

Class Three | Learning Journey & Curriculum Map

Class Three | Child Development

One can imagine the children of classes one and two still existing somewhat ‘in the clouds’ - they have a dreamlike consciousness, compared with older children and adults, and do not sharply distinguish the separation between themselves and the world around them. In class three, and on into class four, the child begins to wake up and become more conscious of themselves as existing as a ‘self’ which is separate from the world. This can sometimes be an unsettling experience, as they feel themselves to be losing the magic of early childhood. They may have doubts and anxieties which they are not able to clearly express, and it is important that the adult world around them works to remain for them a loving and positive picture of authority in which they can place their trust. Whilst this ‘crossing of the Rubicon’, as Rudolf Steiner called it, can be a difficult experience for the children, it is also of course a necessary and important step towards eventually becoming a free and independent human being. The curriculum for class three works to strengthen the children as they step out of the clouds and on to the earth. Through the practical Main Lessons on Farming and Building the children see and participate in the basic activities of human survival on the earth and build a more conscious connection to the work that adults do. In the Main Lessons on Measurement the children begin to wake up to the dimensions and qualities of the world they inhabit by practically engaging with the measurement of distance, time, liquid volume and weight. In the stories of the Old Testament the children experience in grand pictures an echo of their own journey – they too are experiencing a little fall from paradise like Adam and Eve, and they see that as the Israelites followed Moses into the loneliness of the desert, they drew strength from their absolute trust in the guidance of the authority above them. The children will now test us more and more, but they need us more than ever to remain their strong guides, knowing what is right for them; only as adolescents do they begin to develop the necessary capacities for true independent judgement.

Class Three | German

| Active Learning Intention | Active Teaching Implementation | Active Environments Impact |
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| Understands and says the words for: | <ul style="list-style-type: none"> Encourage children to join in with new | <ul style="list-style-type: none"> The children tend the garden |

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| <ul style="list-style-type: none"> ● Vegetables, weather, professions, nature vocabulary (trees, plants, garden insects, birds), adverbs of time, market/shop vocabulary, spatial prepositions, modes of transport, comparative/superlative, instruments <p>Listening:</p> <ul style="list-style-type: none"> ● Respond to simple questions about themselves, or about topics in the lesson or stories ● Respond to ● Recognises the main personal pronouns: I, you, he, she, it; possessive pronouns my and your ● Recognises adverbs now, today, yesterday, tomorrow. <p>Speaking and Participation:</p> <ul style="list-style-type: none"> ● Describes different professions in a sentence ● Recites and participates in dialogue around going to the market or shop, including asking politely for an item ● Expresses what they could be doing in the garden ● Uses main spatial prepositions ● Takes a more active part orally, agreeing, disagreeing or supplying the next step of a story told by the teacher) | <p>and familiar songs, rhymes, and sequences like numbers upto 100, days of the week, months, verbs</p> <ul style="list-style-type: none"> ● Model more complex motor skills through rhythmic games requiring the use of vocabulary while using the hands to do particular gestures in time. ● Elaborate on the simple dialogues from previous classes (Hello, how are you? ... What is your name? How old are you, when is your birthday, have you got brothers and sisters. What is the weather like? What is that? Where is the xyz?) ● Play guessing games that encourage use of short sentences, e.g. memorising sequences ● Model short dialogues asking politely for something and saying please and thank you (e.g. in bakery) ● Show how to write some familiar key words ● Create a first dictionary towards the end of the year ● Expect individual contributions | <p>throughout the year, expanding their vocabulary and comprehension skills and cross-cultural knowledge and practice (praxis)</p> <ul style="list-style-type: none"> ● The children observe birds in the woodlands in January ● The children take part in a real school shop where they sell dried fruit, rice, pulses etc. This can be mirrored during the lesson where they learn shop dialogues in German. ● The children use their German books to draw about the topics they are learning about, adding some words, and practicing their knowledge of vocabulary through the pictures they have made <p>The children collect all their vocabulary in a first dictionary in the third term.</p> |
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| <p>Intercultural understanding Learning about aspects of German outdoor life, e.g. gardening, farming (praxis)</p> | | |
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Class Three | German | Curriculum Narrative

Children from Classes 1 to 3 will learn by pure imitation with an emphasis on movement: rhymes, songs, poems, verses, short stories and games. No grammar is consciously taught, although of course it is unconsciously practised, while a feel for the language, in character, melody and rhythm is the key factor. As in their mother tongue, the children learn the meaning of words from the coherence between gesture and mood. During the lesson, only the new language is spoken. Children become familiar with the language by concentrating on the oral aspects of the learning during these three years.