

CURRICULUM FRAMEWORK



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CURRICULUM FRAMEWORK

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

St Paul's Steiner School works with a curriculum based on the pedagogical insights of the Austrian philosopher Rudolf Steiner (1861-1925) and on the experience of teachers who have worked with those insights in Steiner schools worldwide. There are approximately 1,000 schools globally and over 50 in the UK and Ireland. Steiner's original curriculum indications have been successfully implemented and tried and tested for over 90 years. Whilst still adhering to clear underlying fundamental principles, the curriculum and the manner of its implementation are continually adapting to meet the needs of the modern 21st century child in an urban setting.

We aim to educate children for life by equipping them both with the tools and confidence to cope with the academic and other challenges of the late teen years and the strength of character, initiative, flexibility and resilience to adapt and respond to the challenges of adult life and be able to contribute to society.

The school aims to educate the whole child in a healthy and balanced manner and to address the physical, emotional, intellectual and spiritual capacities of the developing child through an age appropriate curriculum. We are committed to continue to develop wellbeing as a strand that goes through every age group's curriculum and maintaining and teaching positive relationships within the school as an integral part of the ethos.

Central to the curriculum is the building of self-knowledge and respect for others. This includes the respect for those mentioned in the Equalities Act of 2010. The school is committed to integrate the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs into the curriculum in an age appropriate way.

We will continue to offer a broad outdoor curriculum for children in our city school, from KG to Class VIII to promote respect for the environment and all living things and to understand how their work can make a real difference in the world.

- The curriculum is delivered in a threefold methodology recognising different approaches in Early Years, based on imitation, Lower and Middle School based on imagination, and Upper School based on ideals.
- The education needs to address the development of thinking, feeling and the will as equal and integrated partners.
- The lesson content needs to mirror the pupils' developmental stage
- The artistic rendering by the teacher of lesson content enables all pupils to access the subject offered with enthusiasm and understanding, regardless of ability.
- Each child is a unique individuality with his or her own path in life.

- Lesson content needs to be related back to the human being in a moral and inspiring manner.
- Topics are made meaningful for the children by being given a context that relates to their own experience.
- Assessment of the pupils' progress takes into account the child's qualitative experience of life, school and self.

As children have highly variable individual needs, gifts and inclinations, we offer not only a wide range of subjects but also a balance of subjects to address academic, artistic, social and moral development equally. The teacher's aim is to help remove the obstacles to this path and to support the emerging individual in their all-round development. Differentiation is implicit in the curriculum and it will take into account the needs of all children including those with an EHC plan.

The curriculum offers a varied program for different age groups, to ensure that all are given an experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; and that pupils acquire speaking, listening, literacy and numeracy skills:

Early Years

Up to the age of seven, teaching works with the children's will, through activity, and through imitation. The day follows a regular rhythm of creative play, songs and counting games, little lunch, outdoor play and story time, an activity such as food preparation, bread making, painting or modeling, then ring-time including songs and counting games, morning snack, outdoor play and story time. There is a seasonal rhythm and festivals are celebrated through the year.

At St Paul's Steiner School's Kindergartens, children benefit from an extended childhood. They have the opportunity to embed basic skills (physical, emotional, social and cognitive), and develop lifelong learning habits that enable them to become enthusiastic, imaginative, resilient, creative and eager to learn students. Children join kindergarten from three years of age and stay until they are rising seven. We follow the statutory Early Years Foundation Stage (with some exemptions granted by the DfE along with all Steiner Waldorf settings) for children up to the age of five.

How children learn in kindergarten

In the first seven years, the young child learns to be at home in the physical body, developing an orientation in space and acquiring the developmental capacities of uprightness, speech and thought. The content of the child's whole environment is the learning context; the child imitates the people and the agencies that are in his/her environment.

In the kindergarten, experiential learning, discovery through creative play and social interaction with peers and teachers constitute the main education themes. Awareness of the complexities of the mother tongue and number is acquired through play, daily activities and social interaction. In the seventh year, the child begins to develop the facility for independent, representational, pictorial thinking. The formal schooling process begins in Class 1 when, age 6 rising 7, reading and writing are introduced.

An experiential and active learning environment

All learning in a Steiner Waldorf kindergarten, including pre-literacy and numeracy, is experiential and connected to meaningful activities that are available every day. The mixed age group of three to six-year-olds provides a unique space where older children can 'step-up' in all areas of kindergarten life. They can use their initiative, extend and individualise activities, take responsibility, lead and develop independence. Older children may be asked to prepare the table for snack, count the number of chairs, match bowls and cups, including adding or taking away numbers. Children measure and weigh ingredients for baking, develop and use mathematical language such as heavy and light, more or less. Children experience weight, height and gravity especially when engaging in large construction play, both indoors and outside. Older children are asked to help younger children get ready for the garden and serve food at snack-times. Conversation around the meal table often leads to 'how many boys and girls' there are present, the ages of those present, (and siblings), and ages of past/future times.

Children acquire a rich vocabulary through learning stories, songs and verses by heart. Older children may be asked to help the teacher with puppet shows and are given space and time to make up their own stories and puppet shows. Children learn to recognise their name and those of others by observing name labels and often want to practise writing for birthday and other cards, menus for a play restaurant, and signs for games. Children are supported to build up stamina: the ability to pay attention for longer periods of time, persistence, and the ability to complete a task they have begun. All these are skills which facilitate a gentle transition to the formal learning stage which we believe takes place in the child's seventh year.

5-6 year old Curriculum

The Sun Children Gardening Sessions

Throughout the year, once a week, the sun children group from each Kindergarten, usually a group of around 5 or 6 children, have an outdoor gardening session with our early years gardening teacher.

They enjoy extended physical activities through gardening, more challenging games and skipping games.

Activities include caring for the garden: digging, planting, watering, making beds for planting, labelling, raking and weeding. Additional activities include, eg. making paper, tea bags and clay pots.

