



# CURRICULUM TABLE

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### KINDERGARTEN (AGE 3 – 5/6 YEARS)

Children in Steiner Waldorf Kindergartens are grouped in 'family' based classes of mixed ages from 3 - 6 years. The curriculum is designed to reflect and follow the development of children in these first 7 years, and, at first, the observer finds it hard to distinguish individual progression as the children participate in all the activities together. However, children naturally progress, and the teacher's expectation of behaviour, co-operation and ability increases as the children grow older. By the time children enter Lower School the expectation is that they can concentrate for longer periods, work independently, positively co-operate in all parts of the morning, be responsible for themselves and help the younger children, and have a growing desire to 'know'.

Children aged 3 -5+ years old follow and are assessed against the Early Years Foundation Stage, Development Matters, with a full exemption from Literacy and Submitting the EYFSP and some modifications for Numeracy and Technology.

Once Children turn 5 they are either in their final year of Kindergarten or in the T1 class and they follow the Transition group curriculum and are assessed against that. We begin a Transition and Class 1 class (T1) every other year.

Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
3 years	Rounded body & limbs  Immature facial features  <b>Gross motor skills:</b> Growing competency in general movement  Can manage some dressing on own. Puts on 'wellies' and slippers  Maybe still needs help with the toilet and washing hands  Enjoys movement and free play in the garden	Often plays 'alongside', but is interested in joining others  Enjoys playing house  Uses imagination in play  Uses toys appropriately  <b>Emotional:</b> Sometimes dependent on security items. Can separate from parent/carer  Responds to KG routine & can adjust behaviour to changing situation.	Listens well for a short time  Remembers simple directions  Uses full sentences  Growing fluency in Mother Tongue  Knows own name and age  Likes looking at books  Can repeat songs and poems from 'Ring time', often at home,  Imitates unconsciously.



	<p><b>Fine motor skills:</b> Holds a crayon/paintbrush to draw or paint</p> <p>Can use a large needle</p>	<p>Responds to cultural events and festivals with awe &amp; wonder.</p> <p>Recognises and accepts differences in others</p>	<p>Can sit at table to do a given task, (chopping, painting, modelling)</p> <p>Sorts, matches, sequences objects at tidy up time.</p> <p>Has an awareness of in/out, up/down, big/small, hot/cold.</p> <p>Can count to 10 (sometimes in order). Is able to build block tower</p> <p>Takes part in domestic activities chopping, spreading for short periods</p> <p><b>Drawing:</b> advancing from movement centred forms (scribble) to radiating spiral, circles and the cross. (trees, human)</p> <p><b>Painting:</b> paints flowing, interweaving colours. Can usually manage NOT to mix colours in pots.</p> <p><b>Sewing:</b> produces random, large stitches. Can thread beads etc on to needle.</p> <p>Takes part in 'Ring time' and responds to songs and finger rhymes.</p>
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4 years	<p>Rounded body and limbs Immature facial features</p> <p><b>Gross motor skills:</b> Is competent in general movement</p> <p>Can manage most dressing on own</p> <p>Independent for toilet and washing hands</p> <p>Outside, climbs, and swings.</p> <p>Can walk a low log.</p> <p><b>Fine motor skills:</b> Holds a crayon brush with pincer grip</p> <p>.</p>	<p>Plays imaginatively and co-operatively with others</p> <p>Builds houses &amp; selects items for play</p> <p>Responds to KG rhythms and mostly manages transition times and change in rhythm.</p> <p>Shows care and respect for the classroom environment and equipment</p> <p><b>Emotional:</b> Is no longer overcome by sense impressions (doesn't leave table before meal ends)</p> <p>Separates happily from parent</p> <p>Recognises and accepts differences in others.</p> <p>Responds to cultural events – festivals – with awe &amp; wonder</p>	<p>Listens for a lengthening time.</p> <p>Concentrates 10+ minutes.</p> <p>Enjoys stories</p> <p>Enjoys looking at books, understands that writing tells the story</p> <p>Remembers simple directions</p> <p>Growing fluency in Mother Tongue</p> <p>Takes part in all of 'Ring time' and imitates unconsciously.</p> <p>Enjoys age appropriate finger games.</p> <p>Works co-operatively with others (sharing materials)</p> <p>Talks about experiences, ideas and feelings.</p> <p>Appearance of 'real questions'</p> <p>Can count to 20 and beyond</p> <p>Uses the terms, circle, square etc appropriately</p> <p>Recognises similarities and differences</p>



