

APPENDIX 2: INDICATIVE OUTLINE SHOWING THE CURRICULAR PURPOSE OF SOME ACTIVITIES FOR CHILDREN OF 5 AND 6 YEARS IN A STEINER WALDORF SETTING

AREAS OF LEARNING	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
SW ACTIVITIES							

Stories, songs, movement and rhymes	Rich vocabulary, listens attentively and concentrates (such as I spy and other games, also emphasising initial letter sounds), imaginative use of word (riddles and made up rhymes), listening and understanding, appropriate use of vocabulary, aural memory dev., familiarisation and deepened knowledge of each story (memorising told story e.g. re-telling in puppet plays or correcting teacher.)	Uses appropriate gestures in finger games and in movement, (e.g. rabbit hopping, raking, chopping wood, and skipping). Sits still through long fairy story.	Sits quietly, is aware of and listens to others, interacts appropriately and in turn, responds empathetically, self-control, self-discipline, patience	Rhymes, riddles, word and letter sounds, story and song repetition, memorising of poetry and prose, repetition of learned stories etc. character knowledge, able to iterate refrains e.g., 'Cook little pot cook!' Retelling of stories, with character voices in play. Understanding abstract (moral) concepts such as courage, patience kindness etc.	Counts appropriately in songs and rhymes. Uses in /out, up /down, quick/slow appropriately.	Relates stories and songs etc. to daily life, animals, mythology, history, folk or fairy tale or local environment.	Preparing story table display with cloth, candle, flowers or figures; centre of ring time display as above
Puppet shows	Wide vocabulary, creates and adds to story, fluency and clarity, use dramatic ability and appropriate language for characters	Building stage and theatre, audience, memory, puppet making (including sewing, sticking, design) and manipulation of puppets	Concentration, persistence (in presentation) confidence in sharing parts and roles, collaborative interactions (selling tickets, organising audience), taking turns	Link to story, making signs/tickets for show, repetitive and imaginative storytelling skills	Construction of theatre, making and selling tickets (mark making), programmes, managing numbers of seats in audience	Theatre design, curtains up and down, managing audience behaviour, inviting audience participation	Constructing theatre and props, making puppets, designing scenes, using equipment and material appropriately
Food and Drink preparation	Describes process of preparation and food recipes, including cooking terms. Listens to	Uses peelers, knives, equipment appropriately. Cuts, chops, stirs etc. lifts, carries,	Taking turns, sharing, discussing and interacting, negotiating	Naming fruit and vegetables, discussing ingredients, how to prepare and	Counts (e.g. bread ingredients) measures, weighs, works	Where does the food come from, where does it go, composting and growing, picking and	Able to use tools and appropriate electric and manual equipment such as apple press or peeler,

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	instructions, follows processes.	balances, pours, manipulates cutlery appropriately for eating.		naming equipment etc.	with time (how long to cook) how many children and adults to provide for	shopping	grain mill, whisk etc. Lays out fruit and displays food on plates
Setting table	Discussing with others how table will be laid, counting with others, negotiating tasks	Moving tables and chairs, organising crockery and cutlery, precise laying of place settings	Organising roles and tasks, showing younger children 'how', confidence, persistence	Development of pre-literacy skills	How many to set table for, counting crockery, cutlery, folding serviettes into square, triangle Matching and sequencing – one plate, one cup, one napkin, per person, per chair.	Awareness of social etiquette and understanding of taking care of each other, the environment and ourselves	Creating table design, table centre with display of flowers etc., cloth colours, seasonal natural materials, display crafts
Washing up and tidying	Develop conversational skills during activities	Using skill and dexterity to wash, dry, stack, sort, sweep, clean Taking care of crockery– particularly ceramic and glass items	Being aware of each other and modelling practical tasks for younger children	Development of pre-literacy skills. Each thing has its place and purpose in the order of the room (as in a sentence)	Sorting crockery and cutlery, stacking	Being aware of hot/cold,	Making sure everything is in its right place, finished properly, neat
Transition activities e.g. making sword, scabbard, kites, dolls, dolls clothes and blanket, wooden boats, sails (boys and girls do same activity).	Discussing wood, fabric, materials, tools, complex thought in design, using and naming materials, listening to stories and songs accompanying activity	Manipulation of saw, drill, screw driver, needle, carders dexterity for fingers, with woodwork, cutting & sewing with even stitches. Using final product appropriately	Ability to take care of work, helping each other, developing patience, perseverance and courage	Drawing and designing for detailed projects, adding patterns and detail to finished work	Measuring (length, width, inches), counting (stitches or rows), problem solving (does scabbard/sail/ clothes fit sword/boat/doll), pairing, matching, symmetry (e.g.	Understanding of finished articles e.g. protection with sword, i.e. not fighting (relation to St. Michael and St. Martin story/ festival (sword). Or care of dolls (those younger) including naming ceremony.	Designing and making. Choosing materials, colours, drawing, painting, beauty and aesthetic appreciation

