



# SILVER WILLOW COTTAGE SCHOOL

*Waldorf inspired learning*

**GREYTON**

Receive the child in  
reverence, educate in love  
and send forth in  
freedom.  
Rudolf Steiner

## Class 2 Curriculum & Goals

Much of what is done in Class 2 builds upon the groundwork laid in Class 1, with an increase of knowledge and skills developed in the previous year. In Class 2 learning through imitation is still prevalent and thinking is still very pictorial, therefore the teacher continues to present all lessons through story, images and activity.

However, a new element in the Class 2 child's awareness comes forth; their experience of the world as a paradisaical wholeness gives way to an inner awareness of duality in the world. Contrasts, such as saintliness and mischievousness begin to be noticed.

### LITERACY

FABLES, LEGENDS OF THE SAINTS & FOLK TAKES FROM AROUND THE WORLD

#### Objectives

- To develop the children's capacities for visualisation and memorisation through oral retelling of the stories.
- To develop the children's artistic skills through the imagery in the stories told.
- To practise writing, and to develop compositional skills, based on the content of the stories.
- To develop listening skills, engaging the attention and imagination of the children as they hear the stories told.
- To use the themes of these stories as a basis for the practise of dramatic presentations.
- To provide appropriate soul nourishment through selected stories of a moral quality.

#### Assessment

Observation of child's work, activity and behaviour; from regular documentation of child's progress; and from parent communication.

### LANGUAGE ARTS

In Class 1 the curriculum is arranged in such a way that the children are discovering language in much the same way that it was created – from stories to pictures that represent objects (pictographs) - pictures are then simplified into symbols (letters). The symbols become abstracted and are no longer associated with objects but with sounds (phonetics). Going further the symbols are no longer associated with a sound but become a part of a word without a distinguishable sound (whole language).

In Class 2, the children are lead into short pieces of writing where good punctuation and grammar structures are practised, but not formally taught. Children become aware of the use of a capital letter to denote a beginning; a comma denoting a pause; and a full stop marking an end of a sentence.

#### Objectives

- Review and practise of Class 1 skills and objectives
- To strengthen memory and written form of lower case letters
- To introduce cursive writing through form drawing.
- To practise writing (relating to main lesson themes and personal experience), some copied/imitated from the teacher's example and some written as individual compositions.
- To practise reading from main lesson material, storybooks, and at home.
- To develop speaking and listening skills, and a basic understanding of grammatical structure and punctuation. To foster a sense for the expression of emotional qualities in language through speech exercises, recitation of poetry and verse, retelling stories, and doing a class play.

- To understand and use basic punctuation, including initial capitalisation, the full stop, question mark and exclamation point.
- To continue developing spatial/organisational skills by writing in main lesson books and maintaining proper posture and pencil grip.
- To solidify understanding of consonants and vowels and differentiate between long and short vowel sounds.
- To continue the development of spelling skills through sound and word recognition activities; begin building a sight vocabulary, practise of phonetics and use of word families, introduction of the syllable, working with vowel digraphs and diphthongs and consonantal blends as well as compound words.
- To understand alphabetical order.

### **Assessment**

Observation of child's work, activity and behaviour; from regular documentation of child's progress; and from parent communication.

## **MATHEMATICS**

In Class 2, the child no longer relies so heavily on needing objects outside of themselves to count, so there is a change in emphasis from manual operation to mental computation, and the exploration of various forms of appropriate notation and algorithm and how they apply to problem solving.

### **Objectives**

- Practise of the four mathematical processes with continued, though reduced, use of manipulatives.
- Practise of memorising simple addition and subtraction facts up to 24 and any addition or subtraction problem involving a two digit and one digit number.
- Practise and memorisation of times tables (2, 3, 4, 5, 6, 10, 11) through movement, rhythm and written work.
- Introduce and develop an understanding of place value; THU – 1000s, 100s, 10s 1s
- Introduce and develop skill in carrying and borrowing.
- Practise with story problems.
- Experience through movement and artistic activities how numbers are related to geometric patterns.
- Foster the enjoyment of mathematics through use of games and puzzles.
- Develop greater facility with mental arithmetic.
- To develop a sense of the importance of form and organisation in the written practice of math problems.

### **Assessment**

Observation of child's work, activity and behaviour; from regular documentation of child's progress; and from parent communication.

## **MOVEMENT**

The movement curriculum takes up the central developmental process that every human being has to engage in: that of coming into, taking hold of, and expressing themselves through the physical body.

*"The more we take into account...that intellect develops from the movements of the limbs, from dexterity and skills, the better it will be."* Rudolf Steiner, Basel Course, 1920

### **Objectives**

- To engage in age appropriate games and activities that facilitate the harmonising and integration of each student's physical, soul and spiritual bodies; that foster the development of healthy social skills amongst individuals; and that foster a healthy social fabric within the class.

### **Assessment**

Observation of child's work, activity and behaviour; from regular documentation of child's progress; and from parent communication.

## PAINTING, DRAWING & FORM DRAWING

### Objectives

- To develop dexterity for cursive writing through form drawing.
- To continue awakening an interest in nature through working with colour.
- To build an experience of arriving at form through the interaction of colours rather than enclosing a space with lines.
- To foster enjoyment of artistic processes by providing an environment, through proper form and mood, that allows students to experience this.
- To enrich each student's soul life through experiencing colour.
- To develop dexterity in the limbs through form drawing exercises, which lay a foundation for dexterity of thinking.

### Assessment

Observation of child's work, activity and behaviour; from regular documentation of child's progress; and from parent communication.

## EURYTHMY

In First grade the circle being representative of the whole, in Second grade now becomes a dialogue of polar opposites. Following the theme of the Second grade main-lesson, short animal stories are told, with different patterns of stepping being practiced and perfected. More challenging tasks are undertaken, e.g. the children walk forms round each other. The mood of the fifth continues as the foundation in music eurythmy.

### Objectives

- Circle and straight line movements continue. Two circles now come into being, and the forms are practised from a starting point, going around, and returning to the same point.
- Exercises in opposite pairs, or mirror forms.
- Short dances in two circles with opposite pairs.
- Dexterity exercises continue.
- The seasonal round is accompanied with poems.

### Assessment

From direct observation by the teacher.

## HANDWORK

Handwork lessons are more than a means of promoting dexterity and skill. Through rhythmically repeating movements and exercises while working on tasks suited to the age of the child, the hands help to bring about both a strengthening of the will and of the capacity for logical thinking.

Once both hands have practised knitting plain, purl stitches are taught. Learning how to cast on and off, decreasing and knitting dolls with limbs. Additional sewing is given with a variety of stitches and concentrating on uniformity.

### Objectives

- Knitting: purl stitch.
- Plaiting threads to make bands and cords.
- Dolls and animals knitted or made with felt.
- Stitching of seams with over stitch or running stitch.
- Felting.
- Sewing a range of different objects

### Assessment

From direct observation by the teacher.