



Curriculum Policy

Reviewed by (Headteacher/DSL):

Date: June 2017

Approved by Board of Trustees on:

Review Date: June 2018

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Bristol Steiner School Curriculum policy

1. Rationale

Bristol Steiner School (BSS) practices a curriculum adopted by approximately 1,000 schools worldwide. It has been successfully implemented for over 70 years and adapted to local conditions. We are committed to offering an education designed at every level to meet the needs of the pupils at their various stages of emotional, intellectual and physical development.

For example, between the ages of nine and ten the child's own development brings with it a sense - largely unconscious - of unity becoming fractured. At this point our curriculum introduces the mathematical phenomenon of fractions, and whereas the majority of any one class will thereby gain a specific ability with numbers which could be measured, our principal concern is that the child's inner experience meets an appropriate response from what is brought outwardly as lesson content. Regarding the measurable ability with mathematics as such, we try to avoid branding someone - even in our own minds - as a failure, having seen how we must wait sometimes several years before children eventually find their way into this or that area of learning.

The interplay between what lives within the children and what is to be brought to them as lesson content requires constant flexibility, and how a topic is presented to one particular class by one particular teacher will be quite individual. This relationship to the class is a crucially important factor. While we do not test in the usual sense of the word, the teacher strives to be aware of each child's inherent capacities and of how these are being fostered through what is taught. The teacher can then set expectations which are appropriate for the pupil's ability and developmental stage.

Steiner education is divided into three phases corresponding to three seven year phases of childhood as Rudolf Steiner outlined. i.e. Kindergarten for young children up to age seven, lower school from age seven to fourteen and upper school for fourteen plus. BSS comprises a Kindergarten and lower school (known as the Primary School) up to age 11.

Our Curriculum policy is an essential part of our Safeguarding practice. BSS is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We believe the welfare of the child is paramount and that no child should suffer harm of any form, either at home or at school. Everyone who works at or visits our school has the responsibility to make sure all our children are safe.

For the purposes of this policy, 'staff' also includes agency staff, volunteers, and students working in our Schools, and 'parents' includes carers and legal guardians - unless this is clarified further within the text.

2. Aims

BSS aims to provide an education according to the understanding of the developing human being as set out in the lecture cycles and books by Rudolf Steiner. Each child is seen as a unique individuality with his or her own path in life. Our task is to help to remove the obstacles to this path and to support the emerging human beings in our care to develop inner freedom within a healthily functioning body endowed with a rich and coherent feeling life, so as to enable them to make their contribution to society while at the same time unfolding their own human potential. This approach precludes the comparison of one child's 'performance' with another's. The education being a matter of 'performance' in relation to set targets, tests and exams is one we would consider inappropriate in the light of the above. The aim in Kindergarten is to build a bridge between home and school by creating a safe, warm and loving environment. This is to protect the wonder and delight up to the age of seven, teaching works with the children's will, through activity, and through imitation. The School aims to implement this Curriculum Policy through the schemes of work detailed in "The Educational Tasks and Content of the Steiner Waldorf Curriculum" edited by Martyn Rawson and Tobias Richter.

3. Leadership

The Headteacher is responsible for overseeing and developing the curriculum of the School, supported by the Senior Management Team (SMT).

4. Implementation

This policy is the responsibility of everyone who works at, volunteers for or visits BSS. The Designated Safeguarding Lead (DSL) will ensure that arrangements will be made to bring this policy to the notice of all staff (including new, temporary, and part-time employees), agency and other contract staff, volunteers, visitors and students during Induction and throughout their time at the School so that they fulfill their duties to co-operate with this policy. This policy and procedure will apply in all these contexts, including school activities taking place offsite. BSS delivers services at various venues, and this policy will apply in all these contexts. BSS expects services delivered by partner organisations to have safeguarding procedures in place. This policy should appear on the School website.

5. Other policies

This policy works in conjunction with the following School related policies and procedures:

1. *Anti-bullying*
2. *Behaviour*
3. *Complaints*
4. *Equalities*
5. *eSafety*
6. *Health and Safety*
7. *Parent Handbook*
8. *Parent Prospectus*
9. *Safeguarding and Child Protection*
10. *Staffing*
11. *SEN, disability, SEND, and Inclusion*
12. *Volunteers*

6. Monitoring and review

BSS will seek to continually improve all its policies, procedures and guidelines. BSS will review this policy on a regular basis to confirm that content and approach is still appropriate. The review will take place whenever there are significant changes and not later than 12 months from the previous review date.

7. Curriculum overview and differentiation

Teachers work with and through the children's imagination and their feeling for life. At Kindergarten, the day follows a regular rhythm of creative play, songs and counting games, lunch, outdoor play and story time, an activity such as food preparation, bread making, painting or modelling, then ring-time including songs and counting games, morning snack, outdoor play and story time. There is a seasonal rhythm and festivals are celebrated through the year.

In the Primary School, the structure of the day now changes, pupils are in classrooms with desks and lessons are taught by the class teacher: these remain the lynchpin of the teaching for much of the pupils' time. During the years in the Primary School the child is guided primarily by the Class Teacher, who takes the majority of lessons but may also be responsible for teaching other subjects, like handwork or languages. This involvement with the same group of children over a long period builds security, trust and confidence in the pupils and enhances the natural authority of the teacher. The same teacher, ideally, stays with the same class through the eight classes.

Primary School lessons have a regular rhythm, including verses, movement, recall, rhythmic work, new material and written work and maths, music, singing, reading, writing, craft skills, movement and art will all be developed and woven into the topic. French is taught from Class One, and is purely oral for the first three years. We provide a balance of subject lessons which include academic, artistic, crafts and physical activities. These

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correspond to the soul faculties in all children – in regard to their need to engage their *thinking, feeling* and *will* activities.

Activities for pupils of all ages aim to be realistic. Objects from life are used rather than artificial teaching aids. Until age nine, when children naturally imitate actions in their surroundings, ‘gesture’ and ‘deeds’ are used to teach basic skills embodied in what have been (until the advent of 20th century technology) common and necessary human activities, e.g. stirring in a bowl, digging, winding thread, stitching, weighing on a balance. Fine and gross motor co-ordination and spatial awareness are developed during baking, washing clothes and dishes, tying shoelaces, sweeping a floor. At the same time the will of each child is engaged in responding to life's necessities.

Throughout, and especially in Class Three's practical activities and Class Four's local geography studies. Nearby industries are encountered and the pupils are brought into direct contact with working people, e.g. farmer, gardener, basket maker, weaver, blacksmith, bricklayer, carpenter... often in their usual work setting. Whenever possible pupils take an active part in the work.

It is essential that in adult life we are able to co-operate with our fellow human beings, especially those who are different from ourselves. The relatively long period of time a teacher remains with the same class, together with the fact that each class comprises children of widely differing abilities, provide a good opportunity for developing this skill. In addition, the main aim of the foreign language lessons is to develop an ability to experience things from another point of view.

Following Steiner principles, BSS may consider carrying out a ‘Child Study’ is to build a shared picture of the child which recognizes the child as a spiritual being and which can help our understanding of the the child (See Appendix Child Study).

The curriculum is structured so children’s differentiated needs can be met. The SENCO teacher will meet the specific learning needs of many children - not to separate them from their class but to enable them to participate freely in class lessons, designed to address inner challenges. In some subjects, mathematics and languages for example, differentiation is partially achieved through splitting classes by ability. Differentiation is implemented by various methods in single lessons in all subjects:

- Making use of the Steiner three fold strategies of imitation, storytelling (picturing) and thinking.
- Each lesson having a multi-sensory approach; with visual, aural and kinesthetic components.
- Keeping a rhythmic and balanced lesson.
- Ensure a variety of activities – from listening to doing.
- Ensuring a child-centred approach i.e. responding to each child as an individual.
- Allowing freedom of response to a lesson, so that pupils can produce very different work to reflect what they have learnt.
- Ensuring there are tasks ranging from simple to complex, to allow for different abilities.
- Using open-ended questions, so there is no wrong answer.
- Sometimes explaining first and demonstrating after, or demonstrating first and explaining afterwards – allows for different learning preferences.
- Structuring different worksheets, so that some pupils can be set lower or higher targets and then helped later on if necessary.
- Grouping text on the blackboard in different colours for different groups of pupils to undertake appropriate tasks.
- Encouraging the more able to help their peers.
- Using recall both at the end of the lesson and the beginning of the next to anchor information.
- Each lesson contains different tasks; for example writing, listening, speaking, drawing, observation, dictation, reading, questioning. The content is differentially approachable.