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					eyes for a doll)		
Weaving – weaving item e.g. mat	Discussion of this activity and suitable use of the specific materials – easily washable	Detailed manipulation (skilful use of fingers to weave)	Taking care of equipment, perseverance at task, helping others	Development of pre-literacy skills (counting colours, writing name label for weaving)	Weaving in/out, left/right – measuring length of yarn, sequencing colours / pattern and size of finished article	Where does wool come from, purpose of cloth, use in future for home, school or play	Designing and making, choosing colours and design, appreciation of evenness of weaving
Making Skipping rope and Skipping as activity	Discussing skipping, learning songs and rhymes	Making rope. Skipping: strength dexterity, agility, co-ordination, co-operation, balance, perseverance	Skipping together with others and on own. Awareness of others, taking turns, patience	Development of pre-literacy skills, singing while jumping	Counting forwards and backwards, sometimes over 100 while jumping rope or skipping	Skipping as cultural activity (English rhymes and skipping games)	Design and finishing of product aesthetically, skipping games together with others, using ropes in creative and innovative ways
Drawing & Painting	Discussion of content of picture, listening to silence during part of the activity	Manipulation and proper holding of crayons and brushes, cleaning pots and mixing colours appropriately	Drawing age appropriately, appreciation and care for finished work	Recognition and ability to form some written words, letters and numbers, own name and others out of their own impulse	Ability to recognise and form numbers and recognise age, geometric shapes (squares, diagonals)	Representation of people, seasons, trees, animals, house, earth, sun moon stars and rainbows, flowers. Keep colours clean, know when clean water is required	Imaginative, creative and artistic interpretation, drawing from heart and observation, using and experimenting with colour and design
Ball games and bean bags	Being aware of others using language to communicate, listening, learning rhymes, skipping or throwing songs	Throwing with one hand and catching with two, hopping sideways, forwards, backwards. Catching, balance, co-ordination, co-operation, agility	Observing and being careful of each other and environment		Shapes, numbers, counting in sequence including backwards or using more complex number sequencing	Awareness of others, environment so that it does not get damaged by equipment	Making beanbags or felt balls. Designing skipping handles, using choice of colours for string. Possibly using dyeing for the strings.

