



SteinerAcademyExeter

## **Our Curriculum Statement**

**What do we teach and when do we  
teach it?**



## Introduction

The Steiner curriculum is broad, balanced, and all-through, from Kindergarten to age 18 in some schools, to age 16, (Y11, class 10), at SAE. It provides age-appropriate content, building on the connection between each child's personal development on the one hand and human kind's shared cultural heritage and development on the other.

It is rooted in the belief that healthy and sustained enthusiasm for learning is achieved by introducing the right content and developing the right skills at the right time: not always at the earliest opportunity.

Within this framework teachers have freedom to adapt the curriculum and the way that they teach it to suit the needs of their pupils. It is too broad to be `covered` in its entirety, but is a spring-board for innovation as well as a constant reference point for professional collaboration and action research. Teachers are free to interpret and present material in a creative way in order to take account of the particular nature of any group of pupils and their cultural setting, whilst always referencing back and questioning: is this the right content for these children at this time?

## The curriculum by subject

### Literacy

- **In Class One (Year 2)** letters are introduced imaginatively in pictures and then associated with a story; geometrical and cursive shapes are practised as an introduction to joined writing; the pupils start to read their own written work and familiar songs and poems, using a multi-faceted approach that includes phonics; the class learns to listen quietly to stories that are told to them - mainly fairy and folk tales; pupils learn to speak clearly in front of the class, through news-sharing and retelling the story of the previous day.
- **In Class Two (Year 3)** lower case printing is practised, which leads on to cursive script; first steps in composition are taken, in which pupils draw a picture from a story and then write a sentence or two. They dictate this to the teacher, who writes it out for them to copy in corrected form; reading continues, starting with the pupil's own texts and the blackboard, before moving on to unfamiliar texts; they learn to analyse the words by the way the letters combine to make the sounds they hear (synthetic and analytic phonics); traditional stories embracing practical morals and principles are told; they may be learnt by heart and used for class recitation, along with poetry and verses.
- **In Class Three (Year 4)** more extensive writing, including creative and descriptive writing, based on stories and activities; writing diaries, letters, making use of the date; grammar and structure are introduced, including nouns, verbs, adjectives and punctuation; basic spelling rules are introduced and spelling is practised; printed texts are introduced for reading; Old Testament and other "origination" stories are told; lessons and are recalled orally; poetry, dramatic speech and stories told in class are recited; poems and short plays are acted out in performance.
- **In Class Four (Year 5)** pupils write their own accounts of material presented in class. The parts of speech are recalled and examined in more depth, and the three main verb tenses are introduced; spelling continues to be practised regularly; a class reader is used to consolidate reading skills, and pupils may bring their own books in to read; stories are taken from the Norse myths, providing fruitful material for recitations and performance.
- **In Class Five (Year 6)** pupils learn to construct essays, with sequential ideas requiring paragraph breaks and more complex punctuation; the passive voice is introduced, and the setting out and punctuation of direct speech; pupils practise converting indirect into to direct speech, and the active to the passive voice; the different forms of literature - drama, poetry and fiction - are introduced, with an emphasis on ancient Greece.
- **In Class Six (Year 7)** the study of history, geography and science subjects provides

extensive opportunities for both essay-writing and creative composition, applying skills of drafting, self-correction and use of a dictionary; individual projects are undertaken in each of the themes of study; vocabulary is extended and attention given to the differing requirements of descriptive, narrative and explanatory writing; dictation and comprehension exercises are undertaken, and more complex sentence structure is explored, together with the effective use of the conditional tense; regular spelling practice continues; literature and drama focus upon ancient Rome.

- **In Class Seven (Year 8)** methods of working established in year 7 continue, but the challenges increase; descriptive writing extends from the outer form of things to inner feelings and ideas, requiring more sophisticated use of language; pupils learn to match the use of language to form, for example in the writing of business letters.
- **In Class Eight (Year 9)** the techniques of reporting are developed, including note-taking, prioritisation, sequencing of events, reported speech, clear descriptions and succinct accounts. They are applied to reporting scientific experiments and writing historical accounts; imaginative writing, both narrative and descriptive prose, continues; meter, rhythm and rhyme are explored in the study and writing of poems; a Shakespeare play is studied in depth, culminating in a staged performance.
- **In classes Nine and Ten (Years 10 and 11)**, in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs or equivalents (see below), main lessons embrace literature and drama in class 9, including tragedy and comedy, and storytelling, discussion, essays, poetry, creative writing and classical literature in class 10, including the Romantic Poets.