- Each lesson contains aspects of the three-fold Curriculum Policy; imitation, copying; illustrative work and storytelling; thoughtful comparison and analysis.
- Lesson format helps create a rhythmical balanced and so therefore, approachable content.
- Each differentiation method is systematic, simple, inclusive and inductive. Each child is helped to contribute in his/her own way to the creation of the whole picture.

8. Curriculum for Classes One to Five

The Steiner curriculum is, by its nature, very difficult to pin down to a few sentences, and these notes cannot convey the way in which the curriculum is tailored to the developmental changes of the children, nor the extent of cross-disciplinary integration throughout the year.

(i) The Main Lesson

Throughout these eight years, the school day begins with a two hour long Main Lesson taught by the class teacher. The Main Lesson is central to Steiner education, and is seen as an artistic and integrated whole. It is organised into subject blocks lasting about three weeks **each**. Each block begins a new topic, but within a block subjects may be interwoven. Each Main Lesson has several components, including practical, musical and artistic activities, movement, and oral and written work.

(ii) Subject Lessons

All classes have Eurythmy, Music, Painting, French, Handwork and Religion classes. Separate Games lessons commence in Class Three. From Class Six there are separate Maths, English and Art lessons in addition to Main Lesson work, and Woodwork and Pottery are introduced. Eurythmy is an art of movement that engages the whole human being, integrating bodily movement with movements that arise within the soul, thus creating a harmonious relationship between the soul-spiritual element and the body. Music begins with singing, listening games, flute and simple percussion instruments. Notation proper begins in Class 4. Singing is an integral part of all lessons, including rounds and eventually part singing; Classes 4-8 also have a weekly choir practice. Private tutors are available during school hours and there is a school orchestra. Painting lessons use simple techniques with quality materials, the work developing over the years as the children change, and according to their Lesson work. French is taught initially through games, songs and poems, reading, writing and grammar are introduced from Class Four. Handwork progresses through knitting, crochet, felting and dyeing, sewing, embroidery and dressmaking. Religion lessons are taught throughout the school via stories, biographies and looking at other religions. Games lessons vary from swimming and ice skating to country dancing, basketball, hockey and other team games.

(iii) Class One

There is a rhythm to the day, week and year and festivals are important. Teaching is pictorial and imaginative, the aim being to stimulate the intellect through activity, rhythm and imagination. Time is spent laying down good habits of classroom life and work, cultivating reverence for nature, respect for others and learning to connect with and care for the children's environment. Writing is introduced, using pictures, rhymes and stories, and practised with form drawing and movement. Reading begins with the children's own written work and familiar songs and poems. Listening and speaking skills are also practised, with nature stories and fairy tales from around the world. Number work is begun, again with pictures, rhymes and stories. The four processes are introduced and a start is made on learning times tables. The class begins learning the pentatonic flute, starts working with watercolours, and in handwork they begin by making their own knitting needles.

(iv) Class Two

Stories from the lives of saints, legends and fables are the primary literary base for writing, speaking and reading. Cursive writing is begun, and composition is introduced, which aids spelling. Reading skills continue to develop, working with word families, vowels and diphthongs, and moving from familiar to new texts. Maths work builds with mental practice and longer exercises, moving on to larger numbers, number bonds, odd and even numbers, columns and carrying over. Geometrical form drawing is begun. Native American cultures are

introduced through stories and craftwork. Nature stories help the children to understand the cycles of nature, reinforced by a weekly walk.

(v) Class Three

This year's focus is on practical activities, especially farming, gardening and building, and includes a building project. There are many trips in connection with these topics, and weekly visits to the school's allotment. The children also learn to swim this year. Stories now are from the Old Testament, including Genesis and other creation stories. The children begin to write full sentences from stories and activities, explore nouns, verbs, adjectives and punctuation, and move on to descriptive and creative writing, and the beginnings of punctuation. In maths, practice of all 12 tables continues; long multiplication and long division are introduced, money handling and change, and various forms of measurement – linear, liquids, solids and temporal.

(vi) Class Four

The aim is to meet the children's growing interest in the world which and to provide more opportunities for independence in their work. Mythology is now introduced, especially the Norse myths, and in form drawing Celtic knot work in particular is explored. In English, grammar work covers the tenses and parts of speech; in maths, fractions are introduced, using all four processes, and measurements and area work is continued. There are Main lesson blocks on local geography, and local history, beginning with the school grounds and leading on to sightseeing trips. Time, the seasons and the points of the compass are all relevant here. Other Main lesson blocks on "Human and Animal" explore the form and functions of the human being, leading to an understanding of the animal world, followed by more detailed study of some animals.

(vii) Class Five

This year is a pivotal point between childhood and puberty, where the children attain a level of balance and harmony. Mythology now approaches early history, looking at the early civilisations of India, Persia, Babylonia and Egypt, moving on to classical ancient Greece, and the year culminates in a trip to the national Olympic Games staged by all the Steiner schools. Games lessons include preparation for the Olympics. Geography becomes regional, with a study of the British Isles, and nature study takes the form of botany. English work develops with direct speech, converting from active to passive voice, punctuation, more tenses and vocabulary work. In maths, compass geometry is introduced, as is the decimal system.

9. Sex and Relationship Education

Throughout the School, pupils receive Sex and Relationship education (SRE) in a number of ways. It is addressed in the Waldorf curriculum through lessons in health, nutrition, biology, embryology and physiology, which all present opportunities to discuss some aspects of SRE. Our SRE policy aims to:

- ensure that pupils receive clear, consistent and age appropriate information on SRE;
- ensure that pupils feel able to ask any questions they might have on the subject of SRE;
- develop self-awareness, good self-esteem, a strong sense of moral responsibility and confidence in dealing with sexual and relationship issues;
- give the best and most up-to-date information in order to counteract what pupils may pick up from less reliable sources;
- provide reassurance that their experiences are a normal part of growing up;
- challenge any prejudicial ideas about gender, sexuality or culture;
- supplement or clarify information given to pupils by parents;
- enable pupils to explore their knowledge, feelings and beliefs in an atmosphere of trust
- enable pupils to ask questions;
- give a foundation for healthy relationships, safe practices, and reducing the risk of unwanted pregnancy and STIs.

Parental right to withdraw their child from SRE lessons. Parents will be advised when SRE lessons are to begin during parent evenings, where an open discussion giving information on content and approach may be held. Parents have the right to withdraw their children from all or part of any sex education provided by the school, but not from the teaching of the biological aspects of human growth and reproduction included in the statutory requirements issued by the Department of Education. Parents wishing to withdraw their child from all or part of the SRE lessons will be invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Alternative work will be arranged for any child withdrawn from these lessons.

Students will have the right not to participate in activities or discussions which make them feel uncomfortable. The teacher will advise the students before the lesson that if they find something uncomfortable they may leave quietly and without comment to a destination agreed by the teachers beforehand. All students will receive the same information; however, where possible, opportunities will be made for students to discuss matters further in single sex groups or individually. Staff may use their professional judgement as to answering sexually explicit questions in front of the whole class.

