projects in performance bring skills in speaking and listening to the peak of their capability at this stage. Listening and expression of ideas are enhanced through essential philosophical questioning <b>Reading</b> Class reading culture encouraged by individual presentations on taxing and wide ranging texts (Elliot, Joyce, Woolf, McEwan, Carter, Marquez) <b>Writing</b> Develop creative writing skills in wide range of writing styles used by modern and post-modern writers. Extension of capacity for self-expression. Enhancement of formal writing skills Development of critical thinking and capacity for meta-cognition. <b>Numeracy</b> Able to read and draw conclusions from a corporate Profit and Loss Account and Balance Sheet as incorporated in an Annual Statement. Able to track and analyse share price movements in the FTSE100 in terms of percentages.</p>
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