This document contains:

Integrated Topics covering English, Mathematics, Science, History and Geography
Overarching Themes Stage 1 K-3
Revisions included in this document:

April 2012  Numbering added to Content Descriptions and Achievement standards to enable cross-referencing

August 2013  The content of the Topics in this document is unchanged from that submitted for recognition by ACARA. For the convenience of Class Teachers, the topics have been restructured into an integrated curriculum covering material used as the basis for Main lessons.

English, Maths, Science and History are as recognised in 2012, except that some integrated topics have had Geography material added.

Draft Geography material integrated, colour coded green pending Recognition

17 Sept 2014  Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

17 Sept 2014  Geography changes made as result of discussions with ACARA November 2013 and September 2014

17 Sept 2014  Geography/Science Achievement standards section corrected

15 Dec 2014  Geography Recognised by ACARA 14 Nov 2014; colour coding removed
## Contents

**Developmental Profile Class 2**  

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Topics are integrated content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

**Overarching Themes Class 1 – Class 3**:  

A. Festivals, Celebrations and Rhythms of Time  
B. Outdoor Play, Bushwalk and Practical Garden and Home Activities  
C. Handcrafts of the Traditional World  
D. Morning Circle

**Achievement Standards**  

**General Capabilities**  

**Cross Curriculum Priorities**
## Individualised Thought Pictures

The content is still best integrated through thought-pictures. “Concepts are understood meaningfully when they are mobile and organic in quality. The events and experiences of the outside world are filtered through the child’s imagination and rearranged to accord with the child’s homogenous world-picture” (Rawson and Richter *The Educational Tasks and Content of the Steiner Waldorf Curriculum 2000*). Children are able to create more vivid inner pictures.

### Curriculum Approach to English

Narrative is still the most significant manner in which pictorial imagery can be presented to and received by the child at this stage.…… Narrative provides images of the both **natural and the human environment which are then the basis for developing language, literature and literacy skills**.

### Curriculum Approach to History

Narrative is still the most significant manner in which pictorial imagery can be presented to and received by the child at this stage.…… Narrative provides images of **older traditional ways of life, of great individuals from history and from other cultures and other environments**.

### Curriculum Approach to Science/geography

The experience of the local environment is still brought through stories which are recalled and drawn. The impulse for these stories often arises out of the daily interaction with their surroundings. The geographical scope widens as stories of the landscape come from the four compass directions. The descriptions and narratives are summarised by the class and a book of nature studies is created.

### Curriculum Approach to Maths

Motivation should be awakened through pictorial description of number qualities…..It is important initially to approach actual calculation as concretely and visually as possible.

- Rawson & Richter *The Educational Tasks and Content of the Steiner Waldorf Curriculum 2000*

### Engagement through the feeling life

The joy of learning is built on a strong love of rhythm, recitation and movement as well as the colourful stories and beautiful geometric patterns. The environment of the school is often carefully chosen to provide an experience of the beauty of nature.

### Curriculum Approach to English

A joy in language as the expression and communication of a rich variety of human experience and feeling should now be manifest. A rich language environment in the classroom where stories, verses, rhymes, songs, poetry, tongue twisters and riddles nourishes the growing love of expressive language and literature.

### Curriculum Approach to History

Immersion in the stories and the poems and songs as the expression and communication of a rich variety of human experiences and feelings should now be presented to the children. Their drawings and music as well as class tableau give an opportunity to live into different times and cultures.

### Curriculum Approach to Science/geography

Through play, bushwalks and stories the beauty of nature is made more visible to the child and its secrets are slowly revealed. The mysteries of the surrounding lands are pictured through the journeys of the four directions, the stories of the elements and the close connection with the animal world. The human element of interaction with nature is highlighted through biographical pictures of those whose reverence for and connection with nature was outstanding e.g St Francis

### Curriculum Approach to Maths

In Mathematics rhythm and recitation in wonderful interweaving number patterns and times tables is practiced each day as well as drawn and coloured. The children are captivated by the magical quality of numbers and the lively movement of the narrative renditions of the four processes which they play out.
### DEVELOPMENTAL PROFILE CLASS 2 CHILD AGED 7-8 YEARS

(continued)

<table>
<thead>
<tr>
<th>Imitative Faculty</th>
<th>Curriculum Approach to English</th>
<th>Curriculum Approach to History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty of imitation is less marked but can be employed to enhance engagement in eg a quiet mood for imaginative storytelling, a new skill or activity sequence.</td>
<td>The continuing but diminishing role of imitation in the life of the 8 year old means that <strong>language and literacy skills are still modelled by teachers as effective strategy in learning.</strong></td>
<td>The continuing but diminishing role of imitation in the life of the 8 year old means that the <strong>moods of courage, joyfulness and openness as well as skills in artistic expression can still be deepened through the role of the teacher.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Approach to Science/geography</th>
<th>Curriculum Approach to Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quiet mood of observation, the careful interaction and the joyful gratitude for nature are still modelled by the teacher and in the deeds of the heroes of the stories. Imitation lessens and gives way to more self-initiated activity.</td>
<td>The quiet mood of observation, the careful focus on work and the rhythmic and joyful participation in practical number skills such as times tables, number games and processes are still modelled by the teacher.</td>
</tr>
</tbody>
</table>

### Cognitive Development

The children are less dreamy. They can concentrate for longer periods. While still in transition developmentally from the preoperational stage, the beginnings of concrete operational thought are evident from age 7 onwards. This includes aspects of identity, reversibility and seriation.

<table>
<thead>
<tr>
<th>Curriculum Approach to English</th>
<th>Curriculum Approach to History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child of this age now has the cognitive capacity to sequence narratives, and to create <strong>more complex texts. At the level of language, the child is phonemically aware, is becoming conscious of phonic patterns, and has a sense of the sentence.</strong></td>
<td>The child of this age now has the cognitive capacity to sequence narratives, and to create <strong>texts which describe other cultures and times. They can sequence events and the unfoldment of the seasonal celebrations which they anticipate with joy.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Approach to Science/geography</th>
<th>Curriculum Approach to Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children are able to recall clearly, create their own story summaries together and illustrate the world of nature they have encountered. They live imaginatively into the anthropomorphic level of e.g. Aboriginal Dreaming stories or the Celtic Tales which come from a stream of nature wisdom. The relationship to nature and traditions of diverse cultures are experienced in World Legends.</td>
<td>The children are able to identify, sequence and engage in the number processes and see relationships between sequences. They also see the relationship between addition and subtraction and begin to look at practical strategies.</td>
</tr>
</tbody>
</table>

### Rhythm and Memory

Rhythmic review of work begins in a 3 day rhythm which utilises the sleep time in which **memory is imprinted through into the conscious awareness, habits and physical skills.** Age 7-8 sees a strengthening of rhythmic memory.

<table>
<thead>
<tr>
<th>Curriculum Approach in all Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 2 or 3 day rhythm or cycle may include eg</td>
</tr>
</tbody>
</table>
1. Imaginative presentation through story for the first introduction of a new experience or skill.  
2. Recall, drawing, concrete exploration, movement, recitation and dramatisation.  
3. Further exploration, representation and writing. |
### Arts-based Multi-modal Imprinting

Knowledge, understanding and skills are more deeply integrated into the body when they are done in many different modalities.

### Curriculum Approach to English and History

Language and literacy development is enhanced when explored through the creative arts and movement: drawing, dramatisation, music and movement all extend the learning repertoire of the child of this age.

### Curriculum Approach to Science/geography

Children engage in the full range of all of the creative and performing arts as well as writing, speaking and reading, cooking, gardening and play using all the senses. The world is experienced through touch, smell, taste, hearing and sight as well as the inner experiences while listening to the stories of the world.

### Curriculum Approach to Maths

In order to be able to handle quantitative numbers freely an inner numerical space needs to be created, in which one learns to move rhythmically with varied number patterns. This is achieved, amongst other means by a memory developed by learning the times tables through rhythmic movement eg through clapping, passing bean bags or skipping.

### Physical Development

Laterality and dominance are more firmly established in this year and both gross and fine motor movements develop further. Left brain myelination is largely completed. The lengthening of the limbs continues and greater dexterity, strength and confidence are evident physically. Individual differences in capacities and skills for learning become more apparent in the class activities.

<table>
<thead>
<tr>
<th>Curriculum Approach to English</th>
<th>Curriculum Approach to History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child of this age has physically mastered the directional aspects of concepts about print. Significant variations in ability are apparent between children.</td>
<td>Physical development underpins increasing skills for learning through narrative, recall, the arts and drama.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Approach to Science/geography</th>
<th>Curriculum Approach to Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children enjoy longer bushwalks and have the skill to make many larger built structures in the garden and hand-crafted items. They can learn more complex performance contributions for seasonal festivals.</td>
<td>The children have mastered the directionality of print and are able to set out algorithms. They have the skill to make more complex hand-crafted items and outdoor constructions which bring experience of balance, measurement and 3 dimensional form.</td>
</tr>
</tbody>
</table>
I am a strong and mighty tree...

I am a strong and mighty tree
No howling wind will conquer me;

My roots reach deep into the ground
They hold me up, I won’t fall down.

My trunk is strong and straight and sound
My bark is skin that wraps me round.

My branches reach into the air,
A home for birds from everywhere.

My leaves reflect the shining light
They glisten in the sunshine bright.

My flowers blossom blissfully
They offer nectar to the bee.

I am a strong and mighty tree
No howling wind can conquer me.
Preamble: English

A. Reading in Class 2

During Class 2 students are prepared for independent reading through a guided pathway that comprises a sequence of stages:

1. Reading books students have themselves written and illustrated based on texts modelled by the teacher.

2. During the year the students are introduced to teacher-created books and simple printed readers which present stories, verses and other material that are already familiar to the students from prior classroom activities eg they read verses and rhymes they already recite in class; stories they know already presented in texts with a significant number of high frequency sight words, many words based on common word families, simple standard punctuation as well as illustrations that support and extend the printed text. The reading is prepared and familiar, and is supported through pair, small group and class reading activities.

