



Enthuse with  
curiosity and a  
sense of wonder  
for the world

Lower School

Steiner School  
Hollywood

The Waldorf Curriculum is guided by the developmental needs of the children and deepens understanding as children progress through the Lower School.

**A curriculum that deepens understanding, year on year, and is guided by the developmental needs of the children at that age.**

As children move to the next class, they encounter the development of the same subjects and themes which forms an ascending spiral of learning.

Each time the child returns to a subject, there is the opportunity to broaden and deepen the experience, as well as build on memories that both the child and teacher have shared.

The Waldorf curriculum responds to the developing child by leading the pupils in the Lower School towards learning to work together as a class, to help one another and cultivate social understanding.

**Lower School  
Class 1 – Class 7  
(P3 – Year 9)**



# Class 1 6–7-year-olds (P3)

## Main Lessons

Movement  
Music  
Free Play

## Additional subjects

Art  
Music  
German  
Games  
Handwork  
Gardening  
Forest School

**Children in Class 1 commence formal learning in the Waldorf Curriculum.** This year marks an important transition from Kindergarten to formal teaching methods in literacy and numeracy. Much learning still takes place through activity, imitation, physical first-hand experiences and pictorial thinking. The experience of forms, sounds and sequencing of letters and number symbols through fairy tales, nature stories, pictures, rhymes and poems begin, which helps to give a holistic view of the world around them.

## Literacy

**Form drawing** is practiced daily to help with reading and writing and spatial awareness. Straight lines and curves are first explored both on the page and through body movement, and when children have become confident will lead onto the introduction of writing. Form drawing lessons include exercises with vertical, horizontal and diagonal lines, with angles, star shapes, triangles, squares and other regular-sided shapes. Convex and concave curves, circles, spirals, continuous patterns and sequences are developed in preparation for cursive writing.

Literacy is underpinned by the cultivation of **oral skills**. The relationship between movement and gesture, speech and thinking are at the forefront of language studies.

**Speaking and listening** skills are emphasised from the first day at school and become an integral part of daily routines from reciting the morning verse, to the learning of longer seasonal poems and songs. Fairy tales and nature stories are told by the teacher in their traditional forms using carefully selected, expressive vocabulary and are recalled and retold by the children using their own words. Listening to these traditional stories help to develop a sense for narrative structure and grammar.



**Writing** begins when there has been sufficient experience in form drawing and movement, with the introduction of capital letters. Consonants are evolved out of pictograms of concrete objects and vowels through expression of mood or emotion.

**Reading** follows on from writing and children will begin to read from what they have written or what they have copied down from the teacher. It is expected that most children in Waldorf classes will be able to write and read what they have written by the end of Class 1.



## Numeracy

**Number qualities**, that is the recognition of things in the world that correspond to that number e.g., the unity of one, one world, one me; two polarities such as day/night, hot/cold, dark/light or two parts of a whole; three clover leaves, pine needles etc.

**Counting**: odds and evens up to 100 and back from 100 through rhymes, clapping or skipping activities and games. Introducing the character of the four operations of addition, subtraction, multiplication and division through imaginative stories help to develop an internal picture of the four operations.

## Observation and appreciation of nature

The cycle of the year continues with celebrating festivals, seasonal poetry and songs. The focus is on enlarging the child's knowledge of their surroundings.

# Class 2

## 7-8-year-olds (P4)

### Main Lessons

Legends

Fables

Forming

Cursive

Handwriting

Mathematical

Patterns

Lives of

the Saints

### Additional subjects

Art

Music

German

PE/Games

Soft Craft

Gardening

Forest School

Following the milestones of the yearly festivals, the lives of various Saints are explored. This elevated picture of the ideal of human potential sits in direct contrast to the often vain or foolish animals we encounter in the fables.

This polarity speaks to the developmental stage of the children.

### Literacy

The children are challenged in an indirect way to examine how we all have a capacity to influence social relationships. The King of Ireland's Son, an epic wonder tale, allows us to explore a long and complex narrative. **Consonant blends, vowel combinations, word families and hand-writing skills** all arrive under cover of these great stories.

Form drawing is taught concurrently with writing, using shapes which evolve into those employed in writing.