## Numeracy

Numeracy and mathematical skills are built upon solid foundations of experience and understanding, and through being applied in practical ways. There is a strong emphasis on mental arithmetic. Each lesson block commences with a review and consolidation of the previous stage of learning.

Numeracy teaching is multidisciplinary, involving music, movement, story, cookery, art and outdoor activities. Cakes or pies may be baked and shared to demonstrate fractions; produce from the school garden may be priced and sold to show the application of percentages and margins. By the end of Year 9 all the core content required to embark upon a two-year GCSE course will have been covered.

- ⤴ **In Class One (Year 2)** the four processes of addition, subtraction, multiplication and division, introduced as characters working together in a team; recognising the signs and writing simple linear sums that work from the whole to the parts (for example, 4 equals 2 + 2 or 3 + 1); solving arithmetic problems by handling objects and making pictures, which are translated into numerical expression; encountering and practising mental arithmetic tasks through stories; counting in number series (3, 6, 9, 12, etc...) using recitation accompanied with movement as a preparation for the 2, 3, 4, 5 and 10 time tables.
- ⤴ **In Class Two (Year 3)** reviewing and deepening the work of Year 2; larger numbers, together with units, tens, hundreds and thousands and the method of building up to columns and carrying over; the concept of odd and even numbers, and number bonds (instantly recognisable pairs of numbers and their sum) up to 20; regular mental practice of arithmetic processes, tables and bonds; drawing the freehand geometric forms, exploring straight lines, angles and curves.
- ⤴ **In Class Three (Year 4)** continuing with the four processes, introducing long multiplication and division; practising tables up to 12; measurement, starting with historical linear measurements based upon the human body, then moving on to standardised and metric linear, liquid and weight measurements; time and its divisions, including reading calendars and clocks; money and postage (looking also at foreign stamps and coins), and calculating the giving of change.
- ⤴ **In Class Four (Year 5)** consolidating long multiplication and division, with more complex examples; applying the linear measurement learned in Year 4 to the calculation of area; the decimal point in metric measurements; introduction of fractions, together with many practical applications; the rules for applying the four processes to fractions.
- ⤴ **In Class Five (Year 6)** applying the four processes to mixed fractions; further work on

areas; decimals, including the four processes as applied to decimals; factors and denominators, including the use of the highest common factor and the lowest common denominator; freehand drawing of complex geometrical shapes; introduction of compass geometry.

- ⤴ **In Class Six (Year 7)** the application of mathematics to business in the form of percentages, profit and loss, simple interest and the unitary method of working out prices, including running a weekly shop or other simple business venture; the use of the protractor in geometry; Pythagoras's theorem explored through practical experimentation.
- ⤴ **In Class Seven (Year 8)** the metamorphosis of geometrical figures; statistical analysis, involving collecting data and making graphs; more complex measurement, including volumes; square roots; learning to simplify and substitute numbers for letters in algebra; the effect of brackets, indices and positive and negative numbers in the solving of simple equations.
- ⤴ **In Class Eight (Year 9)** practical calculations using simple and compound interest; the method of estimating to a certain number of decimal places is learned; ratio, raising numbers to powers and finding the root; calculations of the surface area of cubes, cylinders, pyramids and spheres; algebraic and arithmetical calculations, including the theory of equations; working with more than one variable; the study of linear and curved graphs; further work with brackets and positive and negative integers; the calculation and construction of the five basic Platonic solids; developing the proof of Euler's law; transformations and enlargement.
- ⤴ **In classes Nine and Ten (Years 10 and 11)**, in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs or equivalents (see below), main lesson subjects include two and three dimensional geometry, algebra, statistics, trigonometry and surveying.

