



Scheme of Work for Class 1

Contents

Developmental Profile of the Class 1 child

Topics:

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- 1:5 Mathematics: Quality of Number
- 1:6 Mathematics: Counting and the Introduction of the Four Processes

Topics are content areas which can be taught as one or more integrated thematic Main Lesson blocks over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgement concerning the needs of their class.

Rhythm and Memory Rhythmic review of work begins in **a three day rhythm** where elements of work are deepened in regular sequence over 3 mornings, imprinting memory into conscious awareness, habits and physical skills. NB In Mathematics because the skills build cumulatively, there may be a 2 day rhythm.

Curriculum Approach to all Subjects

A 3 day rhythm or cycle may follow a form such as

1. **Imaginative presentation** through story then
2. **Recall, drawing** and dramatisation
3. Further concrete exploration, **representation, writing and reading over own writing.**



Class DEVELOPMENTAL PROFILE CLASS 1 CHILD AGED 6-7 YEARS		
<p>Readiness for Learning The children entering Class 1 have a wish to learn in a more conscious way, to learn from a teacher and be involved in more than play and activity- they want to really learn.</p>	<p>Curriculum approach to Maths Informal play-based mathematics gives way to structured lessons which are teacher directed and which initially work through the capacity for inner picturing of number realities and relationships.</p>	<p>Curriculum approach to History Through the telling of Fairy Tales an archetypal past is imagined which the children can connect to and bring to life.</p>
	<p>Curriculum approach to English Informal play-based learning gives way to structured lessons which are teacher directed and introduce the children to the world of literacy through the imagination.</p>	<p>Curriculum approach to Science/Geography Nature experiences, stories and nature walks draw the children's attention to the seasonal changes locally, developing a connection with the world around them and their place in that world.</p>
<p>Engagement through the feeling life. Children are engaged not only through the will but increasingly through the feelings which are activated through story and imagination.</p>	<p>Curriculum approach to Maths Each new skill or concept is brought through a story in which the actions and images clearly provide an enlivened experience of the process. This way the skills can be practiced with repetition which is new each day in its context and which builds layers of increased complexity naturally.</p>	<p>Curriculum approach to History Each story or experience of the cycles of time such as seasons, birthdays and celebrations clearly provide an enlivened experience imbued with feeling. The anticipation of festivals, their joy and depth also speak to the young child.</p>
	<p>Curriculum approach to English Literacy skills emerge as a gradual externalisation and formalisation of internal pictures (imagination). Letters, then phrases and sentences are brought through a story in which the actions and imagery engage the child's feeling life.</p>	<p>Curriculum approach to Science/Geography It is crucial that at this stage the child receives these living pictures in a mood of wonder, not just because they will engage with and remember it more strongly, but so that when later the intellect fully awakens, it supports the interaction of the analytical mind with a more timeless and imaginative but no less truthful experience and perception of the living world.</p>



<p>Imitative Faculty Class 1 children still use their capacity to imitate willingly and are motivated to engage in rhythm, movement and activity</p>	<p>Curriculum approach to Maths Number sequences and patterns, times tables and number facts are all taught initially through coordinated speech, image and movement which imprint the learning more deeply.</p>	<p>Curriculum approach to History Reverence, songs and poems of cycles of time, the joyful greeting of the morning verse and celebration of festivals are experiences imitated by the child.</p>
	<p>Curriculum approach to English A language -rich classroom is the foundation for literacy development, delivered through quality stories and poetry expressed in well-formed speech by a teacher. Teacher-modelled writing is the basis for literacy learning.</p>	<p>Curriculum approach to Science/Geography Through demonstration of stewardship for the natural world the children build a sense of interest and responsibility for their environment.</p>
<p>Concrete Experience It is a stage where the conceptual approach to learning is not yet optimal: the concrete image is still more real than the abstraction of symbols (print).</p>	<p>Curriculum approach to Maths While the rhythmic number facts are building, concrete work with counters or materials allows development of understanding and skills. The recognition of number groups, sequencing, simple maths processes and regrouping are all facilitated first with fingers, physical objects and practical scenarios.</p>	<p>Curriculum approach to History An understanding of cycles of time is fostered for the child through celebrating seasonal festivals, planting and growing in the school garden.</p>
	<p>Curriculum approach to English Concrete experience precedes the abstract: the inner imagery of stories expressed through illustration and/or movement provides a concrete beginning to print literacy and is a bridge to the abstraction of the alphabet. Writing is derived from the drawing of images.</p>	<p>Curriculum approach to Science/Geography Time to explore on nature walks and in their creative natural playgrounds is central to this subject. Exploring landscapes, water flow, weather etc - happens most optimally in these learning situations. The child observes, interacts, questions and creates.</p>
	<p>Curriculum approach to Maths Children make or draw numbers and geometric</p>	<p>Curriculum approach to History Time rhythms of day and night, the week, months and</p>