			<p>Awareness of past present and future</p> <p>Shows an interest in caring for living things Can use weights and measures with help</p> <p><b>Creative &amp; Social:</b> Enjoys music and singing</p> <p>Attempts puppet shows – builds a landscape.</p> <p><b>Drawing:</b> draws houses and a rudimentary human/tree</p> <p><b>Painting:</b> covers the whole page. Has an awareness of and is interested in blending colours</p> <p><b>Sewing:</b> pushes needle through a woollen ball. ‘takes needle for a walk’,</p> <p><b>Crafts:</b> Cards fleece, sands wood.</p>
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Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
5 years	<p>Body slimming and lengthening</p> <p>Gross motor skills</p> <p>Confident in general movement</p> <p>Climb stairs with alternate feet</p> <p>Bunny hop (feet together)</p> <p>Joins in skipping with big rope</p> <p>Can use swing by themselves.</p> <p>Confident in garden, digging sweeping.</p> <p>Independent in toilet use.</p> <p>Dresses/undresses independently</p> <p><b>Fine motor skills:</b> Button, zip own clothing</p> <p>Tie knots, bows</p> <p>Uses pincer grip for crayon</p> <p>Uses scissors competently</p>	<p>Builds houses</p> <p>Goal oriented play</p> <p>Is able to take initiative in play</p> <p>Plays animal/master games</p> <p>Designs puppet shows, moves the puppets and tells the story (sometimes needs help with ending)</p> <p><b>Emotional:</b> Can handle transition times and change in routine</p> <p>Growing awareness of others' feelings and needs</p> <p>Is able to help younger children</p> <p>Growing self-confidence – can approach others and new situations with ease.</p> <p>Responds to cultural events with respect.</p> <p>Shows signs of being able to manage own feelings.</p>	<p>Listens well for a short or a long time.</p> <p>Remembers more complex directions</p> <p>Is fluent in Mother Tongue</p> <p>Development of causal thinking (if and because)</p> <p>Can recall and repeat stories, and thoughts.</p> <p>Enjoys humour and riddles</p> <p>Understands writing communicates meaning.</p> <p>Can write own name and recognise own written name.</p> <p>Joins in all of 'Ring time' &amp; is confident with games, usually imitates unconsciously</p> <p>Can count to 50 and beyond</p> <p>Able to produce objects from own design</p> <p>Can match object 1 – 1</p> <p>Understands activities of weighing and measuring</p> <p>Uses simple technology with confidence.</p> <p>Can create a pattern with bricks etc.</p>