Sun children extended craft activities

The Sun Children will also have at least one morning a week where they work directly with their teacher on extended craft activities. This may include sewing and weaving a bag or blanket and making a baby doll to be wrapped in the blanket, making a hobby horse or plant-dyeing and spinning yarn on home-made drop-spinners to weave on a home-made weaving frame.

Such projects incorporate a wide variety of skills and equipment: winding skeins of wool into balls, finger knitting and plaiting, washing and carding sheep fleece, making felt, cutting, sewing, sawing, whittling, sanding, drilling; use of carders/ needles/ scissors/ sandpaper/ saws/ knives and hand drills. Children work at their own pace and often offer to help each other.

These Sun Children-specific activities are more formalized and intended to extend the learning in effort to strengthen the will forces, widening and deepening children's experiences in a planned manner which is related both to the individual children's needs and interests, and the needs and interest of the whole group.

In the last term of the kindergarten yearly cycle the stories and puppet shows told to the whole group are ones that meet the inner mood and development of the older children. The

last story, and sometimes a puppet show, is part of the end-of-year family festival and is chosen specifically for the group leaving for class 1 or other school environments. The last day of the school year includes a short ceremony for these children, honoring their time in kindergarten, and their readiness to move on.

Sunshine Group Stories and Picnic

During the last half term of the year, all the sun children from all four Kindergartens (the Sunshine group) are brought together at story time on Fridays, to be told longer, more complex fairytales which require increased attention and listening skills. This also supports transition, as it is the first time that the rising Class 1 group sit together in a circle.

Towards the end of the year the Kindergarten teachers take the Sunshine group offsite for a picnic and games in a local green space. Children joining Class 1 from other settings are also invited.

Assessment and transition to Class 1

Steiner Waldorf/EYFS Assessment forms are used to assess the progress of the children throughout all three years of Kindergarten, including the child's sun year. There are additional aspects of development and curriculum on these forms for the 5-6 year olds, reflecting their stage of development and the differentiated curriculum provided for this age group. Reports are written at the end of the (sun child) Kindergarten years, for the 'Sun children' (5-6 years old).


During the summer term, all rising Class 1 children are presented in Child Study to the college of teachers in a series of meetings. When their class teacher has been appointed, he or she is able to meet with the kindergarten teachers to discuss each child more fully. Wherever possible the class teacher will meet with parents and children in an informal setting before school starts formally in September. On the first day of the first term, the Class 1 Ceremony includes the children being greeted by their Kindergarten teacher then meeting their Class 1 teacher and being led by her/him to their first school assembly.


Kindergarten	Principles	Content	Skills developed
	<p>Children begin life with openness and trust and the world around them literally impresses itself on the young child, whose development is shaped by these impressions.</p> <p>A child's learning is directly connected to their physical body and sensory experience. The children are given time and space to observe, experience, ponder, experiment and discover the world around them. They reinvent the world as it were and learn to care for themselves, others and their environment through purposeful activity.</p> <p>Rhythm & repetition: A strong and regular rhythm in the daily, weekly and yearly life of the kindergarten promotes security and self-confidence supporting the principles of living with change, knowing their place in the world and developing an understanding of past, present and future</p> <p>Imitation: Imitation and learning through example surrounds the children with purposeful learning developing their will forces and gaining meaning through its relevance to life. The child moves from observation to participation</p>	<p>Rhythm and repetition: Ringtime Indoor and outdoor play Snack time Story time (seasonal stories and fairy tales), songs, rhymes, poems Participate in counting games, rhymes, riddles, I-spy etc.</p> <p>Other activities: Craft and art including painting, drawing, sewing, mending, weaving, seasonal crafts with materials found in nature, gardening, gathering, cleaning, polishing, Woodwork. Using a range of large and small tools. Carrying and arranging large planks of wood and tidy routines - long sticks in long basket, round logs in round basket, cloths folded into squares, ropes wound into spirals, etc.</p> <p>Creative play: Dress up and role-play in self - initiated activities and imaginative play. playing instruments to accompany games, stories, songs, plays, and puppet shows</p> <p>Imitation: Participating in cooking, baking, cleaning, gardening and caring for the environment. imitate writing and reading of their /friends name; "read" pictures in a story book, creating a story with sequence</p>	<p>Playing and exploring Developing listening skills Developing feelings of self and others – flexibility and compromise Speaking: development of conversational speaking and describing observations. Initiate language and communication through play rhymes and songs shared in different languages developing skills in connecting words and meanings using crayons for drawing/ emergent writing Participating with and imitating gestures, words, rhymes and sounds. Developing memory Growing phonological awareness of beginning and end syllables in words. Connecting words and meanings through engagement with and repetition of words and movements. Developing control and coordination: and a sense of periphery and boundaries. Developing and strengthening limbs through walking and playing in the environment in all weather conditions and experiencing seasonal change with awe and wonder. Developing health awareness (wash their hands) independence in toilet care and</p>