## Science

- ⤴ **In Class One (Year 2):** Observation of immediate surroundings and the natural world; collecting, observing, drawing and describing natural objects such as leaves; stories, poems and songs relating to the natural world, the cycle of the seasons, the climate, etc.; planting and tending plants in the school garden.
- ⤴ **In Class Two (Year 3):** Continuing the work of Year 2, but in greater detail: observing the characteristics and learning the names of the plants, animals and minerals that are found in the local outdoor environment; working with stories that bring out the qualities and inter-relatedness of natural phenomena; plant care - strawberries and sunflowers; scarecrow making; making elder flower cordial.
- ⤴ **In Class Three (Year 4):** Animals and machinery; crop cycles and seasons; the main grains and their uses; caring for the soil; seedlings, plants and trees; residential trip to working farm; food from farm to table - growing and harvesting wheat, milling flour and baking bread; making butter and jam; field-scale vegetable production; apple pressing; practical woodland work (site visit) producing construction timber and firewood.
- ⤴ **In Class Four (Year 5):** Families of animals, their form, habits and environment; individual project on an animal chosen by the pupil; the human animal form, and the function of some of the organs; the central theme of measure in maths lessons leads to a study of time, the seasons and spatial connections such as points of the compass; compost making and management; paper recycling; developing tool skills, awareness of risk and safety; responsibility for garden maintenance.
- ⤴ **In Class Five (Year 6):** Develop a greater consciousness of the interrelatedness of life through the study of the human being in relation to the environment, animal and plant kingdoms; awareness of similarities and differences between human beings (generalists) and animals (specialists); a sequential study of the different plant kingdoms from "lower" (algae, mosses, ferns) to "higher" (flowering plants and trees); development of observation skills in relation to seed growth, plant reproduction and an adopted tree or familiar environment; keeping gardening diaries; food production - chutneys, preserves, cordials; visit to forest garden.
- ⤴ **In Class Six (Year 7):** Principles of physics and causality in phenomena; properties of sound - qualities and tone, resonance, pitch and scale; sound in a vacuum; demonstrating the relative speeds of sound and light; properties of light - reflection; colour phenomena and the effects of the prism; properties of heat - expansion and contraction in solids, liquids

and gases; conduction; convection currents in liquid and air; demonstration of hot air balloon; rock types - relation of landscape to underlying strata; comparison of igneous, sedimentary and metamorphic rocks; seasonal planning in the garden - plot rotation, business plan; management of the polytunnel; garden produce market stall (linked to business maths main lesson); stone path laying ("Roman road", linked to Roman history main lesson); study of life-cycles, starting with the flowering plant, proceeding through the insect world, fish spawning, bird and animal migration to human relationships and human reproduction.

- ⤴ **In Class Seven (Year 8):** Human biology and nutrition, astronomy, combustion, mechanics: The functions of the human body; digestion and nutrition; further principles (and mechanics) of human reproduction; rules of hygiene, including impact of drugs on human development; introduction to astronomy and the planetary system; principles of combustion; oxygen and carbon dioxide; chemical reactions under heat; the limestone cycle, including building a functioning lime kiln to produce usable lime mortar or paint; physics of inclined planes, levers and pulleys, demonstrating the principles upon which wheelbarrows, nutcrackers and pulleys work.
- ⤴ **In Class Eight (Year 9):** Magnetism, electricity, electromagnetism, first circuit boards as introduction to computer hardware; building a simple battery, a compass, a signal and a motor; methods of producing electricity; industrial chemical processes involving starch, sugar, proteins, fat and metals; biochemical tests; making usable soap; introduction to respiration and photosynthesis; the mechanics of human bone and muscle; continued study of the planetary system; simple planetary charts and the telescope; history of science (in ancient cultures, the Renaissance, and through biographical study of more recent famous scientists such as Faraday and Darwin).
- ⤴ **In Classes Nine and Ten (Years 10 and 11),** in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs or equivalents (see below), main lesson subjects include electricity and communications, organic chemistry, human biology, dynamics and gravitation, the chemistry of metals, anatomy, embryology and sexuality plus an ecology field trip which embraces botany, climate and environmental science;

