

## 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 | Numeracy | Number

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Revise more complex tables forwards and back and in division form</li> </ul>	<ul style="list-style-type: none"> <li>● Recall and consolidate Class Four skills in morning practice exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Use practice worksheets</li> <li>● Provide dice and cards and</li> </ul>

<ul style="list-style-type: none"> <li>● Recognise, model, read, write and sequence numbers to 10,000 and recognise and read place value to thousandths</li> <li>● Distinguish significant and non-significant zeros</li> <li>● Apply more complex problem solving strategies, use shortcuts, find averages</li> <li>● Solve a range of sums including those with measurement, fractions and decimals through mental arithmetic strategies in daily practice</li> <li>● Practice the use of long multiplication to solve problems</li> <li>● Practice division strategies for larger numbers including long division</li> <li>● Use estimation and rounding to solve problems</li> <li>● Use factors and multiples in solving problems</li> <li>● Answer increasingly complex mental arithmetic questions using a mix of processes ,e.g. calculating train journeys arriving early &amp; late</li> </ul>	<ul style="list-style-type: none"> <li>● Play number games; what's your number, factors/times tables games</li> <li>● Practice sheets</li> <li>● Homework</li> <li>● Explore and teach use of decimal point in Main lesson block</li> <li>● Explore the decimal point in the real world,</li> <li>● Explain how the decimal point relates to fractions</li> <li>● Use games in Lessons to reinforce learning and for collaborative practice, e.g. 12-sided dice, quizzes, puzzles, card games, word problems</li> <li>● Children devising own problems to distribute to the class demonstrating understanding</li> </ul>	<p>games</p> <ul style="list-style-type: none"> <li>● Choose appropriate board games to develop skills in counting and transacting</li> <li>● Provide diverse materials to stimulate curiosity: puzzles, Sudoku</li> <li>● Introduce social concentration games with mental maths focus</li> </ul>
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**Class Five | Numeracy | Space & Measure**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Draw freehand archetypal geometric shapes: different kinds of triangle, rectangle, quadrilaterals, polygons and circles</li> <li>● Work with metric measurement including estimation</li> <li>● Work with aspects of time including 24 hour clock</li> <li>● Understand and work with perimeter and area</li> <li>● Make simple free-hand nets of cubes and pyramids (Egypt)</li> <li>● Use a 3,4,5 knotted rope to explore right-angled triangles</li> </ul>	<ul style="list-style-type: none"> <li>● Teach historical origins of geometry</li> <li>● Cross-reference to Class 5 Olympics practice to explore balance, symmetry and poise in the human being</li> <li>● Observe symmetry and geometrical shapes in the real world</li> <li>● Teach technique of how to draw a line</li> <li>● Guide the drawing process</li> <li>● Give children the responsibility of planning timings on their camping trip</li> <li>● Explore building methods in different Ancient cultures</li> <li>● Discuss the building of the pyramids: how? Invite suggestions and theories</li> <li>● Provide a rope for pupils to explore different kinds of triangle</li> </ul>	<ul style="list-style-type: none"> <li>● Use ideas from books on Geometry such as String, Straight line and Shadow</li> <li>● Provide large-size Main Lesson books or large (A3) sheets of paper for specific geometry work</li> <li>● Demonstrate difference that good tools make to accurate constructions: pencil sharpeners, sharp pencils</li> <li>● Invite pupils to construct on blackboard using chalk</li> <li>● Use a distance- measuring wheel</li> <li>● Make use of a length of rope to demonstrate methods of measurement and perfect circles</li> <li>● Digital time tied to timetable</li> <li>● Create own compass</li> <li>● Display artwork posters from Ancient Greece to show balance</li> </ul>

		and symmetry in architecture and sculpture
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### Class Five | Numeracy | Curriculum Narrative

The Maths blocks in Class 5 are designed to build flexibility and familiarity with numbers and the ability to think around a problem. Practice is, of course, one of the most important elements, and this is always very comfortable for some and excruciating for others. It's always a matter of working with everything they can do, going back to Class 1 arithmetic, using times tables in many different contexts, fractions and decimals - going from one to the other, measurement, time, factors, prime, abundant, deficient and perfect numbers and everything they know so that they can get used to having to recognise for themselves which process they need to use, switching from one to another, thinking through a problem, working out the various stages they need to go through, all of this to develop independence in their thinking and the ability to maintain focus. New topics this year are percentage, fractions with brackets, average, mean and median. We also work with data in pie charts, bar charts and graphs, deciding which is the most suitable in each situation, and touch on how these pictorial representations can be used to manipulate information and, sometimes, give a false impression. This is really the first time we encounter maths as something that is not simply 'right' or 'wrong'. This relates perfectly to the development of individual freedom in Ancient Greece. The main aim of the Geometry block, is to get to know regular geometrical figures, to grasp their interrelationships, through drawing them. We construct triangles, squares, hexagons, dodecagons, octagons. They hear that, in the ancient Egyptian calendar, there Lower & Middle School Curriculum 2018/2019 | were 360 days in the year. Our words 'day' and 'degree' both come from the Egyptian word for day, hence, one degree is one 360th of a circle. We can find geometry in the natural world, to connect with the Man and Animal and Botany blocks this year, but also just to think about the wonderful order and pattern that exists in the world. Geometry was a sacred art in the ancient world and the children's experience of it in Class 5 should give them an idea of the wisdom of ancient cultures, to develop respect for, and interest in other people and other ways of looking at things. It's amazing how the simple drawing of some lines on paper can have such far-reaching effects.