

## 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 | Literacy | Writing

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Use a dictionary and thesaurus independently to find unfamiliar words for spelling and meaning</li> <li>● Use common suffixes and prefixes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide games and exercises for children</li> <li>● Regularly highlight words from class readers/text</li> <li>● Link words to word origin/history to</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a dictionary and thesaurus for each child</li> <li>● Give text where children can add quotation/speech marks</li> </ul>

<ul style="list-style-type: none"> <li>● Use a thesaurus to explore synonyms and antonyms</li> <li>● Understand the purpose and use appropriate punctuation: semi-colon, colon, hyphen, brackets</li> <li>● Use speech marks for direct speech</li> <li>● Use the apostrophe correctly</li> <li>● Characterise and use all major parts of speech: nouns, verbs, adjectives, adverbs, prepositions (time and space), articles, conjunctions, interjections</li> <li>● Use simple and continuous verb forms in all tenses, including present</li> <li>● Take down a dictation on a known subject with reasonable accuracy</li> <li>● Be confident to write a summary of a book, highlighting description of main characters and events</li> <li>● Write in different styles or moods</li> <li>● Edit their own text</li> <li>● Recognise and understand the use of paragraphs</li> <li>● Use appropriate organisation or heading</li> <li>● Write from own or a different point of view</li> <li>● Write from own research on a given main lesson topic</li> <li>● Identify and use metaphors and similes</li> <li>● Order the steps of an instruction correctly</li> </ul>	<p>reinforce dictionary work and cultural influences</p> <ul style="list-style-type: none"> <li>● Teach grammar rules for direct speech by children to create a conversation based on story material</li> <li>● Teach reported speech by challenging children to create a journal or newspaper article based on story material</li> <li>● Work alongside children with their drafts/planning, thinking out loud and modelling how to improve work</li> <li>● Demonstrate different methods of story planning, e.g. bullet points, keywords, story mountains, mind maps, etc</li> <li>● Provide varied creative writing tasks , e.g. write from the viewpoint of a minor character</li> <li>● Develop comprehension strategies to build understanding of meaning including context, language features and text structure</li> <li>● Use opportunities from Main Lessons for differentiated dictation exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Give text where children can add their own adjectives/adverbs</li> <li>● Provide a word origin dictionary</li> <li>● Provide examples of different writing styles</li> <li>● Give opportunities for writing in groups</li> <li>● Give opportunities for free writing, diary entries, reminders, notes to self</li> <li>● Use opportunities from Main Lessons for differentiated dictation exercises</li> </ul>
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**Class Five | Literacy | Reading**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Read chapter books confidently and independently</li> <li>● Read aloud with expression and awareness of punctuation including direct speech</li> <li>● Use a dictionary and thesaurus to find the meaning of unfamiliar words</li> <li>● Read confidently from their main lesson book</li> <li>● Read books with a range of styles and content</li> <li>● Give a verbal summary of a book's contents</li> <li>● Read different types of text for enjoyment, research, instructions</li> <li>● Understand that authors use language, plot and character to engage readers</li> </ul>	<ul style="list-style-type: none"> <li>● Read both class readers and individual books</li> <li>● Read/share drafts and other text from their main lesson to inspire and help one another</li> <li>● Write/perform a summary of books</li> <li>● Use information that they found from individual research to support their reading</li> </ul>	<ul style="list-style-type: none"> <li>● Provide space, time and a library of books for reading</li> <li>● Talk about different types of reading material, books, comics, magazines, graphic novels, guide books, bringing examples of each to share</li> <li>● Arrange a visit to a local library if possible</li> </ul>

**Class Five | Literacy | Speaking & Listening**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Take an individual role in a class drama</li> </ul>	<ul style="list-style-type: none"> <li>● Whole class in chorus, then allot different</li> </ul>	<ul style="list-style-type: none"> <li>● Provide time to rehearse and</li> </ul>

<ul style="list-style-type: none"> <li>● Recreate and perform literary texts imaginatively</li> <li>● Is able to perform on stage before the school community</li> <li>● Plan, rehearse and deliver presentations on a range of information</li> <li>● Give a more in- depth presentation in front of the class using notes</li> <li>● Give constructive feedback based on listening to their peers</li> <li>● Articulate in-depth questions and enter into lively discussions on a wide range of topics</li> <li>● Speak audibly and fluently, using Standard English</li> </ul>	<p>lines to small groups and individuals</p> <ul style="list-style-type: none"> <li>● Support pupils’ own script writing by providing a structure</li> <li>● Task pupils with writing to external bodies to gain information for their project work</li> <li>● Provide clear expectations and guidelines for presentation of projects</li> <li>● Encourage development of self-evaluation among pupils by providing regular formative feedback</li> </ul>	<p>experiment</p> <ul style="list-style-type: none"> <li>● To timetable a play</li> <li>● Provide opportunities to take ownership of the play through costume, set design and make posters</li> <li>● Encourage pupil involvement in choreographing dramas</li> <li>● Provide books (library) to have information for their project.</li> <li>● During Ancient Greek ML, set up an agora in classroom for children to speak spontaneously on a chosen topic</li> </ul>
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### Class Five | Literacy | Curriculum Narrative

In English this year we work with punctuation, verb tenses, direct and indirect speech, descriptive writing generally and letter writing. All of this can be accomplished through writing exercises and reading of texts in the Mythology, Science, Geography and History blocks where reading and writing form the greater part of the children’s work. In recitation, we can work with dynamics in speech and focus much more than before on the meaning, form and beauty of poetry