Visitors may be invited into school because of the particular expertise or contribution they are able to make. All visitors will be made familiar with, and understand, the school's SRE policy so that they work within it. All visitors will be checked for appropriateness (i.e. DBS clearance, references, qualifications adequate for the contribution to this aspect of the education). All input into SRE lessons are part of a planned programme and negotiated and agreed with staff in advance and all visitors are supervised/supported by a member of staff at all times. The input of visitors should be monitored and evaluated by staff and students. The evaluation would take place with the class teacher after the end of the session and involve comments from students and staff to inform future planning.

SRE may bring about disclosures that come under the umbrella of Safeguarding issues. If a member of staff believes that the child in question is at risk or in danger, they will seek the advice of the designated child protection officers.

There will be at least one member of staff who is trained in PSHE who will co-ordinate the teaching of SRE each year. The SRE Curriculum appears in the Appendix of this policy.

10. Drugs Education

The aim of Drug Education is to:

- Enable pupils to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

On the whole, it will be teachers who will teach drug education but, where appropriate, outside visitors may make a contribution. Such visitors should be used in a planned way and their contributions evaluated.

13. eSafety

Children must be made aware of the risk associated with IT. The risks associated with use of ICT by children can be grouped into the following categories:

- Content: exposure to inappropriate images, pornography, information advocating violence, racism or illegal and anti-social behaviour that cannot be evaluated in a critical manner.

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Policies and procedures: Curriculum policy

- Contact: chat rooms, social networking sites, adults seeking to gain the trust of young people (“grooming”) with a view to sexually abusing them and risk of cyber-bullying and disclosing personal information (addresses, mobile numbers, photos, etc.)
- Commerce: vulnerability to unregulated commercial activity, potentially resulting in serious financial consequences for themselves and parents and vulnerability to fraud or identity theft.
- Culture: involvement in inappropriate, anti-social or illegal activities or exposure to unsuitable materials or inappropriate social networks using information in a way which breaches copyright laws.

Pupils using ICT in lessons must sign the ICT Parent Consent Form and Pupil Declaration (see eSafety policy).

12. Safeguarding

BSS aims to establish and maintain an ethos where children feel secure and are encouraged to communicate, and are responded to. We will ensure all children have effective means of communication with more than one adult and we provide opportunities for individual or small group discussions about thoughts and feelings in an atmosphere of trust, acceptance and tolerance. Staff and volunteers should ensure that all children make good progress in our School, recognising that ineffective safeguarding can lead to underachievement. The delivery of the Early Years Foundation Stage promotes Personal, Social, Health and Emotional development in all children should ensure that children are both listened to and encouraged to talk about their feelings. Children should be taught how to recognise risks, how to respond to them, and an awareness of whom they can turn to for help. We will include in the curriculum, activities and opportunities which will equip children with the skills and knowledge they need to fulfill their potential.

13. Appendices

1. Curriculum plans
2. Child Study

BRISTOL STEINER SCHOOL CURRICULUM PLANS

1. Kindergarten (4 – 6+ years)

Children in Steiner Waldorf Kindergarten are grouped in 'family' based classes of mixed ages from 3 – 6+ years. The curriculum is designed to reflect and follow the development of children in these first 7 years, and, at first, the observer finds it hard to distinguish individual progression as the children participate in all the activities together. However children naturally progress and the teacher's expectation of behaviour, co-operation and ability increases as the children grow older. By the time children enter Class 1 at 6+ years the expectation is that they can concentrate for longer periods, work independently, positively co-operate in all parts of the morning, be responsible for themselves and help the younger children, and have a growing desire to 'know'.

In the Bristol Steiner School Kindergarten there are four classes of mixed age children, 3 ½ - 6+ years, and a Playgroup of children aged 3 – 4 years.

The morning runs from 9.00am – 12.45pm and the doors are open to receive children from 8.45am. The Playgroup runs from 9.15am – 12.30pm.

Children who arrive at school earlier than 9.00am can begin to play quietly; others, especially the older children, are given tasks for the classroom or help in the activity preparation.

9.00am. As children arrive they join the activity table. The activity lasts for up to ½ hour, but usually children can finish when they wish. For a 3 year old this could be 10 minutes, but, as they grow older, the teacher expects that they will work longer. This expectation usually mirrors the child's own ability to concentrate. The activity for any one day is fixed at the beginning of the year; each teacher planning a timetable for their own class. Progression sometimes comes from the children's individual development and is sometimes planned. Likely activities are: - painting (wet on wet), drawing, handwork, craft, baking, modelling, cleaning. This is child led with little or no intervention by the teacher or assistant. There are a number of building equipment items (play stands, logs, cloths and blankets) and a store of supporting items (pots and pans, conkers, pebbles, shells, cups, dolls) for the children to choose to support their play.

Some children will choose not to play, assisting with food preparation, tasks for the classroom, helping the teacher or choosing some work they wish to do. Drawing, handwork and woodwork are usually available for these children.

10.15am – 10.30am. Tidy up time. Order from chaos. This is an activity in its own right. Everything played with is sorted, sequenced, folded, and returned to its place. During this time children are sent two by two to the toilet and to wash their hands.

10.30. Ring time: the class joins their teacher in a circle to sing and move. The theme usually centres around the season, different festivals or a work theme. Expansion and contraction are built into the design, with a number of songs, poems, finger and number rhymes and ring games. The same ring is repeated for about three weeks. The children are taken through exercises designed to challenge their gross and fine motor skills, and spatial awareness, using the concepts of in/out, up/down, turning, stamping, clapping, dancing etc.

11.00. Break: a small meal prepared during Creative Play is shared around the table. A Grace is sung or said, children take it in turns to serve the food and drink. The children are encouraged to socially chat. The meal ends with a Thank you for the meal.

11.30. Outside: while 2 children are chosen to assist in clearing the table, sweeping the floor, drying the dishes and putting them away, the remainder of the class prepare for outside. The older children can help the younger

ones to put on waterproofs and hats. Outside children can dig, climb, swing, build, help the teachers to garden or sweep up leaves. This is an active and noisy time while the children 'let off steam'.

12.15pm. Story: Time to return to the classroom to prepare for the story. This is told by the teacher rather than read from a book, the same story is told for at least a week. The story is usually chosen to challenge and satisfy the older children, with a smaller story told for the younger children from time to time. Stories could be an English or Grimm's tale, folk tales from around the world, or Seasonal tales. Sometimes a story is told once only as a therapy for a particular child. Other 'one off' stories are for festivals or birthdays. Occasionally the teacher will do a simple puppet show for the children.

Age	Physical	Emotional & Social	Creativity & Cognition
3 years	<p>Rounded body & limbs Immature facial features</p> <p>Gross motor skills: Growing competency in general movement Can manage some dressing on own. Puts on 'wellies' and slippers Maybe still needs help with the toilet and washing hands Enjoys the garden Digs in the sand</p> <p>Fine motor skills: Holds a crayon/paintbrush to draw or paint Can use a large needle</p>	<p>Often plays 'alongside', but is interested in joining others Enjoys playing house Uses imagination in play Uses toys appropriately</p> <p>Emotional: Sometimes dependent on security items. Responds to k'n routine & can adjust behaviour to changing situation. Can separate from parent/carer Responds to cultural events (festivals etc) with awe & wonder. Recognises and accepts differences in others</p>	<p>Listens well for a short time Remembers simple directions Uses full sentences Growing fluency in Mother Tongue Knows own name and age Likes looking at books Can repeat songs and poems from 'Ring time', often at home, Imitates unconsciously. Can sit at table to do a given task, (chopping, painting, modelling) Sorts, matches, sequences objects at tidy up time. Has an awareness of in/out, up/down, big/small, hot/cold. Can count to 10 (sometimes in order). Is able to build block tower Responds to domestic activities chopping, spreading, etc. Drawing: advancing from movement centred forms (scribble) to radiating spiral, circles and the cross. (trees, human) Painting: paints flowing, interweaving colours. Can usually manage NOT to mix colours in pots.</p>