			<p>Works individually 1.at shared activity under teacher super vision 2. at own chosen work</p> <p><b>Drawing:</b> houses (square) roofs (triangle) In human form – ladder men, trees. 2-fold symmetry.</p> <p><b>Painting:</b> can separate and control flow of colours, has more direction in design. Likes to name colours and how to make them. Sometimes consciously covers paper with ‘mud’</p> <p><b>Crafts:</b> can control stitch size in sewing, threads needle, uses own design.</p> <p>In woodwork uses tools appropriately and safely with adult supervision and help.</p>
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Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
<b>Turning 6 or 6 years (in last year of Kindergarten or Transition group)</b>	<p>Lengthening body &amp; limbs</p> <p>Appearance of waist</p> <p>Maturing facial features</p> <p>2nd dentition begun</p> <p>Hand dominance usually set</p> <p>Gross motor skills:</p> <p>Can swing round horizontal pole</p> <p>Skips with own rope</p> <p>Catch/throw a ball</p> <p>Enjoys obstacle courses</p> <p>Walk a high beam/log</p> <p>Hop on either foot.</p> <p>Fine Motor skills:</p> <p>Competent in threading</p> <p>Finger knits</p> <p>Holds pencil with pincer grip.</p>	<p>Often prefers to work during playtime.</p> <p>May show signs of being dissatisfied – ‘I’m bored’</p> <p>Sits and plans play with other 6 year olds.</p> <p>Discusses rules and can take initiative.</p> <p>Enjoys cunning, planning, scheming.</p> <p>Plays animal/master games</p> <p>Can initiate, set up and tell story for puppet shows.</p> <p>Growing need for adults’ authority, rather than role model.</p> <p>Can inwardly visualize others’ descriptions.</p> <p>Willing to practise something through repetition – skipping with own rope.</p> <p>Likes to whisper &amp; have secrets.</p> <p>Recognises and respects differences in others.</p>	<p>Increasingly imitates consciously – wishes to emulate adult role model.</p> <p>Carries messages and runs errands.</p> <p>Has a longer attention span and is more willing to be attentive.</p> <p>Applies thinking to problem solving.</p> <p>Demonstrates conscious goals in activity.</p> <p>Can quickly move from one activity to another.</p> <p>Enjoys word play, riddles, humour, silly or ‘naughty’ words.</p> <p>Correct use of verb tenses</p> <p>Communicates meaning using pictures, symbols, emergent writing.</p> <p>Likes to ‘make’ books and written material for play such as signs</p> <p>Sometimes reads (self-taught)</p> <p>Recognises own written name and that of others.</p> <p>Asks for word spellings to add message to drawing.</p>





	<p>Helps other children with zips etc. ties knots.</p> <p>Uses fingers dexterously</p>	<p>Can take a responsible role such as during festivals or events or standing by younger child during ringtime.</p> <p><b>Emotional:</b> Seeks sympathy, not cuddles, when hurt. More self-conscious.</p> <p>Beginning to make deeper friendships.</p> <p>Can empathise with others.</p>	<p>Can attend/work up to ½ hour</p> <p>Works independently or with others and can help others.</p> <p>Can count up to 100.</p> <p>Understands addition and subtraction (mental arithmetic).</p> <p>Understands, first, next, last.</p> <p>May know days of the week and months of the years. Recognises seasonal change</p> <p><b>Drawing:</b> 2-fold symmetry moving to full imaginative illustration. Repetitive change of teeth pictures.</p> <p>Awareness of above and below (sky &amp; earth)</p> <p>Division / diagonals / shading</p> <p><b>Painting:</b> increasingly illustrative pictures. Selects and mixes colours and shades with confidence.</p> <p><b>Sewing:</b> almost self –sufficient in all aspects of the activity. Designs own stitches and patterns.</p> <p><b>Crafts:</b> Competent in all aspects of kindergarten woodwork.</p> <p>Weaves on a simple loom.</p> <p>Uses craft and domestic tools appropriately and safely.</p>
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LOWER SCHOOL							
Class 1	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
	<p>First writing in capitals,</p> <p>Copy first, own sentences by end of year</p> <p>Speaking and listening skills,</p> <p>Recitation of poems, rhymes, plays of story material</p> <p>Oral recall of stories or information given</p>	<p>Fairy tales told rather than read.</p> <p>Reciting short poems with strong rhymes and rhythms.</p> <p>First reading begun from own work</p>	<p>Whole to part. Roman to Arabic numerals.</p> <p>Introduce 4 operations + - x /</p> <p>Tables begin rhythmically. Mental Arithmetic</p>	<p>Geography: nature study via stories, imaginative pictures and nature walks</p> <p>History: Mythical archetypal pictures</p>	<p>Nature Studies - observing nature</p> <p>Nature walks, gardening, cooking</p>	<p>R.E: Stories encouraging reverence</p> <p>SMSC: Mutual respect, sharing, taking turns,</p> <p>PSHE: Personal safety, health and hygiene</p>	<p>E-safety: Who ask for help</p> <p>talk about worries and emotional responses with trusted adult</p> <p>Know what is meant by identity</p> <p>what is personal information</p> <p>Stranger danger</p> <p>What bullying means and how it can make you feel</p> <p>Talk about rules around technology</p>
		Physical Education	Music	Handwork and Crafts	Art	Drama	Outdoor Learning