## History

- ⤴ **In Classes One to Four (Years 2 to 5):** Story-telling is the foundation of history, and stories are rooted in the Steiner curriculum from an early age. Fairy and folk tales are told in Year 2, where the pupils absorb them through drawing and re-telling. Year 3 progresses to traditional stories containing a message or moral principle. In year 4, origination myths and stories describing proto-historical events, including Old Testament stories, are introduced, while in Year 5 the stories are taken from the Norse myths, making a connection to the actual history of north west European people. Local history also features in Year 5, as part of the study of local geography.
- ⤴ **In Class Five (Year 6):** This year sees the transition from myth to documented history, through a vivid pictorial narrative that moves from ancient India through Mesopotamian and Persian cultures to those of Egypt and ancient Greece.
- ⤴ **In Class Six (Year 7):** The Roman Empire and its successors are studied, including the Celts, the rise of Christianity and pre-conquest British history. The emphasis moves away from storytelling towards the organisational aspects of human societies - government, laws, economy, technology, culture and artefacts. There is a biographical focus on key individuals - for example Horatius, Julius Caesar, Charlemagne, William the Conqueror - and the part they play in shaping the progress of history.
- ⤴ **In Class Seven (Year 8):** From the Middle Ages to the Renaissance, including the rise of Islam and its influence upon the west; the invention of printing; the age of the "great discoverers" and their voyages from the 15th to the 17th centuries, which links to the study of astronomy and the night sky in the science curriculum.
- ⤴ **In Class Eight (Year 9):** From the high Renaissance to the 19th century; reformation and revolutions - the English Civil War, religious wars in Europe, the American and French Revolutions, the American Civil War; the slave trade; the agricultural and industrial revolutions; inventors, industrialists and social reformers.

Pupils leave Year 9 with a solid grounding in chronological history and historical method, as a basis for GCSE history and the challenging study of the historical events of the 20<sup>th</sup> century.

- ▲ **In Classes Nine and Ten (Years 10 and 11)**, in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs or equivalents (see below), main lessons in history continue from the revolutions of 19<sup>th</sup> c. to the Second World War,, followed by a retrospective, i.e. looking back to trace the origins of modernity in ancient civilisations. There will also be art history main lessons, from ancient times via the Renaissance to modernity.

## Geography

- ▲ **In Classes One to Three (Years 2 to 4)**: Geography is introduced as a main lesson subject from Year 5, but the idea of a world away from home is well established in Years 2 and 3 through stories and myths. In Year 4 pupils explore differing types of building construction from around the world as part of a building main lesson (see technology curriculum, below).
- ▲ **In Class Four (Year 5)**: The local area is studied - the route to school, the geography of the school itself, and local landmarks; investigating how geography has shaped local people's lives; project and field trip to study a significant feature that has shaped the locality (a river, a communication link, a forest).
- ▲ **In Class Five (Year 6)**: The geography of the British Isles; location of cities, rivers, mountain ranges; pupils look beyond their immediate environment and observe how different economic activities thrive in different regions and how they interrelate across the country; life in different landscapes is contrasted - in urban places, by the sea, in the hills, etc.; pupils build a relief map, in the process of which they observe and experience physically the shape and form of the land, and its key features.
- ▲ **In Class Six (Year 7)**: The geography of Europe; its major physical features and contrasts (Alps and Holland; Black Forest and Ruhr); relating the economies and cultures of regions with their geographical characteristics; human resourcefulness in overcoming the challenges of different environments (roads, railways, tunnels, dykes, bridges,etc.).
- ▲ **In Class Seven (Year 8)**: World geography, including a focus on one continent and looking at the cultural, material and economic conditions of specific societies. Exploring ways in which geography, climate and history have shaped the human conditions and culture in the chosen region.
- ▲ **In Class Eight (Year 9)**: World geography: introduction to meteorology; global weather systems and the study of different global climatic zones, and the differences in lifestyle, culture and livelihood of their inhabitants; the global location of the natural resources required for industry, and the economic, industrial and social effects of harnessing them.
- ▲ **In Classes Nine and Ten (Years 10 and 11)**, in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs or equivalents (see below), main lesson subjects include volcanic and sedimentary processes, farming, globalisation, oceanography and climatology,