			<p>Sewing: produces random, large stitches. Can thread beads etc on to needle. Takes part in 'Ring time' and responds to songs and finger rhymes.</p>
4 years	<p>Rounded body and limbs Immature facial features</p> <p>Gross motor skills Is competent in general movement Can manage most dressing on own Independent for toilet and washing hands Outside, climbs, and swings. Can walk a low log. Fine motor skills Holds a crayon brush with pincer grip .</p>	<p>Plays imaginatively and co-operatively with others Builds houses & selects items for play</p> <p>Separates happily from parent Responds to k'n rhythms and mostly manages transition times and change in rhythm. Is no longer overcome by sense impressions (doesn't leave table before meal ends) Recognises and accepts differences in others. Responds to cultural events – festivals – with awe & wonder Shows care and respect for the classroom environment and equipment</p>	<p>Listens for a lengthening time. Concentrates 10+ minutes. Enjoys stories Enjoys looking at books, understands that writing tells the story Remembers simple directions Growing fluency in Mother Tongue Takes part in all of 'Ring time' and imitates unconsciously. Enjoys age appropriate finger games. Works co-operatively with others (sharing materials) Talks about experiences, ideas and feelings. Appearance of 'real questions' Can count to 20 and beyond Uses the terms, circle, square etc appropriately Recognises similarities and differences Awareness of past present and future Shows an interest in caring for living things Can use weights and measures with help Drawing: draws houses and a rudimentary human/tree Attempts puppet shows – builds a landscape. Painting: covers the whole Creative & Social page. Has an awareness of and is interested in blending colours</p>

			<p>Sewing: pushes needle through a woolen ball. 'takes needle for a walk', Can make a 'magic string' with older help. Cards fleece.</p> <p>Woodwork: sands wood. Enjoys music and singing</p>
Age	Physical	Emotional & Social	Creativity & Cognition.
5 years	<p>Body slimming and lengthening Gross motor skills Confident in general movement Climb stairs with alternate feet Bunny hop (feet together) Joins in skipping with big rope Can use swing by themselves. Confident in garden, digging sweeping. Fine motor skills Button, zip own clothing Tie knots, bows Uses pincer grip for crayon etc Uses scissors competently</p>	<p>Builds houses Goal oriented play Is able to take initiative in play Plays animal/master games Designs puppet shows, moves the puppets and tells the story (sometimes needs help with ending)</p> <p>Emotional Can handle transition times and change in routine Independent in toilet use. Dresses/undresses independently Growing awareness of others feelings and needs Is able to help younger children Growing self-confidence – can approach others and new situations with ease. Responds to cultural events with respect. Shows signs of being able to manage own feelings.</p>	<p>Listens well for a short or a long time. Remembers more complex directions Is fluent in Mother Tongue Development of causal thinking (if and because) Can recall and repeat stories, and thoughts. Enjoys humour and riddles Understands writing communicates meaning. Can write own name and recognise own written name. Joins in all of 'Ring time' & is confident with games, usually imitates unconsciously Can count to 50 and beyond Able to produce objects from own design Can match object 1 – 1 Understands activities of weighing and measuring Uses simple technology with confidence. Can create a pattern with bricks etc. Works individually 1.at shared activity under teacher supervision 2. at own chosen work</p> <p>Drawing: houses (square) roofs (triangle) In human form – ladder men, trees. 2 fold symmetry.</p>

			<p>Painting: can separate and control flow of colours, has more direction in design. Likes to name colours and how to make them. Sometimes consciously covers paper with ‘mud’</p> <p>Sewing: can control stitch size, threads needle, uses own design.</p> <p>Woodwork: uses tools appropriately and safely with adult supervision and help.</p>
<p>Age</p> <p>6 years</p>	<p>Physical</p> <p>Lengthening body & limbs Appearance of waist</p> <p>Maturing facial features 2nd dentition begun Hand dominance usually set Gross motor skills: Can swing round horizontal pole Skips with own rope Catch/throw a ball Enjoys obstacle courses Walk a high beam/log Hop on either foot.</p> <p>Fine Motor skills: Competent in threading Finger knits Holds pencil with pincer grip. Helps other children with zips etc. ties knots. Uses fingers dexterously</p>	<p>Emotional & Social</p> <p>Often prefers to work during playtime. May show signs of being dissatisfied – ‘I’m bored’ Sits and plans play with other 6 year olds. Discusses rules and can take initiative. Can empathise with others. Enjoys cunning, planning, scheming. Plays animal/master games Can initiate, set up and tell story for puppet shows.</p> <p>More self-conscious. Beginning to make deeper friendships. Growing need for adults authority, rather than role model. Can inwardly visualize others descriptions. Willing to practise something through repetition – skipping with own rope. Likes to whisper & have secrets. Recognises and respects differences in others. Can take a responsible role in cultural events – festivals.</p>	<p>Creativity & Cognition</p> <p>Increasingly imitates consciously – wishes to emulate adult role model.</p> <p>Carries messages and runs errands.</p> <p>Has a longer attention span and is more willing to be attentive. Applies thinking to problem solving. Demonstrates conscious goals in activity. Can quickly move from one activity to another. Enjoys word play, riddles, humour, silly or ‘naughty’ words. Correct use of verb tenses Communicates meaning using pictures, symbols, emergent writing. Likes to ‘make’ books Sometimes reads (self-taught) Recognises own written name and that of others. Asks for word spellings to add message to drawing.</p>

		<p>Seeks sympathy, not cuddles, when hurt.</p> <p>Can take responsible role – accompanying younger children to toilet, standing by younger child during Ring.</p>	<p>Can attend/work up to ½ hour</p> <p>Works independently or with others and can help others.</p> <p>Weaves on a simple loom.</p> <p>Can count up to 100.</p> <p>Understands addition and subtraction (mental arithmetic).</p> <p>Understands, first, next, last.</p> <p>May know days of the week and months of the years.</p> <p>Recognises seasonal change</p> <p>Drawing: 2 fold symmetry moving to full imaginative illustration. Repetitive change of teeth pictures.</p> <p>Awareness of above and below (sky & earth)</p> <p>Division / diagonals / shading</p> <p>Painting; increasingly illustrative pictures. Selects and mixes colours and shades with confidence.</p> <p>Sewing: almost self – sufficient in all aspects of the activity.</p> <p>Designs own stitches and patterns.</p> <p>Competent in all aspects of kindergarten woodwork.</p> <p>Uses craft and domestic tools appropriately and safely.</p>
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2. Class One (6-7 years)

The keynotes are readiness, rhythm, repetition and reverence. Education in Class 1 takes account of the fact that the child's response is still largely imitative. There is a rhythm to the day, week and year. Festivals are important. Teaching is pictorial and imaginative. The aim is to stimulate the intellect through activity, rhythm and imagination.

Main Lesson (example)

- Letters
- Numeracy
- Home Surroundings/Nature Studies
- Form Drawing

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Subjects

- Literacy
- Writing: Learning the capital letters in pictorial form. Developing joined writing via lower case printing. Form drawing helps in the formation of letters for writing.
Reading: The children read their own written work and familiar songs and poems.
- Listening: The class learns to sit and listen to stories that are told to them – mainly Fairytales. They are asked to retell the story on the following day.
- Speaking: The children learn to speak clearly in front of the class, through news sharing and recalling/retelling stories from the previous day.
- Numeracy
- The children count rhythmically to learn their tables, and apply the four functions from the whole to the parts. Practice mental arithmetic within stories.
- Home Surroundings/Nature Studies
- This topic develops the children's awareness of their environment through stories and poems so that they learn to connect with the nature around them.
- Painting and Drawing
- The children develop a feeling for colour through wet-on-wet watercolour painting. Drawing develops out of painting and the child's own experience of movement. A feeling for form is fostered. Pattern drawing (Form Drawing) is used as a preparation for geometry.
- Modelling
- Beeswax modelling out of the children's own imaginations – as individual and group work. Clay modelling – working with small amounts of clay to create low relief work, incorporating themes from the Main Lessons, such as fairy tale scenes; but always working with straight lines, curves and symmetry as a continuation of Form Drawing lesson content.