	<p>Creative play: The child initiated, undisturbed creative play has a central importance to learning. Through play the child makes sense of the world around them. Simple, unformed natural play materials nurtures the child's senses and maximise imaginative potential.</p> <p>Ringtime, Story time form a frame around the daily routine, repetition and rhythm</p> <p>The 3 to 4 year olds: The child is reliant upon the adults around them as they are connected and at one with everything. They are spatially unaware, dreamy, and unable to sense where the boundaries lie in relating to the physical world. At this stage the child lives in his will.</p> <p>The 4 to 5 year olds: The 4-year-old begins to cooperate with their peers and develop social skills in creative play. They start to sense and feel where the boundaries lie between themselves and the world. Creative discipline starts to become effective. Assessment is now possible</p> <p>The 5 to 6 or 7 year olds: The change of teeth is underway and the formative forces become more available for academic</p>	<p>Social interaction: Helping each other, taking on responsibilities, and helping to prepare and serve the snack for others</p> <p>Movement: Self-help, dexterity Discovering and exploring the environment through daily 'expeditions' walking and strengthening limbs and collecting natural forms for play and wonder. watching a fire being prepared, lit and later put out</p> <p>Speech: Snack time: Participating in preparing, growing, buying and serving and receiving food</p> <p>Cultural and community Observance of birthdays, festivals and celebrations, sharing different food and participating in multi-cultural events where each child's culture is represented. Opportunities to share children's home language (parents encouraged to contribute stories from different cultural backgrounds</p> <p>Technology: Experiences the functioning of a variety of tools - 'warm' technology such as hand driven grain mill, apple juice press, scales, spinning wheel, whisk, hand drill; opportunity to see the function of a machine as an</p>	<p>dressing learn appropriate dress for the season and weather Asking for help; learn to express needs/feelings; increasing confidence to interact, negotiate and co-operate with peers; increasing independence Learning to listen - the Golden Rules for self and others Increasingly developing interest and curiosity developing participation; respect, co-operation; developing ability to be quiet, to be still, ability to imitate gesture and movement and interact appropriately with peers Developing social skills kindness, courteous and a Listening Disposition Ability to be interactive, compromise, be flexible; take turns and share. Learning to be Caring, Kind and Helpful to younger/ special needs / 2nd language speakers; offer help indoor/outdoor; tidy time; "kind words in kindergarten Learning to ask, give and receive</p> <p>Numbers Shape, space and measures: Develops and practices counting in sequence: solving practical problems, using the 'quality 'of numbers and measures: Understanding of</p>
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	<p>learning, the thinking becomes more effective. Gross and fine motor skills increase, the child is more able to plan and organize their play, overcome their own needs and work in cooperation with the group.</p>	<p>extension of their body Construct dens and houses, build boats and towers etc. using planks, bricks, furniture, drapes and an array of natural materials.</p>	<p>quantities/measurement (cooking, sewing, play) creating patterns, ordering: block play; tidying Developing understanding of mathematical language through exploration, observation, reflection of different qualities of shape, space and measures i.e.</p> <p>Giving/ taking/ losing/ gaining/ sharing, more than, bigger than, less than, fewer, greater. (precursor to using the 4 operations) - naming shapes: circle, oblong, square, triangle etc. - understanding comparisons i.e. taller/, longer/, shorter/, thinner - space/time : near, far, close, behind, late, early, yesterday - sequence, ordering, Develop concept of the past through strong yearly seasonal rhythms. Anticipation of future activities, for example 'the school leaver's project.'</p> <p>People and communities: Experience and understanding of other languages and cultures</p> <p>Technology: Discovering the origin and uses of natural materials used in craft e.g. sheep's wool. Learning to sand and oil furniture, washing dolls clothes, mending broken toys etc. Reading: using and building on foundation skills in</p>
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			<p>this area. read pretend writing and story books; Writing: using and building on foundation skills in this area. Use emergent writing and mark making; Drawing correct pencil hold.</p>
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5-7 Year old curriculum in Kindergarten	Communication and language	Physical Development	Personal, Social and emotional development	Literacy	Maths	Understanding of the world	Expressive Arts and Design
<p>Stories, songs, movement and rhymes</p> 	<p>Rich vocabulary, listens attentively, concentrates (such as I spy and other games), imaginative use of word (riddles and made up rhymes), listening, understanding, appropriate use of vocabulary, aural memory</p>	<p>Uses appropriate gestures in finger games and in movement, (e.g. rabbit hopping, raking, chopping wood, and skipping). Sits still through long fairy story</p>	<p>Sits quietly, is aware of and listens to others, interacts appropriately and in turn, responds empathetically, self-control, self-discipline, patience</p>	<p>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 eg, 'Cook little pot cook!' Retelling</p>	<p>Counts appropriately in songs and rhymes. Uses in /out, up /down, quick/slow appropriately.</p>	<p>Relates stories and songs etc. to daily life, animals, mythology, history, folk or fairy tale or local environment.</p>	<p>Preparing story table display with cloth, candle, flowers or figures; centre of ring time display as above</p>



	dev., familiarisation and deepened knowledge of each story (memorising told story e.g. re-telling in puppet plays or correcting teacher.)			of stories, with character voices in play. Understanding abstract (moral) concepts such as courage, patience kindness etc.			
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	Uses peelers, knives, equipment appropriately. Cuts, chops,	Taking turns, sharing, discussing and interacting,	Naming fruit and vegetables, discussing ingredients,	Counts (e.g. bread ingredients) measures, weighs, works	Where does the food come from, where does it go, composting	Able to use tools and appropriate electric and manual


	<p>cooking terms. Listens to instructions, follows processes.</p>	<p>stirs etc. lifts, carries, balances, pours, manipulates cutlery appropriately for eating.</p>	<p>negotiating</p>	<p>how to prepare and naming equipment etc.</p>	<p>with time (how long to cook) how many children and adults to provide for</p>	<p>and growing, picking and shopping</p>	<p>equipment such as apple press or peeler, grain mill, whisk etc.</p> <p>Lays out fruit and displays food on plates</p>
<p>Setting the table</p> 	<p>Discussing with others how table will be laid, counting with others, negotiating tasks</p>	<p>Moving tables and chairs, organising crockery and cutlery, precise laying of place settings</p>	<p>Organising roles and tasks, showing younger children 'how', confidence, persistence</p>	<p>Development of pre-literacy skills</p>	<p>How many to set table for, counting crockery, cutlery, folding serviettes into square, triangle</p> <p>Matching and sequencing – one plate, one cup, one napkin, per person, per chair.</p>	<p>Awareness of social etiquette and understanding of taking care of each other, the environment and ourselves</p>	<p>Creating table design, table centre with display of flowers etc, cloth colours, seasonal natural materials, display crafts</p>
<p>Washing and drying up and tidying</p>	<p>Develop conversational skills during activities.</p>	<p>Using skill and dexterity to wash, dry, stack, sort,</p>	<p>Being aware of each other and modelling practical tasks for younger</p>	<p>Development of pre-literacy skills. Each thing has its place and</p>	<p>Sorting and stacking plates and cutlery. Counting plates and cutlery.</p>	<p>Being aware of hot/cold,</p>	<p>Making sure everything is in its right place, finished</p>


