



CURRICULUM TABLE

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BRIDGE CLASS (AGE 5/6 YEARS)

Children in Steiner Waldorf 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 in the year they turn 6 join the school and they follow the Bridge group curriculum and are assessed against that. We begin a Bridge and Class 1 class every other year.



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>Fine motor skills: 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>Emotional: 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' & 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>Drawing: houses (square) roofs (triangle) In human form – ladder men, trees. 2-fold symmetry.</p> <p>Painting: 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>Crafts: 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
Turning 6 or 6 years (in last year of Transition group)	<p>Lengthening body & 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 & have secrets.</p> <p>Recognises and respects differences</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>in others. Can take a responsible role such as during festivals or events or standing by younger child during ringtime.</p> <p>Emotional: 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>Drawing: 2-fold symmetry moving to full imaginative illustration. Repetitive change of teeth pictures.</p> <p>Awareness of above and below (sky & earth)</p> <p>Division / diagonals / shading</p> <p>Painting: increasingly illustrative pictures. Selects and mixes colours and shades with confidence.</p> <p>Sewing: almost self –sufficient in all aspects of the activity. Designs own stitches and patterns.</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
First writing in capitals, Copy first, own sentences by end of year Speaking and listening skills, Recitation of poems, rhymes, plays of story material Oral recall of stories or information given	Fairy tales told rather than read. Reciting short poems with strong rhymes and rhythms. First reading begun from own work	Whole to part. Roman to Arabic numerals. Introduce 4 operations + - x / Tables begin rhythmically. Mental Arithmetic	Geography: nature study via stories, imaginative pictures and nature walks History: Mythical archetypal pictures	Nature Studies - observing nature Nature walks, gardening, cooking	R.E: Stories encouraging reverence SMSC: Mutual respect, sharing, taking turns, PSHE: Personal safety, health and hygiene	E-safety: Who ask for help talk about worries and emotional responses with trusted adult Know what is meant by identity what is personal information Stranger danger What bullying means and how it can make you feel Talk about rules around technology	
	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama	Outdoor Learning
	By ear only.	Running games,	Learning	Sewing and	Wet-on-wet	Observation and	Gardening



	<p>Songs, games, poems, conversation</p> <p>Numbers 1-10</p> <p>Colours Animals Greetings</p>	<p>Skipping,</p> <p>Playground games</p> <p>Basic gymnastic/ movement skills</p>	<p>recorder by ear,</p> <p>Clapping rhythms,</p> <p>Learning pentatonic songs,</p> <p>Listening skills, using glockenspiel and percussion</p> <p>Aural games listening for pitch</p>	<p>knitting,</p> <p>Simple wood whittling</p>	<p>watercolour painting,</p> <p>Form drawing,</p> <p>Plasticine, wax and (clay modelling)</p> <p>Drawing using wax block crayons</p>	<p>listening exercises</p> <p>Group recitation and games</p> <p>Performance in seasonal play</p>	<p>Bush craft</p> <p>Nature walks</p>
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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
	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama	Outdoor Learning
	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



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



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

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.	Ancient Britain –			Revise bullying behaviours



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



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 cecimals, 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 & Mesopotamia,	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



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