3. From familiar material the students then progress to independent reading of texts that are increasingly unfamiliar to them in an independent reading program.

B. Literacy Program

Integrated across all Topics in Class 2 English

Content description

Literacy Program

Students will learn to:

1. recognise common phonics patterns including morphemes in word families
2. move sounds in words by phoneme substitution and deletion
3. recognise common vowel digraphs, silent letters and consonant blends
4. recognise sight words and phonic patterns
5. understand the variability of sound-letter matches
6. use appropriate punctuation
7. recognise some common prefixes and suffixes
Topic 2.1 English  Celtic Narratives

The Central Experience of the Content

Students retain an urge to experience the world with a “magical” content, hence their enjoyment of stories where magical possibilities resound. The stories of the Celtic tradition in particular display a blend of the everyday realities of the natural world into which the growing child is now moving, along with a joy in the sudden emergence of a transcendent reality.

Students continue to bring a creative response to the learning experience through the writing and illustrating of their own books: they continue to build a bank of sight words, continue to master a variety of simple phonic patterns through word families, and between the combination of these twin processes students begin to develop word attack skills.

Future Capacities

A creative response from students is embedded in the learning experience: each student responds to their learning through a self created text which is an expression of their own individual response. A regular experience of learning through this method, by inner picturing and by recording the student’s own creative response to these stories, continues to build an imaginative capacity that will be the basis for problem solving and individual creativity in later life.

Children listen to traditional Celtic stories such as the King of Ireland’s son, and retell and act out the stories. They write sentences from the stories, and illustrate them.
### Content Description

**Topic 2.1 English**  
Celtic Tales  
(Main Lesson or practice lessons)

Students will learn to:

1. Write short texts modelled by the teacher using descriptive words (derived from narratives from the Celtic tradition)
2. Write extended sentences using punctuation conventions
3. Read simple texts including self-created and teacher-created texts within increasing comprehension.
4. Recognise a more extensive list of sight words using visual memory to recognise irregular words
5. Use a variety of forms of communication of stories including oral, visual, written and dramatic.
6. Explore the role of images in communicating the meaning of the narrative
7. Listen to, recall, illustrate, speak poetry from and dramatize stories from the celtic tradition which speak of the transcendent realms of nature and human power of striving.

### Content Elaboration

<table>
<thead>
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<th>Learning Experiences</th>
<th>Multi-Modal Artistic Activities</th>
<th>Knowledge or Understanding; Meaning or Connection</th>
<th>Expressed through Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen to teacher-told stories from the Celtic tradition such as The King of Ireland’s Son, Finn McCool, Rhiannon and the Mahbinogian</td>
<td>imaginatively recreate stories through dramatised movement in class and individual expression</td>
<td>write texts using appropriate punctuation (capital letter, full stop, question mark, speech marks)</td>
<td>read simple self-written texts</td>
</tr>
<tr>
<td>explore illustrated texts of Celtic tales</td>
<td>create visual representations of story incidents (illustrations) in a self-created book</td>
<td>recognise an increasing bank of sight words</td>
<td>Build on phonetic knowledge: Consonant digraphs (initial and final) Include: sh, ch, th, wh e.g. shop, rush</td>
</tr>
<tr>
<td></td>
<td>sing songs and speak verses describing story incidents</td>
<td>Begin to understand a range of spelling rules including vowel digraphs, long vowels, blends and silent letters.</td>
<td>explore descriptive words in creating texts</td>
</tr>
<tr>
<td></td>
<td>retell stories in sequence</td>
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</tr>
</tbody>
</table>

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Topic 2.2 English  Animal Fables

The Central Experience of the Content

Emerging from a sense of the world’s unity, the growing child approaches the diversity of human, the multiplicity of the material world, what the Chinese Daoists call “The world of 10,000 things.” From a simple trust in the omniscience and omnipotence of parents and carers, the child moves to an awareness of the range of human characteristics from the wise to the foolish, from the ethically inspiring to the ethically questionable. Cultures have personified these differing human qualities through the image of animal qualities such as those of Aesop’s fables e.g. the hare and the tortoise contrasts the superficial hare with the solid but less flashy work ethic of the ultimately successful tortoise. These stories continue to provide valuable lessons in ethical and values education.

Students continue to bring a creative response to the learning experience through the writing and illustrating of their own books: they continue to build a bank of sight words, continue to master a variety of simple phonic patterns through word families.

Future Capacities

These imaginative renditions of human foibles are examples of how traditional cultures provided collective groundings in emotional intelligence. These narratives distill observations of human faults and failings into simple imaginative pictures which become part of the growing child’s emotional repertoire of understandings of their social world. Through the internalized imagery of the imagination, the growing child is prepared for the variety of human personality traits they will encounter in the future.

THE CROW AND THE FOX

Mr Crow sat at his ease
high in a tree; a good bit of cheese
safe and secure in his beak.
Mr Fox scented the cheese, took a peak,
and called out to say,
“Good morning, what a lovely day.
My goodness, how your feathers gleam,
I’m so impressed you are a dream
the finest flier of the wood,
shining as a Phoenix should.
Should your song match, you are a god!”
Cautiously away the crow,
all too keen to show
the beauty of his voice, raised his croup,
opened his mouth, let the cheese drop.

Quick as a flash, Mr Fox was on it.
“Old Crow,” he called, “I think I won it.
You should always realise,
flattering words take a price
paid for by the other!
That lesson’s worth the payment, brother.”
Perplexed, ashamed and sad,
the crow swore, too late, he’d never again be had.

The Fables of La Fontaine
A Selection in English
Jean de La Fontaine, Floris Books
### Content Description

**Topic 2.2 English**

**Fables Animal Tales**

(Main Lesson or practice lessons)

Students will learn to:

1. Write short texts using extended sentences modelled by the teacher, describing a range of animal tales from a range of cultures
2. Read self created and teacher created texts with increasing comprehension
3. Use appropriate punctuation
4. Use a variety of forms of communication of stories including oral, visual, written and dramatic
5. Discuss how the language used in the narrative creates the sense of the qualities of the characters
6. Discuss different stories (texts) from different cultures about the same animals

### Content Elaboration

**Learning Experiences**

<table>
<thead>
<tr>
<th>Multi-Modal Artistic Activities</th>
<th>Knowledge and Deep Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* hear and imagine a series of stories involving animal characters which personify human characteristics eg Aesop’s Fables, Fables of La Fontaine</td>
<td></td>
</tr>
<tr>
<td>* listen to stories about animals with similar qualities in different cultures eg the mousedeer in Indonesian culture and the fox in Aesop's Fables.</td>
<td></td>
</tr>
<tr>
<td>* Read books on the topic that are presented after preparation of content and vocabulary.</td>
<td></td>
</tr>
<tr>
<td>* explore and dramatise movement in stories through class and individual expression</td>
<td></td>
</tr>
<tr>
<td>* illustrate story incidents in a self-created book</td>
<td></td>
</tr>
<tr>
<td>* sing songs and speak verses describing story incidents</td>
<td></td>
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<tr>
<td>* speak chants and rhymes derived from animal fables</td>
<td></td>
</tr>
<tr>
<td>* write texts using appropriate punctuation (capital letter, full stop, question mark, speech marks)</td>
<td></td>
</tr>
<tr>
<td>* read self-written texts</td>
<td></td>
</tr>
<tr>
<td>* recognise increasing bank of sight words</td>
<td></td>
</tr>
<tr>
<td>* Build on phonetic knowledge: Double Consonants: ll, ff, ss and ck. used in word families E.g. bell, cuff, kiss, sack</td>
<td></td>
</tr>
<tr>
<td>* recognise syllables and separate phonemes in words</td>
<td></td>
</tr>
<tr>
<td>* recognise that letters can vary and have different sounds eg u in put/ cut/ use</td>
<td></td>
</tr>
<tr>
<td>* discuss how the descriptive words used in the story (shy, bold, greedy etc) creates a sense of the different qualities of the animals</td>
<td></td>
</tr>
</tbody>
</table>

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**Teacher’s diary notes**

Heron flapped steadily.
Hummingbird flitted busily.
He tasted nectar from all the flowers along the river.

(some of the children added their own sentence as well)
Topic: 2.3 English

Saintly Lives

The Central Experience of the Content

As an uplifting contrast to the world of human foible, there are also human lives that are inspiring and seem to reach beyond the limits of the lower human nature. While the Fables deal with the animal instincts; these stories are metaphors in which the self-realised nature of such individuals overcomes and transforms the animal element. Called Saints in some cultures, these great individuals manifest a self-realised nature that although based within one cultural tradition, speaks to the universal human beyond particular cultures. Some of these are historical, such as St Francis, while others are quasi-historical and live half in the realm of legend eg the early Celtic saints. The great lives manifest the classical ideal of Truth, Beauty and Goodness.

Students continue to bring a creative response to the learning experience through the writing and illustrating of their own books: they continue to build a bank of sight words, continue to master a variety of simple phonic patterns through word families.

Future Capacities

The image of the fully realized human nature has been a long tradition in human cultures: providing such images through imaginative means enables students to build their own sense of Goodness for their own futures. By picture-building from legend and history, the growing child is enabled to freely begin the process (which may be life-long) of creating his/her own image of personal direction and ethics.
# Content Description

## Topic 2.3 English

**Saintly Lives**  
(Main Lesson or practice lessons)

Students will learn to:

1. Write short texts extended sentences modelled by the teacher, describing the stories of saintly lives from a range of cultures.
2. Engage with, illustrate, say poems and verses from and play out scenes of great lives with the qualities of goodness, purity, compassion, nobility, courage and humility.
3. Read self created and teacher created texts with increasing comprehension.
4. Use a variety of forms of communication of stories including oral, visual, written and dramatic.
5. Listen for specific purposes including depth of story material, instructions and share ideas in discussion.

