

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 | Science

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
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<p>Plants and Animals</p> <ul style="list-style-type: none"> ● Compares the evolution of humans and animals, examining adaptations to their environments ● Closely examines an aspect of human physiology (e.g. head; hand and arm; foot, femur and spine) and compares this to an animal, understanding the impact of form and function ● Understands the limitations of the human body, and how these have been mitigated by technological and cultural invention and achievement 	<ul style="list-style-type: none"> ● Compare animal and human qualities ● Draw attention to the differences between a human being and animals (specialization) ● Demonstrate how the parts of a human being could relate to an animal. How the animal kingdom in different aspects of human physiology ● Modeling, drawing, etc. to show an understanding of the form and function of animals ● Teach skills of observation to then describe ● Talk about how cultures perceived and used images and knowledge of animals in their art, music and religion (a link to studies of ancient mythologies in Class 5) ● Teach about the impact of the environment on animals and human beings ● Demonstrate through modelling the shape of the hand, paw, etc. ● Help children to understand how the specialization of the animal could be a strength (compared to a human being) but the human being is able to overcome specialization and work with 	<ul style="list-style-type: none"> ● Provide activities like role play or games to imagine being an animal: to see where the qualities relate to the human being ● Provide an experience of different animals related to different aspects of human physiology ● Organise pupils to compare different animals and present these observations to their peers
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	<p>choice to design and develop different technologies and cultural inventions to work within his environment. The human hand enables cultural inventions that compensate for the lack of specialization</p> <ul style="list-style-type: none">● Observe animals <p>Display image/photographs of animals</p>	
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Class Four | Science | Curriculum Narrative