

Class Four | Learning Journey & Curriculum Map

Class Four | Child Development

The successive school years in Waldorf Steiner education can be seen as a process of breathing: breathing in one year to breathe out the next year. One can see this when one surveys the classes across the school – some years have a definite introspective quality whilst others a more lively, outward-looking character. Growth and learning does not happen in a straight line. A new development in a child’s maturing soul is marked by a period of challenge or even turmoil followed by a steadier time in which the child enjoys and demonstrates newly acquired capacities or a new view of the world, before the next wave arrives and a new challenge presents itself. Children go through this individually and as a class. Whilst individual classes of course vary depending on the relative age of the children and their individual stories, as well as on the temperament of the Class Teacher, one can say that the odd years generally have a quieter, more unified quality compared with the even years, which can be more exuberant and sometimes more fractious. The harmony of class one usually breaks in class two. The children become cheekier and start to differentiate more between boys and girls, for example. In class three the children become quieter and more inward. They are beginning to wake up and become aware of their individuality, which can also lead to a feeling of separateness and doubt. The mood of class three is met by the reverence of the Old Testament stories with their austere and sure moral authority. Class four is exuberant, wild, funny, argumentative, clever, quick and hard-working. Of course there are still moments of individual doubt and uncertainty as well, because class four is a continuation of that process which began in class three. Some children go through the ‘Rubicon’ of the nine/ten year change well into class four. The overall impression when one stands before the class though is of confidence and enthusiasm. The children are now really here. You can see it in the way they greet and look at you. We can have a much stronger sense this year that we are standing in front of individual personalities. The children develop strong likes and dislikes and become more consciously interested in - and critical of - each other and their similarities and differences. They also become much more interested in the world. We hear many more pop songs being sung, or current events being discussed. The children are now really aware of everything going on around them. They take in the world at this age very intensely and are sensitive to the adult world surrounding them and project this back out without much of a filter. On a subtle level, one could say that they are very aware but not yet fully awake, and still experience life as a wakeful dream, which is why the curriculum must meet them with powerful stories, rich pictures and engaging activity.

Class Four | German

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Narrative songs, rounds, songs in parts. ● Saying the German alphabet ● Spelling out their name and some common words ● Simple descriptions of people, animals ● Constructs simple sentences of their own ● Asking the time and expressing time (quarter to/past; half and whole hour) ● Pronunciation of letters/ letter combinations notably: ei/ie/u/ü/eu/sch/ß ● Practice of the question words, spatial prepositions and adverbs of time <p>Writing</p> <ul style="list-style-type: none"> ● Write familiar vocabulary, songs and rhymes ● Write numbers 1-20, days, months, colours ● Write pronouns ● Write down the conjugation of to be and to have ● Write short dialogues, practised in class ● Writes short sentences about themselves and in the 3rd person 	<ul style="list-style-type: none"> ● Sing rounds and narrative songs and exercises at the start of the lesson ● Have regular Q&A sessions practicing key questions ● Provide opportunities to practise dialogues. ● Play guessing games that encourage use of short sentences, e.g. memorising sequences ● Model short dialogues asking the time, or directions ● Encourage them to notice patterns or anything different when reading from the blackboard and to put up their hand. ● Encourage them to independently work with vocabulary cards and keep track of their progress on a chart ● Ask simple comprehension questions after reading a short story ● Illustrate grammar topics such as pronouns <p>Provide grammar rules to write down e.g. how</p>	<ul style="list-style-type: none"> ● Use of Visual aids, props, books ● Provide activities that bring stories to life, e.g. using sealing wax to seal ‘the letter from the emperor’ ● Provide plenty of short role play opportunities ● Provide a workbook in which the children will write and illustrate familiar songs and verses, as well as dialogues and stories. Sometimes they will make a drawing of what was presented in class, activities, vocabulary, stories. This is used as an assessment tool too, to see how much the children can recall by describing the pictures. ● German Day—Once a year the school will have a German day where the children will have the chance to interact with the rest of the school during a school

<p>Reading:</p> <ul style="list-style-type: none"> ● Read back familiar songs and rhymes from previous years written in their German books ● Read back the dialogues they have written down. ● Read familiar vocabulary on word cards to practice vocabulary more consciously ● Read simple short stories <p>Grammar:</p> <ul style="list-style-type: none"> ● Gender of common nouns ● Plurals of common nouns ● Capitalise nouns ● Conjugate the verb to be ● conjugate regular verbs (present tense) <p>Intercultural understanding</p> <ul style="list-style-type: none"> ● Recognises and uses the formal and informal way to address people. 	<p>to conjugate a verb</p>	<p>market, where each class turns into a shop (class 4 is always the pet shop) where the children buy what is on their shopping list, using the vocabulary and dialogues learned in their lessons. They eat typical German food.</p> <ul style="list-style-type: none"> ● Intercultural Understanding: ● · Assemblies– to talk about diversity and how certain festival such as Epiphany is celebrated in different countries. ● German Day Traditional Folk stories, songs and games
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Class Four | German | Curriculum Narrative

In Class 4, the children start writing and reading, which is the main source of learning in the following years. This process of learning is called ‘inductive’ and is one of the main ways in which language teaching in our school differs from conventional schooling. From Classes 4 to 8. the children gradually write and read folk tales, study history, geography, short stories and articles to cultivate an interest in the world while cultivating and awakening a passion for literature.