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## Content Elaboration

### Learning Experiences

Students hear and imagine a series of stories from a range of traditional cultures involving the lives of inspiring and transcendent personalities such as traditional Saints from European, Middle Eastern and Asian cultures.

They explore and dramatise movement in stories through class and individual expression.

They illustrate story incidents in a self-created book.

They sing songs and speak verses describing story incidents.

Students write narratives about significant people from the past from oral and visual sources.

They understand the contribution of great people and their healing and sustaining power for nature and the human being.

Students write texts using appropriate punctuation (capital letter, full stop, question mark, speech marks).

They read self-written texts.

Students recognise increasing bank of sight words.

Build on phonetic knowledge: eg

- Double vowels ee / oo
- Vowel consonant digraphs: or – for – fork
- Simple long vowels: a-e/ay/ai; ee/ea; i-e and y as in fly; o-e/ ow/oa; u-e/ oo/ue

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*Saint Francis and the Birds*  
*Saint Francis’s Prayer*

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Topic 2.4 English  World Legends

The Central Experiences of the Content

The students continue to have their imaginations formed by stories from around the world that draw on the rich heritage of diverse cultural traditions, including Asian and Pacific stories. These stories contain in archetypal form the wisdom of a culture as it was handed down from the past. They speak of creation, human striving, the gaining of wisdom and the relationship with the natural world as it was visioned and understood in different historical times.

Students continue to bring a creative response to the learning experience through the writing and illustrating of their own books; they continue to build a bank of sight words, continue to master a variety of simple phonic patterns through word families, and between the combination of these twin processes they begin to develop word attack skills for unfamiliar texts. In this unit the teacher creates a text based on familiar verses, rhymes and stories that the students read together and individually. From this point the students are then enabled to move to readers with unfamiliar texts in a reading program. Students also create texts for a range of purposes such as simple messages, letters, recipes.

Future Capacities

Students are exposed to a diversity of cultural expression, particularly Asian and Pacific, thereby being grounded in the traditions of their geographic neighbours. A foundation is laid enabling them to become global citizens by an appreciation at this early age of the breadth of narrative from these diverse world traditions.

THE RED-BUD TREE
A Buddhist Tale

ONCE, upon a time four young princes heard a story about a certain wonderful tree, called the Red-Bud Tree. No one of them had ever seen a Red-Bud Tree, and each prince wished to be the first to see one.

So the eldest prince asked the driver of the king’s chariot to take him deep into the woods where this tree grew. It was still very early in the spring and the tree had no leaves, nor buds. It was black and bare like a dead tree. The prince could not understand why this was called a Red-Bud Tree, but he asked no questions.

Later in the spring, the next son went with the driver of the king’s chariot to see the Red-Bud Tree. At this time it was covered with red buds.

The tree was all covered with green leaves when the third son went into the woods a little later to see it. He asked no questions about it, but he could see no reason for calling it the Red-Bud Tree.

Some time after this the youngest prince begged to be taken to see the Red-Bud Tree. By this time it was covered with little bean-pods.

When he came back from the woods he ran into the garden where his brothers were playing, crying, “I have seen the Red-Bud Tree!”

“So have I,” said the eldest prince. “It did not look like much of a tree to me,” said he, “it looked like a dead tree. It was black and bare.”

“What makes you say that?” said the second son. “The tree has hundreds of beautiful red buds. This is why it is called the Red-Bud Tree.”

The third prince said: “Red buds, did you say? Why do you say it has red buds? It is covered with green leaves.”

The prince who had seen the tree last laughed at his brothers, saying: “I have just seen that tree, and it is not like a dead tree. It has neither red buds nor green leaves on it. It is covered with little bean-pods.”

The king heard them and waited until they stopped talking. Then he said: “My sons, you have all seen the same tree, but each of you saw it at a different time of the year.”
### Content Description

**Topic 2.4 English**  
**World Legends**

Students will learn to:

1. Create short texts with extended sentences (may be modelled by the teacher) describing stories from a range of cultures around the world and demonstrating emerging use of appropriate punctuation, sentence-level grammar, word choice and text structure.

2. Read self-created, teacher-created and other age appropriate readers with increasing comprehension and word-attack skills.

3. Participate in a simple dramatic production using world legends as content (may also be applied to 2.1, 2.2, or 2.3).

4. Explore and learn from stories of human development, wisdom and relationship to nature from different cultures including Asia and the Pacific.

5. Use a variety of forms of communication of stories including oral, visual, written and dramatic.

6. Use an increasingly wider vocabulary in speech and writing, beginning to be aware of word choice to suit audience and purpose.

### Learning Experiences

**Students:**
- listen to a variety of stories from cultures around the world particularly Asia and the Pacific;
- participate in a dramatic production based on a world legend;
- learn that stories provide wisdom for many world cultures.

### Multimodal Artistic Activities

**Students:**
- retell stories in sequence with regard to plot, character and setting;
- imaginatively recreate scenes in dramatic movement;
- write and illustrate their own self created book from the stories;
- use appropriate interaction skills to retell and discuss stories.

### Knowledge and Deep Understanding

**Students:**
- write texts using appropriate punctuation (capital letter, full stop, question mark, speech marks);
- read self-written texts;
- recognise increasing bank of sight words;
- continue to build on phonetic knowledge eg long vowels derived from contrast between Sam/man and same/mane;
- read teacher-created readers using familiar texts and demonstrating basic comprehension;
- begin to read simple readers of age-appropriate literature;
- use an increasingly wider vocabulary in speech and writing.

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**How People Came to Be**  
(Maya, Mexico)

In the abyss of time, surrounded by light in the midst of the dark waters, the Great Ancestors decided to create the world.

"May the void be filled! May the waters recede! May the Earth appear, dense and solid!" they said.

Immediately, like a cloud of dust, the mountains appeared and rose towards the sky. And to break the silence floating around them, the Sovereign Ancestors, Grandmother of Dawn and Grandfather of Day, gave form and life to birds and beasts, the spirits of the ridges and guardians of the forest.

"Speak up! Sing to the Heart of Heaven! Praise the Plumed Serpent, glorify your Mother's and Father's name!" they ordered.

But the birds could only roar and bark, the birds could only chirp and whistle. They had no words. They could not praise the Sovereign Ancestors, and this is why they were condemned to be hunted and eaten.

from Beatrice Tanaka, Green Tales
**Topic 2.5 / 2.6 Geography/Science/English**

*Local surroundings: The World Around Us*

(These two Topics follow on from the Class 1 Topics *Local Surrounds: The World of Nature*. For Class 2, the content outlined below in 4 sections could be combined in various ways.)

### Central Experiences of the Content
As the children awaken more to the world, their ability to enter with their imagination and their picture-based memory forces into the environment becomes richer. The second year of schooling widens the narrative based nature lessons more to the animal world and to the further landscapes of the region. The children journey inwardly with the animals as they speak imaginatively about their travel through warm rainforest climates or oceans and islands. The winds and weather patterns such as a southerly buster or warm north wind bring a sense of the distant lands and climates to the children. **Some stories may focus on the lands to the warmer north, later the fresh coastal ocean environment; then the warm desert expanses and finally the cold south.** Thus the world expands for the child through the imaginative rendition given by the teacher which goes beyond factual discussions.

### Future Capacities
The basis for future connection with the surroundings, for ecology and sustainability and for understanding of the interdependence of all creatures arises in these stories. Everything that enters the life of the class from a wind storm in the playground, to a caterpillar or beetle in the garden is incorporated into the stories and so is brought to pictorial consciousness, becomes filled with significance as it were and given context in the whole of life.
### Content Description

**Topic 2.5/2.6a  Geography**  
*The World Around Us 1*  
*(These topics a-d could be combined in delivery)*

#### Students will learn to:

1. Engage in stories of the wider region, weather patterns, landscape and plants of the desert lands; their names and the related features that give them meaning; Aboriginal stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals of the ocean, their homes, their movement, their needs, their young and interaction with life;
3. Write about these stories of animals, the weather, and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

#### Threefold Cycle of Content Elaboration

<table>
<thead>
<tr>
<th>Teacher Created Learning Experiences</th>
<th>Multi-Modal Artistic Activities</th>
<th>Deep Knowledge, Understanding and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children hear stories of a trip to the coastal areas, ocean flights and island visits.</td>
<td>Children recall, draw scenes of the beaches, oceans and islands.</td>
<td>Children write together with the teacher, story excerpts and make a book of the travels with geographical illustrations.</td>
</tr>
<tr>
<td>They listen to imaginative picture-stories of the dolphins, fish, birds and undersea creatures.</td>
<td>They draw the animals, speak poems and play out scenes.</td>
<td>They add narratives about the animals and their adventures, their appearance and characteristics.</td>
</tr>
<tr>
<td>Children hear of Aboriginal stories of the Dreaming from the area and of encounters with indigenous people living in these regions.</td>
<td>They recall, draw and speak poems from these stories.</td>
<td>Children write summaries of Dreaming stories.</td>
</tr>
</tbody>
</table>

### Content Description

**Topic 2.5/2.6b  Geography**  
*The World Around Us 2*  
*(These topics a-d could be combined in delivery)*

#### Students will learn to:

1. Engage in stories of the wider region, weather patterns, landscape and plants of the desert lands; their names and the related features that give them meaning; Aboriginal Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life in the desert;
3. Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

#### Threefold Cycle of Content Elaboration

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<th>Teacher Created Learning Experiences</th>
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<tbody>
<tr>
<td>Children hear stories of a trip to the desert landscape with an animal e.g. with a crested pigeon through the mallee country and on the desert.</td>
<td>Children recall, draw scenes of the desert and the mallee country and the lake.</td>
<td>Children write together with the teacher, story excerpts and make a book of the travels with geographical illustrations.</td>
</tr>
<tr>
<td>They listen to imaginative picture-stories of the echidna, eastern grey kangaroo, western red dingo, galah, bilby or Lake Eyre dragon.</td>
<td>They draw the animals, speak poems and dramatise scenes.</td>
<td>They add narratives about the animals and their adventures, their appearance and characteristics.</td>
</tr>
<tr>
<td>Children hear of Aboriginal stories of the Dreaming from the area and of encounters with Aboriginal people living in these regions.</td>
<td>They recall, draw and speak poems from these stories.</td>
<td>Children write indigenous story summaries.</td>
</tr>
</tbody>
</table>
Content Description
Topic 2.5/2.6c Geography  
(The World Around Us 3
(These topics a-d could be combined in delivery)