**Reading** becomes increasingly independent and varied. Children should have a basic word vocabulary and be able to read their own stories. Throughout the year the children refine and develop their abilities in speech by reciting in groups and individually, poems and rhymes learned and memorised. Simple dramatic activities also form part of the children's work.



### Numeracy

**Practical activities with numbers** lead to concrete concepts.

Place value may be 'discovered' by solving the problem counting many small gems. Eventually a system of bags of ten and boxes of 100 might emerge.

Number puzzles & word problems challenge flexible thinking.

Increased confidence with the four operations leads to uncovering pattern and symmetry. Problems are worked horizontally and vertically, and ever larger figures are incorporated. Lots of rhythmical movement and repetition start to embed the sequences of the multiplication tables in memorable ways. This leads to artistic ways of recording the underlying geometry of number sequences.



### Observation and appreciation of nature

The cycle of the year continues with celebrating festivals, seasonal poetry and songs. The focus is on the Kingdoms of Nature. The children learn the profound relationships that exist between the sun and the earth and the importance of rain. A feeling of love and reverence for the earth is fostered.

# Class 3

## 8–9-year-olds (P5)

### Main Lessons

Forming

Cursive

Handwriting

Measurement

Homes and Shelter

Money and Trade

Hebrew Scriptures

Skills and Trades

### Additional subjects

Art

Music

German

PE/Games

Soft Craft

Gardening

Forest School

A theme of **Living on the Earth** investigates **farming, fibres & fabric, shelter, as well as traditional skills and crafts**. This builds confidence in the capacity of human beings to take care of themselves and the environment in which they live. These topics are taught as imaginatively and experientially as possible. We want to build a bank of direct experience which the children will return to in later years and revisit more abstractly.

All the threads of Class 3 speak to **building resilience and confidence** at a developmental stage when the certainty of early childhood is beginning to give way to some insecurities or self-doubt.

### Literacy

**Form drawing** lessons aim to provide a feeling and form for acquiring skills in joined up writing and are practiced regularly.

Children continue to build confidence in **reading and writing**. Children practice **reading** daily, in groups, pairs and individually.

**Cursive writing, grammar, punctuation** and different modes of **expression** become increasingly formal. The Hebrew Scriptures, or Old Testament, is the biggest narrative offering in Class 3. These are the foundation myths for three major world religions.

This topic is groundwork for our appreciation of much of western art and literature in the later school years.

Complex human relationships can be safely explored within the confines of the story. These stories link the different aspects of the Class 3 curriculum.



### Numeracy

This expands to consolidate skills from previous years. **Mental arithmetic** and **multiplication** tables and practiced through writing and verbal recall.

The topic of **measurement** is brought, recapitulating the historical journey from body-measures and barter to formal standardisation of units across **weight, length, time** and **money**.

Aspects of **pattern** and **interconnection** bring beauty to **multiplication** and **division**, and lay foundations for Geometry in Class 5.

### Observation and appreciation of nature

Nature Studies of the early years begins to blossom into **proto science** in Class 3.



# Class 4 9–10-year-olds (P6)

## Main Lessons

Local Geography  
Norse Mythology  
Language Arts  
Numeracy

## Additional subjects

Art  
Music  
German  
PE/Games  
Soft Craft  
Gardening  
Forest School

**Norse myths and legends** are explored in depth because they are full of courage and valour and they present stories in which multiple personalities contribute to the social whole.

The concepts of darkness and evil also become more concrete.

The myths we study have been described as reflecting the adventurous and strong-willed natures of those reading them in Class 4.

The children's expanding consciousness is supported through subjects such as **Local Geography** and the topic of Human Being and Animal, where we start to study **Natural Science** with a study of the animal kingdom in relation to the human being.

We have found our way from dreaminess to the earth and now it is time, in Class 4, to orient ourselves in space and time with the **Geography** main lesson.

## Literacy

**Form drawing** in Class 4 involves the intricate crossing over of braids and knots.

Children practice **reading** aloud fluently, observing groups of words belonging together and full stops.

The Norse myths provide the rich material to practise literacy skills such as **comprehension** work and **summarising**.

**Language Arts** lessons explore **verb tenses** and serve to bring an understanding and experience of how time is expressed in language. There is a greater focus on the use of correct **grammar** and **terminology**.