3. Class Two (7-8 years)

In their second school year the children deepen and enhance everything learned in the first. English and Maths Main lesson blocks are taught every term. Each block lasts from 3-4 weeks.

Term I

- English – Form drawing & writing practice
- Maths – revision of class 1 maths and the 4 processes
- English – Fables, intro to cursive writing.
- Saint stories – practice writing

Term II

- Maths – intro to place value
- Class 2 play
- English – Saint stories, practice writing and reading

Term III

- English – fables & writing practice.
- Maths – place value and vertical sums.
- English – writing and reading, introduce reading schemes
- Review of class 2 and preview of Class 3

Main Lessons

English:

Content: Stories from the lives of saints, legends and fables and Native American stories are the primary literary base upon which pupils learn writing, speaking and reading. These stories are generally told and sometimes

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read to the children. The King of Ireland's son is a classic text for this age group.

Writing: In the first school year the children learned to write in capital letters. This is reviewed and then they are led into learning cursive script.

Oral: Children practise their oral English through reciting poetry and verses and re-telling the stories they have heard.

Composition: The children first practise composition by drawing a picture from the story and then writing a sentence or two collectively. This leads on to groups or individuals dictating a sentence to the teacher who then writes it out for them to copy. Finally, they are asked to write their own descriptions, attempting their own spellings, and then recopying the corrected version.

Reading: The children first learn to read what they have written themselves in their Main Lesson books. From these familiar texts they learn to analyse the words by the way the letters combine to make the sounds they hear. Recognizing 'word families', which have two or more common letters, is central to this year's work, as is the study of short and long vowel sounds, diphthongs and blends. The children then learn to read a text which they haven't written, but which they know by heart. Finally they are given texts with which they are not familiar.

Maths:

The Four Operations: Work carries on from Class 1 where the children learned to recognise these functions as characters who worked together as a team. The children learned to solve problems by handling objects, such as gems and conkers, and making pictures and then translated this to a numerical expression. They learned to recognise the signs and write simple sums as one would read them in horizontal fashion, product first, i.e , $12 = 2 \times 6$. This is reviewed in Class 2 and deepened. The children will practice reversing sums so it is essential that multiplication and division be taught together, as with subtraction and addition, so that the children see the intrinsic connection between the two processes.

Place Value: Work begins with larger numbers, including units, tens, hundreds and thousands, building up to columns and carrying over.

Tables and Bonds: In Class 1 the children practised the 2, 3, 5, 10 and 11 times tables as number series through recitation accompanied with movement. They learn number bonds up to 20 and have an initial experience of odd and even numbers. In Class 2 they practice 2, 3, 4, 5, 6, 7, 8, 10, and 11 times tables and explore the concepts of odd and even numbers.

Mental Maths: Short, daily mental practice of processes, tables and bonds. Longer exercises during maths Main Lesson blocks.

Science/Nature Stories:

The children observe their home surroundings and tell about them. They become familiar with the characteristics and names of the plants, animals and minerals around them. Stories bring out the goodness and inter-relatedness of natural phenomena.

Painting, Drawing, Modelling:

Painting: Wet on wet painting carries on throughout the year. Colours are approached as characters in their own right and "colour stories" created to bring out a variety of relationships. Moods from the seasons and from stories are drawn upon. An awareness of primary and secondary colours develops together with an ability to create them in various shades, darker and lighter.

Drawing: Pupils illustrate stories with block and stick crayons throughout the year. The form drawing lessons emphasise appreciation of form and skill in drawing symmetrical, rhythmical and geometric forms.

Modelling: Children create scenes from stories, with particular emphasis on animal forms from the fables.

4. Class Three (8-9 years)

Aims

- To meet the children in their physical, emotional, moral and spiritual development at the age when their individual conscience is dawning;
- To strengthen the children's trust in the physical world through their practical involvement in the fundamental human activities of agriculture, house building and craftwork; crafts: visits to woodcutter, sheep shearing, blacksmith, quarry.
- To develop practical skills which build self-confidence, applying previous learning to problem solving in everyday situations.

Main Lesson Topics

English:

- Reading of printed texts
- Writing own sentences from stories and activities
- Writing thank you cards, letters, the date
- Aural comprehension and recall of lesson and stories
- Practice in spoken English
- Writing descriptive passages, stories and creative writing
- Introduction practice of punctuation and speech marks
- Exploring nouns, verbs and adjectives
- Simple to complicated spellings/practicing
- Recitation of poetry, dramatic speech, verses from the Old Testament
- Performing poems and little plays
- Calligraphy

Maths:

- Practical application of the four processes, including long multiplication and long division;
- Practice of all tables up to 12, memorising without rhythmical content;
- Measures:
 - Linear - an introduction to measures used historically, based on human body, e.g. feet, hands, cubits and fathoms and metric system.
Liquid - Imperial measures. Written calculations in imperial weights prepare pupils for later understanding of different number bases and metric system.
Time - Reading the clock, calculations involving time and understanding the calendar.
 - Temperature – practical thermometer, cooker.
- Weights - imperial and metric
- Money – handling money, giving change, looking at foreign coins
- Stamps – writing and sending letters, postage

Science and Environmental Studies:

- Farming - The working farm; its animals and machinery, crops in the cycle of the year; the main grains and their uses - from seed to bread; using it in cooking and harvesting the produce.
- Gardening – caring for the soil, seedlings, plants and trees; harvest compost.

Geography:

- House Building, from nomads and tent dwellers to modern dwellings;
- Related practical work - Mortar mixing and bricklaying in different bonds.
- Timber: Its origin and different uses in house-building, furniture and utensils.
- Relation of type of housing to social and climatic requirements, e.g. igloos, stilted lake dwellings, felt yurts of

Mongolia, etc; (skills in comparing and contrasting).

History:

- Experience of history through Old Testament stories - timeless myths developing into the history of a nation;
- Historical progression of generations as exemplified in the Patriarchs and the Israelite people;
- Development of dwellings against this background.

Art:

- Painting in water colours, developing topical pictorial themes from colour exercises; creating more colours from mixing prime colours
- Appreciation of complementary colours and colour harmonies
- Painting: introduction to human, plant and animal form
- Drawing: free illustrations in colour from story content
- Form Drawing: metamorphosis of form; rotational symmetry
- Modelling: Wax for animal forms, the basic human form and objects known to children

General Main Lesson Pattern

The following is an approximate timetable for a typical Main lesson period:

8:55	Registration;
9:00	Morning Verse, birthday verse, songs, poems, recorder practise
9:15	Rhythmic exercises, movement.
9:40	Spelling practise, recall, presentation of new material
10:00	Bookwork
10:40	Story
10:50	Snack
11:00	Break-time

5. Class 4 (Age 9 - 10 years)

Aims

The aim is to meet the children's heightened awareness of themselves and the world which emerges particularly at this time. The children are now more aware of themselves as separate human beings with an inner personal world to which others have no access, and they also have a more distant relationship to the world around them. They become more interested in phenomena which they previously took for granted. The pupils are led from whole phenomena, more connected to the self, to the study of the component parts of the outer world. The two "Man and Animal" Main Lessons bring the children towards an artistic understanding of the form and functions of the human being (the "whole"), and from there to an understanding of the animal world. In each animal one aspect of the human form is specialised (the "parts"). In Maths the children study the division of a whole into fractions. In English, time (the "whole") is divided into the tenses (the "parts"). In the two Local Geography Main Lessons the children explore their immediate environment, starting with the familiar school grounds (self) and moving into the county and beyond (world).

Main Lesson Topics

English:

The study of grammar is continued by recalling parts of speech and introducing the three tenses. Spellings are based on word families of similar sounds. The children write their own accounts of material presented in class. A class reader is used regularly to build up reading skills.