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants of the desert lands; their names and the related features that give them meaning; Aboriginal Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life;
3. Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

Threefold Cycle of Content Elaboration in which students may be involved

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Children hear stories of a trip to the more tropical north with an animal moving through warmer rain forest regions.</td>
<td>Children recall, draw scenes of the bush and rainforest regions.</td>
<td>Children write together with the teacher, story excerpts and make a book of the travels with geographical illustrations.</td>
</tr>
<tr>
<td>They listen to imaginative picture-stories of the e.g. platypus, frog, echidna, possum, bandicoot and leaf tail gecko or crocodile.</td>
<td>They draw the animals, speak poems and dramatise scenes.</td>
<td>They add narratives about the animals and their adventures, their appearance and characteristics.</td>
</tr>
<tr>
<td>Children hear of Aboriginal stories of the Dreaming from the area and of encounters with Aboriginal people living in these regions.</td>
<td>They recall, draw and speak poems from these stories.</td>
<td>Children write indigenous story summaries.</td>
</tr>
</tbody>
</table>
### Content Description
**Topic 2.5/2.6 d  Geography**  
**The World Around Us 4**  
(These topics 1a-d could be combined in delivery)

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants of the desert lands; their names and the related features that give them meaning; Aboriginal Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life;
3. Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

### Threefold Cycle of Content Elaboration in which students may be involved

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<tbody>
<tr>
<td>Children hear stories of a trip to the cold southern lands through the forest to the windy south and the snow and ice regions.</td>
<td>Children recall, draw scenes of the bush and rainforest regions.</td>
<td>Children write together with the teacher, story excerpts and make a book of the travels with geographical illustrations.</td>
</tr>
<tr>
<td>They listen to imaginative picture-stories of e.g. the Mountain Pygmy possum, the penguin, skink, wombat or quoll.</td>
<td>They draw the animals, speak poems and dramatise scenes.</td>
<td>They add narratives about the animals and their adventures, their appearance and characteristics.</td>
</tr>
<tr>
<td>Children hear of Aboriginal stories of the Dreaming from the area and of encounters with Aboriginal people living in these regions.</td>
<td>They recall, draw and speak poems from these stories.</td>
<td>Children write summaries of Dreaming stories.</td>
</tr>
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</table>
Topic: 2.8 Mathematics: Times Tables and Number Patterns

Central Experience
This topic has elements of form drawing and geometry as the circle patterns based on 2x up to 9x give rise to geometric figures. The tables are brought through speech, movement, number line, drawing of patterns and narrative. Each number pattern can be represented on a circle with 10 divisions. By creating a wooden circle and hammering in 10/12 nails around the edge, the children can explore the patterns that are formed when counting by 1’s, 2’s, 3’s, 4’s etc. Using coloured wool, the relationship between different patterns can also be explored and discovered by the children. The different number patterns can also be experienced along a number line. By experiencing these patterns visually, rhythmically and interactively in different ways, the children discover a lot about the patterns prior to really understanding them intellectually.

Future Capacities
The children experience the wonder of the creative forces inherent in mathematics and an appreciation of the formative principles of the world. They learn through arts integrated methods which allow deep, embodied learning.
**Topic: 2.8 Mathematics: Times Tables and Number Patterns**

**Content Description**

Students learn to:

1. Explore number sequences of 1s, 2s, 3s, 4s, 5s, 6s, 10s in movement, geometric patterns, rhythmic counting
2. Recite 2x, 3x, 4x, 5x, 6x, 10x tables in chorus using body percussion
3. Order, sequence and make number patterns with objects in grouping and in movement and skip counting as well as through geometric representation
4. Do simple mental arithmetic of number facts and simple sums in narrative form daily
5. Complete multiplication facts and represent number sentences with concrete objects and writing working initially from the whole to the parts

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Possible Learning Experiences</strong></td>
</tr>
<tr>
<td>Children hear stories of number patterns, mysteries and forms.</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Children imitate the teacher's body percussion and rhythmic counting of tables.</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Children hear simple problems based on number facts</td>
</tr>
</tbody>
</table>
Topic: 2.9 Mathematics: Place Value

In general, procedures where the children follow steps blindly inhibit their development of a sense of number…this may be a reason to delay the introduction of such procedures and ….not over emphasize it.

Fabrie, Gottenboos and York 2009

Central Experience

Continuing to work in the horizontal allows development of place value. The numbers are still seen and read for their real value and the children explore and discover a variety of strategies to solve problems. Number stories and rich images from the story material for the year provide engagement with problems and magical mysteries to solve.

Future Capacities

The ability to see the whole and imagine solutions needs to be in necessary balance with skills for computation.
Topic: 2.9  Mathematics: Place Value

Content Description
Students learn to:

1. Recognise, model, read, write and sequence numbers to 1,000
2. Revise and use addition facts to 20
3. Group and regroup collections in hundreds, tens and units up to 1000
4. Use the 4 processes in horizontal layout in units, tens and hundreds
5. Understand the connection between addition and subtraction
6. Explore and use strategies such as counting on, partitioning and rearranging to solve problems
7. Apply place value and zero in sums to 100
8. Do mental arithmetic of number facts and simple sums in narrative form daily
9. Count rhythmically, recite bonds, move in number patterns and chant tables in morning circle
10. Recognise Australian coins
11. Informally measure and use half and quarter in cooking, gardening or craft

Threefold Content Elaborations

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<tbody>
<tr>
<td>Children hear stories which revise and extend work on numbers, times tables, the four processes and use strategies such as counting on, partitioning and rearranging numbers</td>
<td>Children engage in morning circle work reciting tables and bonds and moving number patterns</td>
<td>They complete sums of the 4 processes to 100 and group and regroup numbers to 1000</td>
</tr>
<tr>
<td>Children revise concept of place value through stories of eg 13 - group of 10 with 3 left over;</td>
<td>They draw representations of problems and use concrete materials where appropriate</td>
<td>They explore the connection between addition and subtraction</td>
</tr>
<tr>
<td>Children hear stories naming the value of each numeral within a number eg 306 ---- 3 hundreds, no tens and 6 left over</td>
<td>They draw bags or bundles, boxes etc to show the value of each numeral in a number</td>
<td>They recognise coins to $1</td>
</tr>
<tr>
<td>Children hear stories exploring patterns of similarity in bonds to 10 and to 20</td>
<td>They use concrete bags or boxes to perform addition and subtraction of numbers with hundreds, tens and units.</td>
<td>Children solve and write sums</td>
</tr>
<tr>
<td></td>
<td>They recite verses of bonds, play games using bonds and draw number sentences with bonds grouped in various ways</td>
<td>They understand the place values within numbers and can expand numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They recognise the value of 0 within a number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They know number bonds so that they can be recalled and used in solving problems</td>
</tr>
</tbody>
</table>
Topic: 2.10 Mathematics: Magic Numbers

Central Experience

The magic of numbers motivates children to explore qualities of relationship between them. Square numbers and magic squares and the exploration of odd and even numbers and their addition rules all help with mathematical thinking.

Future Capacities

The magic in numbers is a quality of their patterns - patterns which underlie the creative structure of the universe. Children are filled with wonder which follows them in their schooling keeping them alive to what can be revealed through deeper reflection.
## Topic: 2.10 Mathematics: Magic Numbers

### Content Description
Students learn to

1. Enjoy the world of structure and relationship within numbers which is revealed by exploring stories, problems and games that underlie their magical qualities
2. Do simple mental arithmetic of number facts and simple sums in narrative form daily
3. Use rhythmic time measurement in recorder playing, percussion and movement
4. Create and solve measurement explorations in craft - knitting and sewing, cooking.

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<tbody>
<tr>
<td>Students hear stories of odd and even numbers and their addition patterns</td>
<td>They practice with concrete materials and see the visual difference between odd and even number patterns and what happens when they are joined. They look for patterns in different number sequences</td>
<td>They know that two odds or two evens give an even and that an odd and an even give an odd. They complete mental arithmetic daily</td>
</tr>
<tr>
<td>Children create tables charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They hear stories of magic square numbers</td>
<td>They represent visually, square numbers on a tables chart</td>
<td>They discover that eg the multiples of 2 are even; the multiples of 3 are divisible by 3; the multiples of 9 add to 9.</td>
</tr>
<tr>
<td>Children hear of magic squares</td>
<td>They create and solve magic squares</td>
<td>They visualise the square numbers as part of the times tables</td>
</tr>
<tr>
<td>Children discover the use of mathematics in cooking, craft and outdoor class projects</td>
<td>They sew, knit, build and weigh and measure informally to make clothes, cakes, bread, cubbies They keep beat in percussion and recorder playing.</td>
<td>They understand the patterns of sums and enjoy playing with number They use informal language of measurement and solve problems practically Gather and draw representations of Information for classroom projects</td>
</tr>
</tbody>
</table>
Central Experience

While number stories still provide an introduction to a new process or a context for a concept they are not needed for every algorithm. There is also less need for artistic illustration or concrete materials for simpler sums. Sums can be practiced in written form and strategies explored and used. An introduction through story and picture can however help with new strategies or formats. In this case it can develop an experience of vertical layout which allows trading to be explored more visibly. These are introduced and recorded in pictorial form although the horizontal is still consistently practiced to keep developing the sense of number and use of other strategies.

