

**INDICATIVE OUTLINE SHOWING THE CURRICULAR PURPOSE OF SOME ACTIVITIES FOR CHILDREN OF 5 AND 6 YEARS IN A STEINER WALDORF SETTING**

AREAS OF LEARNING	COMMUNICATION, LANGUAGE AND LITERACY	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL, HEALTH AND ECONOMIC	SCIENCE AND TECHNOLOGY	MATHEMATICS	HUMAN AND SOCIAL	CREATIVE AND AESTHETIC
<b>SW ACTIVITIES</b>							

<b>Stories, songs, movement and rhymes</b>	<p>Rich vocabulary, listens attentively and concentrates (such as I spy and other games, also emphasising initial letter sounds), imaginative use of word (riddles and made up rhymes), listening and understanding, appropriate use of vocabulary, aural memory dev., familiarisation and deepened knowledge of each story (memorising told story e.g. re-telling in puppet plays or correcting teacher.) memorising of poetry and prose, repetition of learned stories etc. character knowledge, able to iterate refrains eg, 'Cook little pot cook!' Retelling of stories, with character voices in play. Understanding abstract (moral)</p>	<p>Uses appropriate gestures in finger games and in movement, (e.g. rabbit hopping, raking, chopping wood, and skipping). Sits still through long fairy story.</p>	<p>Sits quietly, is aware of and listens to others, interacts appropriately and in turn, responds empathetically, self-control, self-discipline, patience.</p>	<p>Songs, rhymes relate to seasonal changes and the weather. Stories reflect human use of technology and may include references to activities the children are involved in (eg Pelle's new suit which describes all the processes necessary for making clothing, some of which the children will experience – carding, dyeing, weaving).</p>	<p>Counts appropriately in songs and rhymes. Uses in /out, up /down, quick/slow appropriately.</p>	<p>Relates stories and songs etc. to daily life, animals, mythology, history, folk or fairy tale or local environment. Stories reflect different ways of life, families, homes, different environments, and events from the past.</p>	<p>Preparing story table display with cloth, candle, flowers or figures; centre of ring time display as above</p>
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	concepts such as courage, patience kindness etc. Use of cognitively demanding language.						
<b>Puppet shows</b>	Wide vocabulary, creates and adds to story, fluency and clarity, use dramatic ability and appropriate language for characters Link to story, making signs/tickets for show, repetitive and imaginative storytelling skills	Building stage and theatre, audience, memory, puppet making (including sewing, sticking, design) and manipulation of puppets	Concentration, persistence (in presentation) confidence in sharing parts and roles, collaborative interactions (selling tickets, organising audience), taking turns	Children may make some of their own puppets and props – developing their understanding of the technical processes involved	Construction of theatre, making and selling tickets (mark making), programmes, managing numbers of seats in audience	Theatre design, curtains up and down, managing audience behaviour, inviting audience participation	Constructing theatre and props, making puppets, designing scenes, using equipment and material appropriately
<b>Food and Drink preparation</b>	Describes process of preparation and food recipes, including cooking terms. Listens to instructions, follows processes.	Uses peelers, knives, equipment appropriately. Cuts, chops, stirs etc. lifts, carries, balances, pours, manipulates cutlery appropriately for eating.	Taking turns, sharing, discussing and interacting, negotiating. Understanding that food is something to be valued, cared for.	Where does the food come from? where does it go? composting and growing, harvesting. Understanding the chemistry involved in food prep (eg making a loaf of bread – has to be done in correct order). Able to use tools and appropriate electric and manual equipment such as apple press or	Counts (e.g. bread ingredients) measures, weighs, works with time (how long to cook) how many children and adults to provide for	Beginning to understand that people in different countries/cultures/families may eat different food.	Lays out fruit and displays food on plates

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				peeler, grain mill, whisk etc.			
<b>Setting table</b>	Discussing with others how table will be laid, counting with others, negotiating tasks	Moving tables and chairs, organising crockery and cutlery, precise laying of place settings	Taking responsibility, organising roles and tasks, showing younger children 'how', confidence, persistence. Developing sense of belonging.	Understanding of the importance of order and process.	How many to set table for, counting crockery, cutlery, folding serviettes into square, triangle Matching and sequencing – one plate, one cup, one napkin, per person, per chair.	Awareness of social etiquette and understanding of taking care of each other, the environment and ourselves	Creating table design, table centre with display of flowers etc, cloth colours, seasonal natural materials, display crafts
<b>Washing up and tidying</b>	Develop conversational skills during activities	Using skill and dexterity to wash, dry, stack, sort, sweep, clean Taking care of crockery– particularly ceramic and glass items	Being aware of each other and modelling practical tasks for younger children	Each thing has its place and purpose in the order of the room (as in a scientific experiments and process)	Sorting crockery and cutlery, stacking	Being aware of hot/cold,	Making sure everything is in its right place, finished properly, neat
<b>Making sword, scabbard, belt (Similar can apply to other transition activities such as making dolls, dolls clothes and beds, or hobby horses, crowns, simple capes (boys and girls do same activity).</b>	Discussing wood, tools, complex thought in design, using and naming materials, listening to stories and songs accompanying activity	Manipulation of saw, drill, screw driver, dexterity for fingers, with woodwork, cutting & sewing with even stitches. Using final product appropriately	Ability to take care of work, helping each other, developing patience, perseverance, confidence and courage. Developing sense of self. Understanding that they can make an impact in the world – they can transform something and solve problems.	Use of tools for woodwork and other craft activities. Understanding the processes involved. Experimenting with and manipulating various materials. Developing their awareness of transformation possibilities. Understanding the	Measuring (length, width, inches), counting (stitches or rows), problem solving (does scabbard fit sword), pairing, matching, symmetry (e.g. eyes for a hobby horse	Developing understanding of the history of technology, work and ways of life. Understanding where the materials come from (eg process of creating something with wool from sheep to finished article)	Designing and making. Choosing materials, colours, drawing, painting, beauty and aesthetic appreciation