## Religious Education

- The school complies with the requirement to provide religious education, including a daily act of collective worship: morning lessons in Steiner schools always begin with a verse and a reflective moment.
- The moral and spiritual well-being of the children are nurtured by developing a strong sense of belonging for all, regardless of faith or background. This is achieved through a calendar of seasonal festivals which the whole school celebrates together.
- Throughout the school a sense of reverence and an attitude of tolerance and respect towards each other is encouraged and modelled by the teachers and reinforced by verses said before meals and at the beginning and end of the day.
- Religion `lessons` may go by a variety of names: including World Stories, Biographies or, in the older classes RTM, or `Religion, Tradition and Modernity`. The aim for all these lessons is to help each child to become aware of their individual and inalienable human values. A second aim is to reassure the child, and later the questing adolescent, that human dignity

and integrity can and do prevail, often against the odds. This is achieved primarily through story and discussion. Teachers are free to choose stories that bring out age-appropriate discussion and shared exploration. Teachers are expected to withhold their own beliefs in order to leave the student to develop their own beliefs and opinions in complete freedom. There is an expectation, however, that story and discussion will demonstrate and develop empathy, compassion, acceptance and tolerance.

- Additionally there are a number of main lesson blocks or themes that have a clear religious mood, for example in Class 2 (Y 3), Native American tales bring an experience of the spirituality and ecological awareness that preceded the arrival of Europeans; in the same year the children hear stories from the lives of Christian saints in the Celtic and Franciscan traditions. In Class 3 (Y4) stories from the Old Testament provide the main narrative content. In Class 5 (Y6) the focus is on eastern traditions, with stories from the Ramayana, the Mahabarata and Buddhist traditions being used extensively. In class 6 (Y7) the lives and teachings of Christ and Mohammed appear in their historical context.
- In the secondary years a core aim is the attempt to connect students to the most important ideals of all: their own. Cultivating a sense of idealism is approached in a variety of ways but the religion lesson has a key role to play in furthering this aim. Lessons will typically be based on the study of inspiring biographies of both historical and contemporary figures. Nelson Mandela and apartheid, Jaques Luuyseran and the Second World War, Charles Darwin and evolution, Henry Ford and the industrial age, Mohamed Bouazizi and the Arab Spring are all examples of where a biographical approach to issues of social, ethical and moral import can inspire class discussion and self-reflection along with an appetite for context and meaning.

## Modern Foreign Languages

- ⤴ The first choice language for all pupils from class 1 (year 2) is French.
- ⤴ The school aims to introduce a second language once it begins double-stream entry;
- ⤴ **Classes One to Three (Years 2 to 4):** Language is taught orally for most of the first three years, with writing introduced only towards the end of Year 4. Learning is through songs and movement games taken from French culture. Vocabulary is taken from the immediate surroundings, extended gradually outwards to embrace weather, fruit & vegetables, animals etc., as well as the names of the seasons, months and days and the recitation of numbers. Over time, adverbs, adjectives, and the use of forms involving movement and location are introduced and practised. Pupils practice answering questions about themselves, for example their age and birthday, number of brothers and sisters, etc. They hear French folk tales and draw scenes from them. Writing is added to this artistic work towards the end of Year 4.
- ⤴ **Classes Four to Six (Years 5 to 7):** Reading and translating from a printed text is introduced, and pupils produce their own project book containing both writing and drawing. Vocabulary and the application of grammar through parts of speech, tense, and gender are continually built upon and extended; pupils learn poems by heart and participate in short French plays that increase in complexity each year. The end of Year 7 sees the consolidation of the basics of grammar and vocabulary required for simple conversations and situations, the reading and recitation of short stories and poems and the writing of short texts - poems, postcards, pen-pal letters, etc.
- ⤴ **Classes Seven to Eight and beyond (Years 8 and 9)** Study of geography and culture of France, including music, cuisine and modern history. Study of texts in native language with cross-curricula links (for example extracts from *Les Miserables* to coincide with history of French revolution, study of epic, narrative and lyrical poetry to coincide with parallel study in English); consolidation of tenses, irregular verbs.

## Technology

- ⤴ **Classes One to Eight (Years 2 to 9):** The use of appropriate technology is embedded in the Steiner curriculum, in which doing, making and constructing take up a significant proportion of curriculum time. The use of tools and equipment of many kinds - scissors,

knives, wheel-barrows, garden tools, apple presses, pottery wheels, lathes, woodworking tools, printing presses, forges, photographic enlargers, sewing machines - form an integral part of the pupils' learning experiences. As always, tools and technology are introduced progressively and safely, at an age when pupils are ready to rise to the new challenge. More detail is given in the curriculum section on handwork and craft.

