



## BSS Curriculum Table

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### Kindergarten (4 – 6+ years)

Children in Steiner Waldorf Kindergarten 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 Class 1 at 6+ years the expectation is that they can concentrate for longer periods, work independently, positively co-operate in all parts of the morning, be responsible for themselves and help the younger children, and have a growing desire to ‘know’.

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

Once Children are in their final year of Kindergarten they follow the Transition group curriculum and are assessed against that. They spend most of their week learning within the main group but also have specially planned activities which they do outside of the main group with Transition group children from both Kindergartens.

Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
3 years	Rounded body & limbs Immature facial features  Gross motor skills: Growing competency in general movement Can manage some dressing on own. Puts on ‘wellies’ and slippers Maybe still needs help with the toilet and washing hands Enjoys the garden Digs in the sand  Fine motor skills: Holds a crayon/paintbrush to draw or paint Can use a large needle	Often plays ‘alongside’, but is interested in joining others Enjoys playing house Uses imagination in play Uses toys appropriately  Emotional: Sometimes dependent on security items. Responds to k’n routine & can adjust behaviour to changing situation. Can separate from parent/carer Responds to cultural events (festivals etc) with awe & wonder. Recognises and accepts differences in others	Listens well for a short time Remembers simple directions Uses full sentences Growing fluency in Mother Tongue Knows own name and age Likes looking at books Can repeat songs and poems from ‘Ring time’, often at home, Imitates unconsciously. Can sit at table to do a given task, (chopping, painting, modelling) Sorts, matches, sequences objects at tidy up time. Has an awareness of in/out, up/down, big/small, hot/cold. Can count to 10 (sometimes in order). Is able to build block tower Responds to domestic activities chopping, spreading, etc. <b>Drawing:</b> advancing from movement centred forms

			<p>(scribble) to radiating spiral, circles and the cross. (trees, human)</p> <p><b>Painting:</b> paints flowing, interweaving colours. Can usually manage NOT to mix colours in pots.</p> <p><b>Sewing:</b> produces random, large stitches. Can thread beads etc on to needle.</p> <p>Takes part in 'Ring time' and responds to songs and finger rhymes.</p>
Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
4 years	<p>Rounded body and limbs Immature facial features</p> <p>Gross motor skills Is competent in general movement Can manage most dressing on own Independent for toilet and washing hands Outside, climbs, and swings. Can walk a low log. Fine motor skills Holds a crayon brush with pincer grip</p>	<p>Plays imaginatively and co-operatively with others Builds houses &amp; selects items for play</p> <p>Separates happily from parent Responds to k'n rhythms and mostly manages transition times and change in rhythm. Is no longer overcome by sense impressions (doesn't leave table before meal ends) Recognises and accepts differences in others. Responds to cultural events – festivals – with awe &amp; wonder Shows care and respect for the classroom environment and equipment</p>	<p>Listens for a lengthening time. Concentrates 10+ minutes. Enjoys stories Enjoys looking at books, understands that writing tells the story Remembers simple directions Growing fluency in Mother Tongue Takes part in all of 'Ring time' and imitates unconsciously. Enjoys age appropriate finger games. Works co-operatively with others (sharing materials) Talks about experiences, ideas and feelings. Appearance of 'real questions' Can count to 20 and beyond Uses the terms, circle, square etc appropriately Recognises similarities and differences Awareness of past present and future Shows an interest in caring for living things Can use weights and measures with help <b>Drawing:</b> draws houses and a rudimentary human/tree Attempts puppet shows – builds a landscape. <b>Painting:</b> covers the whole Creative &amp; Social</p>

			<p>page. Has an awareness of and is interested in blending colours</p> <p><b>Sewing:</b> pushes needle through a woolen ball. ‘takes needle for a walk’, Can make a ‘magic string’ with older help. Cards fleece.</p> <p><b>Woodwork:</b> sands wood. Enjoys music and singing</p>
Age	Physical Development and elements of Technology	Personal, Social and Emotional	Expressive arts and design, Numeracy and Understanding the world
5 years (but not yet in last year of Kindergarten)	<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>Fine motor skills</p> <p>Button, zip own clothing</p> <p>Tie knots, bows</p> <p>Uses pincer grip for crayon etc</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</p> <p>Can handle transition times and change in routine</p> <p>Independent in toilet use.</p> <p>Dresses/undresses independently</p> <p>Growing awareness of others feelings and needs</p> <p>Is able to help younger children</p> <p>Growing self-confidence – can approach others and new situations with ease.</p> <p>Responds to cultural events with respect.</p> <p>Shows signs of being able to manage own feelings.</p>	<p>Listens well for a short or a long time.</p> <p>Remembers more complex directions</p> <p>Is fluent in Mother Tongue</p> <p>Development of causal thinking (if and because)</p> <p>Can recall and repeat stories, and thoughts.</p> <p>Enjoys humour and riddles</p> <p>Understands writing communicates meaning.</p> <p>Can write own name and recognise own written name.</p> <p>Joins in all of ‘Ring time’ &amp; is confident with games, usually imitates unconsciously</p> <p>Can count to 50 and beyond</p> <p>Able to produce objects from own design</p> <p>Can match object 1 – 1</p> <p>Understands activities of weighing and measuring</p> <p>Uses simple technology with confidence.</p> <p>Can create a pattern with bricks etc.</p> <p>Works individually 1.at shared activity under teacher supervision 2. at own chosen work</p> <p><b>Drawing:</b> houses (square) roofs (triangle) In human form – ladder men, trees. 2 fold symmetry.</p>

