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 | Numeracy | Number

Active Learning | Intention	Active Teaching | Implementation	Active Environments | Impact
• Recognise and use of *half, quarter* in	• Regularly revise earlier knowledge to	• Choose stories that can help in

practical measurement eg in farming, building, time, pie charts ● Be able to solve money problems when part of practical activities ● Understand practical experience of measurement in recipes and cookery ● Experience and understand barter ● Recognise, order and count the value of British coins and notes ● Recognise, model, read, write and sequence numbers to 10,000 ● Rhythmically count in 7s, 8s, 9s,11s, 12s ● Rhythmically count by 1s, 5s and 10s to 1000. ● Recite tables up to 10 ● Use the 12x tables and number bonds for 12 ● Recall multiplication and division facts of 2, 3, 5, 10 ● Represent the tables relationships between 2,4,8,12 & 3, 6, 9 & 5,10	consolidate understanding, using mental and written exercises ● Encourage mental arithmetic agility using daily practice ● Continue number games ● Recite number patterns ● Beanbag games and skipping using larger number patterns ● Practice missing numbers in sums - morning maths using worksheets ● Use a classroom 'shop' to develop skills, giving change from simple transactions ● Practice rounding off numbers using amounts of money ● Create visual pattern of times tables with pupils using coloured string or ribbon (standing in a circle, holding string in 3s,4s,5s,6s,)	grasping the concepts ● Show the different relationships of the four processes ● Provide plenty of opportunities for measuring areas in classroom, school playground, hall ● Provide measuring tapes for pupils to record and compare individual heights, head circumference, limb length ● Use language that supports the teaching of the four processes i.e. sharing ● Organise differentiated groups for mental maths work

• Read, write and order numbers to 1000 • Identify place value • Explore and use efficient strategies for division • Understand short division sums up to 100, using carrying and remainders • Represent vertical layout for addition and subtraction in narrative, pictorial and written form and solve problems • Round off numbers • Complete simple number sequences • Solve a range of sums including those with measurement through daily mental arithmetic practice		

Class Three | Numeracy | Space & Measure

Active Learning | Intention	Active Teaching | Implementation	Active Environments | Impact
• Understand, illustrate, describe the history of measurement through body-based and	• Conscious measurement in main lesson block • Create opportunities to make time	• Form drawings • Trust the children with real money

standardised systems ● Estimate, measure, compare and record length in m, cm and mm; weight in kg and g and capacity in litres and ml ● Calculate simple conversions ● Use a ruler, balance and scales ● Read analogue time ● Read and interpret calendars ● Develop pictorial representations of layouts in buildings and farming ● Read and record information such as height, weight, capacity in non-standard (eg body) measurements and imperial measurements ● Recognise coins and notes and can combine to make different amounts ● Tell time using hours, half hours, quarter hours on 12 hour clock ● Draw mirrored forms on diagonal axis ● Calculate simple practical sums, e.g. how many milk bottles in a crate holding six by six, bricks in a wall, floor boards, etc (ie leading to area)	measurement relevant and practical ● Provide jungle gym to further develop spatial awareness ● Stories in games ● Measuring using own body ● Use comparison sums for measuring whole class heights ● Encourage a fundraising project as opportunity to manage money ● learning to count change and calculate ● Plan class trips to develop teaching of measurement and shape, for example. counting eggs ● Plan a building project as an opportunity to measure and create space ● Choose to set practical sums as far as possible ● Provide materials for class to make individual rulers ● Plan baking with children, using different measuring systems and writing up recipes	● Demonstrate and help children to weigh different items ● Make a class sundial ● Provide materials to make personal clocks ● Establish a daily routine of individual children telling the time, date, month, year and writing these on the board ● Provide a timetable template for children to fill in ● Make own calendars showing months and days ● Help to plan a class shop, learning to count change and calculate ● Plan Main Lesson blocks to maximise seasonal relevance to subject ● Plan trips to farms, Research and visit building site/ historical site to observe plan of foundations

• Draw increasingly accurate freehand geometric forms such as circle, square, rectangle as preparation for building layout • Draw forms with four-fold symmetry • Draw and read simple building plans • Gather data, draw and record with simple charts and tables information for farming and building • Begin to understand and represent musical forms in notation	• Use measurement lessons to encourage estimation of weight, length, capacity • Ask children to draw a plan of their home with all rooms • Play games to reinforce points of the compass - North, South, East, West and sub-divisions	

Class Three | Numeracy | Curriculum Narrative

During the maths Main Lessons this year, the day often starts with skipping, stamping and clapping to the times tables. This is done in different ways - the children might be asked to count silently as they skip "1, 2, 3..." and then turn 180° when they reach any number in the seven times table, for example. By the end of the school year they can answer questions on the times tables randomly as they skip, throw or catch a beanbag, for example. The children's relationship to numbers continues to develop through different games and activities. They might be asked, for example, to estimate the number of matchsticks in a heap, before counting to find the real number; or to quickly say which number lies halfway between 7 and 13. As their work in mathematics becomes more abstract as they progress, we try to keep their concrete experience of number, and their mental arithmetic, as strong as possible, for example by continuing to work with calculations horizontally (e.g. 76 – 38 =) for as long as possible, although in Class 3 we also progress towards carrying out operations vertically. The children enjoy the power this gives them to carry out the addition and subtraction of very large numbers, which would have been very difficult for them to do in their heads. The class also has Main Lesson blocks on Measurement. The relationship with time comes first and outwardly we see this in their ability to keep time and rhythm in music. Beat becomes part of their lives. They can see rhythm in other parts of their lives too and, whereas it was unobtrusively supportive when they were little, now it becomes conscious and they say 'why do we always ...?' and anticipate the lessons that are coming without having to look

at the timetable. They are introduced experientially to the measurement of time through the seasons, months, weeks, days, hours and seconds; to the imperial measurement of distance, and then to the imperial and metric measurement of liquid volume and weight. The Measurement Main Lessons provides lots of opportunities for practising maths, especially since the children are introduced to imperial measurements first, which require more mental agility than the decimal metric system: if there are 12 inches in a foot, and 3 feet in a yard, how many inches in a yard? In the curriculum, we give them the tools to measure the things around them and this leads inwardly to an ability to measure the size of problems, fears, anxieties, likes and dislikes and to find some equilibrium within themselves. There is always an inner and outer element to the curriculum.