## Numeracy

Children work with **fractions** and **broken numbers**. As well as consistently reinforcing the vertical processes of **addition**, **subtraction** and **multiplication**, they also tackle **long division**. Children study the construction of simple **geometrical forms**.



## Geography

Children study Geography and History of the local area and its surroundings, including the immediate environment, the home and school. Children should gain an awareness of the geographical and historical aspects of their local surroundings, growing into the whole of Ireland and the United Kingdom.

Children study different animals, their characteristics and outer appearance and their relation to man.



## Science

Children should stand opposite nature in a more objective and understanding way. Various animals are studied but always in its special relationship to the human being. Children learn to perceive how the manifest forms of the animal world are unified with order and harmony in the human being.

# Class 5

10–11-year-olds (P7)



## Main Lessons

Physical Geography

Botany

Ancient Civilisations

Free hand Geometry

Language Arts

Numeracy

## Additional subjects

Art

Music

German

PE/Games

Hard Craft

Gardening

Forest School



**Class Five is viewed as an age where children are at their healthiest and most harmonious.** They are poised between looking back on their childhood and looking forward to adolescence, and therefore a study of the **ancient civilisations** is a perfect accompaniment to this age.

A journey can be traced from the mysteries of antiquity to the birth of **modern medicine, science and philosophy** with particular emphasis on the study of Ancient Greece, where beauty abounds.

We continue expanding outwards and exploring further afield with our **Geography** main lessons and children are made more aware of their own evolution through the study of **Botany**, where they can compare the evolving plant families with their own development.

## Literacy

**Form drawing** is adapted from the ancient cultures we are studying, such as Indian mandalas, Egyptian motifs and designs from Greek shields, pottery and jewellery.

Class 5 is often described as *'The Golden Age of Writing'*, where children relish writing creatively.

A well-ordered and fluent writing style should be developed in the children's own written work.

Our **Language Arts** study this year also focuses on direct and indirect speech and the various nuances created by using these in different situations.

We continue with the recitation of seasonal and main lesson related verses and attempt a more substantial **class play** at this stage.

## Numeracy

**Numeracy** focuses on a thorough revision of fractions before moving onto **decimal fractions**. The children also begin to savour the delights of **freehand geometry** at this stage. They experiment with knotted string to make their own right angles as was used in Ancient Egypt and make geometrical shapes using geometrical instruments.

## Geography

Children study the British Isles with a special emphasis on Ireland. The region's **physical geography** is studied and children are led to an understanding of how it has affected the development and economy of that area. The subject is taught in a way that will engage the children's **imagination** as well as their developing faculty for **logical thought**.



## History

History is introduced for the first time in Class 5. It traces the history of mankind from the earliest civilisations of India, Persia, Egypt and Greece through ancient mythologies and lively descriptions of life and people of the times.

## Science

Botany is studied in connection with the earth as a living organism. The changes undergone in life cycle of a flowering plant, from seed to fruit is one aspect of this subject which can be closely observed by the children, allowing them to satisfy their desire for cause and effect.

The content of our paintings also relates to these **Geography, Botany and History** main lessons.

The highlight of this year is the participation in the **Greek-style Olympic games**, which sometimes involves meeting up with other Waldorf schools in Ireland.

# Class 6 11–12-year-olds (Year 8)

## Main Lessons

Ancient India,  
Mesopotamia,  
Persia, Egypt,  
Greece & Rome  
Maths  
Physics  
Botany  
Geography  
Geology  
Islam & Early  
Middle Ages  
Golden Age of  
Irish Monasteries

## Additional subjects

Art  
Music  
German  
PE/Games  
Hard Craft  
Gardening  
Forest School

### The Class 6 child is leaving behind their childhood and adolescence is on the horizon.

This transitional time between child and young adult is of course a time of great changes both physically and emotionally.

In the Waldorf curriculum it is also seen as a time of opportunity, where teachers and parents can support children in coming into a new relationship to the world. It is a time when new capacities of abstract and causal thinking begin to emerge.

The curriculum reflects this with an underlying theme of **cause and effect** running through the curriculum, from the **Rise and Fall of the Roman empire** to scientific observations in **Physics**.

