

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 | Sports & Movement

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Remembers and follows rules of simple chasing games ● Accepts moments of being 'out' outside the 		

<p>game</p> <ul style="list-style-type: none"> ● Performs the Class 3 roundelay ● Heel-toe walks along a balance beam ● Can log roll ● Can do a forward roll 		
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Class Three | Sports & Movement | Curriculum Narrative

Handcraft: In Class 3 the children have a double lesson for the first time and it is difficult for some of them to work for an hour and a half on one project. Second projects include origami, weaving, embroidery and seasonal crafts. Gifted children are challenged with different sized needles and wool, new stitches and patterns. Children who struggle have more one to one time as the rest of the class becomes more competent.

Eurythmy: Children work towards learning how to walk several geometrical forms in space when presented via imaginative pictures (e.g. the square is a house or castle), having basic body awareness and dexterity, recognising some of the Eurythmy alphabet gestures, being aware and able to follow rules and safely handle copper rods, having good listening skills and a well-developed sense of rhythm.

Games: Class 3 marks the beginning of a more formal education in movement and the start of a Games lesson where previously movement and games formed part of each day's main lessons. As such, a transition is made to the teaching approach and the foundations of good habits are laid for the subsequent years of games lessons. In Class 3, the emphasis is on the experience of "we". The tasks are given using verbal pictures, strong in imagery which enhance their experience of a game and can be highly effective as an approach to discipline. The stories provide simple rules and bring warmth, humour, excitement and imagination to the children's play.