

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 | Numeracy | Number

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Read and understands numbers up to six figures ● Have working knowledge of the multiplication tables 1-12 ● Know the multiplication tables up to 12 out of sequence ● Carry out long multiplication with numbers up to 122 as multiplier ● Solve multiplication to 1,000 ● Solve simple division to 1,000 ● Find factors of a given number ● Identify prime numbers less than 100 ● Carry out all four processes of number confidently ● Understand what a fraction is ● Understand and identify equivalent fractions ● Learn to check own answers using the 	<ul style="list-style-type: none"> ● Revise skills acquired in Class 3 using short daily exercises ● Teach children how to set out sums and encourage clarity of presentation ● Continue practising regular, legible formation of numerals ● Use appropriately-sized squared exercise books and expect these to be used properly ● Explain the importance of writing down the working out of problems ● Teach the children how to use a long multiplication method ● Teach the place of number in the world - connect real problems with real numbers ● Teach factors, prime numbers, fractions ● Teach different strategies to complete the four processes. 	<ul style="list-style-type: none"> ● Provide times for daily practise of number skills ● Develop skills in mental maths using a variety of rapid calculations and word problems ● Use posters and resources in the classroom to reinforce factions, fractions, multiplication tables, prime numbers. ● Provide opportunities for cross curricular skill development such as handwork, cross stitch, cooking and their relationship to number, fractions, division, etc ● Provide opportunities for flexible thinking ● Ask pupils to create own sums and problems ● Provide workbooks or maths schemes such as Pebble Maths,

<p>reverse process</p> <ul style="list-style-type: none"> ● Become increasingly familiar with the process of long division ● Find factors, lowest common multipliers, highest common factors ● Recognise, write and use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ and their multiples ● Represent problems involving fractions in drawing, using pie charts, tables, pictures ● Simplify fractions ● Convert improper and mixed fractions ● Understand and identify equivalent fractions ● Solve simple fraction problems with the same or related denominator using the 4 operations ● Become familiar with gathering data, drawing and recording information using table, bar and pie graphs 	<ul style="list-style-type: none"> ● Use writing to develop the skill of solving narrative number problems ● Ensure skills are developed across the various mathematical disciplines by consistent marking and formative assessment ● Explore and model a method of long division ● Demonstrate and explain some simple graphs and charts recording interesting statistics for children to model ● 	<p>Jamie York, Numicon, Schofield and Sims</p> <p>Make use of graded online practice worksheets for reinforcing skills</p>
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Class Four | Numeracy | Space & Measure

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Draw Celtic intertwining forms, repeating band forms and plaiting with increasing confidence ● Draw freehand rosettes ● Draw more accurate freehand geometric forms using circle divisions ● Draw mandalas ● 	<ul style="list-style-type: none"> ● Demonstrate using money. ● Talk about the cost of real world things when baking or working on projects. ● Recall measuring with the body, hands, feet etc ● Teach the skills needed to create complex form drawings; knot work and intertwining forms ● Reinforce spatial understanding by practising Celtic dance formations in physical space ● Develop spatial awareness by setting projects to draw maps of home to school journey, local area maps ● Talk about different viewpoints – bird’s eye view, view from hilltop and valley <p>Model map legends, accurate measurement, labelling and informal scale</p>	<ul style="list-style-type: none"> ● Provide opportunities to use money, in real and role play settings, such as shops. ● Provide opportunities to bake and use measuring skills, number skills and fractions. ● Provide opportunities for movement of the children as a whole group. ● Ensure there is space and time in the school week to develop form drawing skills ● Display beautiful examples of knot work and Celtic forms in classroom ●

Class Four | Numeracy | Curriculum Narrative

In the Main Lesson blocks we first return to and practise material that was introduced in Class 3 - vertical addition, subtraction and multiplication. Then fractions are introduced. The children in Class 4 are ready for the conceptual leap into this new way of thinking about number. At first they are reintroduced to an idea they encountered in class one: that one is actually the biggest number, it is the whole. Once the whole is split you have more pieces. ‘Have any of you ever fractured a bone, class four? When you break the whole, you have a fraction.’ Of course we can begin

our study of fractions by cutting and eating a cake, and then continue splitting other things into their equally-sized fractions. When the idea of fractions has been experienced in a practical way, we can move into their numerical representation, which takes some getting used to. The children learn the terminology needed to work with fractions: numerator, denominator, top-heavy etc. and begin to multiply, divide, add and subtract fractions, simplifying them, finding equivalents and lowest common denominators in order to add and subtract nonequivalent fractions. Fractions will be revisited regularly over the coming years. They tend to be one of the areas of maths that is more easily forgotten and many of the children will need reminding a few times before the concepts and rules are firmly embedded. Knowledge of times tables is essential when working with fractions, so times tables practice continues through games and mental arithmetic each day during the maths Main Lesson blocks