			<p><b>Painting:</b> can separate and control flow of colours, has more direction in design. Likes to name colours and how to make them. Sometimes consciously covers paper with ‘mud’</p> <p><b>Sewing:</b> can control stitch size, threads needle, uses own design.</p> <p><b>Woodwork:</b> uses tools appropriately and safely with adult supervision and help.</p>
Age	Physical	Emotional & Social	Creativity, Literacy and Numeracy & Cognition
<p><b>5-6years in last year of Kindergarten</b></p> <p><b>Transition group</b></p>	<p>Lengthening body &amp; limbs Appearance of waist</p> <p>Maturing facial features 2<sup>nd</sup> dentition begun Hand dominance usually set</p> <p>Gross motor skills: Can swing round horizontal pole Skips with own rope Catch/throw a ball Enjoys obstacle courses Walk a high beam/log Hop on either foot.</p> <p>Fine Motor skills: Competent in threading Finger knits Holds pencil with pincer grip. Helps other children with zips etc. ties knots. Uses fingers dexterously</p>	<p>Often prefers to work during playtime. May show signs of being dissatisfied – ‘I’m bored’ Sits and plans play with other 6 year olds. Discusses rules and can take initiative. Can empathise with others. Enjoys cunning, planning, scheming. Plays animal/master games Can initiate, set up and tell story for puppet shows.</p> <p>More self-conscious. Beginning to make deeper friendships. Growing need for adults authority, rather than role model. Can inwardly visualize others descriptions. Willing to practise something through repetition – skipping with own rope. Likes to whisper &amp; have secrets. Recognises and respects differences in others.</p>	<p>Increasingly imitates consciously – wishes to emulate adult role model.</p> <p>Carries messages and runs errands.</p> <p>Has a longer attention span and is more willing to be attentive. Applies thinking to problem solving. Demonstrates conscious goals in activity. Can quickly move from one activity to another. Enjoys word play, riddles, humour, silly or ‘naughty’ words. Correct use of verb tenses Communicates meaning using pictures, symbols, emergent writing. Likes to ‘make’ books Sometimes reads (self-taught) Recognises own written name and that of others. Asks for word spellings to add message to drawing.</p> <p>Can attend/work up to ½ hour Works independently or with others and can help others. Weaves on a simple loom.</p>

		<p>Can take a responsible role in cultural events – festivals.                  Seeks sympathy, not cuddles, when hurt.                  Can take responsible role – accompanying younger children to toilet, standing by younger child during Ring.</p>	<p>Can count up to 100.                  Understands addition and subtraction (mental arithmetic).                  Understands, first, next, last.                  May know days of the week and months of the years.                  Recognises seasonal change  <b>Drawing:</b> 2 fold symmetry moving to full imaginative illustration. Repetitive change of teeth pictures. Awareness of above and below (sky &amp; earth)                  Division / diagonals / shading  <b>Painting;</b> increasingly illustrative pictures. Selects and mixes colours and shades with confidence.  <b>Sewing:</b> almost self –sufficient in all aspects of the activity. Designs own stitches and patterns.                  Competent in all aspects of kindergarten woodwork.                  Uses craft and domestic tools appropriately and safely.</p>
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### Main School 7 – 11 years

	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping safe
<b>Class 1</b>	First writing in capitals, Copy first, own sentences by end of year Speaking and listening skills, Recitation of poems, rhymes, plays of story material	Fairy tales told rather than read. 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	'The World Around Us'-local environment study-observing nature Carousel nature walks, gardening, cooking	R.E: Stories encouraging reverence SMSC: Mutual respect, sharing, taking turns, PSHE: Personal safety, health and hygiene	E-safety – trusted adult, what is personal information  Where I live,  Who ask for help  Stranger danger
	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama	Outdoor Learning
	By ear only. Songs, games, poems, conversation Numbers 1-10 Colours Animals Greetings	Running games, Skipping, playground games Basic gymnastic skills Eurythmy	learning recorder by ear, clapping rhythms, learning pentatonic songs, listening skills, using glockenspiel/ xylophone, percussion aural games listening for pitch	Sewing and knitting, Simple wood whittling woodwork	Wet-on-wet watercolour painting, Form drawing, Plasticine, wax and (clay modelling) Drawing using wax block crayons	Observation and listening exercises Group recitation and games Performance in seasonal play	Gardening Forest school Nature walks