		sweep, clean Taking care of crockery– particularly ceramic and glass items	children	purpose in the order of the room (as in a sentence)			properly, neat
Making dolls, sleeping bag, trolley, bag, hobby horses, drop spindle, weaving frames. 	Discussing wood, tools, complex thought in design, using and naming materials, listening to stories and songs accompanying activity	Manipulation of saw, drill, screw driver, 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, pairing, matching, symmetry (e.g. eyes for a hobby horse.	care of dolls (those younger) including naming ceremony, care of animals (hobby horse) and their environments, backgrounds and etc.	Designing and making. Choosing materials, colours, drawing, painting, beauty and aesthetic appreciation
Weaving – making loom and weaving item for school (e.g. pencil case)	Discussion of this particular activity and suitable use of the specific materials (wooden dowels) and	Manipulation of tools and materials for making weaving loom. Detailed manipulation (skilful use of	Taking care of equipment, perseverance at task, helping others	Development of pre-literacy skills (counting and drawing where holes will be drilled) writing name	Measuring pegs, drilling holes, cutting lengths, weaving in/out, left/right – measuring length and size	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


	<p>tools (drill/size, why you need pencil case in school)</p>	<p>fingers to weave)</p>		<p>on loom</p>	<p>of finished article</p>		<p>weaving</p>
<p>Making a skipping rope and skipping as an activity</p> 	<p>Discussing skipping, learning songs and rhymes</p>	<p>Making the handles and rope. Skipping: strength dexterity, agility, co-ordination, co-operation, balance, perseverance</p>	<p>Skipping together with others and on own. Awareness of others, taking turns, patience</p>	<p>Development of pre-literacy skills, singing while jumping</p>	<p>Counting forwards and backwards, sometimes over 100 while jumping rope or skipping</p>	<p>Skipping as cultural activity (English rhymes and skipping games)</p>	<p>Design and finishing of product aesthetically, skipping games together with others, using ropes in creative and innovative ways</p>
<p>Drawing and painting</p> 	<p>Discussion of content of picture, listening to silence during part of the activity</p>	<p>Manipulation and proper holding of crayons and brushes, cleaning pots and mixing colours appropriately</p>	<p>Drawing age appropriately, appreciation and care for finished work</p>	<p>Recognition and ability to form some written words, letters and numbers, own name and others out of their own impulse</p>	<p>Ability to recognise and form numbers and recognise age, geometric shapes (squares, diagonals)</p>	<p>Representation of people, seasons, trees, animals, house, earth, sun moon stars and rainbows, flowers. Keep colours clean, know when clean water is</p>	<p>Imaginative, creative and artistic interpretation, drawing from heart and observation, using and experimenting with colour and design</p>



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<p>Ball games and beanbags</p> 	<p>Being aware of others using language to communicate, listening, learning rhymes, skipping or throwing songs</p>	<p>Throwing with one hand and catching with two, hopping sideways, forwards, backwards. Catching, balance, co-ordination, co-operation, agility</p>	<p>Observing and being careful of each other and environment</p>	<p>Development of pre literacy skills with songs and shapes.</p>	<p>Shapes, numbers, counting in sequence including backwards or using more complex number sequencing</p>	<p>Understanding of games from different cultures. Awareness of others, environment so that it does not get damaged by equipment</p>	<p>Making beanbags or felt balls. Designing skipping handles, using choice of colours for string. Possibly using dying for the strings.</p>
<p>Birthdays</p> 	<p>Discussing birthdays, families, parties and celebrations. Listening to own and others' individually created birthday stories and new birthday songs</p>	<p>Awareness and noticing difference in growing older, physical changes</p>	<p>Discussion of age, awareness of age difference, care of each other and younger children, learning patience</p>	<p>Drawing cards, sometimes writing name or age</p>	<p>Counting age, drawing number or maybe number of stars or candles</p>	<p>Awareness of status in family, months of year, involvement of family in celebration</p>	<p>Making setting beautiful with birthday table, chair, clothing and special events with parents</p>


<p>Festivals</p> 	<p>Stories, puppet shows, movement and songs in anticipation of and during festivals, discussion of past and future events</p>	<p>Remembering past and anticipating future events, making equipment or food</p>	<p>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.</p>	<p>Drawing or using writing skills to make signs for events</p>	<p>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.</p>	<p>Understanding the meaning of festival through stories or activity, including commonality or difference between cultures and embracing these with others (children family and friends)</p>	<p>Making an aesthetic and beautiful environment for the festival, including decoration, food, music, dance, clothing, drama,</p>
<p>'Will' tasks</p> 	<p>Understanding of task and importance of persisting, discussing and imitating actions and instructions</p>	<p>Being capable of activities involved in e.g. cleaning, tidying, watering plants, gardening, raking, sorting, preparing, running errands, washing up, setting table,</p>	<p>Developing perseverance and patience and eagerness to complete tasks, taking care of younger children</p>	<p>Understanding content of registers and taking them to office, photocopying and printing, tidying & matching wellies, polishing tables</p>	<p>Awareness of time – hours, minutes, days, using counting in sequence to work with time</p>	<p>Importance of taking care of ourselves, each other and the environment (plants, animals etc.)</p>	<p>Making things clean and shiny and beautiful, decorating room, nature table preparing story ring or lunch table</p>

		lighting candle					
Eurythmy	Repetition of story, rhyme, sound, poetry, song	Imitated specific movements in time and space such as clapping, stamping to rhythms, balance, control, dimensions in space	Awareness of each other in space, managing self-control & behaviour	Learning sounds, vowels and consonants unconsciously in loud/soft, clarity of speech	Rhythm, repetition, e.g. long, short, shapes, in/out, up/down, space between spirals, circles etc.	Imitative gestures of sun, moon, stars, animals, flowers, weather. Loud, soft, polarity	Expressing speech in movement, dance and movement, sound and pattern, dressing up or using coloured cloths, musical instruments or listening to music
Indoor Play 	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:	Playing co-operatively, Organising play and instructing others without being bossy, considering others. Ensuring all have a role. Leading play. Making decisions, taking	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	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	Building complex structures such as houses, boats, trains and castles. Home play. Using a variety of materials and imagination and invention for the structures.