Maths:

Fractions are introduced with practical experience of, for instance, cutting an apple into tenths. Rules and skills for working with fractions in all the four processes are given. Multiplication tables are consolidated. Work continues with measurements and area from Class 3.

Science:

- The children learn about families of animals and look at some (form, habits, and environment) in detail.
- Human shape and the function of some organs is described.
- There is a continuing study of the planets and stars in relationship to time, the seasons and the points of the compass.

Geography:

- Pupils study the school grounds and local landmarks, asking how local geography has shaped the lives of people.
- Map reading and making. Social and economic relationships & people in the local area through time

History:

- History of the local area arises out of the study of local geography
- Norse myths, and some aspects of the Norse people.

Art:

- In the weekly painting lessons the children learn to achieve different moods through colour.
- Drawing animals in their native habitats in both wax crayons and watercolour.

6. Class Five (10-11 years)

The child by this age attains a certain grace of movement. Their 'will' element grows, the awareness of 'self' strengthens and a class group dynamic emerges. Cognitively, they understand in a realistic and reasoning manner. The pictorial element remains important whilst they develop a faculty of comprehending sense-free concepts. The sense of time develops and with a deepening feeling comes the emergence of conscience and responsibility. Capacities flower; sustained physical effort is within their grasp, a musical instrument can be mastered and those basic skills of numeracy, literacy and linguistics are now subjected to independent creativity. The child is ready for intellectual and moral challenges. At the end of the year, they will be experiencing the end of the first part of their school years; the harmony will be lost – to be found again at the end of the Upper School years.

Aims

- Make the transition from history, with its emphasis on the individual.
- Develop a greater consciousness of the interrelatedness of life and environment – particularly through the study of Botany.
- Place emphasis on the Olympian ideal – in which qualities such as beauty are as valued as speed.
- Strengthen the memory by learning such things as vocabulary.
- Develop visualisation of space by the use of maps.

Main Lesson Overview

Term I

- Fractions
- Ancient India
- Ancient Persia
- Geography/Botany

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- Mesopotamia

Term II

- Decimals
- Mesopotamia
- Egypt
- Geometry

Term III

- Botany
- Geography
- Ancient Greece

Main Lesson Topics

English:

- Pupils learn to use and punctuate direct speech and to turn a reported account into direct speech;
- Sentence subjects and changing from the active to the passive voice;
- Recognition and use of: full stop, capitals, commas, quotation marks, exclamation marks, colon and semi-colon;
- Paragraphs;
- Verb tenses, including simple, conditional and perfect;
- Parts of speech and letter writing;
- Essay construction.

Maths:

- Decimals, leading to the four processes;
- Factors
- Highest common factor;
- Lowest Common Denominator;
- All four processes with mixed fractions;
- Long multiplication and division;
- Areas of square and rectangle;
- Freehand geometric drawing.

Geography: Pupils draw a relief map of the British Isles, and look at different human activities in the different regions.

History: From early times up to Alexander the Great.

Art: Watercolour painting continues in which pupils learn tonal values of a colour and transitions from dark to light. Form Drawing continues, involving symmetry and inversion.

7. Eurythmy

Eurythmy is an art of movement developed by Rudolf Steiner. It attempts to make visible through gestures the sounds of speech, and the melodies, harmonies and rhythms of music. Although a developing art form in its own right, eurythmy has important educational and therapeutic applications. It is taught to pupils, enabling them to increase their concentration and coordination, and to improve their social awareness and self-control. The rhythmic character of the exercises helps to bring together the experience of movement in space and of knowledge in the mind, connecting them. Eurythmy therapy is often prescribed by the school doctor to

individual pupils.

Aims

Apart from the aims mentioned above, eurythmy:

- contributes to the general self-development and well-being of the pupils by helping them gain greater awareness of and control over their bodies;
- helps pupils orientate themselves in space in a healthy and graceful way;
- improves posture;
- fosters social skills;
- helps develop imagination and aesthetic sense.

Pupils are expected to be able to perform eurythmy to poetry or a text, or to music, with some skill and understanding from Class 3 upwards.

Groups

Eurythmy is taught to mixed-ability age groups. Classes are sometimes split into two groups depending on the size of the class and timetable requirements.

Time Allocation

Kindergarten, 15 - 20 minute lesson per week.

Class 1 & 2, one 45 minute lesson per week.

Class 3-5, two 45 minute lessons per week.

Class 6-7, two 45 minute lessons per week for ½ of the year.

Class 8, two 45 minutes per week for one term

Pupil Activities

Pupils learn by imitating, observing and practising movements demonstrated by the teacher. In the higher classes, they may be asked to contribute to the choreography of certain pieces of music or poetry.

Teaching Methods

In the lower classes, teaching is mainly through demonstration of movement. In the higher classes there is more discussion and reflection on the poems, texts and musical pieces.

Resources

Eurythmy lessons normally require a pianist. Very rarely, recorded music might be used for listening purposes. Art books are sometimes used for illustration.

Visits and Extra-curricular Activities

Pupils attend performances by visiting professional eurythmy groups, and are encouraged to attend other artistic performances involving eurythmy or movement in the local community.

Evaluation

Visits to eurythmy lessons by other teachers help assess teaching methods and encourages the pupils.

The Eurythmy Curriculum

Kindergarten: Imitation of eurythmy teacher's gestures and movement. Imaginative transformation of the basic elements of eurythmy through stories, finger-play and exercises suitable for young children.

Class 1: Moving in space along straight and curved lines. Imitation of eurythmy gestures for consonant and vowel sounds. A fairy tale or story incorporates/accompanies different exercises. Stepping and clapping the beat of music. Establishing right and left, forward and back. Simple exercises with copper rods for posture-building. Work with copper rods continues throughout the rest of the school.

#Class 2: Continuing with elements introduced in Class 1. Simple geometric forms.

Class 3: Learning the eurythmy gestures for all vowels and consonants. Exercises to focus concentration. Emphasis on rhythm and melody.

Class 4: Beat and pitch in music. Recognition of major and minor harmony. Alliterative verse. Rules of grammar in movement.

Class 5: Harmonious development of the whole body. Texts from ancient civilisations, to bring out different qualities of movement (in parallel with the study of ancient civilisations in Class 5). The gestures of musical scales. Geometrical forms. Concentration games and exercises.

8. French

One of the main aims of learning a foreign language is to generate a positive attitude towards other cultures. Learning a foreign language extends ones understanding of the world and at the same time gives a greater range of possibilities of individual expressions. The aim of foreign language teaching in the lower classes is to build up an extensive oral vocabulary and to awaken the children to the characteristic sounds, intonations and rhythms of the language. The development of good listening skills is particularly important at this age. The children are also introduced to many aspects of the foreign culture through traditional folklore and customs, poetry and music. The extensive linguistic material learnt orally in the younger classes forms the basis for the subsequent introduction of reading and writing, and a systematic understanding of grammatical usage from class 4 onwards. Then they learn conceptual structure of the language. They gradually start learning vocabulary in a more conscious way and express themselves more freely in speaking and writing with supportive guidance.

Teaching methods

In the first 3 classes the language teacher works strongly with the element of imitation and repetition of all they hear and repeat. During this time they are able to develop sensitivity to the basic intonation patterns of a foreign language in a way which is not possible later. This is also a determining factor in the Waldorf approach. Teaching is entirely through the spoken word, in commands question and answer, singing and reciting and is often accompanied by gestures and lots of movement. Assessment at this level is a matter of the teacher noting the apparent potentials of the individuals in the class and discussing this with, in particular, the class teacher.

From classes 4 onwards a more conscious learning of the language coincides with the new developmental stage children are now entering. They continue to practice what they have learnt but now also begin reading and writing and are made aware of the structure and the spelling of the language. Speech exercises question and answer dialogue and many varied poems all recited by heart and learnt by repetition are essential ways of cultivating good clear pronunciation and sentence melody, as well as reinforcing vocabulary. New grammatical structures are introduced, practised and essential rules are written down. Conjugation of verbs are usefully learnt through chanting or using them in a French play.