<p>Multi-modal learning. Skills are more deeply integrated into the body when the content is explored through multiple approaches.</p>	<p>forms and patterns eg. in the air, in sand, on one's hand, through walking them on the floor and through making them in beeswax or clay. They represent number sentences in concrete form.</p>	<p>years are all taught initially through coordinated speech, image and movement which imprint the learning more deeply.</p>
	<p>Curriculum approach to English Children make or draw letters first before writing them e.g. in the air, in sand, on one's hand. The content of texts is illustrated through drawing, drama, before being put in written form.</p>	<p>Curriculum approach to Science/Geography Experiencing nature through seasonal baking, natural crafts, creative and artistic opportunities. Nature walks exploring the different senses.</p>



Topic 1.1 English: Upper Case Letters

“Through most of man's history, a child's intellectual life, apart from immediate experiences within the family, depended on mythical and religious stories and on fairy tales.....Like all great art (they) both delight and instruct; their special genius is that they do so in terms which speak directly to children.....Only on repeated hearing, and when given ample time and opportunity to linger over it, is a child able to profit fully from what the story has to offer him.”

Bruno Bettelheim *The Uses of Enchantment: The Meaning of the Fairy Tales*

The Central Experience of the Content:

Literacy moves in developmental sequence from the inner experience of concrete images to the external formation of abstract symbols, from pictures to print. The imagination provides a bridge for the transition to external print: a story is made of images, of concrete incidents and figures that live in the student's imagination. The story is made outward in illustration and/or dramatic presentation ie a scene/ image is drawn or and/or acted out. From this concrete image of something which the child visualises in his/her imagination, the abstract shape of a consonant is derived eg the tree in Cinderella becomes a T; Vowels are more subtle expressing inward emotions, and are derived not from concrete images but from moods and gestures.

The introduction of the letters of the alphabet unfolds through a series of stories of the folk tale/ fairy story genre. The sequence of learning is:

1. Teacher telling of a story narrative
2. Illustrating a central image from the story
3. Deriving a letter from the image.

Phonemic awareness is strengthened through alliterative verses derived from the story material which rhythmically repeat the sound of the letter. The oral delivery of the story (teachers tell, not read, the story) and the poetry of Morning Circle build a language rich classroom.

Future Capacities:

The building of skills through the imagination fosters the creative faculty: by practising the arts of drawing and movement allied with inner picturing, the foundation is laid for an attitude to learning that is creative and positive. Learning is drawn out of the student rather than being imposed on him or her. An inner independence of thought is gradually unfolded through an active imagination which will blossom in adult years to an ability to think broadly and richly. This first experience of participating in a simple dramatic presentation familiarizes the child with performance that is accessible to all students and deepens the content of the stories.



Topic 1.1 English: Upper Case Letters

Content:

Students will learn to:

1. Derive the letters of the alphabet from images in teacher-created stories and fairy stories from a range of countries. Consonants from images in stories, vowels from inner experiences.
2. Understand that people use sign systems to communicate with others, and that different systems of communication cater to different purposes.
3. Recognise the correspondence between each letter, letter name and a sound (sound-letter matches)
4. Recall stories sequencing narrative events.
5. Simple re-enactments of stories.
6. Access texts written in upper case print.
7. Listen actively and make contributions to review and discussion of stories.
8. Demonstrate appropriate interaction skills including turn-taking, speaking clearly and audibly.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
Students listen to and form inner images of stories told by the teacher.	Students recall narratives using rich oral language modelled by the teacher Recreate/illustrate images from stories. Create their own book of illustrations and letters	Students write the letters from drawn images in stories Begin to develop concepts about print through directional orientation of printed letters and books. Recognise letter-sound correspondences
Listen to quality oral language using wide and rich vocabulary.	Engage in morning circle	Developing interaction skills e.g. turn taking, speaking clearly and listening to others. Recognise letter-sound correspondences
Learn aurally and speak alliterative poetry in chorus to articulate letter sounds.	Recitation of poems and songs, Make simple re-enactments of stories Alliterative verses establishing phonic status of each consonant describe qualities of letter/sound	Recognise letter-sound correspondences