		physical understanding of play construction, e.g. balance weight, lifting tying- together, using own skills and working with others to create play scenarios	leadership role, being confident and authoritative. Empathy play – being the other. Using imagination.		shops, using scales to weigh. Tickets for puppet shows or train, counting passengers etc.	others.	Dressing up and role play. Able to use props to express ideas and plan.
Outdoor Play 	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 harvests, able to climb	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, pebble directions)	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 spinning

		trees, e.g. to shake apples. Runs, jumps, climbs, skips, develops dexterity and skill. Aware of risk and limits.					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	Calls up	Reminds others	Knows songs,	Counting	Understanding	Performing in

	<p>past, present and future events</p>	<p>memory in response to direct questioning independent of concrete situations. Activates the process of remembering without prompting.</p>	<p>about events, and looks forward to birthdays, festivals etc., as well as remembering past experiences and sharing these with others</p>	<p>stories, poems, ring games.</p>	<p>games</p>	<p>of specific points of time during the day: break lunch, ring-time before/ after earlier/later etc., days of the week, seasons.</p>	<p>plays with small parts for Christmas and other seasons and celebrations</p> <p>Drawing from memory, my house, my brother, recreating detail</p>
<p>Imagination</p> 	<p>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,</p>	<p>Uses causal thinking, e.g. if one thing happens, another event or result will follow. Plans. Ideas are stimulated from within.</p>	<p>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</p>	<p>Is able to pronounce sounds with clarity, playing with nonsense sounds and words, rhymes and riddles</p>	<p>Can imagine large and small numbers – Stars, Sun, moon as distances</p>	<p>Can project into other situations. E.g. Imagine if...</p>	<p>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.</p>

	understands instructions or direction.		looks to environment to gather props and materials or friends to manifest the idea. May reject class-mates for a time, exploring critical judgments - this develops into new social interaction where the child guides/instructs others.				
Emotional maturity and 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	Appreciates the perspective of the other and will describe situations pertaining to others. Verbal reflections on the feelings of others	Verbal reflections. physical reflections through drawing.	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.

Lower/Middle School

Teachers work with and through the children's imagination and their feeling life. The interplay between what lives within the children and what is to be brought to them as lesson content, requires constant flexibility. How a topic is presented to a particular class by one particular teacher, will be quite individual. This relationship to the class is a crucially important factor. The Teacher strives to be aware of each child's inherent capacities and of how these are being fostered through what is thought. The Teacher will set expectations, which are appropriate for the pupils' ability and developmental stage.

Main Lessons are taught by the class teachers for the first two hours of each day, throughout the year. These remain the lynchpin of the teaching for much of the pupils' time. A Main Lesson block usually lasts for 3-4 weeks, which creates a real depth of knowledge and interest. Each class can "live" a topic for that time and engage fully, not just developing their own aptitude but practice each subject's given opportunity for the development of a range of skills.

Main Lessons have a regular rhythm, including rhythmic work including movement, verses and songs, followed by recall of previous learning, new material, artistic work and written book work. Throughout the morning reverence, music, singing, reciting, movement is practiced, as is critical thinking, emotional literacy, respect for others, English language and literature skills (speaking, listening, reading and writing), art and craft skills will all be developed and woven into each topic. The Maths and Science blocks come with its own set of observational and intellectual skills but with the creative, practical and artistic work as well. For example, Maths can be experienced with objects, pictorially and through movement, craft and Geometry.

The curriculum for classes I-VIII:

- works with and through the children's imagination and their feeling life in an age-appropriate way and addresses the development of thinking, feeling and the will as equal and integrated partners.
- offers children, who have highly variable individual needs, gifts and inclinations, not only a wide range of subjects but also a balance of subjects to address academic, artistic, social and moral development equally.
- In doing so taking into account the values of British society and seeking to develop each child's understanding of these in an age appropriate way. It is reflected in the ethos and practice in the school of inclusivity and appreciation of differences.
- enables pupils' motivation arising from enthusiasm. It encourages each child to do his or her very best, i.e. to rise to personal challenges rather than compete with others.
- measures the pupil's progress against external and objective targets, alongside a formative assessment of progress and takes into account the child's qualitative experience of life, school and self.
- Cater for a range of abilities through careful planning and over time accumulated understanding of students strengths and weaknesses
- emphasizes learning through doing. Learning from or through experience and deriving evolving concepts from observations, which are later described and recorded.

- includes a programme of crafts in the weekly timetable (Handwork and woodwork from Class III) , but also experiential learning opportunities that sits alongside and reinforce science, technology and history: “clay to pot”, blacksmithing and limekiln project.
- fosters reverence and a deep respect for nature through stories, Science teaching and extensive outdoor curriculum.
- provides games and regular outdoor activities, which are valued parts of the curriculum.
- includes our building and location as an enormous asset – our historic building and its associated building project are integrated into many lesson blocks including local history, measuring, science and building.
- utilises London as a classroom, the various museums, places of worship and government buildings makes for excellent outings to complement the teaching.
- includes Religion in classes II-V to provide more opportunities for building reverence and compassion.
- in the Middle school assembly; supports learning of various current topics and issues including equality, anti-bullying, diversity, careers, religion, debating, democracy, justice, charity work, biographies of inspiring youths (Malala, Nujeen) and staying safe.
- provides Foreign Language lessons from the age of six, taught by native speakers, not only for the aim of develop the ability to speak a foreign language but to develop a relationship with Germanic and Latin cultures as well as other. Much appreciated is the language Whitsun festival when the many home languages are shared, as well as other.
- benefits from increasingly being taught by specialist teachers as they grow, in parallel with the class teacher that keeps the strong pastoral care role.
- prepares pupils for transition to next stage in their education, by providing a specialist teacher in the main lessons for Maths and Science (VII and VIII), and weekly lessons Art and Drama (VII and VIII).