Once a reasonable basis for grammar and vocabulary has been achieved, the pupils are encouraged to express themselves more freely in French. Letters, simple descriptions, diaries can form the material for written exercises.

Class 1

- Songs, poems and action rhymes
- Vocabulary: numbers, colours, parts of the body, nature,
- Simple commands
- Dances
- Games

Class 2

- Songs, poems and action rhymes
- Vocabulary: numbers, colours, parts of the body, nature, animals, clothes, days of the week,
- Simple questions and commands
- Simple conversational work
- Acting out little stories
- Dances
- Games

Class 3

- Songs, poems and action rhymes
- Vocabulary: numbers, colours, parts of the body, nature, animal, clothes, house, furniture, things to eat and drink, days of the week and others
- Simple questions and commands
- Simple conversational work
- Acting out little stories
- Dances
- Games

Class 4

- Songs, poems and action rhymes
- Conversational work
- Vocabulary: numbers, colours, parts of the body, nature, animal, clothes, house, furniture, things to eat and drink, classroom items, toys, days of the week, months of the year, many others
- More complex commands
- Start writing French through stories and poems learnt in the 3 previous years
- Start reading French through stories and poems learnt in the 3 previous years
- Introduction of the alphabet
- Looking at first spellings and sound groups
- First conscious grammar: recognise nouns and verbs; be aware of gender and simple singular and plural of nouns

Class 5

- Songs, poems and speech exercises
- Conversational work
- Vocabulary from previous year as well as new vocabulary
- Writing, more spellings and sound groups
- Reading
- More spellings
- Grammar: recognise nouns and verbs; be aware of gender and various singular and plural of nouns, conjugation of first regular verbs in the present tense,

9. Handwork

Teaching Methods:

Class 1: The children make their own knitting needles and learn to wind wool balls of wool of the right tension. They cast on, knit and cast off, whilst making gnomes, hats and lambs. They also learn sewing, teasing fleece, tie-dyeing and making twist cords.

Class 2: Continue with knitting making lambs, cats, cockerels and learn purl. More exact sewing skills are learnt including finishing off stitch, running stitch and weaving stitch. Beginning teddies or dolls. Finish and dress them.

Class 3: Children learn to crochet with a hook and wool, later cotton, requiring skilful use of the left hand. They crochet bags, hats, pot holders and compose colour sequences.

Class 4: Children learn cross stitch using binca material and wool, beginning with small projects e.g. bookmarks, pin-cushions, moving on to pencil cases and cushions.

Class 5: Observation and drawing of elephants and other animals in profile. Pattern creation and transference. Gusset forming, fine sewing skills, formation of appropriate wire armature to complete project.

10. Music

Aims

The aim is to bring musical experience to each pupil in a way appropriate to their age and development. They should leave school feeling some relation with the world of music at an experiential level - a real living experience rather than a set of abstract critical faculties. All pupils have involvement in singing and instrumental music in some form.

Time Allocation

Classes 1 to 5 have two 40-minute lessons weekly. Classes 6 have one 40 minute lesson weekly. In addition from Class 3 to 6 all classes have a choir lesson once a week. These are compulsory for all pupils.

Class 1 and 2: Learning at this age is aural, imitative and active. The main focus is on their singing and listening using games and stories and through moving, feeling, sensing and listening the children live into the melodic shape and texture and timbre of the music which is generally pentatonic. In class one the children begin to learn the interval flute (which has one hole only and plays just one interval) and then about half way through the year they begin to learn the pentatonic flute. This is continued in Class 2. Through the use of a variety of classroom percussion instruments children become familiar with the qualities of wood, skin and metal and learn to use them freely and creatively to accompany their songs and games.

Class 3 : In class 3 the children begin to learn about musical notation, first through active "movement" words related to the different rhythms and then later gradually the musical stave is introduced in connection with the coroi C flute which this year replaces their pentatonic one. The modal scales of our folk song heritage form a good bridge between the world of pentatonic music and the major and minor of classical music. Call and response, echo songs and ostinato accompaniments all help to prepare the class for singing simple rounds. Work songs and farming songs support the Farming and Building Main Lessons while Israeli circle dances support the Old Testament Main lesson. Solfege hand signals and words (do re mi) are introduced to begin ear training. All children are encouraged to take up their own individual instrument by the end of the year. Whenever possible work is shared at assemblies or parent festivals.

Class 4: Rhythmic awareness and skill is the main focus of work in class 4. Rhythmic notation is developed to include more complex rhythmic patterns and lots of opportunity is given for children to become fluent at both reading, performing and writing rhythm. Dictation work is introduced this year. Skill in Flute playing is further developed especially focusing on reading notation. Solfege work is continued and simple sight singing is begun. Rounds and simple two part songs are sung. One lesson each week is used as a class orchestra where children play their individual instruments in a mixed ensemble. Whenever possible work is shared at assemblies or

parent festivals (celebrations of work).

Class 5: The work of the previous 2 years is consolidated and extended. More sophisticated rounds and part songs are sung. Flute playing is continued with an emphasis on sight reading from notation. A more conscious study of keys and key signature and the qualities of different intervals is undertaken. Games and activities continue to develop rhythmical skill. Rhythm dictation is continued. Children's individual instruments are used to create class ensemble playing opportunities. Whenever possible work is shared at assemblies or parent festivals (celebrations of work).

Choirs

Class 3 and 4: At this age children love to sing in unison. Gradually simple and more complex rounds are introduced and also two part songs. Quodlibets are also much enjoyed and call and response songs. Attention is given to choral discipline, pitch and diction and rhythmic skills are practised through games.

Class 5: Folk songs, spirituals, rounds and part songs from well-known musicals are our material as we consolidate our singing skills and gain confidence and enjoyment in singing together.

11. Physical Education

Class 3

Aims

To work with the moral and social dimensions of life through the dynamic of playing games as well as experiencing being part of a group going into the world to face challenges. (For further details see p 176 'Educational Tasks and Content of the Waldorf Curriculum'). During the year the children will learn:

- The form and rules of games lessons (not touching equipment, behaving appropriately in a large space etc)
- How to 'huddle' for discussion, instruction etc.
- How to work cooperatively to make small/large circle
- Practice ball skills
- Coordination skills, complex clapping patterns.

Method:

The class will be introduced to simple running and tag games where the emphasis is on the experience of the group activity/dynamic rather than being singled out to act as an individual ('We' and not 'I') the games will be introduced through stories or imaginative picture.

There will be one 40-minute lesson per week, which will take the following form: warm up, main activity, plenary.

The main activity will be selection from the following games: double dragon tag, fox and rabbit, wizard zig, cat and mouse, tree tag, crows and cranes, true and false etc.

Class 4

Aims:

- To enhance the unconscious understanding in the children of the differing qualities of the 6 directions and 3 planes of space.
- To develop a sense for oneself in relationship to an activity by being able to separate one from what one is doing.
- To begin to move away from the picture of the game so that they can see more their concrete role within the context of the game.
- To improve strength, stamina and flexibility through Bothmer, games, warm ups and gymnastics.

Objectives:

During the year the children will learn:

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Policies and procedures: Curriculum policy

- To develop a sense for simple tactical decisions.
- To develop hand/eye coordination with catching and throwing skills.
- Reinforce their understanding of the rules of play and appropriate behaviour. (Which started in Class 3).
- Learn the following games: Ship-shark-shore, sharks and fishes, Minotaur, trolls, bandits, stuck in the mud, hounds-hares and hunters, simple relays etc.
- Bothmer opening exercise.
- To support their own weight on hands via progressions; bunny hops, forward rolls, cartwheels, crow and handstands.

Method:

The emphasis of the games moves a step forwards from the group towards the individual. The games have more challenge to them where the child will be required to act more on his/her own.

