

Early Years K5 (age 5 Plus) | Learning Journey & Curriculum Map

K5 | Literacy

The Steiner Waldorf Early Childhood literacy curriculum aims to support the development of children who are in the process of becoming fully literate: fluent and enthusiastic readers with a wide vocabulary, creative and imaginative writers and eloquent and articulate speakers¹.

Within the kindergarten, the development of language and literacy skills is embedded into daily life. This 'living' or experiential approach to Language and Literacy builds a strong physical, emotional and technical foundation for a more formal academic approach when entering the Lower School after their 6th birthday. Most importantly, children should leave the kindergarten with a broad vocabulary and a deep love of language in many forms, and a strong motivation to read for pleasure, supporting lifelong learning.

Adults create opportunities for meaningful and effective interactions in the kindergarten day, for example during craft activities, at snack time, working together in the outdoors, etc. They are part of the context, consciously adjusting their responses, using language that is contingent on competence and modelling language that is worthy of imitation. Peer-to-peer interactions are valued, and opportunities for description, explanation, negotiation, sustained shared thinking, co-operation and review are plentiful in extended periods of child-led play. Adults observe and assess children's language development carefully at these times to inform their interactions.

Children take part in a daily, adult-led 'ring time' of songs, movement, language games, rhymes and poetry. Songs and rhymes are also used frequently throughout the kindergarten day, for example at transition times. Older children play listening and language games such as 'Hunt the Slipper', 'Fruit Bowl' or 'I-Spy'. Children listen to a story daily; these range from simple, repetitive stories with a refrain, through fairy tales with a clear story arc, to longer, more intricate stories. Adults will also make use of story-telling resources, from simple props as a visual aid, through to complex puppet plays, staged by multiple adults.

¹ "The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment" The National Curriculum in England, Key stages 1 and 2 (2013), DfE

Examples of the use of the written and printed word are part of everyday kindergarten life. There are pictures and posters in the cloakroom, letters and fliers for parents, registers in daily use, controls on cookers and heaters and name labels. Adults are seen to be reading and writing, and their activities are imitated by the children in their play. A range of well-chosen picture books are available for the children. Adults demonstrate how books are used, cared for and to be respected. Book versions of told stories and puppet plays are often provided, enabling children to make the connection between the spoken and the written word, and gain a conceptual understanding of writing as a symbolic representation of speech on paper. Play with non-directive, open-ended resources further develops this understanding of symbolic representation. Children also create props using emergent writing, such as tickets, menus and shop signs.

Children participate in a range of activities to support their physical and mark-making development. Fine motor skills are developed through daily adult-led activities. These might be domestic tasks such as peeling vegetables or kneading bread, or crafts such as sewing, cutting, felting, woodwork, wax modelling etc. Gross motor skills, core body strength and other large muscle groups needed for writing, such as shoulder rotator cuffs, are developed through heavy work (sweeping, moving wheelbarrows, digging in the garden). Large scale play such as den building and large block play also build strength and dexterity. Daily outdoor time and regular eurythmy classes support physical and proprioceptive development. Artistic activities such as drawing, painting and other craftwork support the emergence of a healthy aesthetic sense, and confident mark making. An effective pencil grasp develops through the regular use of a variety of tools, including block and stick crayons, paint brushes etc.

Writing	Reading	Oracy	Spelling, Punctuation and Grammar
Theory of word. Awareness that words can be subdivided. Writing/text is thought/speech on paper and can be understood by others. Creating mental images.		Concepts of speaker and listener.	

Writing	Reading	Oracy
<p>Handwriting Children's have the fine motor skills necessary to begin to learn to write (e.g. able to sew and use both block and stick crayons)</p>	<p>Decoding (spelling recognition, blending, phoneme manipulation) Children can hear and say rhymes, and identify words which begin with the same letter (e.g. using tongue twisters)</p>	<p>Listening Children increasingly maintain and sustain attention. They listen carefully to and retain details of stories and conversations. They can divide their attention appropriately in a wide range of situations.</p>
<p>Encoding Children can clap or move in time to music. They can clap out the syllables of their name and other words (Ann-a-bel).</p>	<p>Comprehension and Connection Children have a love of story. They are familiar with a range of story structures (repetitive, simple story arc) and anticipate a refrain or what might happen next.</p>	<p>Understanding Children understand increasingly complex stories, and have a more sophisticated understanding of nuance. They are beginning to understand the intent of the speaker, interpreting what is behind a person's words. They carry out detailed sequential instructions.</p>
<p>Structuring Children demonstrate a desire to communicate through the medium of text. They are conscious in mark making, decide what shapes or words to draw or write, and represent these on paper.</p>	<p>Research Skills Children are aware that information can be retrieved from books.</p>	<p>Speaking Children order their ideas in a logical sequence. They use a range of vocabulary in imaginative ways to add information, express ideas or explain events. They show some awareness of the listener, recount experiences and imagine possibilities.</p>

K5 | Languages

There are often children with a variety of cultural and linguistic backgrounds within a Steiner Kindergarten. Home languages are respected and included; Kindergarten teachers will often learn a greeting in the child's home language(s), and songs in other languages are incorporated into ring times and stories.

Concepts	Skills
Children understand that people speak different languages, often because of the country that they or their family originate from.	Children can sing a number of songs or recite poems/verses in another language.

K5 | Maths

Mathematical concepts and language are integrated into the daily routine, on the grounds that grasping mathematical concepts such as weight, measure and shape is most meaningful when it relates to everyday activities and routines. For example, the preparation of food provides an opportunity to weigh, measure, count and possibly recognise numbers on scales; and setting the table is another area where mathematics is used in a practical way. Through songs and movement games, children recognise and recreate patterns – in, out, alternate, in front of, behind – and they do many finger games and nursery rhymes, which in some cases, include addition and subtraction. Natural objects such as acorns, pinecones, conkers and shells are sorted, ordered and counted, as part of spontaneous play or tidying up. This approach to the introduction of mathematics embeds the concepts in a social and moral context.

Number	Shape, Space and Measure
Children have an emerging 'number sense', understanding that a number denotes a specific quantity.	Children understand the need for consistency of measure (e.g. using the same sized cup to measure flour and water)
Children can recite numbers 1-20 and beyond, often up to 100. They count accurately with correspondence to 20. They solve practical problems, identifying one more and one less, doubling and halving and sharing groups equally (e.g. pieces of an apple) and can solve practical problems that involve combining groups of e.g. 2,4 or 10. Recognise some numbers of significance.	They understand that shapes with certain properties in common have names.
Use comparative language of more, fewer, less. Recognise and use words of half, quarter and whole.	Children have a conceptual understanding of the passing and scale of time, including past, present and future tenses.
	Recognise and use shapes of half, quarter and whole. Recognise and use language of long(er), short(er), tall(er), heavy(er), light(er), full, empty, quick(er), slow(er), time, money, days and months, position. Is able to practically weigh and measure using standard and non-standard units. Sorts, sequences and matches through a range of given or self-

	identified criteria. Name some common shapes, and understand the properties of shape in a practical way, including similarities and differences and tessellations.
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