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Topic 1.2 English: Using upper case letters to create text

The Central Experiences of the Content

The student hears stories of the fairy story genre, either teacher-created or derived from a range of cultures. Teachers tell the stories, rather than reading them. Students retell in sequence the content, and illustrate the stories through drawing. Writing of letters now moves to short phrases and sentences describing content from the stories. Concepts about print and phonemic awareness continue to build through oral and written language activities. Some high frequency words become familiar and recognizable.

Future Capacities

The growth of imagination continues to build creative capacities for the future. In particular the retelling and illustration of content prior to writing build deeper comprehension of printed texts. The skills of drama will build slowly moving towards more formal “acting”.

Topic 1.2 English: Using upper case letters to create text

Content:

1. Write phrases and short sentences describing incidents in stories, either teacher-created, fairy stories from a range of countries;
2. Recognise a range of high frequency words.
3. Participate in a simple movement and speech “tableau” in chorus using content from a story.
4. Dramatic re-enactment of story material.
5. Use a variety of forms of communication of stories including oral, visual, written and dramatic, and understand that language is used in combination with other means of communication to interact with others.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
Students form inner pictures of stories told by the teacher.	Students retell narrative content in class using appropriate clarity. Illustrate stories in self-created accounts.	Students write short texts modelled by teacher. Recognise an increasing number of high-frequency sight words. Develop concepts about print
Learn to participate in movement and speech dramatic presentation of story content	Communicate meanings of stories via gesture in both formal and informal play settings.	Represent narrative content in verse and movement
Learn aurally and	Morning Circle activities sing	Identify sounds at beginning



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speaking expressive poetry in chorus.	and recite songs and poems expressing content of stories.	of words.
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Topic 1.3 English: Lower case letters and sentences

“Through the nature story the teacher is able to widen the connections the child has with the immediate environment. It may be the sprouting of a seed when the earth is warmed by spring sunshine or the migration of birds or the hovering dance of a dragon fly. ..A common experience of the storyteller is that, while the making of the story is in progress, some aspect of nature reveals itself more fully. The involvement of the child in the wonders of nature becomes transformed into feeling while at the same time more subtle sense of observation is awakened “

Masters, B. (1992) *Waldorf Curriculum Studies Vol 1. Science in Education*

The Central Experiences of the Content

Lower case are introduced using nature imagery from nature stories. English experiences and skills are further developed in this block by writing complete sentences in lower case from stories. Concepts about print are further developed through each child creating their own illustrated reader of sentences from the stories. English skills continue to grow through listening to rich vocabulary and sentence structure and by retelling of the stories.

Future Capacities

Children gain a sense of self-expression through their own writing. The fostering of inner images continues to build imagination that will lead to creative capacities in later life.



Topic 1.3 English: Lower case letters and sentences

Content:

Students will learn to:

1. Write sentences describing incidents derived from stories;
2. Recall stories sequencing narrative events;
3. Recognise an increasing range of high frequency words by phoneme deletion and substitution;
4. Identify sounds at the beginning of words;
5. Read texts written in lower case and self-created books;
6. Explore the communication of stories including oral, visual, written and dramatic.
7. Understand concepts about print including how texts are organised using page numbering, heading and titles and that words and parts of words have meaning.
8. Identify and sound consonants in blends or clusters at the beginning and ends of words. Blend sounds associated with letters when reading, writing and generating CVC words. In oral word games and rhymes creatively use onset and rime and change and blend phonemes.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
Introduction of the lower case letters through nature stories	Letter formation through a variety of mediums e.g. in sand, with ropes, with clay or beeswax	Write text with lower case letters.
Form inner pictures of the nature stories told by the teacher.	Students retell narrative content in class using a variety of forms e.g. dramatisation, art, modelling, painting. Illustrate stories in self-created books using some standard print conventions such as front cover, title page, numbered pages.	Write sentences with capital letters and full stops. Recognise some high frequency words Students learn to communicate and express their own ideas
Learn aurally and speak expressive poetry in chorus.	Morning Circle activities: sing and recite songs and poems expressing content of stories.	Identify sounds at beginning and ends of words



Topic 1.4 Nature Studies: Science/Geography

To help young children, who are still in a dreamlike state of consciousness, to gradually awaken to their environment, the teacher creates little stories that characterise the mountains, rivers sky, clouds, trees, plants, animals, stones, rocks that surround the child. Although personified, the stories are designed to imaginatively reveal the different elements of the environment in a truthful (ie scientifically based) manner, evoking feelings of reverence, love, wonder and gratitude for creation.