At certain points, specific technology-based projects are introduced into the teaching of core subjects. As part of the Year 8 science curriculum, students build and fire a working lime kiln; In Year 7 they may construct a short stretch of "Roman road". A key turning point, however, comes earlier, in Year 4, when pupils learn about building, visit building sites and take part in a real building project, ideally mixing mortar and laying bricks in a real-life application of the building with blocks they will have been doing since infancy. This experience of using their own hands to create and shape the human environment is both inspiring and empowering, coming as it does at a time of increasing independence, when children begin to take control of their own learning.

## Information and Communication Technology

- ⤴ The telling of stories, the hieroglyph, the written word, the illumination of manuscripts, calligraphy, the age of printing and finally the arrival of digital media and screen technologies: there is a clear pattern of development in communication technology. Children develop in a similar way, and computer-based learning in Steiner schools takes place when pupils are old enough to place computing in a social, scientific and historical context.
- ⤴ **Class Eight (Year 9):** The ICT programme of learning is regarded as a continuation of literacy that forms part of interdisciplinary learning. It will be designed to take account of the principle that everything that pupils learn should have contextual meaning and that analysis should be founded on direct and pragmatic experience. The subject is introduced this year by first developing an understanding of the binary systems in maths lessons, electro-magnetic forces in physics and the historical context of information technology, from Babbage to the modern day, in history lessons.
- ⤴ **In Class Nine (year 10)** an understanding of digital technologies will be supported through the study of number bases and the binary system in mathematics. Students may construct their own simple computers in order to understand how they work. At the same time many of the ethical and health issues connected with computer use and screen entertainment will be addressed.
- ⤴ Computer programmes and word-processing tools may be introduced at an earlier age for children for whom it can be a real benefit, who may, on account of dyslexia, dysgraphia or for other reasons have difficulty processing and presenting information in more traditional ways.

## Physical Education

- ⤴ Games lessons grow in complexity and ambition as the pupils rise through the classes. From simple running and tag games, instilling the principles of rules, appropriate behaviour and working as a team, more complex tactical elements are introduced, along with the role of the individual in relation to the team. In Year 6 athletics are introduced, in the context of the study of Greek civilisation. Running, jumping and throwing events are practised, culminating in a competitive "Olympic games". Cycling may also be introduced, in which pupils learn safe cycling skills at the age when they may be beginning to cycle on roads unaccompanied, and if facilities are available there will be sessions of gymnastics. From Year 7 strategic team sports are established - basketball, netball, hockey or others, depending upon facilities. In year 8 pupils also learn circus skills - balancing, juggling, unicycling, and related performance activities that instil poise, focus and self-control.
- ⤴ Eurythmy is a movement art distinctive to Steiner schools, which seeks to make visible through gestures and forms of movement the sounds of speech and the melodies, harmonies and rhythms of music. It develops gross motor skills, increasing the pupils' concentration and coordination and improving their spatial and social awareness. It helps pupils gain greater awareness of and control over their bodies while improving posture, fostering social

skills and developing imagination and aesthetic sense. The forms and gestures of eurythmy develop in complexity as the pupils get older. From simple straight lines, curves and geometric forms in Years 2 and 3, pupils learn to perform eurythmy to a text or a piece of music from Year 5, and may develop their own choreography by the time they are in Year 9.

- ^ Years 10 and 11 come together for seasonal team sports and individual activities including (depending upon available facilities) some or all of: basketball, badminton, softball, volleyball, tennis, hockey, athletics, archery, gymnastics and circuit training.