The games used will include more decision-making, longer process and the social relationships become more complex.

The games will have more of a rhythm of expansion and contraction where the children will be fully involved in a game or activity which may suddenly stop or change. (This quality of breath is one that will be carried through the year).

There will be one 45-minute lesson per week.

The lesson will take the following form: Warm up, main activity, plenary.

The main activity will be a selection of the above games.

Class 5

Aims:

- To continue to enhance the unconscious understanding of the differing qualities of the 6 directions and 3 planes of space.
- To be able to move further away from the picture of the game so that they can see their role within context. Developing a sense for oneself in relationship to the group or activity (do I need to go for that ball, or is it better/easier for my team mate to get it?)
- To continue to improve strength, stamina and flexibility through Bothmer, running, games, warm ups and gymnastics.

Objectives:

During the year the children will learn the following Olympic events:

- The Dash, relays, Mini Marathon and Marathon
- Javelin, discus, long jump, high jump and wrestling.
- To hold their individual space while surrounded by much changing activity.

And the following games and gymnastics:

- Prisoner, Wall Ball, Space Ball, Wolf's Tail, Donkey's Tail, 3 Lands, Storm The Acropolis, Hand Tennis/Tennis etc.
- Relay races with sequences of throwing/catching that must be remembered etc.
- Bothmer opening exercise with emphasis on straightness, grace and balance.
- To support their own weight on hands via progressions; bunny hops, forward rolls, backwards roll, cartwheels, turning cartwheel, crow and handstands.
- Group balances and pyramids including counter balances.

Method:

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The children will play games and take part in activities that have a rhythmical movement between levity and gravity (helping the children unconsciously with the interplay between childhood and puberty). The Greek Olympics will form a central part of this theme for the year and the children will learn the five classical Greek exercises of running, jumping, throwing the discus and javelin and wrestling. The emphasis throughout will be on the quality of participation and not just focusing on who can run faster or throw further. There will be one 90-minute lesson per week.

The lesson will take the following form: warm up, main activity, plenary

14. Religion

All classes have one 40 minute lesson weekly.

Classes 1 – 4

In the form of stories, the children are introduced to the following themes:

The Father

- The World as God's creation
- The Divine in all things
- The moral texture of the World
- Old Testament Stories
- Local Rules of behaviour.

Class 5

In the form of stories, the children are introduced to the following themes:

The Son

- The Gospel Stories, Stories of Saints, and other biographies, as illustrating the renewing power of Christ's coming to earth.
- Biographies
- World Religion – Christianity, Islam, Buddhism, S'hai etc – at teachers discretion.
- Overcoming difficulties
- Rules, rights and responsibilities – in global terms
- How societies are organised.

15. Woodwork

The children should learn about the safe handling of tools and the appropriate treatment of materials, whilst experiencing different aspects of woodwork – e.g. carving, green woodwork, joinery.

16. Sex and Relationships Education (SRE)

Kindergarten and Class 1 – 3: children are encouraged to express respect for others, especially each other's differences and to people's right towards privacy and feelings.

Every class from class 4 -5 should receive lessons from a suitably qualified person (e.g. class teacher or other appointed teacher).

Pupils should feel able to approach any trusted staff member for advice, information or a link to an appropriate professional or outside organisation. Pupils will be made aware of sources of help and information (e.g. NHS, 'Childline', Brooks, Frank etc.). A note can also be put into the Designated Safeguarding Lead's (DSL) pigeon hole in a sealed envelope by pupils so the DSL can contact them directly.

Consideration and understanding will be given to students with Special Educational Needs or ethnic requirements. Teachers are free to request the support of outside agencies if they feel they are unable to present any part of the SRE Curriculum. Teachers and parents should bear in mind that for some children certain parts of the SRE Curriculum policy will come too late. It is important that parents contact the teacher with this

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delicate information. Before beginning SRE lessons it would be sensible for the DSL to be kept advised when the lessons will be happening.

The general outline of the SRE curriculum is:

Classes 4 - 5 Talks for both girls and boys giving information on menstruation and hygiene

Classes 5 Revisit the above through:
Separate talks to girls on puberty, menstruation and hygiene;
Separate talks to boys on puberty and hygiene; (both of the above could be by an external agency)
Whole class talks about relationships, nutrition, health, consent and privacy (photos on social media and mobile phones, inappropriate texting);
Diversity (LGTB);
Development of healthy relationships including awareness of patterns of abuse.

Child Study

The aim of a Child Study is to build a shared picture of the child with the help of all members of staff so that the spiritual beings who guide the child can be called to help us in our work; so that fitting therapies and helpful attitudes can be found and followed through for the child. Staff should bring an attitude of reverence and questioning for the child's spiritual being.

Duration: 1 Hour

Procedure:

- a) Class teacher prepares child's development and history with parents before the preparatory meeting via a separate meeting or over the phone. These details will be shared with the school doctor if possible, before the preparatory meeting.
- b) The Class teacher should make staff aware of the child to be studied at the Teacher's meeting before the Child Study. This allows the staff to hold the child in their thoughts for a week leading to the Child Study.
- c) Preparatory meeting:
 - The Class teacher arranges the meeting, in conjunction with the office and invites the child's parents
 - The school doctor will be invited to attend if possible.
 - The child is also able to attend for the first 5 minutes of the meeting.
 - Ideally the meeting should take place at approx 2.30pm on the day of the Child Study.
 - The school doctor will ask the parents about early childhood development and present concerns.
 - Teachers involved in the preparatory meeting should liaise with the cover person in good time.
 - If the school doctor is unable to attend arrangements should be made with her re: procedure in her absence.
- d) Child Study: Preparation and Presentation (see below)
- e) Review Meeting
 - Ideally this should take place at 3.30pm on the day of the next week's Teacher's meeting.
 - The parents are invited along with therapists, the remedial teacher, the school doctor if possible and the class teacher.
 - This meeting aims to share findings and to create action steps with the parents.

Child Study Preparation:

1. The Class teacher brings a recent photo of the child, books, paintings, art and other work by the child, relevant to the study. The Calendar of the Soul verse for the child's birthday is also brought. A well prepared physical description of the child is brought including:
 - colour of hair and eyes; sized and shape of head;
 - proportion of limbs to body;
 - description of hands and feet – are the hands dry or moist, cold or hot? Are the fingers bent back at the tips or are they more claw-like?
 - Are the child's movements light or heavy? Is the child agile or clumsy? Does the child run from the hips or the shoulders? Does the child tiptoe?

This exercise is to awaken the teacher to the child and to the spiritual reasoning behind the physical appearance.

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2. All teachers prepare a description of the child's work in the School e.g. concentration in work (oral and written) and standard of work in relation to effort.
3. Relevant information is prepared by colleagues about the social characteristics like friends, leadership qualities, and relation to peer group, sharing, open/closed nature, relationship to other staff and how the child affects your own soul.

Child Study Presentation:

1. Child Study verse is read by the Class teacher (In the head.....) then passes the photo of the child round.
2. The reason for the Child Study is presented and any questions which should be held during the study. A physical description of the child is given.

(1) and (2) total time 1 minute

3. A history of the child before attending the school is given by the Class teacher, doctor and possibly others.

5 minutes

4. A history of the child in school is given beginning with the Kindergarten teachers.

10 minutes

5. The present situation is described by the Class teacher, subject teachers, therapists and doctor while child's work is passed round.

10 minutes

PAUSE

2 minutes

6. A personal and diagnostic picture is formed of the child by the teachers.

10 minutes

PAUSE

2 minutes

7. Therapeutic and educational attitudes are formed for the child.
20 minutes

Study ends with the Calendar of the Soul verse for the child's birthday read by the Class teacher. A shorter Child Study could be in Teachers Meeting, usually for a child who has had a child study previously.

A Class Study could be carried out if a teacher feels this is really necessary in a Teacher's Meeting.

The review meeting with parents and other teachers is an important conclusion to the Child Study.

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