	<b>Modern Foreign Languages</b>						
	By ear only.  Songs, games, poems, conversation  Numbers 1-10  Colours Animals Greetings	Running games,  Skipping,  Playground games  Basic gymnastic/movement skills	Learning recorder by ear,  Clapping rhythms,  Learning pentatonic songs,  Listening skills, using glockenspiel and percussion  Aural games listening for pitch	Sewing and knitting,  Simple wood whittling	Wet-on-wet watercolour painting,  Form drawing,  Plasticine, wax and (clay modelling)  Drawing using wax block crayons	Observation and listening exercises  Group recitation and games  Performance in seasonal play	Gardening  Bush craft  Nature walks



Class 2	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
	<p>Cursive script – copied from board at first</p> <p>Independent writing</p> <p>Recitation of poems, rhymes,</p> <p>Speaking and listening skills,</p> <p>Awareness of sentence structure and use of full-stops</p> <p>Spelling rules</p> <p>Oral recall of stories or information given</p>	<p>King of Ireland's Son.</p> <p>Fables.</p> <p>Legends of Saints.</p> <p>Folk Tales</p> <p>Poetry.</p> <p>Reading extended</p>	<p>Previous work using four processes developed.</p> <p>Simple geometrical forms</p> <p>Place value,</p> <p>Number bonds,</p> <p>Odd/Even</p> <p>Mental arithmetic,</p> <p>Times tables, doubles and halves</p>	<p>Geography: Nature studies continues: local environment, natural cycles and seasons,</p> <p>Weekly nature walks</p> <p>History: mythical archetypal pictures continues</p>	<p>'The World Around Us'-local environment study - observing natural cycles and seasons, basic life cycles, food chains</p> <p>Nature walks, gardening,</p>	<p>R.E: Christian legends and saints' stories, tolerance of different faiths and religions</p> <p>SMSC: Expressing themselves, care for others</p> <p>PSHE: Personal safety, health and hygiene</p>	<p>E-safety: recap trusted adult and personal information</p> <p>Know who ask for help</p> <p>Know how to present a different identity for privacy</p> <p>Stranger danger</p> <p>Be respectful to all people on and offline</p> <p>Know online information can last a long time/is not easily deleted</p> <p>How to help anyone being bullied</p>



							Know screen time should be limited and the impact too much can have  Importance of passwords
	<b>Modern Foreign Languages</b>	<b>Physical Education</b>	<b>Music</b>	<b>Handwork and Crafts</b>	<b>Art</b>	<b>Drama</b>	<b>Outdoor Learning</b>
	Still aural – Songs, games, poems, conversation Numbers 11-20 Body parts/ Facial features Food	Continue running games, skipping, games  Basic gymnastic skills  Eurythmy	Continue to develop skills begun in class 1	Building on the skills newly learnt in class 1, e.g. knitting  Complex sewing stitches.	Watercolour painting and drawing continues,  Form drawing freehand geometrical shapes	Emotion work  Solo performance, eye contact  Drama exercises Performing in seasonal plays	Gardening  Bush craft  Nature walks