Curriculum Overview: Principles, Content, Numeracy and Literacy Skills			
Class 1	<p>The Child's capacity for independent, representational and pictorial thinking is now beginning to develop, and formal methods of teaching literacy, numeracy and other disciplines are introduced. Movement, pictures, stories, Drawing, Games And Rhythmic Activity support the development of Numeracy, Literacy and artistically-presented work.</p> <p>Good habits of classroom life and work are established to form a basis for learning at school, whilst cultivating a reverence for Nature, care for the environment, respect for others, interest in the world and a feeling of confidence in the teachers who are there to guide and support and enable the children to become a socially cohesive group, who care for and listen to each other.</p>	<p>MAIN LESSONS: Literacy, Numeracy: Fairy Tales, Nature stories, Pedagogical stories and Form drawing.</p> <p>RHYTHMIC ACTIVITIES: Skipping, clapping, stepping and finger games, recorders, singing, recitation, counting</p> <p>EXTRA MAIN: Extended Main lesson work and form drawing to prepare for spatial orientation and correct formation of letters and numbers</p> <p>SUBJECT LESSONS: French and German- oral activities building up vocabulary and a basis for grammar, as well as an experience of French/German culture. Handwork - knitting and sewing (developing motor skills) Eurythmy – supporting use of body to express speech and movement) Painting - quality of primary colours through stories exploring their characteristics</p> <p>TYPICAL LOCAL OUTINGS: New River Walk, King Henry's Walk Community Garden, Little Angel Theatre</p> <p>TYPICAL DAY TRIP:</p>	<p>Numeracy: Count up to 110, work with number bonds of 10, work with the four processes using numbers up to 20 in written form, Familiar with times tables by heart starting with 2, 5 and 10 and then the others up to 7 times, work with number problems and mental maths, and apply mathematical language and concepts, sequences and patterns.</p> <p>Literacy: Recognise and write the letters of the alphabet and their corresponding sounds. Familiar with a variety of sounds through rhyming. Copy sentences accurately. Read and understand what is written. Able to write from left to right, from top to bottom accurately. Spell and read simple familiar words, including words containing some blends/digraphs. Sense of narrative structure, sense of style, vocabulary and grammar through listening</p>

Class 2	<p>In Class 2 we foster the growth of the child's personal thought-pictures as cognitively the child continues to respond within a learning context where pictorial content is foremost cultivating a sense for the breadth and richness of language, feelings and emotions through stories.</p> <p>Gross and fine motor skills are cultivated and refined.</p> <p>Numeracy skills are developed through stories and active physical number work. Movement and rhythmic activity support the development of numeracy, literacy and artistically- presented work. Goodness and morality are addressed through stories, Festivals. Eurythmy supports the child to use their body to express speech and movement.</p>	<p>MAIN LESSONS: Numeracy and Literacy; Fables/Nature stories, Saints' stories, Pedagogical stories and Legends, Class Play</p> <p>RHYTHMIC ACTIVITIES: Skipping, clapping, stepping and finger games, recorder and singing, recitation of poems and timetables.</p> <p>EXTRA MAIN: Extended main lesson work Literacy, Numeracy, Form Drawing</p> <p>SUBJECT LESSONS: French, German, Religion, Handwork, Woodwork, Eurythmy, Games, Painting.</p> <p>LOCAL OUTINGS: Hampstead Heath, King Henry's walk Community Garden, Little Angel Theatre</p> <p>TYPICAL DAY TRIP: Groombridge Enchanted Garden</p>	<p>Numeracy: Differentiate between odd/even numbers. Recognize, analyse and count numbers up to 1,000 Working knowledge of tables 1-12. Able to apply tables to division. Aware of patterns in tables. Can use place value to four places. Can carry numbers across columns.</p> <p>Literacy: Able to form plurals by adding s or es. Can recognise, write and read printed letters and cursive script. Able to read and spell simple words with consonant and vowel digraphs and 2 letter consonant blends; familiar with soft 'c' and magic 'e' rule; can spell using 3 letter blends and read and spell common letter combinations Able to read, write and spell with familiar topics and words. Can write short description of recently learnt stories/events.</p>
Class 3	<p>Significant changes in the child's physiological, psychological and cognitive make-up, which manifests in increased self-awareness. Experiences are felt more strongly, and a growing sense of objectivity develops. Questions, doubts, aloneness and a tendency to criticism manifest and change both behaviour and the child's psychological landscape. The child develops a new interest in the material, practical world. This is met by both indoor and outdoor</p>	<p>MAIN LESSONS: Hebrew Mythology: Old Testament stories Nature studies: Farming and Technology: building, Musical Notation, Measurement, Class Play</p> <p>RHYTHMIC ACTIVITIES: Skipping, clapping, stepping and finger games, recorder and singing, recitation of poems and time tables.</p> <p>EXTRA MAIN: Literacy, Numeracy, Form drawing, Shelter building</p> <p>SUBJECT LESSONS: French and German, Religion, Music,</p>	<p>Numeracy: Able to add and subtract into the thousands. Can divide using units as divisor. Familiar with tables up to 12x. Aware of square numbers as a sequence to 225. Able to do simple practical problem solving involving measurement of time, weight, length.</p> <p>Literacy: Able to read simple books aloud and silently; to read aloud text with familiar words. Can recognize when a sentence stops; able to use capital letters and full</p>

