

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 | Literacy | Writing

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Write with an ink pen ● Know how to use a dictionary ● Recognise and work with typical features of texts and books: alphabetical order, chapters, index, glossary ● Spell irregular plurals ● Use more irregular families of spellings accurately ● Use commas, exclamation and question marks and knows that speech is separated by quotation marks ● Write an accurate account of events or stories heard in class ● Recognise and begin to use types of sentences: statement, command, question, exclamation ● Begin to write direct speech in retelling stories ● Show understanding of texts through comprehension exercises ● Plan, research, and write text to accompany individual projects ● Is able to read out own handwritten work to the class ● Understand that writing styles vary according to subject matter 	<ul style="list-style-type: none"> ● Model use of fountain pen, clear handwriting ● Practise letter formation and cursive script regularly ● Teach the children how to use dictionaries ● Use accurate names of parts of speech. ● Consolidate grammar, spelling, parts of speech using games and oral exercises ● Develop writing skills by encouraging pupils to draft, re-read and correct own writing ● Give formative feedback in marking work ● Encourage regular pupil self-assessment, e.g. at end of Main Lesson blocks and project work 	<ul style="list-style-type: none"> ● Foster pen-pals in other schools to develop letter writing. ● Ensure there are dictionaries available in the classroom, such as the ACE spelling dictionary. ● Provide spelling lists with structured, sequential spelling patterns such as Alpha to Omega. ● Provide opportunities for individual writing activities, individual research projects, letter writing ● Display children's work in the classrooms as learning aids in the room. ● Provide and highlight visual materials to reinforce learning ● Provide notebooks to create individual dictionaries ● Provide stationery and materials to develop drafting, self-editing, spell checking, sentence structure

Class Four | Literacy | Reading

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Make a reasonable attempt at unknown words in a text using a variety of clues ● Read simple chapter books confidently and independently ● Begin to use dictionaries to explore word meanings ● Understand words of degree ● Write a simple first-person account of a historical or mythological incident ● Begin to be aware that books can provide imaginative experiences of different cultural and historical events <p>Understand different genres as well as fact and fiction</p>	<ul style="list-style-type: none"> ● Model reading, including chunking unfamiliar words. ● Use more complex vocabulary in speech to class to expand vocabulary. ● Introduce reading and writing in a topical foreign language in other subject lessons ● Guide and encourage factual research which requires organisation and reading skills ● Provide clear expectations and guidelines for presentation of projects, reports and best work ● Expect all work/schemes of work to be dated, titled and attributed 	<ul style="list-style-type: none"> ● Create graded reading lists ● Have a class reader in which each child reads parts out loud. ● Work with a developed reading scheme. ● Cultivate appreciation of language and cultural variety by studying at least one other foreign language ● Encourage reading of factual and fiction books

Class Four | Literacy | Speaking & Listening

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Hold some individual lines or part in a short 	<ul style="list-style-type: none"> ● Model good speech, risk taking, performing 	<ul style="list-style-type: none"> ● Provide the class with

<p>drama</p> <ul style="list-style-type: none"> ● Understand and respond to various levels of formality in interactions inside and outside the classroom ● Present a book report to peers, reading from own writing and making some eye contact with audience ● Present a book report to peers, with description of main character and events: ‘I liked it because...’ ● Listen respectfully to another point of view in collaborative work ● Create own verses derived from lesson content 	<p>in front of the school community, how to be part of an audience</p> <ul style="list-style-type: none"> ● Encourage children to formulate questions in response to individual projects and book reports <p>Introduce a wide variety of texts and poetry to develop sensitivity to language</p>	<p>opportunities to take part in a class play, both on stage and off stage, including aspects of the production.</p> <ul style="list-style-type: none"> ● Create the opportunities to perform at community events. ● Provide opportunities for the children to share their work to peers, other classes and parent communities. ● Maintain expectations for the children to recite poetry by heart
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Class Four | Literacy | Curriculum Narrative

The Norse myths begin with the creation of world as a clash between fire and ice. What an appropriate way to begin the year in Class 4! The world of the Norse myths is enormous, outrageous, humorous and strange and the children, drawn more now towards the colourful and sensational, are immediately engaged by them. Just as they are becoming more aware of each others’ personalities and conscious of others’ faults and strengths, they are presented with the range of characters inhabiting Asgard. These are larger-than-life superheroes with special abilities and equipment: magic hammers and spears, enchanted jewellery, a ship which folds into a cloth. Yet they nearly all have their faults, of which the children become keenly aware. There are many debates at break time about whether they like certain characters or whether the right choices have been made in the story. They love Loki’s cleverness, trickery and mischief, until it turns sour and spiteful towards the end of the myths, bringing about the downfall of the Gods. The children see a caricatured reflection of their own developing psyches in these characters and stories, and learn a great deal from them. The children’s work with literacy and grammar can be based around the content of these myths. The children love writing about and illustrating the stories. Sometimes they are given an opening sentence, sometimes they write freely, and we

speaking about ways to enrich their writing. We begin writing poems, at first together as a class, then in pairs or individually. We also make a study of verbs, nouns, adjectives and adverbs, and this new content works its way into their writing as well. As long as it does not inhibit the children from writing freely and spontaneously, it is now a good time for the children to become more aware of the laws of the language which they have up until now used without any thought.