Curriculum- Waldorf Schools in South Africa, 1995

The Central Experience of the Content

The children live spontaneously but deeply in their interaction with the natural world around them. When stories bring more detailed and perceptive insights their interest and observations are slowly schooled while their ability to still live into the phenomena is maintained. The light and warmth of the sun, the water that comes from the clouds, the wind that carries the seeds, the earth that holds them and the buds of a new blossom are all examples of what might be brought through short stories full of conversations which reveal the inner gestures and the secrets of the world. It is the immediate surroundings that are most important- the flowers where they live, the woodlands nearby and the river at the end of the street. The focus is more on the plant kingdom at this age, although the little creatures that live with the plants are naturally also a part of the story when they are in the school garden or met on nature walks.

Future Capacities

The knowledge of the interaction and interdependence of all living things, the gratitude for the beauty of nature, the feeling of care for the land we live in, of stewardship for the earth, arise not from intellectual descriptions at this age- this will come later- but from the child-like enlivened stories in which nature speaks to the young child in still magical and powerful connection.

It is crucial that at this stage the child receives these living pictures in a mood of wonder, so that when the intellect fully awakens, what has been received rises as the background feeling that supports the interaction of the analytical mind with a more timeless and imaginative but no less truthful experience and perception of the living world.



Topic 1:4 Nature Studies: Science/Geography

Content:

Students will learn to:

1. Listen and form inner connection to, the stories of the natural world including those about the landscape, the weather, the cosmos, and the plant world in the child's surroundings and the way they change over time and throughout the seasons.
2. Listen and connect to stories of the animals, their gestures and homes in the child's surroundings throughout the season.
3. Gather and display treasures of the natural world from both home gardens and school nature walks.
4. Recall stories, draw pictures and write a sentence about aspects of seasonal nature stories
5. Learn poems, songs and short sequences of dramatised stories about the natural world at this time accompanied by movement and gesture.
6. In play they represent the environment through landscape models and in drawing they create storyscapes.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
Children experience the elements of the landscape, weather and living nature while out in the garden and on nature walks.	Children create artistic representations of experiences they have had in the natural world. Children collect and display items for the nature table	Children write sentences about what they have experienced on nature walks Children experience a sense of stewardship for their environment
Children hear nature stories or stories developed by the teacher around their environment and experiences	Students retell narrative content in class using a variety of forms e.g. dramatisation, art, modelling, painting.	Children write sentences from the stories, which bring a characteristic of nature in an imaginative way. They use word spacing, full stops and align writing on the page. They read their own writing. They use word spacing, full stops and align writing on the page. They read their own writing.
Learn aurally and speak expressive poetry in chorus.	They recite songs, poems and action rhymes with gestures, characteristics connected to nature	Children experience their deeper connection with nature



Topic 1:5 Mathematics: Quality of Number

"Were it not for number and its nature, nothing that exists would be clear to anybody either in itself or in its relation to other things...You can observe the power of number exercising itself ... in all acts and the thoughts of men, in all handicrafts and music."

Pythagorean Philolaus (425 B.C.E.)

The Central Experience of the Content

The children experience the world in its foundational principles as they meet each number through story-

- 1- The whole, the individual.
- 2- Duality of Sun and Moon, day and night, mother and father, two eyes, ears, hands, feet
- 3- The mother, father and child; the triangle
- 4- The square, four directions, elements, seasons,
- 5- The five pointed star, the human form, fingers of the hand....
- 6- The hexagon, beehive, snowflake
- 7- The rainbow, seven days of the week

Future Capacities

Through number qualities the children experience how the created world is formed out of number principles and patterns, both within the human being and in the natural world and its mineral, plant and animal kingdoms. This leads to a possibility for connection of the child to the environment, for appreciation of beauty and sense of meaning. In addition a sense of the potency of the mysteries to be uncovered in the world is fostered as well as a love of learning through discovery.