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Birthdays	Discussing birthdays, families, parties and celebrations. Listening to own and others' individually created birthday stories and new birthday songs	Awareness and noticing difference in growing older, physical changes	Discussion of age, awareness of age difference, care of each other and younger children, learning patience	Drawing cards, sometimes writing name or age	Counting age, drawing number or maybe number of stars or candles	Awareness of status in family, months of year, involvement of family in celebration	Making setting beautiful with birthday table, chair, clothing and special events with parents
Festivals	Stories, puppet shows, movement and songs in anticipation of and during festivals, discussion of past and future events	Remembering past and anticipating future events, making equipment or food	Being active in working together with others in preparation and during the celebration or event, understanding the special nature of a festival, awe and wonder – reverential mood.	Drawing or using writing skills to make signs for events	Counting the days, weeks to the event, seasons, using mathematical concepts to make appropriate equipment such as lanterns, biscuits, Christmas presents, growing Easter gardens etc.	Understanding the meaning of festival through stories or activity, including commonality or difference between cultures and embracing these with others (children family and friends)	Making an aesthetic and beautiful environment for the festival, including decoration, food, music, dance, clothing, drama,
'will' tasks	Understanding of task and importance of persisting, discussing and imitating actions and instructions	Being capable of activities involved in e.g. cleaning, tidying, watering plants, gardening, raking, sorting, preparing, running errands, washing up, setting table, lighting candle	Developing perseverance and patience and eagerness to complete tasks, taking care of younger children	Understanding content of registers and taking them to office, photocopying and printing, tidying & matching wellies, polishing tables	Awareness of time – hours, minutes, days, using counting in sequence to work with time	Importance of taking care of ourselves, each other and the environment (plants, animals etc.)	Making things clean and shiny and beautiful, decorating room, nature table preparing story ring or lunch table
Eurythmy	Repetition of story, rhyme, sound, poetry, song	Imitated specific movements in time and space such as clapping, stamping	Awareness of each other in space, managing self-control & behaviour	Learning sounds, vowels and consonants unconsciously in	Rhythm, repetition, e.g. long, short, shapes, in/out,	Imitative gestures of sun, moon, stars, animals, flowers, weather. Loud, soft,	Expressing speech in movement, dance and movement, sound and pattern,

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		to rhythms, balance, control, dimensions in space		loud/soft, clarity of speech	up/down, space between spirals, circles etc.	polarity	dressing up or using coloured cloths, musical instruments or listening to music
Play indoors	Communication, Speaking and listening, expressing themselves, understanding, developing narratives and connecting ideas and events to previous experience.	Large and small motor skills to negotiate space, handle equipment and tools. Co-ordinate, control negotiating space in movement, Understanding building: physical understanding of play construction, e.g. balance weight, lifting tying-together, using own skills and working with others to create play scenarios	Playing co-operatively, Organising play and instructing others without being bossy, considering others. Ensuring all have a role. Leading play. Making decisions, taking leadership role, being confident and authoritative. Empathy play – being the other. Using imagination.	Able to make/draw/write lists, signs, flags, tickets, using emergent writing and mark making in own style using a variety of materials.	Using mathematical ideas and concepts to organise play e.g. constructions, joining with string or chords complex structures, building, counting ‘money’ for shops, using scales to weigh. Tickets for puppet shows or train, counting passengers etc.	Recreates real world situations – families, shops, garages, journeys illness, birth of a sibling, death of a pet- replays both sad and happy memories. Adapts own play to that of others.	Building complex structures such as houses, boats, trains and castles. Home play. Using a variety of materials and imagination and invention for the structures. Dressing up and role play. Able to use props to express ideas and plan.
Play outdoors	Talks about the outdoors, animals, insects, herbs, fruit, veg and other plants, seasons and weather changes	Uses small and large motor movements to handle tool, using and constructing with natural materials such as creating a den in the woods. Sweeps, rakes, digs using appropriate tools, builds, gardens, plants and	Ability to organise others in games or play. Shows patience and perseverance. Can choose and pick correct fruit and veg etc. independently on request. Understands ripe/ready to harvest	Communicates in joint activities such as building play structures and playing on or in them. Learns the names of plants, trees, flowers. Reads signs of nature, buds, blossom, fruit. Makes and uses signs (twig arrows,	Understands height, depth, counting, months, days, length, breadth and using terminology.	Understands and enjoys nature, different places, knows about community and environment. Can cook over fire and chop wood.	Understands functions of technological tools such as apple juice press, garden equipment, water, functions of machines, handling of material such as sheep’s wool to final dyed product for weaving, making spinning tops or