Future Capacities

The use of computation methods which are understood and practiced as useful skills within a rich range of diverse strategies balances the development of the sense of number with the skill for quick and accurate problem solving.
### Topic 2.11 Mathematics: Introduction to Vertical Layout

#### Content Description
Students learn to
1. Represent vertical layout for addition and subtraction in narrative and pictorial form
2. Explore addition and subtraction algorithms with trading in vertical form.

#### Threefold Content Elaborations

<table>
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<tbody>
<tr>
<td>Children hear stories of the <em>shelves or bags</em> used to order and redistribute numbers of things</td>
<td>Children act out the story with shelves and bags of tens and hundreds&lt;br&gt;They draw the story in their books using colour and picture to represent the different place values.</td>
<td>They calculate and represent addition and subtraction sums from pictures</td>
</tr>
</tbody>
</table>

- They hear through stories of the need for adding together quantities and when new bags of 10 or 100 form, carrying them across to the next place on the shelf. E.g. “10 in a sack, that's that!”<br>They hear of the need to open a bag of 10 or 100 to give more than is held in the “singles or tens position.” i.e. trading

- Children play out in concrete form the stories with real items and bags<br>They draw the stories and record the answers in pictures<br>They use different colours and sums houses with columns to draw solutions to problems

- Children understand and represent the use trading in column sums
**Maths 2.12 Mathematics: Form Drawing Class 2**

*Before his ninth year the child is still capable of absorbing form ideas and form gestures in a natural, naïve, unquestioning way; similar to the way he has learned his mother tongue; through actual doing without rationalising, without intellectual interpretation by the teacher, who ought to present these forms in an artistic, imaginative way. Since we are here dealing with archetypal principles the teacher will have to bring them again and again in an artistic, imaginative way.*

Margaret Frohlich  *Form Drawing* (1984)

**The Central Experience of the Content**

Forms are still introduced with imaginations of nature or movement which help the children to feel the line as gesture and to enter the whole flowing movement rather than copying sections. The work with symmetries extends to the horizontal plane and as the child is asked to finish the form that is incomplete the inner work of will and imagination creates strength for the capacity to finish that which is unfinished. In the exercises with metamorphosis the child needs to bring about a more complex symmetry through inner spatial visualisation between convex and concave forms. This builds skill in the ability to think, imagine and respond in life in accordance with the actual reality of the situation.

**Future Capacities**

Rudolf Steiner, almost a century ago, recognized that which sleep studies now reveal: that all impressions, especially pictorial ones, which have been received during the day, have a tendency to continue their activity during sleep and to perfect themselves. He saw this as strengthening for that faculty that perceives form and also as enlivening for the whole body.

*"He then suggests changing the outer form and asks, "Now how should one change the inner form to correspond?...... One should try to make clear to the child that now-in order to bring about inner symmetry- one must make the inner from concave to correspond to the outer form which is convex. The child has the possibility of visualising asymmetrical symmetries. And thus one engages the child during the day in such a way that it continues its activity during sleep, and goes on to make perfect what was left imperfect during the waking hours"*

---

*straight & curved lines together*

*vertical symmetries*

*horizontal symmetries*

*Interweaving two patterns*
## Topic 2.12 Maths 2.12 Form Drawing Class 2

### Content description
Students will learn to:
1. Find, explore, move and draw lines and curves including:
2. More complex lines, ribbon forms and freehand geometrical forms;
3. Metamorphosis of ribbon forms;
4. Horizontal symmetries;
5. Transformation of straight forms to curved and vice versa;
6. Drawing the same form facing in different directions (still left to right);
7. Explore and use in movement and drawing the directions of space and the polarities of movement (fast/slow, holding/releasing);
8. Develop harmony, symmetry, beauty and order of form.

### Threefold Content Elaboration

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<tr>
<td>Children visualise and follow inwardly the movement of the forms presented with their dynamic and imaginative gestures. They explore these forms in their body and the world around them. They connect to the formative forces of the natural world. <em>They repeatedly practice all forms in the air with the whole arm, trace in the sand or with their foot on the floor and with the hand on the paper before drawing with crayon</em></td>
<td>Children explore and dramatise movement of forms through class and individual expression. The children experience movement between the polarities of fast/slow, holding/releasing and finding the balance point and the pause in the flow. They express polarities experienced in colour which complement or enhance the form: receding or radiating, active or passive, merging or forming. They develop spatial orientation, body geography and harmonious balanced movement.</td>
<td>Children gain experience and skill in inner/outer orientation and balance through spacing, position and balance of form on the page: right/left, top/bottom, beginning/end. They unfold an appreciation of order, symmetry, beauty and harmony which strengthen the imaginative faculty. Children through repetition of forms develop strength of will, grace and purposefulness.</td>
</tr>
<tr>
<td>Children observe, visualise, investigate and metamorphose ribbon forms presented by the teacher.</td>
<td>Children draw, transform, complete and transcribe on paper metamorphosed ribbon forms of increasing complexity. They trace in the air, mirror, complete and transcribe onto paper horizontal and vertical symmetries of increasing complexity.</td>
<td>They are able to metamorphose forms of increasing complexity eg size or degree of curve (fig 3)</td>
</tr>
<tr>
<td>Children hear stories with images of horizontal symmetries as well as vertical. They observe, visualise and investigate horizontal symmetries presented by the teacher.</td>
<td>They can visualise several possible straight line transformations for one curved sequence. They are able to metamorphose forms with multiple straight and curved components and with loops.</td>
<td></td>
</tr>
<tr>
<td>Children observe, visualise, investigate and metamorphose straight line forms to curved and vice versa.</td>
<td>Children are able to transpose forms around a horizontal or vertical axis and actively finish forms.</td>
<td></td>
</tr>
</tbody>
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### Threefold Content Elaboration

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<td>Children observe, visualise and inwardly complete circular forms.</td>
<td>They trace in the air, complete and draw on the page circular forms with the aid of helping lines.</td>
<td>They are able to complete multiple curved and straight line inward and outward looping forms and inner circle connected forms. (fig 4)</td>
</tr>
<tr>
<td>Children observe, visualise and inwardly complete multiple geometrical forms.</td>
<td>They trace in the air and on the page and draw triangular, square, diamond and spiral forms with the help of circular guiding lines.</td>
<td>Children complete freehand geometrical forms involving relationships between e.g. many triangles or diamonds or embedded forms of increasing size. (fig 5)</td>
</tr>
<tr>
<td>Children observe, visualise, investigate and reverse direction of straight and curved line forms.</td>
<td>They describe the forms in forward and reverse direction in the air and on paper.</td>
<td>They are able to visualise the metamorphosis through reversal of direction of moving forms.</td>
</tr>
</tbody>
</table>
OVERARCHING THEMES
Which are implemented throughout
Stage 1: Classes K-3

Contents

A. Festivals, Celebrations and Rhythms of Time
B. Outdoor Play, Bushwalk and Practical Garden and Home Activities
C. Handcrafts of the Traditional World
D. Morning Circle

NOTE:
Themes B & D refer to Classes 1-3 only. For Kindergarten / Foundation these themes are incorporated into the Topics

Revisions included in this document:
April 2012  Numbering added to Content Descriptions to enable cross-referencing
August 2013  Geography material added
Overarching Themes
Which Are Implemented Throughout Classes 1 - 3

Theme A: Celebrations, Festivals and Rhythms of Time

Integrated Theme       Stage 1 Classes 1-3

“Throughout the year we fulfilling the common tasks and duties of daily life and at the times of a festival we turn our attention to the links which bind us with eternity. And although daily life is fraught with many a struggle, at these times a feeling awakens within us that above all the strife and turmoil there is peace and harmony”    Rudolf Steiner

"Those who contemplate the beauty of the Earth find reserves of strength that will endure as long as life lasts. There is symbolic as well as actual beauty in the migration of birds, the ebb and flow of tides, the folded bud ready for spring. There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after the night and spring after the winter."    Rachel Carson

The Central Experience of the Content

As in times past festivals are held to celebrate such events as the harvest or spring. They bring whole communities together in shared purpose and highlight the supportive cycles of life, they bring meaning to human existence and reconnect people with the universe and their origins. The children sense the joy and gratitude in the community around them.

Future Capacities

The experience of the festivals will live within the child, fostering reverence through the acknowledgement of something greater than themselves, allowing trust to grow and gratitude and harmony to be more deeply experienced.
Content description

Integrated Overarching Theme

Celebrations, Festivals and Rhythms of Time

Students will learn to connect to the rhythms and places of the world and how others connect- through learning to:

1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars.
2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring.
3. Observe and celebrate the changing beauty and bounty of nature
4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music.
5. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances.
6. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations.
7. Celebrate seasonal and world events from diverse cultures, including Aboriginal or Torres Strait Islander cultures, the Countries/Places that they belong to and why they are important to them.

Content Elaboration

Threefold Cycle of Content

Learning Experiences

They experience the nature and festival table with art prints, representation of elements of nature from the mineral, plant and animal world.

Children attend festivals of the school, class community and parent and wider community.

Children hear stories of autumn, harvest, winter, spring and chosen cultural festivals.

Children commemorate world events from many cultures in assemblies / festivals.

Multimodal Artistic Activities

Children experience the rhythms of time in games lessons in which circle dances of the seasons, day and night and cosmic movement of the sun and planets are embodied.

Children dance, move, sing, clap and recite days of the week, months, seasons and cosmic cycles in their morning circle each day.

Children recall stories and draw and paint aspects of the story.

They prepare for festivals- harvesting produce, baking soups, cakes, bread; decorating, making gifts for farewells and birthdays; dressing in e.g. spring flower wreaths.

Children learn and perform instrumental music, songs, poems and dances for the festival.

Deep Knowledge, Understanding and Skills

Children write about the seasonal, nature and cultural festivals.

They read their own stories.

They experience the security of the rhythms of life and the joyful anticipation of the return of the cycles of celebration.

