

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 | Science

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Plants and Animals</p> <ul style="list-style-type: none"> ● Understands how humans work with and manipulate nature to produce food and other resources through farming ● Is beginning to understand the impact of farming on local ecology, and the importance of respecting and caring for the environment <p>Seasonal Changes</p> <ul style="list-style-type: none"> ● Observes and understands the relationship between the seasons and agricultural cycles ● Observes, experiences and describes weather, its relationship to the seasons and its impact on agriculture <p>Materials</p> <ul style="list-style-type: none"> ● Observes the suitability of a chosen material for its purpose ● Experiences and understands the properties of some materials through working with them 	<ol style="list-style-type: none"> 1. Teach how to sustain a farm and how farmers work; how farming started; why farming started; why farming is still needed; how to use different farming equipment 2. Recycling and composting 3. Collecting bins from classes and put them in the compost heap 4. Use a farming calendar 5. Recite poems related to farming 6. Tell farming stories 7. Practical work i.e. harvesting, juicing etc. <p>Children look out the window and undertake weaving project to be aware of the weather; the children gain an understanding of appropriate clothing to use depending on the weather; sense of well-being; make the children understand why certain things are being done depending on the weather and what materials and types of houses can sustain the weather i.e. not igloo in London</p>	<ol style="list-style-type: none"> 1. Provide the children access to a farming experience - our own farm or a vegetable patch 2. Organize Plawhatch Farm camping trip to experience farming and windmills 3. Provide as much material as possible for children to understand farming work and processes 4. Class projects using materials based on farming calendar

Class Three | Science | Curriculum Narrative