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		harvests, able to climb trees, e.g. to shake apples. Runs, jumps, climbs, skips, develops dexterity and skill. Aware of risk and limits.		pebble directions)			spinning wool, grinding corn, sanding and oiling furniture,
Daily care of self, others and environment	Talks about physical activity and body consciousness, making choice in food or play, keeping clean, toileting, self-care. Able to express likes and dislikes and preferences. Notices changes in self and others.	Ability to confidently do up shoes, bows, zips, dress self and others. Brush teeth, hair. Clean room and outdoors using tools correctly such as broom, dustpan and brush, hang washing on line etc.	Helping self and others and showing understanding of what to wear in specific weather, how to dress, keep clean, clean others, toilet independently, serve food, pour drinks, understand importance of self-care and care of others and environment	Recognises signs/names on doors, exits, lockers	Awareness of time, number and using numeracy in daily life and using mathematical language of daily life	Awareness of importance of hygiene, place in world, care of environment and self. Knowing and understanding of similarity and difference.	Aware of beauty, colour, using clothing,
Memory	Talks about past, present and future events	Calls up memory in response to direct questioning independent of concrete situations. Activates the process of remembering without prompting.	Reminds others about events, and looks forward to birthdays, festivals etc., as well as remembering past experiences and sharing these with others	Knows songs, stories, poems, ring games.	Counting games	Understanding of specific points of time during the day: break lunch, ring-time before/ after earlier/after etc., days of the week, seasons.	Performing in plays with small parts for Christmas and other seasons and celebrations Drawing from memory, my house, my brother, recreating detail

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Imagination	Talks about actual and imagined events, feelings and thoughts able to retell stories in complete sentences. Communicates easily with adults and peers, rhymes and makes up words, understands instructions or direction.	Uses causal thinking, e.g. if one thing happens, another event or result will follow. Plans. Ideas are stimulated from within.	Sometimes goes through a 'fallow' time when previously endless ideas for play seem to dry up. e.g. 'I don't know what to play/do/ I'm bored'. This transforms into: Has an idea of what to play, and then looks to environment to gather props and materials or friends to manifest the idea. May reject classmates for a time, exploring critical judgments - this develops into new social interaction where the child guides/instructs others.	Can pronounce sounds with clarity, playing with nonsense sounds and words, rhymes and riddles	Can imagine large and small numbers – Stars, Sun, moon as distances	Can project into other situations. E.g. Imagine if...	Drawings of imaginary or representational scenes from holiday, story or home. Painting rainbows or house and sun. Building small towns, seaside's or imaginative worlds in the sand or garden.
Emotional maturity, behaviour	Ability to express and communicate ideas and be receptive to others. Understands.	Able to sit still for extended periods, follows instructions or acts in accordance with adults' expectations or directions.	Ability to self-regulate, set aside personal desires and impulses in deference to the needs of the group. Intentions are increasingly receptive to being guided by the spoken word of adults as instinctive imitation activity recedes. Feels empathy	Appreciates the perspective of the other and will describe situations pertaining to others. Verbal reflections on the feelings of others	Shares with fairness - how many each?	Appreciates difference - we are not all the same, but we are all to be valued.	Likes to make gifts, cards for others.

FURTHER READING

Kindertherapeuticum Dr Edmund Schoorel, PD, SWSF

The Tasks and Content of the Steiner-Waldorf Curriculum, Floris

SWSF/EYFS Interpretation and Readover Document PDF, SWSF

Guidelines for Observing School Readiness (WECAN) Floris

You are not the Boss of Me (WECAN) Floris

First Grade Readiness - Resources, Insights and Tools for Waldorf Educators (WECAN), Floris

Ready to Learn, Rawson and Rose, Hawthorn Press

Developmental Signatures AWSNA

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