	<p>learning activities that include measurement, building, farming, baking, cooking and craft work. This fosters a sense of responsibility for the physical environment.</p>	<p>Handwork, Woodwork, Eurythmy, Games, Painting, Gardening and Farming LOCAL OUTINGS: Hampstead Heath TYPICAL DAY TRIP: Weald and Downland Outdoor Museum RESIDENTIAL TRIP: Farming trip to Plaw Hatch Farm</p>	<p>stops. Able to recognise and characterise verbs, nouns, adjectives and adverbs. Writes in well-formed, cursive script. Can recite poetry; perform in plays. Able to recall complex stories and events. Familiar with use of soft 'g'; can spell simple compound words; can recognize common homophones</p>
Class 4	<p>In class 4 the curriculum develops a focus on the beginnings of independent learning. The child separates from his or her surrounding and the 'I-You' polarity strengthens. The child begins to understand and think independently of his or her sense-experiences, to formulate concepts and to classify the world. The child begins to learn to think and reason logically and shows an eagerness to learn about the world, namely 'this world' versus 'his/her world'. A start is made on natural science with a phenomenological study of the animal kingdom in relation to the human being to meet a quality of vigour and eagerness to look at and learn about the world that is strengthened by studying the local surroundings. The child's physical body gains strength and sustained physical effort is possible. Stamina combined with skill, evidences itself in movement, poised between</p>	<p>MAIN LESSONS: Maths, Literacy, Norse Mythology, Local Geography, The Human Being and the Animal Kingdom, Class Play. RHYTHMIC ACTIVITIES: Recorders, singing, movement sequences, speech and verse recitation EXTRA MAIN: Extended Main Lesson work, Literacy, Numeracy SUBJECT LESSONS: French, German, Religion, Handwork, Woodwork, Gardening, Eurythmy, Games, Music, Violin, Painting, Form Drawing. LOCAL OUTINGS: Hampstead Heath, Exploring London rivers and buildings, London Canal Museum, Animal life in London; Wetland Centre and Zoo. RESIDENTIAL TRIP: Craft Camp: Clay to pot and introductory blacksmithing</p>	<p>Maths: Able to do long multiplication and division. Can work with simple fractions and fraction calculations using all four processes. Able to find Lowest Common Multiple and Highest Common Factor. Can answer complex mental arithmetic questions involving a mix of processes. Knows and can apply the tables 1-12 out of sequence.</p> <p>English: Able to use a dictionary. Familiar with punctuation for 4 types of sentences. Writes with an ink pen. Can write a formal letter. Can read confidently and independently. Familiar with irregular spelling forms. Knows and uses simple past, present, future tenses. Knows parts of speech</p>

	levity and gravity. The transition from early childhood is complete, although the transition into puberty has not yet begun.		
Class 5	<p>At the age 10/11, the children are at the midpoint between birth and maturity (21), class 5 is a pivotal point between childhood and puberty. Children are more able to understand questions and phenomena in a realistic and reasoning manner, the awareness of 'self' becomes stronger and a powerful group dynamic can emerge in class. Characteristic of this age is movement that is co-ordinated, balanced and harmonious. A study of Ancient Greek mythology and history culminates in a re-creation of the Olympic games in the summer term. Memory is facilitated and built upon by rhythmical presentation of material, nourishing a newly-matured cardio/vascular inter-relationship. The beat of the heart and breathing are typically more stable after this age.</p>	<p>MAIN LESSONS Ancient Mythologies and cultures, Ancient Civilisations and birth of democratic ideals, Geography – the British Isles, Botany – the Plant Kingdom, Maths – (Fractions, Decimals, Freehand Geometry) Class Play</p> <p>RHYTHMIC ACTIVITIES: Recorders, singing, movement, speech and verse recitation</p> <p>EXTRA MAIN: Literacy, Numeracy</p> <p>SUBJECT LESSONS: French, German, Religion, Music, Violin Handwork, Woodwork, Gardening, Eurythmy, Games, Painting, Modelling,</p> <p>LOCAL OUTINGS: British Museum, Kew Gardens, Neasden temple, Houses of Parliament</p> <p>TYPICAL DAY TRIP: Seven Sisters coastal walk</p> <p>RESIDENTIAL TRIP: Olympics at Michael Hall</p>	<p>Maths: Can apply all 4 processes using more complex fractions Able to change fractions into decimal fractions. Able to work with decimal fractions, with all four processes, including long division and long multiplication Can apply the rule of 3 to practical problems. Familiar with and able to form freehand geometric shapes – circles, quadrangles, triangles, polygons - with a good degree of accuracy. Familiar with angles in triangles and quadrangles. Familiar with the Pythagoras theorem.</p> <p>English: Can read aloud fluently, with awareness of punctuation. Able to take down a dictation. Able to use common suffixes and prefixes. Able to use direct speech. Know and use all major parts of speech. Know and use the active and passive moods Can use more complex forms of the tenses.</p>
	In class 6 we see evidence of the potential for self-reflection and the need for clear rules and boundaries within which to structure this development. The limbs begin to	<p>MAIN LESSONS: History – Rome to Middle Ages, Geology, Geography – European and whole world, Maths – percentages and business-maths, Science – the Physical</p>	<p>Maths: Able to use and convert percentages to fractions and vice versa; able to calculate percentages and to work with estimation and averages. Able to read co-ordinates.</p>

<p>Class 6</p>	<p>lengthen and the child starts to experience a 'fall' into gravity. Physiologically, some pupils might enter into puberty and the first birth pangs of individuality are felt. The faculties of scientific, abstract, causal thinking come to the fore and the child develops a growing appetite for factual knowledge about the world around them. The child evidences an emerging potential for self-reflection. For example: within History (Rome to the Middle Ages) one sees the conflicting role of the individual and the group; within Geology: one sees the 'inside' story reflecting the child's inner turmoil on the eve of adolescence.</p>	<p>Sciences : Heat, Sound, Light and Magnetism, Static Electricity, Science – Life Sciences – Life Cycles Historical Biographies, Class Play RHYTHMIC ACTIVITIES: Movement / social games / recitation / singing / recorders EXTRA MAIN: English, Art SUBJECT LESSONS: Maths, French, German, Assembly (PSHE and careers advise), Handwork, Woodwork, Gardening, Eurythmy, Games (kayaking), Music, Choir, LOCAL OUTINGS: British Museum, Roman sights, Museum of London, Houses of Parliament, Science Museum, Natural History Museum (Geology), Regent's park Mosque TYPICAL DAY TRIP: Geological field trip and/or Roman ruins RESIDENTIAL TRIP: Geology and Romans inspired (Hadrian's wall, Naples/Rome, Nimes) ONSITE CRAFT/SCIENCE WEEK: Blacksmithing</p>	<p>Can present information with pie-charts, bar charts, graphs. Can use geometrical equipment – compasses and protractors - with precision; can construct circles, triangles, angles and perpendiculars; has working knowledge of main geometrical figures; familiar with the principle angles; can construct a pentagram. Can draw reflections, rotations.</p> <p>English: Can read books in a range of styles. Able to write a formal business letter. Understands the parts of speech in a sentence. Understands the use of modal verbs. Able to recite alone. Able to give a short talk using notes.</p>
	<p>In Class 7 the pupils become teenagers. Outwardly the pupils show an interest in world phenomena and inwardly a budding capacity for reflection develops alongside the stirring of a dynamic, inner, psychological state. The pupils' ability for self - reflection together with a wish for</p>	<p>MAIN LESSONS: Literacy, Creative Writing and Poetry (Wish, Wonder and Surprise), History – Renaissance to the C16; Discovery and Exploration, Historical Biographies. Astronomy, Geography – the world and continents/oceans, Maths – negative numbers and Algebra, Science – the Physical sciences – heat, light, sound,</p>	<p>Maths: Able to use negative integers, with the 4 rules. Able to work with compound interest. Familiar with algebraic equations, formulae (such as $d=rt$, $a=lb$; $p=2l + 2b$) and expressions. Can apply BODMAS rule. Can calculate the area of a circle.</p> <p>English:</p>