Children experience community as it supports people throughout the passage of time.
Overarching Theme B: The World Around Us – Outdoor Play, Bushwalk and Practical Garden and Home Activities

Science/Geography Stage 1 Classes 1 - 3

By the channels of coolness the echoes are calling,
And down the dim gorges I hear the creek falling;
It lives in the mountain where moss and the sedges
Touch with their beauty the banks and the ledges.
Through breaks of the cedar and sycamore bowers
Struggles the light that is love to the flowers;
And, softer than slumber, and sweeter than singing,
The notes of the bell-birds are running and ringing.

Henry Kendall, Bellbirds

Often I sit, looking back to a childhood
Mixt with the sights and the sounds of the wildwood.
Longing for power and the sweetness to fashion.
Lyrics with beats like the heart-beats of passion;
Songs interwoven of lights and of laughters
Borrowed from bell-birds in far forest rafters;
So I might keep in the city and alleys
The beauty and strength of the deep mountain valleys,
Charming to slumber the pain of my losses
With glimpses of creeks and a vision of mosses.

The Central Experiences of the Content
Children of this age still create activities themselves around what they need to explore and they investigate the puzzles of the world in their environment with enthusiasm and joy. Teachers program scheduled time for these activities each day and create an environment rich in natural materials for cubby building and exploration, gardens to tend and vegetables or herbs to grow and with which to cook.

Future Capacities
Children are engaged in experiencing the teacher as a scientist, observing the natural world, safeguarding living things, working to support the environment and to use natures produce with gratitude. They imitate these moods and activities and begin to initiate their own relationships which can awaken a lifelong connection to the natural world. Through creative outdoor play they learn to independently direct their own adventures and projects applying their will and developing creativity, flexibility and adaptability. They also maintain the joy of interaction with nature which can stay with them throughout their lifetime.
### Content Description Integrated Overarching Theme

#### The World Around Us - Outdoor Play, Bushwalk and Practical Garden and Home Activities

(Daily and weekly activities)

Students will learn to:

1. Play outdoors with diverse natural materials in creative landscapes, using the senses to explore. Create changing special places in and outdoors e.g. cubbies, garden groves, shop stalls, drama stages. Represent familiar places and spaces in outdoor landscapes.

2. Creatively question the possibilities for adventurous projects, communicate about them, predict better methods and amend their projects for a better result.

3. Observe and experience the teacher using care and wisdom in looking after the classroom and environment. Interact in these activities and care for these places.

4. Bushwalk through natural landscapes and observe and interact with the environment and contribute to a seasonal nature table.

5. Garden with simple familiar tools and become aware of the needs of plants through experience of their care.

6. Cook safely with equipment using school or home grown produce; measuring ingredients and making e.g. fruit iceblocks, pizza, bread or soups.

7. They observe, identify, pose questions about and locate the different places, activities and spaces of the wider school environment and their designs, why they are special and how they are given meaning and to look after them ie the classroom, gardens or bush, cubbies, sculptures or memorials and the features of the larger school environment.

8. They collect, share and record data and observed experiences from the local environment in seasonal tables, created landscapes, drawings and maps.

### Content Elaboration

#### Possible Student Learning Experiences

- Making tunnels in sandpits, dams, playing with tree swings, building cubbies using garden materials, sorting sizes, balancing, fastening or covering
- Cooperating together to test the structures and make improvements
- Exploring the environment on bushwalks, gathering objects for the Nature Table, observing weather and making informal predictions of immanent changes
- Grinding sandstone, sorting colours and making “paint”, weaving grasses, making daisy chains and seedpod boats to float in creeks and water tunnels
- Following nature trails, observing seasonal changes in trees, flowers and weather.
- Digging, planting and harvesting vegetables, flowers and herbs.
- Observing the teacher responding to plant needs and refining their own observations and imitating responses; responding by watering, staking and weeding
- Gathering produce from the class garden or home; making soups, cakes, ice blocks, bread.
- Safely preparing food, measuring flour, milk in cups, cooking in a pot or oven, freezing ice blocks and washing up
- Becoming part of the school community and its spaces – the bio dynamic garden, café/canteen/shop, ovals, bush areas, performing hall/ amphitheatre and/or offices and experience the different design features and locations.
Overarching Theme C: Handcrafts of the Traditional World

Integrated Theme    Stage 1 Classes K-3

The Central Experience of the Content from the Perspective of History

The experience of traditional handcrafts takes children to times of old when the family made many of the furnishings, tools and clothes in their homes, when crafts were done by all around the fire at night and care was taken with the objects which represented many hours of labour. The love of colour, texture and form of their work nurtures their artistic sense. They experience gratitude for and connection to the natural world and the beautiful resources it provides.

Future Capacities

The children develop a sense of care for each other’s work and a feeling of community that will remain with them. They learn to appreciate the beauty and artistry of handmade goods and the empowerment that comes from being able to make one’s own belongings. The development of community through shared activity forms a model of a sustainable and creative future. The natural environment around them is valued as the source of the beautiful materials from which handcrafts are made.

Kindergarten / Class 1 Weaving and French knitting
Content description
Technology/History                     Traditional Handcrafts of the World : Stage 1

Students will learn to:
1. Prepare wool, wash, card according to traditional methods; to spin, knit in plain and purl, shape and cast on and off and make a range of toys, household items and clothes.
2. Sew and use simple embroidery.
3. Felt wool, sew up and make simple toys and home furnishings.
4. To dye fabrics and wool.
5. Sand and oil wood for home or classroom objects.
6. Create simple bushcrafts.
7. Experience traditional crafts, tools, equipment and their use in the past and now
8. Work in a community of teachers, family and community members, building social relationships
9. Experience gratitude to the natural environment as the source of the materials used in handcrafts.

<table>
<thead>
<tr>
<th>Possible Teachers Presentations and Children’s Learning Experiences</th>
<th>Multimodal Artistic Activities</th>
<th>Representation or Deep Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children observe spinning with a drop spindle or spinning wheel. They see handmade knitted toys and clothing and observe knitting needles being made and knitting being done by the teacher, parents and grandparents. They hear stories of the shepherd, shearing, the spinning wheel, dyeing of wool, woodchoppers and carpenters. Children see community members sewing and their finished craftwork used in the school. Children see the woodworker or teacher preparing wood, sanding and polishing.</td>
<td>Children wash wool fleece and card wool. They spin with a drop spindle or wheel and wind balls of wool. They make wooden knitting needles, and knit and then sew knitted pieces into toys, clothing or other items as gifts or classroom items such as a class blanket. They felt balls, cradles, tablemats, recorder bags or wall hangings for their classroom or gifts for family. Children do simple sewing of chair bags, craft bags or crayon bags. They do simple embroidery and later cross stitch forms. Children gather bush or beach items such as leaves, seedpods, shells and driftwood and make bush and beach crafts for the classroom and home. They sand wood and oil or use beeswax to polish items such as chopping boards for the home and classroom.</td>
<td>Children develop a deep connection to the joy and satisfaction of making something with their own hands which traditional life gave. Children gain skill in plain, purl and in shaping, casting off and on of knitting. They appreciate the closeness to the beauty of nature and its forms, colours and textures which arises in traditional craftwork. Children experience the contribution of the natural environment to life and family. Children experience the ways of life of traditional times in their own class community - times in which everything in the environment was made with care and artistry.</td>
</tr>
</tbody>
</table>
## Traditional Handcrafts of the World

**Range of Activities**

(A Creative Arts Curriculum will detail Scope and Sequence in Stage 2 of the ASCF Project 2014)

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>Imitated crafts</td>
<td>Imitated and Guided Crafts</td>
<td>Imitated and Guided Crafts</td>
<td>Guided and Instructed Crafts</td>
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<tr>
<td></td>
<td>Self-directed crafts in play</td>
<td>Self-directed crafts in play</td>
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<tr>
<td><strong>Wool crafts</strong></td>
<td>Freeform carded wool pictures</td>
<td>As for Kinder plus: Hand teasing of wool</td>
<td>Knitting: purl, castes off, shapes pattern,</td>
<td></td>
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<tr>
<td></td>
<td>Pompons</td>
<td>into thread, Knitting</td>
<td>casting on</td>
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<tr>
<td></td>
<td>Twists</td>
<td>Plain</td>
<td>Crochet: chain stitch and double</td>
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<tr>
<td></td>
<td>Finger knitting</td>
<td>e.g. recorder bags, pot holders, small</td>
<td>Braiding simple cords</td>
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<tr>
<td></td>
<td>Free form felting</td>
<td>animals</td>
<td>Class 3 –knitted and crocheted caps,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>scarves, hats, jumpers</td>
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<tr>
<td><strong>Weaving</strong></td>
<td>Freeform wool, nature materials,</td>
<td>Weaves with fingers, joins in ends and</td>
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<tr>
<td></td>
<td>grass baskets</td>
<td>finishes piece from loom</td>
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<tr>
<td><strong>Doll-making</strong></td>
<td>Knotted Dolls</td>
<td></td>
<td>Eg Simple Knitted dolls</td>
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<tr>
<td><strong>Paper crafts</strong></td>
<td>Paper crafts, Lanterns, Moving</td>
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<tr>
<td></td>
<td>pictures</td>
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<tr>
<td></td>
<td>Origami</td>
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<tr>
<td><strong>Wood work</strong></td>
<td>Free creations with seedpods,</td>
<td>Making dolls furniture from twigs and</td>
<td>Measuring, plans, sawing, sanding,</td>
<td></td>
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<tr>
<td></td>
<td>leaves, twigs, bark, Sanding</td>
<td>branches</td>
<td>hammering, architraves, beams, furniture.</td>
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<tr>
<td></td>
<td>Wood, Free woodwork</td>
<td>Sanding Wood, free woodwork</td>
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<td></td>
<td></td>
<td>eg Kitchen boards</td>
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<td></td>
<td></td>
<td>Making knitting needles</td>
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<tr>
<td><strong>Sewing</strong></td>
<td>Free form sewing</td>
<td>Sews running stitch on wool.</td>
<td>Sews on fine fabric with sharp needle,</td>
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<td></td>
<td></td>
<td></td>
<td>overstitch seams</td>
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<td></td>
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<td></td>
<td>Sews on button</td>
<td></td>
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<tr>
<td><strong>Trades Metalwork</strong></td>
<td>Increasingly well-formed cubbies,</td>
<td></td>
<td>Craft bag</td>
<td></td>
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<tr>
<td></td>
<td>climbing structures</td>
<td></td>
<td>Simple Embroidery</td>
<td></td>
</tr>
<tr>
<td><strong>Festival crafts</strong></td>
<td>Candle making, flower wreaths,</td>
<td></td>
<td>Gloves puppets</td>
<td></td>
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<tr>
<td></td>
<td>leaf rubbings, corn dolls, bread</td>
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<tr>
<td></td>
<td>dough figures, decorated</td>
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<tr>
<td></td>
<td>candles, tissue paper mobiles and</td>
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<tr>
<td></td>
<td>transparencies, beeswax figures.</td>
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<tr>
<td></td>
<td>Egg decorating</td>
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</tbody>
</table>
Overarching Theme D: Morning Circle
Morning Circle Classes 1 - 3

The day has its rhythm and each morning we rebuild the class community by activities that reunite the individuals into a whole. Each morning an integrated session of movement, choral verse speaking, singing, instrumental (recorder and percussion) playing of material (poems, songs and action rhymes) related to the current Main Lesson content serves to:
- deepen the learning through artistic experience; and
- reunite the students of the class into a community.