<b>Class 3</b>	<b>English Language</b>	<b>English Literature</b>	<b>Maths</b>	<b>Humanities</b>	<b>Science</b>	<b>Social Studies</b>	<b>Keeping Safe</b>
	<p>Sentence as subject/ predicate.</p> <p>Parts of speech,</p> <p>Letter writing</p> <p>Basic Grammar</p> <p>Speaking and listening skills, oral recall</p>	<p>Old Testament stories.</p> <p>British Folk Tales</p> <p>Native American stories</p> <p>Poetry</p> <p>Independent Reading</p>	<p>Practical work with number,</p> <p>Time and Money</p> <p>Weights and Measures.</p> <p>Continue times tables practise</p>	<p>Geography: Farming,</p> <p>Traditional trades and crafts, weekly allotment visits, shelters</p> <p>History: History of weights and measures, homes &amp; building, traditional trades</p>	<p>Archetypal professions – practical work such as spinning, weaving, pottery, metal work, carpentry etc</p> <p>Farming – study of and practical work</p>	<p>R.E: Old Testament and Native American beliefs</p> <p>SMSC: forming opinions and taking part in discussions</p> <p>PSHE: Healthy food and growing fruit and vegetables at the allotment</p>	<p>Health and safety rules at home and in school</p> <p>Make good decisions about how to act online</p> <p>Give examples of forms of technological communication</p> <p>Who to talk to if someone has put something unsuitable online</p> <p>Give examples of bullying behaviour on and offline</p> <p>Can use strong passwords</p>
	<b>Modern Foreign Languages</b>	<b>Physical Education</b>	<b>Music</b>	<b>Handwork and Crafts</b>	<b>Art</b>	<b>Drama</b>	<b>Outdoor Learning</b>
	<p>Still aural, with more attention to form and grammar.</p>	<p>Games with rules and tactics,</p> <p>Ball skills using hand and feet</p>	<p>Singing in rounds,</p> <p>Mirroring melodies on recorders,</p>	<p>Continue knitting and extend sewing skills,</p>	<p>Watercolour painting and drawing main lesson themes</p>	<p>Playing archetypes</p> <p>Analysing &amp; developing scenes</p>	<p>Gardening and weekly allotment visits</p> <p>Farm visits</p>



Numbers up to 100		Xylophone and percussion,	Crochet introduced		Exploring internal monologue: how to convey emotions	Building site visits
Asking for things and replying		Aural games	Felt puppets and toys			
Feelings		Individual instrument lessons begin	Introducing embroidery stitches		Performing in seasonal plays	

Class 4	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
	All parts of speech	Norse sagas.	Continue use of 4 operations inc. using weights and measures, time.	Local Geography: Lancaster through the Ages,	Humans and Animals- specialised diversity of animals/ humans,	R.E: Gospels, Biographies of inspirational people	Online/offline identities
	Tenses. punctuation.	Ancient Britain, Celtic Myths	Area & perimeter	Introduction to maps,	Pet study – observation and research project and presentation to class	RSE: P4C, Family values, marriage, civil partnership and parenthood	Contribute positively to others self-identities
	Dictionary and thesaurus use	Beowulf (link to History)	Factors and primes	Physical and cultural geography of Lancashire,		SMSC: British values, Fairtrade, ethics	Give examples of how to seek for help
	Class presentations and asking questions	Alliterative poetry.	Fractions.	Basic Astronomy,	Basic human biology – comparison to animals	PSHE: widening their understanding of health issues and make informed decisions about their own health.	Offline and online communities
	Accounts of events or stories	Reading – class readers,	Free- hand geometry, quadrilaterals, types of triangles	History: social history of Lancashire, economic and Infrastructure			Search for information safely
		Basic Research skills	Long multiplication & long division.				Revise bullying behaviours