	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
<b>Class 2</b>	Cursive script – copied from board at first Independent writing Recitation of poems, rhymes, speaking and listening skills, awareness of sentence structure and use of full-stops	King of Ireland's Son. Fables. Legends of Saints. Folk Tales Poetry. Reading extended	Previous work developed. Simple geometrical forms Place Value, Number Bonds, Odd/Even Mental Arithmetic, Times tables, doubles and halves	Geography: local environment, natural cycles and seasons, nature walks Mythical archetypal pictures continues	'The World Around Us'-local environment study - observing natural cycles and seasons, basic life cycles e.g. frog, butterfly carousel nature walks, gardening, food chains	R.E: Christian legends and saints stories, tolerance of different faiths and religions SMSC: Expressing themselves, care for others PSHE: Personal safety, health and hygiene	E-safety – trusted adult, what is personal information  Where I live,  Who ask for help  Stranger danger
	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, Basic gymnastic skills Eurythmy	Continue to develop skills begun in class 1 Violin	Building on the skills newly learnt in class 1, e.g. knitting Introduce crochet 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 Forest school Nature walks

	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
<b>Class 3</b>	Sentence as subject/ predicate. Parts of speech, Letter writing Spelling rules, Basic Grammar Speaking and listening skills, oral recall	Old Testament stories. British Folk Tales Poetry Independent Reading	Practical work with number, Time, 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 at the allotment	R.E: Old Testament and Native American beliefs SMSC: forming opinions and taking part in discussions PSHE: Healthy food and growing fruit and vegetables	E-safety – trusted adult, what is personal information, awareness that people are not who they say they are cyberbullying Where I live, Who ask for help, who to accept help form Stranger danger
	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama	Outdoor Learning
	Still aural, with more attention to form and grammar. Numbers up to 100 Asking for things and replying Feelings	Games with rules and tactics, Gymnastics progresses, Ball skills using hand and feet Eurythmy	Singing in rounds, Mirroring melodies on recorders, Xylophone and percussion, Aural games and Daily singing, Individual instrument lessons begin	Continue Crochet Knitting and extend Sewing skills, Felt puppets and toys Introducing embroidery stitches	Watercolour painting eg Creation, Drawing Main Lesson themes	Playing archetypes Analysing & developing scenes Exploring internal monologue: how to convey emotions Performing in seasonal plays	Gardening Forest school Farm visits Building site visits

	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping Safe
<b>Class 4</b>	All parts of speech. tenses. punctuation. essays, letters Dictionary and thesaurus use Class presentations, Speaking and listening skills, oral recall of stories or information given Accounts of events or stories	Norse sagas. Ancient Britain, Celtic Myths or Native American stories, Beowulf (link to History) Alliterative poetry. Reading – class readers, individual reading books Basic Research skills	Continue use of 4 operations inc. using weights and measures, time. Area & perimeter Factors. Vulgar fractions. Free- hand geometry, quadrilaterals, types of triangles Long multiplication & Long division.	Local Geography: Lancaster through the Ages, Introduction to maps, Weekly allotment visits continue, Physical and cultural geography of Lancashire, Basic Astronomy, moon, sun and North star Local History: social history of Lancashire, economic and Infrastructure Ancient Britain – eg Celts, Vikings, Anglo-Saxons, Visits to local sites and museums Biographies of key historical characters through the ages,	Humans and Animals- Specialised diversity of animals/ humans, Pet study – observation and research project and presentation to class Basic human biology – comparison to animals	R.E: Gospels, Biographies of inspirational people RSE: P4C, Family values, marriage, civil partnership and parenthood SMSC: British values, Fairtrade, ethics PSHE: widening their understanding of health issues and make informed decisions about their own health.	E-safety – trusted adult, what is personal information, awareness that people are not who they say they are cyberbullying grooming Where I live, Who ask for help Stranger danger  Life skills workshop
	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 Forest school

	English Language	English Literature	Maths	Humanities	Science	Social Studies	Keeping safe
<b>Class 5</b>	Active/ passive. Trans/ intrans. Direct/ indirect speech. Contrast/ compare. All parts of speech continued, Essays and Free writing, 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, factual books and encyclopaedia Introduce online research skills through homework	Continue use of 4 operations and timetables Narrative questions and mixed processes Decimals, ratio and proportion, Factors, LCM HCM, estimation, place value Geometry using tools, angles Pythagoras. Graphs and charts, Averages	British Geography: regional variations, Counties of Britain, infrastructure and transport Settlements Map work, River Study Physical and cultural geography of Britain and where is Britain in Europe and in the World. World Geography: basic/linked to history being studied History: Ancient India, Ancient Egypt, Sumer & Mesopotamia, Classical Greece. Biographies of key historical characters through the ages, Basic world chronology/ timeline linked to Classical Greece and Biographies	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	E-safety – trusted adult, what is personal information, awareness that people are not who they say they are grooming cyberbullying sexting Where I live, Who ask for help Stranger danger Life skills workshop Substance abuse workshop
	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 Athletics, Steiner Olympics, Eurythmy Swimming Team games – competitive Olympics- Discus, 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 Forest school Botany Geography outings