Future Capacities
Creativity and team playing grow from shared artistic experiences such as Morning Circle. Learning in community fosters a sense of relationship and being a member of a team. The artistic deepening of learned content fosters a creative imaginative and inner mobility.

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Morning Circle Practice Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ Creative Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students will learn to:
1. Move action verses in chorus
2. Speak poetry and nursery rhymes in chorus
3. Speak alliterative verses embedding phonemic awareness (through phoneme substitution and deletion)
4. Sing songs of poetic verses
5. Play recorder and percussion
6. Develop narratives of simple oral presentations of recent happenings (news) as a narrative differentiating past events, the present and future. Connect to the children's news stories of the wider families, community, nation and world including countries of Asia Pacific.
7. Experience rhythmic, sound and word patterns in poems, chants, rhymes and songs
8. Understand at an emerging level the difference between formal and informal forms of address in school contexts and how language varies when people take on different roles in social and classroom interactions

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Multi-Modal Artistic Activities</th>
<th>Representation and Deep Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn aurally and speak expressive poetry in chorus</td>
<td>Students: perform choral recitation of quality poetry</td>
<td>Students experience coordinated speech, image and movement which imprints learning more deeply.</td>
</tr>
<tr>
<td>speak alliterative verses and move action rhymes</td>
<td>move elements of stories in space through eurythmy</td>
<td></td>
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<tr>
<td>play instruments: recorder and percussion</td>
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<tr>
<td>sing songs connected to seasons, nature and Main Lesson content</td>
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<tr>
<td>experience repetition (chorus) and contrast (verses) in song and poetry</td>
<td></td>
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</tbody>
</table>
Morning Circle Verses Class 1 -3
Examples

Morning Circle
Movement / Direction Exercise
Class 1-2

One step to the left I readily take,
And one to the right I also make.
A step to the front I take with great speed
A step to the back more courage I need.
My arms I stretch high up away from the ground
and make half a circle by swinging them round.
A straight line I form from hand to hand
Then down to the ground, where I stand.

Morning Circle
(Movement)
Class 1-2

I clap my hands, I turn around, I jump,
I hop, I bend right down.
To the right my sword, to the left my friend,
To the front I step, to the back I bend.
I reach up high, I bend down low,
And to the right as crabs we go....
Achievement Standard Class 2: ENGLISH

Receptive Modes (listening, reading and viewing)
1. By the end of Year 2 students listen to a range of more sophisticated narratives and imaginative stories. They listen for and manipulate sound combinations and rhythmic sound patterns. They listen for particular purposes.
2. They are able to read fluently texts they have written themselves from examples modeled by a teacher. They use context, prior knowledge, punctuation, language and phonic knowledge in order to monitor meaning and self correct. They read short, simple texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.

Productive Modes (speaking, writing and creating)
3. Students are able to retell the stories with greater command of sequence, content and descriptive vocabulary. They speak a range of longer poetry and verse, mostly in chorus but sometimes individually, and participate in a longer class drama performance based on curriculum material.
4. They are also able to use everyday language and topic-specific vocabulary to discuss areas of interest with peers. They use a variety of strategies to engage in group and class discussions, and ask questions to clarify and extend others’ ideas. They can describe their experiences on topics of interest, using a wider range of appropriate vocabulary. They interact appropriately with audiences <http://www.australiancurriculum.edu.au/Glossary?a=E&amp;t=audiences> in the classroom and in other familiar contexts.
5. They create their own texts of longer sentences with illustrations supporting the meaning, derived from curriculum content and modelled by a teacher, using appropriate punctuation and conventions about print. They can discuss ideas and meanings in narratives, and identify qualities of characters in texts. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write upper-and lower-case letters.

General Capabilities Class 2: ENGLISH

Literacy:
The Year 2 English curriculum builds a foundation for life-long literacy by continuing the rich oral language environment of the classroom, as well as building further to the more abstract literacy of reading. The basis for the development of reading grows out of written language, as students assimilate a greater bank of sight words and learn common phonic patterns. Reading is developed in a supported and prepared pathway in Year 2 that builds from the reading of familiar texts to the independent reading simple unfamiliar texts in Year 3.

Numeracy:
By continuing to build their imaginative experiences, students are increasingly able to visualize the number operations and patterns they will address in Numeracy. Their work in English complements and fosters their move from the concrete to the abstract which is the basis for their early learning in Numeracy.

Information and communication technology:
See Australian Steiner Curriculum Framework paper “Educational Foundations: Steiner Approach to ICT Integration. In Class 2 children write longer continuous stories and so they learn about page follow on and sequencing parts of a story. They recall stories each day, take turns to contribute and act them out informally, learning important communication and social skills.
Critical and creative thinking:
Creative thinking continues to be fostered through imaginative learning experiences where students represent literary texts through illustration, drama, poetry and writing. They work from mental images that are expressed, discussed and reviewed, building an ability to both imagine and reflect.

Ethical behaviour:
The traditional tales used as texts in Year 2 emphasise a dynamic between the possibilities of ethical choices that confront people: the traditional Animal Fables are metaphors for common human foibles and failings, while Saintly People demonstrate the higher aspirations of ethical human action across cultures. These tales provide a range of ethical choices to inspire and stimulate the imaginations of students.

Personal and social competence:
The delivery of the English curriculum is centred on the classroom as a rich language environment, and is based on social interactions where each student is a participant as an individual and as a member of a learning community. Learning is predicated on the building of personal expression and social interaction.

Intercultural understanding:
The traditional tales used as texts in Year 2 are drawn for a range of world cultures: they immerse the students in the ideas and traditions of cultures other than their own.

Cross Curriculum Perspectives Class 2: ENGLISH

Histories and cultures of Aboriginal and Torres Strait Island peoples
A number of Year 2 English texts can be drawn from Australian aboriginal culture and will continue to deepen students’ understanding of the indigenous perspective.

Asia and Australia’s engagement with Asia
A substantial component of Year 2 English texts are drawn from Asian culture and will deepen the students’ understanding and sympathy for this perspective.

Sustainability:
The Year 2 student is emerging from the pristine sense of unity of early childhood and is gradually approaching a sense of separation from Nature. The traditional world tales continue to foster a sense of connection and balance between the human and the natural.
Achievement Standard Class 2: MATHEMATICS

1. By the end of Class 2 children connect number names, numerals and quantities and write and solve simple equations with concrete materials to 100. They count rhythmically in 2s, 3s, 4s, 5s and 10s. They recite 2x, 3x, 5x, 10x tables. They can count on up to 1000.

2. They are able to group and regroup collections using concrete objects to develop number sentences of the four processes up to 100. They identify place value to 999. Students recognise number patterns and represent them. They solve simple problems with number facts and the four processes through mental arithmetic.

3. They measure length, weight and capacity in informal units in cooking and play. They use half and quarter informally in activities.

4. They draw freehand geometric forms of the triangle, square, hexagon, their stellar forms and forms with vertical or horizontal symmetry. They metamorphose ribbon forms and straight to curved forms. They gather and draw representations of information for class projects.

General Capabilities Class 2: MATHEMATICS

Literacy

Literacy is interwoven within the Mathematics Topics throughout this stage. Rhythmic oral language work on number sequences with coordinated movement accompanies each morning's Circle work/Main Lesson. From Class 1 to Class 3, books, in which there are visual representations, written explanations and calculations, are created for each Mathematics Main Lesson. (See photographs)

Numeracy

In Stage 1 the learning is of a practical and authentic nature. Mathematics is applied in relation to the story content extended from other learning areas such as Local Surroundings and World Tales. The teacher embeds, through the content elaborations in column 1, the story/descriptive content for the learning (2.8-2.11). Mathematics is thus experienced as part of the world around them; a world to which they can apply all aspects of their related practical skills, artistic exploration and creative thinking.

Competence in Information and Communication Technology

In the Australian Steiner Curriculum Framework in Stage 1 ICT is begun.

1. Technology is understood in its relationship to the world and their work. eg a board with a circle of nails on which to represent the geometric patterns of the multiples of 2, 3, 4..., (2.8) a bookcase with wooden shelves for a counting house with hundreds sacks, tens bags and units (2.9, 2.10); all give an understanding of how technology can support our mathematical interaction in the world.

2. The scaffolded skills of visual representation, clear organisation and ‘filing and retrieving’ information are built in their bookwork in which the understanding and processes are written.

Critical and Creative Thinking

In Stage 1 the development of critical and creative thinking is built through

1. Oral language skills. The ability to develop nuances of thought requires the equivalent richness of language and syntax – (verses and rhymes 2.8)

2. Work with concrete and artistic representation in which the visual thinking is developed (drawing the times tables 2.9, 2.10, drawing the column sums house 2.11).