## Art

- ^ **Class One (Year 2):** Wet-on-wet watercolour painting; pattern drawing as a preparation for geometry writing; free Plasticine modelling; beeswax/clay relief work, incorporating themes from main lessons.
- ^ **Class Two (Year 3):** Wet on wet painting - colour stories and moods from the seasons; primary and secondary colours and darker and lighter shades; drawing symmetrical, rhythmical and geometric forms; modelling animals from the fables.
- ^ **Class Three (Year 4):** Painting in water colours - human, plant and animal forms; mixing prime colours; complementary colours and colour harmonies; rotational symmetry in pattern drawing; modelling animal and human forms.
- ^ **Class Four (Year 5):** Painting in water colours - achieving different moods through colour; landscapes and flora; animals in their native habitats.
- ^ **Class Five (Year 6):** Painting in water colours - achieving moods through colour; tonal values and transitions from dark to light; symmetry and inversion in pattern drawing.
- ^ **Class Six (Year 7):** Watercolour painting, drawing and modelling related to Main Lesson themes; shaded drawing; proportion in figures; representation of three dimensions; mosaic making in the context of the study of Roman civilisation).
- ^ **Class Seven (Year 8):** Watercolour painting, drawing and modelling related to Main Lesson themes; perspective drawing; foreshortening; design of industrial objects.
- ^ **Class Eight (Year 9):** Watercolour painting, drawing and modelling related to Main Lesson themes; black and white drawing; effects of light and use of shadow; colour perspectives; calligraphy and design work.
- ^ **Classes Nine and Ten (Years 10 and 11):** Drawing and painting on themes from art history. Sketch book preparatory work. Drawing and painting exercises. Building up a portfolio of work. Individual projects and course-work assignments.

## Land Based Education (LBE)

LBE captures a range of subjects and aims to bridge the gap between science and ecology on the one hand and practical craft and gardening skills on the other. It also includes many aspects of the curriculum for each of woodwork, metal work and food technology. The curriculum is currently being developed by the LBE curriculum research group.

## Handwork and craft: textiles and wood

- ^ Fine motor skills are developed through learning practical skills, developing patience, diligence, physical strength, stamina, quiet focus and artistic expression. The curriculum covers at different ages covers the qualities and origin of raw materials, safe use and maintenance of tools; design and creativity.
- ^ **Class One (Year 2):** Introduction to knitting - making knitting needles, winding wool, simple knitting project; sewing - the running-, blanket- and over-stitch; small sewing projects with felt.
- ^ **Class Two (Year 3):** More complex knitting project, involving colour sequences and counting rows; correcting mistakes; finger-crochet work; sewing needle cases and butterflies out of felt.
- ^ **Class Three (Year 4):** Crochet with a hook (requiring skilful use of the non-dominant hand), making small crochet objects; making and dressing dolls, using and extending the full range

of skills acquired.

- ▲ **Class Four (Year 5):** Design of a colour pattern on paper; learning cross stitch; executing the design in cross stitch and assembling the finished work into a cushion.
- ▲ **Class Five (Year 6):** Leather work - small wallets, plaited bracelets; sewing stuffed animals from a paper pattern; four pin knitting, making a hat, and more.
- ▲ **Class Six (Year 7):** Felting - pictures, finger puppets; designing and lino printing a pillow case - sewn by hand; weaving on hand looms).  
Woodwork: shaping a wooden spoon; making simple tools; simple joinery - bird boxes.
- ▲ **Class Seven (Year 8):** Machine sewing skills; back stitch, straight stitching and zigzag stitching; simple items initially, then clothing from a commercial pattern; felting; leather work; batik. Woodwork: salad servers; relief carving; carving a puppet head.
- ▲ **Class Eight (Year 9):** Making rag rugs from recycled materials; batik work, using wax and dyes on to cotton then silk; silk painting; costumes for the class play; book binding.  
Woodwork: carving a bowl; making a greenwood stool and weaving the seat.
- **During Classes Nine and Ten (Years 10 and 11)** pupils have the chance to experience a range of artistic and craft activities, including (depending upon available facilities) basketwork; ceramics (hand building and working on the wheel); woodwork (joinery and carving); metal work (forging and copper-beating); photography (digital and traditional dark room techniques); wool work (from the raw fleece to a finished article); soapstone carving. The emphasis in each case is upon co-ordination, observation and perseverance, as well imagination and creativity.