Topic 1:5 Mathematics: Quality of Number

Content:

Students will learn to:

1. Do simple rhythmic counting of numbers forwards and backwards;
2. Experience the qualitative nature of numbers 1-12 in the world; beginning with the representation of the family, class and then the whole world as a drawing
3. Write Roman and Arabic numbers to 12;
4. Sequence and read aloud numbers to 12;
5. Explore groupings within numbers.

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
<p>Children hear and form inner images of number stories.</p> <p>They find and explore numbers in the human body and in the world eg eyes, ears, fingers, rainbow, five-pointed star, apple star, rose form.</p> <p>They experience number quality in the created world</p> <p>The children experience the different numbers as implicit in the whole eg 2- polarity of male/female, day/night; 3- mother, father, child in the world; 4 - four seasons, directions, elements.</p>	<p>Children recall, recreate and describe images from stories.</p> <p>They draw numbers based on the hands for Roman numerals</p> <p>They draw numbers stories with images of number quality eg rainbow for the Arabic numbers</p> <p>Children engage in morning circle -sing and recite number poems and songs, clap number rhythms, count by 1s, 2s and 10s to 24 or 100 with paced steps- forwards and back and recite also after without movement. They recite days of the week/ months.</p> <p>Move number stories and number/geometric forms in</p>	<p>The children experience the different numbers as implicit in the whole 2- polarity of male/female, day/night; 3- mother, father, child in the world; 4 - four seasons in the year, directions in space.</p> <p>They write Roman and Arabic numbers 1-12 in connection with the drawing</p> <p>The children read Roman and Arabic numbers 1-12 in connection with the drawing</p> <p>They explore possible groupings and regroupings of a number with fingers or objects</p> <p>They recognise the number of a set of objects without counting out.</p> <p>The children make geometric shapes formed by concrete number of objects eg triangle, square</p>



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	space through eurythmy.	
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Topic 1:6 Mathematics: Counting and the Introduction of the Four Processes

“It appears important initially to approach actual calculation as concretely, and visually as possible and keep in mind the principle ‘from the whole to the parts’. This means the right connection between analytical and synthetic thinking is produced.”

*The Tasks and Content of the Steiner Waldorf Curriculum, K Avison and M Rawson
(2018:109)*

Central Experiences of the Content

Teachers create imaginative pictures. An understanding of the 4 processes comes through stories and characters. Resources that engage the imagination are used, such as character figures who embody different temperaments.

Future Capacities

By beginning with the concrete qualities of number and by working with the properties of movement in counting and calculating, children develop a solid foundation from which to transition to abstract concepts of number.

Topic 1:6 Mathematics: Counting and the Introduction of the Four Processes

Content:

Students will learn to:

1. Recognise the difference between odd and even numbers
2. Count up to 100 forwards and backwards
3. Calculate mentally using all four processes within 20
4. Recognise the symbols of the four processes
5. Form number sentences using correct symbols
6. Recall and use number bonds to 10 and then 20
7. Use addition and subtraction facts within 20 in their written calculations
8. Order numbers up to 100 on a number line
9. Recite the times-tables (up to 7) by heart through rhythmical practice
10. Group objects to facilitate counting

Threefold Cycle of Content Elaboration

Learning Experiences	Multi-Modal Artistic/Practical Elaboration	Deep Knowledge/ Understanding Expressed through Skills
Children are introduced to characters which embody the four processes through stories and images	Children draw pictures of characters from the stories	Children develop visual images which support the recall of the names and symbols of the 4 processes, and their functions
Children listen to stories which involve odd and even numbers and number problems	Children may carry out the four processes using physical objects such as character figures and gems to represent the sums	Children can differentiate between odd and even numbers and can solve problems orally and in context.
Children learn poems and songs containing	Counting and times-tables are practised and recited	Children can count forwards and backwards. They can



times-tables, number bonds	through rhythmic movement: clapping, dancing, skipping and passing bean bags.	recall times-tables facts and number bonds and apply them in their work
Children are involved in practical application through guided number play	Children set up shops and use scenarios in which the processes are involved. Games are played with dominoes, dice and cards to reinforce visual number patterns.	Children use addition and subtraction facts to aid calculations
Children are given reasons for recording their calculations during role play	Children practice writing number sentences	Children are able to record their mental calculations in writing