				<p>Ancient Britain – e.g. Celts, Vikings, Anglo-Saxons, Visits to local sites and museums</p> <p>Biographies of key historical characters through the ages,</p>			<p>Truth/hoax</p> <p>What contributes to healthy sleep</p> <p>Pressures around technology use and responses</p> <p>Introduction to copyright</p>
	<b>Modern Foreign Languages</b>	<b>Physical Education</b>	<b>Music</b>	<b>Handwork and Crafts</b>	<b>Art</b>	<b>Drama</b>	<b>Outdoor Learning</b>
	<p>Written work and reading begun.</p> <p>Memorise grammatical rules.</p> <p>Basic written vocabulary</p> <p>Present tense Genders</p>	<p>Continue skill practice,</p> <p>Games that involve cooperative working and team skills</p> <p>Bat and ball skills eg tennis, rounders</p>	<p>Learning to read music:</p> <p>Playing and singing rounds and folk songs on recorder,</p> <p>Choral singing,</p> <p>Individual instrument lessons continue</p>	<p>Making a garment to wear</p> <p>Cross stitch,</p> <p>Plaits and braids.</p> <p>Design work for embroidery</p> <p>More complex embroidery stitches.</p> <p>Sewing 3 dimensional toys</p>	<p>Painting landscapes and flora, drawing maps,</p> <p>Clay work - modelling human and animal forms,</p> <p>Themes from Norse Mythology</p>	<p>Performing improvised and scripted monologues.</p> <p>Performing in seasonal plays</p>	<p>Gardening</p> <p>Weekly allotment visits continue,</p>





Class 5	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
	Active/ passive. Direct/ indirect speech. Contrast/ compare. All parts of speech continued, Essays and descriptive writing, Note taking from dictation, Sentence structure and paragraphs Class presentations, Class debates, speaking and listening skills	Literature and biographies from Ancient India to Classical Greece.  Reading from fictional and factual sources  Using dictionaries and thesaurus,  Research skills using actual books and encyclopaedia  Introduce online research skills through homework	Continue use of 4 operations and timetables  Narrative questions and mixed processes  Fractions continued  decimals, ratio and proportion,  Factors, LCM HCM, estimation, place value  Geometry using tools, angles Pythagoras.  Graphs and charts, averages	British Geography: regional variations, Counties of Britain, infrastructure and transport  Settlements Map work,  River Study  Physical and cultural geography of Britain and where is Britain in Europe and in the World.  World Geography: basic/linked to history being studied  History: Ancient India, Ancient Egypt, Sumer &	Zoology 2 – British Mammal study,  Classification Observation  Botany – classification, development of plant forms in Earths evolution, local wild plant identification,  Climate Regions of the Earth and what grows there, practical growing/plant experiments	R.E: Biographies continue, Comparative religion linked to Ancient World  RSE: personal relationships and bodily changes  PSHE: drug issues, health & hygiene for changing bodies  SMSC: Democracy, individual liberty and the rule of law	Online/offline identities  Choosing role models  Safe/fun experiences online  Online communities  Supporting each other/reporting problems  Positive online reputations  Recognising bullying through a range of media  How online data can be used; targeted advertising, political messages  Being discerning/sceptical



				<p>Mesopotamia, Classical Greece.</p> <p>Biographies of key historical characters through the ages,</p> <p>Basic world chronology/ timeline</p>			<p>Rules for technology use in different environments</p> <p>Further understanding of copyright</p>
	<b>Modern Foreign Languages</b>	<b>Physical Education</b>	<b>Music</b>	<b>Handwork and Crafts</b>	<b>Art</b>	<b>Drama</b>	<b>Outdoor Learning</b>
	<p>Syntax.</p> <p>Short talks &amp; descriptions.</p> <p>Some oral translations into own tongue.</p> <p>Basic idioms</p> <p>Past tense</p>	<p>Assault courses, Individually competitive games</p> <p>Team games – competitive</p> <p>Athletics: Steiner Olympics - Discuss, javelin, relay, high jump, long jump, 1 mile run</p>	<p>Music reading extended,</p> <p>Composition for recorder, ensemble playing and improvisation</p> <p>Individual instrument lessons continue</p>	<p>Felt making.</p> <p>Wood whittling and carving</p> <p>Sewing 3 dimensional animals from own pattern</p> <p>Making play costumes and Olympic tunic</p>	<p>Plant studies in paint, pencil (watercolour pencils)</p> <p>Pastels</p> <p>Indian patterns and styles, Greek art &amp; architecture and map work</p>	<p>Role of a director</p> <p>Work with mime</p> <p>Script writing</p> <p>Design work</p>	<p>Gardening</p> <p>Weekly allotment visits continue</p> <p>Botany field trips</p> <p>Geography outings</p>