3. Development of diverse strategies to solve mathematical problems and discover number qualities (square numbers, magic squares and divisibility rules are discovered by the children 2.10).

4. The Form Drawing vertical and horizontal symmetry exercises and metamorphoses (2.12) develop the ability for imaginative and flexible thinking.

Ethical Behaviour

This capability is developed

1. In the connection of mathematical ideas to the beauty of the formative dynamics of the natural world (Form Drawing 2.12) and the regular polygons and their stellar forms in string and drawn and colour highlighted (2.8); a connection which underpins ethical decision making in the future.

2. When appreciation for the mathematical work of people as applied to building, farming and measurement is understood and created objects are valued.
3. When the wonder of magical number relationships develops respect and reverence for the mathematical principles of the world.

**Personal and Social Competence**
This is developed in the class community through shared learning, group explorations and an emphasis on ethical personal endeavour rather than competitive achievement.

**Intercultural Understanding**
Connection and respect for other cultures is built initially through mathematical learning embedded in stories from many times and cultures.

### Cross Curriculum Priorities Class 2: MATHEMATICS

**Histories and cultures of Aboriginal and Torres Strait Island peoples**
Opportunities for integration of these histories and cultures come through the story streams of Local Surroundings and World Legends, as well as Aboriginal and Torres Strait Islander Dreaming stories. These stories stream through Mathematics/practice lessons as well as Science and History.

**Asia and Australia’s Engagement with Asia**
The integration of Asian cultures comes from the story stream of World Tales/Legends and Saintly Lives which are extended into mathematics topics/practice lessons. The Asian contribution to Mathematical understanding comes from the history of number, magic numbers and patterns and number games.

**Sustainability**
Environmental integrity comes through connection and this is built through the Form Drawing Topic (2.12 horizontal and vertical symmetries, metamorphosis of ribbon forms and straight to curved forms) which looks at dynamic forms underlying the natural world.
Although practical work is begun in representing data, the further investigation, evaluation and communication of this data develop in class 3 and Stage 2 of the curriculum as this is where, after the holistic world picture is experienced, the analysis begins.
Achievement Standard Class 2: SCIENCE / GEOGRAPHY

1. Students are immersed in and observe the landscape, weather, seasons and plant life and especially the animals of the local environment. The wider environment and animals of the coastal lands and seas, desert, colder regions and/or the tropical north are imaginatively encountered through narrative and they draw and write longer class stories which describe these environments and animals. They illustrate and write about the physical and instinctive behaviours of animals.

2. Students explore a wider garden and school environment actively, transforming and combining elements and materials to create more complex projects e.g. sandstone paints, cubbies, gardens and play scenarios. They experience the produce of the environment as in handwork they e.g. wash, card, dye, felt or knit as well as engaging in embroidery, sewing or crochet and use appropriate materials to create more complex items of clothing and toys. They cook: mixing, kneading, and baking.

3. Students anticipate more consciously the seasonal cycles of time and festivals and accompanying changes in the outer landscape and weather as they relive them in the school community and contribute with more complex artistic pieces.

4. Students manage and construct their environment in their play and explore force and movement in increasingly independent projects e.g. larger cubbies, shops, swings, climbing equipment, sand and water play, pulleys and water pumps. They find and transform outdoor equipment and natural materials to create more complex planned play scenarios. They display a greater sensibility to sound dynamics in e.g. singing, percussion and recorder playing.

5. Students illustrate and recall descriptions of landscapes and animals and the relationship between them. They display an increasing sense of care and responsibility toward their class environment.

6. Students experience, observe with the senses, question, plan, investigate, compare, communicate, respond and cooperate about practical play-based activities and school and classroom projects in natural, managed and constructed environments.

General Capabilities: Year 2 Geography /Science

Literacy
Geography in Class 2 is still very much narrative based. Children recall, illustrate and write about the Human Being's relationship to the natural world; plants, animals and landscape of the school and local environment moving out in the four compass directions. Poems, verses and movement are integrated in Morning Circle.

Numeracy
The experience of time is still brought experientially through the Celebrations, Festivals and Rhythms of Time. Practical festival preparations, nature tables of the seasons and bushwalks all build understanding of cycles of time. Forms and geometrical patterns in nature are the early basis of projective geometry.

ICT
In Outdoor Play, Bushwalk and Home and Garden Activities the children work in a more skilful way with materials and tools. They construct major bush cubbies, excavate sand and soil and create climbing structures with eg simple buckets, spades, ropes and bush logs. Student written work is more extensive with paragraphing, page layout and title pages, aesthetics and the relationship between colour and form all becoming more conscious and skilled as necessary forerunners of digital layout.
Critical and Creative Thinking
The ability in the future to see into the depth of a situation is preceded by the experience of the inner gesture of all aspects of the world that the teacher brings. The gesture of the bulbs in spring, the birds building a nest in the school garden and the warmth of the sun are described in artistic detail. The inherent wisdom, interconnectedness and balance of the world becomes a given template from which all later deviations can be sensitively seen and felt.

Ethical Behaviour
Similarly the stories brought in the lessons on nature and cultures also develop a picture of the sacredness of all life which is not defined and labelled but experienced inwardly with true pictures that will grow and mature with the child. (The related English/History/Science Topics of the Fables and tales of the Saints/ Friends of Nature, bring pictures of ethical questions in a hidden pictorial way, which though not explained meet the children on an inner level).

Personal and Social Competence
The children go on regular bushwalks and cooperate and support each other. In outdoor play they need each other to implement the big plans for building and games in nature.

Cross Curriculum Perspectives: SCIENCE / GEOGRAPHY

Histories and cultures of Aboriginal and Torres Strait Island peoples
Nature stories include the Aboriginal legends of landscape, animals and plants and the Dreaming.

Asia and Australia's Engagement with Asia
Nature stories and fables include those from Asian cultures.

Sustainability
All stories, through bringing connection between the children and the environment and the living creatures help build a more sustainable future. The inherent balance and interrelationship of all the Kingdoms of nature (Mineral, Plant, Animal and Human) is experienced. Greater responsibility for their recycling, compost and usable gardens bring experience of sustainability.
Achievement Standards Class 2: HISTORY

1. Children experience immersion in:
   *Celtic Legends, World Tales, indigenous stories of many cultures, Handcrafts, Festivals and Celebrations throughout time

2. Children work with enthusiasm in
   * Drawing, retelling, illustrating, dramatizing and making handcrafts from historical tales and past cultures.

3. Children engage with and discuss historical items and sources e.g. traditional craft tools and festival items from diverse cultures.

4. Children have embodied understanding of the contribution of traditional ways of life in different cultures, of changing family and community structures and of cultural and seasonal festivals throughout time. In creative play and in class-work and projects children express their understanding through narratives, songs, games, drawing, social interaction and contribution to the class community and family.

General Capabilities Class 2: HISTORY

Literacy
Children develop strong listening skills as they hear songs and poems and stories told each day. They develop listening skills in formal and informal situations eg festivals, story time or news.

Children hear stories of Celtic legends and of Saints from many cultures, as well as Aboriginal Dreaming Stories. They hear, recall, enact, illustrate and write excerpts from these.

They communicate through oral language, music and movement in festival celebrations. Literacy also becomes integrated in Class 2 Traditional Handcrafts where written patterns are used.

Numeracy
In Stage 1 History, Numeracy is used in the experience of time through daily, weekly and seasonal rhythms. These are experienced through verses, songs and family, community and festival events. Numeracy is also involved in Traditional Handcrafts where patterns are counted out and geometrical forms used.

ICT
The history of the tools and equipment associated with handwork eg spinning wheel, knitting needles, weaving looms; provide the beginning of a healthy understanding of the place of technology. Gaining skill in creating and recording learning in multimodal artistic ways in their own Main Lesson Books precedes the use of files and folders in ICT.

Critical and Creative Thinking
Creative thinking, the ability to later ask historical questions and develop new interpretations and insights is developed in Stage 1 through the rich literary historical sources of Celtic Legends, World Tales, Saints’ Stories and Aboriginal Dreaming stories. The archetypal pictures of historical human development are taken in at this age in pictures.

Critical thinking is a more conceptual and conscious process which develops after the period of formal operations begins at age 12 and moves from the biographical basis to the analytical at 14.

Ethical Behaviour
An attitude of reverence pervades Stage 1. The children experience respect and tolerance and an atmosphere of social harmony is strongly facilitated by the work of the teacher. The engagement with nature and the cycles of the seasons continues to develop connection which underlies ethical decision making. The stories of the Saints form many lands gives pictures of those whose behaviour has been raised to a high ethical and moral dimension.
Personal and Social Competence
The teachers in Stage 1 provide models of positive relationships and responsible decisions, they choose narratives with these themes and they encourage children to work in teams. The stories of the Saints provide pictures of those who have overcome personal limitation to live for the greater good. Cooperation is fostered and comparative assessment and competitive sports are not included in the curriculum at this age.

Intercultural Understanding
Festivals from diverse cultures, stories and folk tales from around the world, songs and poems from other lands in morning circle are all important aspects of intercultural understanding. In foreign languages the community, festivals and History Topics eg Saints, can be covered from a different cultural perspective.

Cross Curriculum Perspectives Class 2: HISTORY

Histories and cultures of Aboriginal and Torres Strait Island peoples
A number of Year 2 History/English texts can be drawn from Australian aboriginal culture and will continue to deepen students’ understanding of the indigenous perspective.

Asia and Australia's engagement with Asia
A substantial component of Year 2 History/English texts are drawn from Asian culture and will deepen the students’ understanding and sympathy for this perspective.

Sustainability:
The Year 2 student is emerging from the pristine sense of unity of early childhood and is gradually approaching a sense of separation from Nature. The traditional world tales continue to foster a sense of connection and balance between the human and the natural