

## 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 | Literacy | Writing

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>Identify and use verbs, nouns, adjectives and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to reinforce correct pencil grip</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for written</li> </ul>

<p>adverbs</p> <ul style="list-style-type: none"> <li>● Write in well-formed cursive script</li> <li>● Understand and use more technical vocabulary connected to curriculum focus, eg farming, trades, ecology</li> <li>● Write short descriptions/accounts of recent events or stories</li> <li>● Write about an event in the correct sequence</li> <li>● Write down short dictated passages</li> <li>● Become familiar with book format: author, title, chapters, headings and uses these in class work</li> <li>● Write a simple outline of a chosen book</li> <li>● Understand that commas indicate pauses</li> <li>● Use commas to separate items in lists</li> <li>● Answer simple comprehension questions in full sentences</li> <li>● To re-read and self-correct own writing</li> </ul>	<ul style="list-style-type: none"> <li>● Provide regular letter/number formation and cursive writing practice</li> <li>● Provide regular feedback</li> <li>● Practise various ways of marking work: by teacher/by peer/ by self</li> <li>● Show difference between formal/informal writing, model letter writing</li> <li>● Use movement activities and games to consolidate grammar</li> <li>● Encourage creative writing: seasonal poems, holidays, colours, moods</li> <li>● Encourage fluency of expression; highlight only certain mistakes each time</li> <li>● Differentiate learning: provide sentence starters for some, extended work for able</li> <li>● Encourage personal spelling notebooks for high frequency and irregular words</li> <li>● Begin diary writing</li> <li>● Create simple comprehension using passages from class readers or passages from Main Lesson topics</li> </ul>	<p>retelling of stories heard in main lesson</p> <ul style="list-style-type: none"> <li>● Provide opportunities for writing book reviews</li> <li>● Regularly practice letter and number formation</li> <li>● Providing opportunities for writing personal letters to family and friends</li> <li>● Vary work modes: individual, small group, whole class</li> <li>● Encourage collaborative work in groups</li> <li>● Provide a diary for each child</li> </ul> <p>Provide draft books for creative writing</p>
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Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Recognise common homophones</li> <li>● Read with increasing fluency</li> <li>● Use appropriate expression when reading</li> <li>● Read silently and aloud</li> <li>● Give an oral report on a book to peers</li> <li>● Begin to read unfamiliar texts by using contextual, semantic, grammatical and phonetic knowledge and clues</li> <li>● Use strategies of re-reading and self-correcting when reading aloud</li> <li>● Recognise and spell common phonic patterns</li> <li>● Recognise and spell increasing bank of sight words</li> <li>● Understand silent letters, digraphs, long vowels in spelling patterns</li> <li>● Begin to develop empathy through connecting to characters and events in chosen texts</li> </ul>	<ul style="list-style-type: none"> <li>● Regularly listen to each child reading</li> <li>● Encourage reading aloud expressively to adult to assess understanding</li> <li>● Maintain habit of reading aloud to class</li> <li>● Model reading with appropriate expression</li> <li>● Use verbal, written and pictorial recall</li> <li>● Establish reading groups</li> <li>● Support oral book reviews providing sentence starters: 'It's about...', 'I liked it because...'</li> <li>● Use word searches and crosswords to develop observation and vocabulary</li> <li>● Use regular spelling tests to practise specific sound blends and groups</li> <li>● Provide opportunities for pupil feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Use class readers in differentiated reading groups</li> <li>● Maintain a class library with a wide range of genres and levels</li> <li>● Guide reading matter individually to ensure effective progress</li> </ul>

**Class Three | Literacy | Speaking & Listening**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Give a clear explanation of what they are doing to an inquirer</li> <li>● Recall more complex events and stories, using language appropriate to the genre</li> <li>● Listen and respond to specific instructions</li> <li>● Is able to accurately repeat back an instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Reciting poems from diverse cultures</li> <li>● Practise tongue-twisters, riddles, alliterative verses and encourage children to create their own</li> <li>● Involve children in creating short plays</li> <li>● Introduce short individual speaking roles in dramas</li> <li>● Divide recitations into individual parts</li> <li>● Involve children in organising cultural festivals: Divali, Chinese New Year</li> <li>● Have regular assemblies where each class shares a topic</li> <li>● Encourage listening and turn-taking in resolving social upsets</li> <li>● Guide class discussions on sensitive issues</li> <li>● Demonstrate a non-judgmental atmosphere for sharing news</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for daily recitation</li> <li>● Provide opportunities for news sharing</li> <li>● Encourage class discussions around topical subjects</li> <li>● Explore sayings and idioms from different cultures</li> </ul>

### **Class Three | Literacy | Curriculum Narrative**

The majority of the children's writing this year is, as in Class 2, taken from the story content of the lessons. The stories of the Old Testament are full of exciting, funny, sad and beautiful stories that have provided the blueprint for much of Western Literature since; they are an essential foundation for understanding their own culture. After recalling the stories, the children write their own versions in their Main Lesson books, accompanied by an illustration. Sometimes summaries are also dictated, to model good sentence structure and to widen their range of expression. Now and then, something is written on the board for them to copy, in order to re-enforce their handwriting skills and layout. New this year, the children are asked to describe accurately what they have seen or done in the previous lesson, for example, during the Farming, Measurement and Building Main Lessons. This process of exact observation helps the children to move away from imitation and towards independence - trusting their own senses - and forms the foundation on which the study of the sciences can be built in later years. Through games and conversation the children's vocabulary widens and they are introduced to the difference between nouns, verbs and adjectives, without those terms being named as such yet. They are given tasks in which they can use 'naming words', 'doing words' and 'describing words', and their texts become richer and more varied. Next year grammar will be taken up more explicitly.