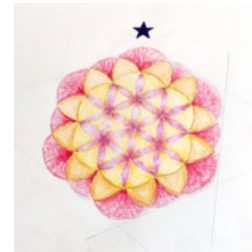
Studies in **Geology, Astronomy** and **Physics** give plentiful opportunities to observe and experience causality in the world around them. These subjects are taught through inquiry and observation.

## Literacy

As children's vocabulary and sentence structure develop, the literacy curriculum explores new forms of **writing** such as business letters and accurate descriptions of experiments. This offers an opportunity to explore the use of appropriate language for different contexts.

Much emphasis is placed upon the use of articulate, concise and correct speech.

Poetry recitation continues with the emphasis on traditional Ballads, seasonal and subject related poems. Oral recapitulation of all subject material is a daily occurrence. **Plays** are performed to enhance subject material as well as to challenge the quality of speech of each child.



## Numeracy

In **Mathematics**, Business Maths is introduced, which develops an understanding of how money is used and moves in an economy. The study of banking and retail provides meaningful opportunities to explore percentages, profit and loss, **basic accounting** and through the calculation of interest an introduction to **algebra**.

**Geometry** is revisited, but it is no longer the free hand exploration of shapes as was seen earlier in the curriculum but has become a precise discipline. The students once again explore straight and curved lines, but this time using geometric drawing tools; rulers, compasses and set squares to construct lines and arcs. The focus of Geometry in Class 6 is on 'doing', learning to master the physical skills to be able to accurately construct and measure with geometrical tools. This develops the hand-eye coordination and dexterity of the students, building a solid foundation to begin to explore geometric principles and proofs.





## Geography

The curriculum looks at Europe in detail and at the world in more general terms, including different biomes. Connections will be made to the learning in **Astronomy** about the direct influence of the relationship of the Sun and the Earth to the climate and vegetation found in different parts of the world.

**Geology** is also included in this year with the emphasis on the study of the nature and composition of the mineral world.



## History

In Class 6, with the development of a more causal understanding of the world, we move from the myths and legends of earlier classes to **history and biography** with a study of the **Roman Empire** and the **Middle Ages**.

The students explore the many strengths of this culture, but also its weaknesses which led to its decline. They also study the changes in Europe which led to the Middle Ages. The class teacher seeks to bring vivid images of history to the students and bring important characters to life by telling the stories of their biographies.



## Science

The first experience of **physics** takes place in Class 6.

Teaching goes from the artistic to the scientific. Acoustics are approached via music; optics and the phenomena of colour and light are approached via painting.

Other topics include heat – conduction, convection, radiation, contraction and expansion. Elementary **astronomy** and its connections with time, moon phases, eclipses and seasons and **geometry** are introduced.



# Class 7 12–13-year-olds (Year 9)

## Main Lessons

Perspective  
Drawing  
Physics  
Late Medieval Ages  
Renaissance  
Human Body & Nutrition  
Algebra  
Business Maths  
Voyages of Discovery  
World Geography

## Additional subjects

Art  
Music  
German  
PE/Games  
Hard Craft  
Gardening  
Forest School

The main theme of Class 7 is the **Renaissance - or rebirth**. Where Class 6 sees the polarities exerting themselves, testing boundaries and each other's limits, Class 7 sees the reconstitution of the Class, with several, if not all the children, undergoing a dramatic transformation - almost a metamorphosis in some cases.

The curriculum of Class 7, like all the other years, answers and supports the children in this. After the storms of the collapse of the **Roman Empire**, the **rediscovery of the classics** and the **flowering of the arts, culture** and **entrepreneurship** gives the class much room to grow.

Whether we are looking at **Renaissance paintings** with **Greek myths** (Class 5), talking about **navigating by stars** (Class 6), **Algebra** (Class 1) or **Gothic Cathedrals** (Class 2), this year is a tour-de-force of **learning and experimentation**.

In many ways, the Renaissance is the perfect encapsulation of their past seven years.

Accordingly, they are ready to explore the world, press beyond the horizon and the intention of Class 7 is to give them the **skills and perspective** with which to do this in a supportive and exciting way. To this end, we cover a wide range of subjects in the main lessons which not only answer their now insatiable **curiosity**, but also **stretches** and **challenges** them.