<p>Class 7</p>	<p>increasing independence becomes evident. While the yearning for independence and solitude may be experienced, anxiety and emotional sensitivity can also be felt, as the physical changes the pupils are undergoing tend to be in advance of their psychological development. Pupils' experience a greater need to understand the world around them through observation and attention thus providing new perspectives. Pupils' initiative is encouraged to challenge attitudes and assumptions formerly accepted on authority. Through informed debate and listening they are encouraged to understand how to formulate their own points of view and listen to others. Pupils are led to exercise social responsibility within their class, and wider school community and develop their experience of their local and global responsibilities as world citizens. For example in History (Renaissance to the 16th century) pupils explore the individual's creativity in developing our modern world and in Geography (continents, oceans, and climate zones) they experience cultural specialisations.</p>	<p>electricity, mechanics and Organic Chemistry. Science – the Life sciences – Physiology, Health and Hygiene, Class Play RHYTHMIC ACTIVITIES: Movement / social games / recitation / singing EXTRA MAIN: English SUBJECT LESSONS: Maths, Drama, French, German, Assembly (PSHE and careers advise), Handwork, Woodwork, Eurythmy, Games (sailing), Music, Choir, Art LOCAL OUTINGS: British Museum, National Gallery, St Paul's Cathedral, Science Museum, The Globe theatre TYPICAL DAY TRIP: Cathedral, Kentwell Hall's Tudor living history day RESIDENTIAL TRIP: Outward bounds theme physical challenge and bonding, for example climbing Snowdonia CRAFT/SCIENCE WEEK: Building a lime kiln.</p>	<p>Able to write book reviews. Able to use books and the internet as references for independent study. Proficient use a Thesaurus. Can write in different styles, including poetry. Has an appreciation for poetry. Able to make notes to summarise a spoken presentation Can write an essay on a theme presented in class. Able to use reported speech, the conditional form and If clauses. Able to present a short talk using notes only as a prompt.</p>
	<p>Class 8 is the culmination of the previous 7 years and represents a certain completion of the picture of</p>	<p>MAIN LESSONS: Maths – Platonic solids, Literacy, History – from the Civil War to current day</p>	<p>Maths: Can use square roots, powers. Able to calculate compound interest, mortgage</p>

<p>Class 8</p>	<p>the world and humanity's place within it. There is further development of the pupils need for independence and to find their own way to confront the world around them. The emergence of an independent feeling life leads to emotional turbulence. With a deepening and more meaningful understanding of the world – physical, political, cultural, geological, and a deeper awareness of the 'unseen' forces through science, leads the pupils to look outside themselves, engage more and see the human being as a striving, ethical individual. Causality is a key theme. Pupils are encouraged to question what impulses and inventions have shaped the 20th and 21st centuries and to have an appreciation of the impacts of historical events. Independence is furthered with an extensive personal project based around the development of an entirely new skill.</p>	<p>/Revolution, Historical Biographies Geography – the world (physical/political etc), Science – the physical sciences – Physics and Chemistry, Science – the human sciences – organs bones and muscle, Meteorology, Class Play, RHYTHMIC ACTIVITIES: Movement / social games / recitation / singing / EXTRA MAIN: English, Projects Art, (watercolour veil painting and pastels, printing, clay, introductory bookbinding). SUBJECT LESSONS: Maths, Assembly (PSHE and careers advise), Eurythmy, Games (rowing), French, German, Music, Singing, Orchestra, Painting, Nutrition LOCAL OUTINGS: Maritime Museum, Royal Academy of Art and various places for workshops, The Globe theatre, Benjamin Franklin house, Coram trust, and Foundling Museum. RESIDENTIAL TRIP: Trip abroad or different part of the UK (Scotland, Cornwall).</p>	<p>rates, income tax. Can calculate mechanical advantage numerically. Able to calculate irregular areas in geometrical forms Able to use algebra for practical problems. Able to calculate volumes of blocks, pyramids, prisms, cylinders and cones. Able to dissolve complex brackets in algebraic expressions Can draw more complex graphs with complicated curves.</p> <p>Literacy: Able to recognize and use figures of speech such as metaphors, analogies and images. Can use subordinate and relative clauses in written work. Has awareness of different poetic styles such as lyric, epic, dramatic.</p>
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Curriculum Development

The departmental meetings are the forums where teachers study and discuss the Curriculum; share questions and insights with colleagues; consider the children in relation to the curriculum; and identify possible improvements and developments of the educational provision of the school. This forms part of the Continual Development/Improvement Plan for Educational Provision at St Paul's Steiner School. It can inform or be informed by inset days and trainings, or by observations of the children at hand.

Important proposals of changes to the educational provision, is taken to College of Teachers for confirmation.

"The Tasks and Content of the Steiner-Waldorf Curriculum" Edited by Kevin Avison, Martyn Rawson and Tobias Richter is the standard reference for lesson planning in the school.

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