

## Class Five | Learning Journey & Curriculum Map

### Class Five | Child Development

In Class 5, history, geography and science were the various aspects of the Home Surroundings Main Lesson, woven together, intertwined and very close to home; a reflection of a world in which the children were still completely immersed. As they grow, they slowly come out of that world and develop an expanding picture of it; by Class 3, they can look back at the past and imagine the future; they can measure things both outwardly and inwardly; by Class 5 they can begin to draw their own conclusions and notice for themselves how things relate to each other. The ‘oneness’ of the world is becoming something they can observe more and more clearly. This change in their consciousness is mirrored in the curriculum, which becomes more differentiated as they develop the capacity to look more closely at things. In Class 5 there are Main Lesson blocks in Local (London) or sometimes British Geography, Maths, Geometry, Man and Animal (Zoology), Botany and Mythology of Ancient Civilisations. In Class 6 we add European Geography, Roman and Medieval History and Physics, and beyond that, Chemistry, Physiology, World Geography and Modern History, expanding the world that we present to them in every direction, yet still carefully following the threads that connect the things they are learning, so that they understand the world as a whole and can move freely, in their thoughts and imagination, between different areas of study and interest. In contrast, much of modern education is made up of fragmented and disjointed pieces of information that give a confused impression of the world as a place made up of lots of isolated units - like lego. In addition to this, little consideration is given to whether what they are being taught is relevant to the children’s age or stage of development, and when they are given information with which they can’t make an inner connection, they can’t make any sense of it and they can’t do anything with it except remember it. The gradual, development related expansion and differentiation of the curriculum is one of the most important aspects of Steiner Waldorf education.

### Class Five | German

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
Speaking and Listening:	<ul style="list-style-type: none"> <li>• Sing at the start of the lesson songs of</li> </ul>	<ul style="list-style-type: none"> <li>• Use of props, short texts, stories,</li> </ul>

<ul style="list-style-type: none"> <li>● Songs including narrative songs and increasingly complicated rounds.</li> <li>● Responds to a number of questions about themselves/their family/their environment</li> <li>● Constructs a variety of sentences using singular or plural nouns or pronouns, with the correct verb ending</li> <li>● Describes objects using adjectives</li> <li>● Asks for objects or cards using the correct (Akkusativ) case</li> <li>● Asking the time and expressing time (minutes as well as previously learned quarter to/past; half and whole hour)</li> <li>● Refine pronunciation, notably combinations of vowels and umlaut (ä, ö, ü, eu, au, äu)</li> <li>● Practice of the question words, spatial prepositions and adverbs of time</li> <li>● Work on and show a short play</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Reads short texts with familiar vocabulary, pen pal letters</li> <li>● Responds to simple questions about a text</li> <li>● Reads familiar and unfamiliar texts out loud</li> <li>● Recognises words and phrases using flash cards</li> <li>● Option to read independently</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Writes short sentences about themselves,</li> </ul>	<p>appropriate level</p> <ul style="list-style-type: none"> <li>● Practice grammar sequences</li> <li>● Have regular Q&amp;A sessions practicing key questions</li> <li>● Provide opportunities to practise dialogues.</li> <li>● Model short dialogues asking for the time, or an item using Akkusativ</li> <li>● Encourage them to notice patterns or anything different when reading from the blackboard and to put up their hand.</li> <li>● Encourage them to independently work with vocabulary cards</li> <li>● Provide plenty of short humorous stories to read</li> <li>● Ask simple comprehension questions after reading a short story</li> <li>● The teacher encourages the children to ask practical classroom related questions in German, e.g. asking for a drink or go to the toilette\\</li> <li>● Use of speech exercises, questions and answer sessions, dialogue and many varied poems all recited by heart (and learned by repetition to cultivate good clear pronunciation and sentence melody, as well as reinforcing idiomatic</li> </ul>	<p>books</p> <ul style="list-style-type: none"> <li>● Provide plenty of short role play opportunities</li> <li>● Provide a folder that gradually fills up with stories and worksheets</li> <li>● 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.</li> <li>● 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 market, where each class turns into a shop (class 5 runs a real café during German Day, selling cakes, popcorn and other snacks as well as fruit and drink) where the children buy what is on their</li> </ul>
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<p>their family, their hobbies</p> <ul style="list-style-type: none"> <li>● Free writing tasks</li> <li>● Writes riddles following a given structure</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Constructing open and closed questions</li> <li>● Constructing positive and negative answers</li> <li>● Conjugating regular verbs independently</li> <li>● Awareness of separable verbs</li> <li>● Awareness of reflexive verbs</li> <li>● Use of modal verbs (can, must, may)</li> </ul> <p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>● Corresponds with a pen-pal from a Steiner School in Germany.</li> </ul> <p>Learns and performs a traditional German song or play</p>	<p>vocabulary.</p> <ul style="list-style-type: none"> <li>● Elicit from students an increasing diversity of vocabulary previously introduced.</li> <li>● Encourage to use the words they know imaginatively. To waken an interest in the words themselves</li> <li>● Consolidation of Vocabulary and simple comprehension questions of the reading text or other topics is practiced first orally with the whole class, then individuals are called upon. Only then the questions be put in written form. Such questions and their variations can form the content for homework exercises, dictations etc.</li> <li>● Once new grammatical structures have been introduced, practiced and understood, a simple statement of the essential rules should be written (ideally in the pupils own formulations) in English in a book specially kept for the purpose. These rules are best kept separate from whatever other exercise books are used. A grammar book can be started in Class 5 and used through to Class 8.</li> <li>● plays, as ever, are the best way of</li> </ul>	<p>shopping list, using the vocabulary and dialogues learned in their lessons.They eat typical German food.</p> <ul style="list-style-type: none"> <li>● <b>Intercultural Understanding:</b></li> <li>● · Assemblies– to talk about diversity and how certain festival such as Epiphany is celebrated in different countries.</li> <li>● German Day</li> <li>● Pen pal project: Writing letters to children in a Stuttgart Steiner School.</li> </ul>
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	<p>engaging a class' interest.</p> <ul style="list-style-type: none"> <li>● Acknowledge any considerable differences of ability within one class. Exercises should be differentiated to suit the range of learning needs.</li> </ul> <p><b>Intercultural Understanding</b></p> <ul style="list-style-type: none"> <li>· Talk about children in other countries and about what languages the children in the class speak</li> <li>· Encourage the children to compare words and structures with French, English and possible native languages pupils may speak (e.g.Russian)</li> </ul>	
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### **Class Five | German | Curriculum Narrative**

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.