## Literacy

Lessons are aimed at giving the children inventive practice in **grammar, tenses, types of speech** and **punctuation**. Compositions are expected to reflect a greater familiarity with forms of expression and encompass more detailed punctuation, use of comparison and observation.

## Numeracy

**Geometry** continues throughout the year and **perspective drawing** is studied.

For **Business Maths**, students study double entry bookkeeping, as well as how to calculate profit and loss. This also bolsters the percentages lessons in Maths. As part of this course, children are often required to **run their own business** which later funds a **school trip**.

## Geography

World geography looks at the Main Continents, the climatic zones and the lifestyles of those native to such zones. Children study coastal features, including the different types of flora found in different parts of the world. A practical side to this main lesson is the management in the woodland area in our school.

**Astronomy** looks at the position of earth in relation to the sun, our climate and the seasons.



## History

Children study the **Late Medieval Ages** through to the **Renaissance**, covering the drivers for the Renaissance, important artists and the families which influenced it.

The **Voyages of Discovery** are balanced with the accounts of **colonialism**. The lives of explorers like Magellan, Columbus and da Gama are studied. We also have access to beautiful maps which enable us to see the very many countries in the world where Western colonisation took place. In addition to the **'discovery' of the Americas**, we also explore the **ethical issues** around the spice trade as well as the **circumnavigation of the globe**. We also looked at the effects of colonisation closer to home, looking at how **history** can have a long sting in its tail with visits to Derry/Londonderry, walking along the walls and going to the Apprentice Boys' Hall as well as the Museum of Free Derry.



## Science

In **Physics**, the students build on light and sound with mechanics and electricity. The experiments are still ludic in nature.

From this love of the phenomenon, an interest then arises and then the wonder - the question of how?

Many of these mechanical experiments involve machines, walking in the footsteps of Leonardo da Vinci. The **Late Medieval Ages** see us learn about Eleanor of Aquitaine, Joan of Arc, the Gothic movement and the establishment of Medieval Guilds, which form the basis of the Renaissance.

In **Chemistry** children study the four elements of earth, air, fire and water and their role in the world and in our lives.

In the **Human Body** and **Nutrition**, children study the respiratory, circulatory, reproductive and nervous systems.

Class 7 often puts on a play, exploring the themes of the Renaissance. After the play, children have a **school trip to Florence**.



# Pastoral Care

We are here to help

From the start of formal education in Class 1 until the end of Class 7, the Class Teacher has overall responsibility and care for the class, thereby creating an ideal environment for sustained and supportive learning. In our rapidly changing world, having the same Class Teacher through most, if not all, of their Lower School years provides a haven of stability and continuity which is extremely rare in other schools. The children develop a unique level of trust and confidence in their teacher while their teacher gains a deep understanding of the strengths and needs of each child.

It also means a close and supportive relationship is developed between the Class Teacher and the parents/guardians.



**Peter Chambers**  
Headteacher



**Susan Williams**  
Head of Lower School



**Stephanie Sim**  
Head of Lower School



# Our Values

## Acceptance

We recognise our responsibility to nurture the child. We aim to prepare students for life in a culturally diverse society by developing tolerant, articulate, motivated and mature individuals.

## Connection

A meaningful relationship is fostered between the child, teacher and class. Parents are immersed into their child's school life and frequently involved within the school community.

## Love of learning

We encourage all children, regardless of ability, to find the joy in learning, to believe in themselves and to be motivated to succeed in their chosen path in life.

## Independence



Our priority is to support every child and provide them with firm foundations so that they can develop into free thinking, morally responsible and confident members of society.

Overall, it is a system that builds confident, articulate and reflective children who care about others, themselves and their environment. The Steiner approach is tried and tested and is part of state funded, mainstream provision in many European countries.



If you wish to find out more about  
Hollywood Steiner School please visit  
**[hollywood-steiner.co.uk](http://hollywood-steiner.co.uk)**

To arrange a walk-through and meeting with  
Headteacher Peter Chambers, please contact  
the school at [info@hollywood-steiner.co.uk](mailto:info@hollywood-steiner.co.uk)  
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