## Music

- ▲ All pupils have involvement in singing and instrumental music in some form. The aim is that they develop a relation with music as a real living experience. Choral singing is unaccompanied, developing collaborative skills and confidence in self and others.
- ▲ **Classes One and Two (Years 2 and 3):** Active listening to a note; pentatonic songs learned through imitation; clapping rhythms; playing a song by ear on the pentatonic flute. Use of hanging xylophones, pentatonic pipes, lyre, xylophone / glockenspiel; aural games to develop pitch awareness; short singing performance for parents.
- ▲ **Class Three (Year 4):** Rounds; cumulative ostinato group work; mirroring and imitation games on recorders and tuned percussion; continuation of aural games.
- ▲ **Class Four (Year 5):** Learning the note names; the treble clef; sol-fa names; reading the notes; playing rounds and folk tunes; singing seasonal songs; aural work within the scale. Choral singing.
- ▲ **Classes Five, Six and Seven (Years 6 to 8):** Compound time; introduction to the recorder; composing for the recorder; degrees of the scale; counting intervals; ensemble playing and small group improvisations. Choral singing.
- ▲ **Class Eight (Year 9):** Composing project; writing a round; writing a cadence in 4 parts; musical biographies. Choral singing.
- ▲ **Classes Nine and Ten (Years 10 and 11)** work together in a variety of instrumental and vocal groups exploring a range of styles and genres (strings, rock, drumming, a cappella singing, etc.), whilst contributing to the cultural life of the school via performance

## Drama and performance

- ▲ Plays and performances are an important feature of the curriculum, calling upon the physical, creative and intellectual qualities of the pupils, and encouraging social and emotional development. The emphasis is on participation and pupil progression rather than performance outcome. Plays are not cast by ability but with reference to how the children or students are most likely to benefit in terms of powers of expression, self-confidence, self-esteem, social integration, etc. The whole class takes part and the work is done in school time - it is not an optional, after school activity.  
There are performances from every class, every year, ranging from a short concert for parents in Year 2 to a fully staged production (usually Shakespeare) in Year 9.

## Class trips and local visits.

- ⤴ Each class aims to have an annual trip, building up from a single night residential in Class One or Two to a week or more in Class Eight. The activities are linked to the main lesson themes for the year, and the trips themselves are intended to be both challenging and confidence-building, engendering qualities of independence along with good habits of social interaction.

(To-date classes 3, 4, 6 and 7 have had farming and craft residentials at Embercombe, on the edge of the Haldon Forest, whilst class 7 have spent a week canoeing the river Wye on the English-Welsh border.) In addition, classes make day or afternoon trips to benefit from Exeter's rich educational resources.

## Citizenship in the curriculum

- ⤴ Citizenship is an integral part of several main lessons during the course of the class teacher years. In Year 4 a three week study of building and farming introduces the pupils to the idea of crafts people contributing their skills and work for the benefit of others. Visits to farms, building sites, produce markets etc. reinforce this experience. In Year 5 the pupils' first introduction to geography explores the inter-connected nature of the services and infra-structure that support our lives: roads, rail, water, electricity, police, fire and ambulance services are all presented and form part of the young child's expanding picture of the community he or she is part of. Visits to the local museum and extensive walks in the local area all feature at this stage.
- ⤴ In Year 6 a wide-ranging study of ancient Greek history features the emergence of democracy and the city state as a new form of government. The theme is continued in Year 7 where the focus is on Roman history and the making of laws. In Year 9 the history of modern revolutions gives an opportunity to explore the emergence of modern political constitutions and the concepts related to the French revolution, including the rights of man. At the same age the discipline of formal debating is introduced around current themes. History and geography in years ten and eleven explore modern themes and the way in which we relate as world citizens to global issues.
- ⤴ Throughout all their school years the pupils have the opportunity to engage in a range of charitable activities, including "WOW", (Waldorf One World, a collaborative event in which Steiner schools across the globe raise funds to benefit disadvantaged individuals and communities). SAE also has a developing connection to a school in Ethiopia via the Exeter Link project.

## GCSE subjects (weekly lessons)

In addition to the Steiner curriculum we are also required to offer a minimum of five GCSEs or equivalent. The school will undertake a consultation to decide which GCSEs and/or equivalents will be offered from September 2016. We will look closely at what the Steiner Academy Hereford is currently doing and are likely to be strongly influenced by their more recent experiences and choices. They currently offer:

- 6 core GCSEs: maths, Eng. Lit., Eng. Lang. History, Core Science, MFL
- The option of two additional qualifications from: Additional Science GCSE, Art GCSE, Craft VCert, Performing Arts BTEC
- An Accredited Project from WJEC, the equivalence of which can range from half a GCSE to AS level.