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			Understanding of finished articles in terms of <u>protection</u> not fighting - in relation to St. Michael and St. Martin story/ festival (sword) or care of dolls (those younger) including naming ceremony, care of animals (hobby horse) and their environments, backgrounds and etc.	nature of different materials. Using correct terminology for tools/processes – cognitively demanding vocabulary (CALP)			
<b>Weaving – making loom and weaving item for school (e.g. pencil case)</b>	Discussion of this particular activity and suitable use of the specific materials (wooden dowels) and tools (drill/size, why you need pencil case in school) Development of pre-literacy skills, (counting and drawing where holes will be drilled) writing name on loom. Connection to stories which involved weaving (eg The Little Weaver).	Manipulation of tools and materials for making weaving loom. Detailed manipulation (skilful use of fingers to weave), fine motor skills.	Taking care of equipment, perseverance at task, helping others. Developing self-confidence. Opportunity for self-expression.	Using loom, specific piece of technology. Accurate process involved which is the foundation of computer programming, later scientific experiments etc	Measuring pegs, drilling holes, cutting lengths, weaving in/out, left/right – measuring length and size of finished article. Understanding and creating pattern, basis of algebra, analysing data, and solving complex mathematical problems later.	Where does wool come from? Purpose of cloth, use in future for home, school or play. Use of textiles in different cultures/countries. Might be seen in items KG uses for special festivals or in books.	Designing and making, choosing colours and design, appreciation of even-ness of weaving
<b>Making Skipping rope</b>	Discussing skipping, learning songs and rhymes.	Making the handles and rope. Skipping: strength dexterity,	Skipping together with others and on own.	Using the tools to make the handles.	Counting forwards and backwards,	Skipping as cultural activity (English	Design and finishing of product aesthetically.

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<b>and Skipping as activity</b>	Development of pre-literacy skills, singing while jumping	agility, co-ordination, co-operation, balance, perseverance	Awareness of others, taking turns, patience		sometimes over 100 while jumping rope or skipping	rhymes and skipping games)	Designing skipping handles, using choice of colours for string. Possibly using dying for the strings. Skipping games together with others, using ropes in creative and innovative ways
<b>Drawing &amp; Painting</b>	Discussion of content of picture, listening to silence during part of the activity. Recognition and ability to form some written words, letters and numbers, own name and others out of their own impulse	Manipulation and proper holding of crayons and brushes, cleaning pots and mixing colours appropriately	Drawing age appropriately, appreciation and care for finished work	Developing accuracy, thinking about and expressing own ideas about the world, later basis for experimentation and graphs, diagrams etc.	Ability to recognise and form numbers and recognise age, geometric shapes (squares, diagonals)	Representation of people, seasons, trees, animals, house, earth, sun moon stars and rainbows, flowers. Representation of different ways of life, families, homes etc. Keep colours clean, know when clean water is required	Imaginative, creative and artistic interpretation, drawing from heart and observation, using and experimenting with colour and design
<b>Ball games and bean bags</b>	Being aware of others using language to communicate, listening, learning rhymes, skipping or throwing songs	Throwing with one hand and catching with two, hopping sideways, forwards, backwards. Catching, balance, co-ordination, co-operation, agility	Observing and being careful of each other and environment. Group games – sense of belonging.	Developing awareness of orientation, positioning, rotation, trajectory, and transporting.	Shapes, numbers, counting in sequence including backwards or using more complex number sequencing	Cultural games and songs.	Making beanbags or felt balls. Choosing colour etc.
<b>Birthdays</b>	Discussing birthdays, families, parties and celebrations. Listening to own and others' individually created birthday	Awareness and noticing difference in growing older, physical changes	Discussion of age, awareness of age difference, care of each other and younger children, learning patience.	Making birthday cake – understanding process, foundation of understanding	Counting age, drawing number or maybe number of stars or candles. Accurately	Awareness of status in family, months of year, involvement of family in celebration. Awareness of time	Making setting beautiful with birthday table, chair, clothing and special events with parents

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	stories and new birthday songs. Drawing cards, sometimes writing name or age		Understanding of different life experience, families, culture etc.	the chemistry involved	Weighing ingredients for the cake.	and cultural nature of celebration.	
<b>Festivals</b>	Stories, puppet shows, movement and songs in anticipation of and during festivals, discussion of past and future events Drawing or using writing skills to make signs for events	Preparing food, making decorations, developing fine and gross motor skills	Being active in working together with others in preparation and during the celebration or event, understanding the special nature of a festival, awe and wonder – reverential mood. Developing sense of belonging.	Use of tools/technology in preparation of food (eg apple press)	Counting the days, weeks to the event, seasons, using mathematical concepts to make appropriate equipment such as lanterns, biscuits, Christmas presents, growing Easter gardens etc.	Understanding the meaning of festival through stories or activity, including commonality or difference between cultures and embracing these with others (children family and friends)	Making an aesthetic and beautiful environment for the festival, including decoration, food, music, dance, clothing, drama,
<b>'will' tasks</b>	Understanding of task and importance of persisting, discussing and imitating actions and instructions. Listening to chapter stories, being able to focus for required length of time	Being capable of activities involved in e.g. cleaning, tidying, watering plants, gardening, raking, sorting, preparing, running errands, washing up, setting table, lighting candle	Taking responsibility, developing perseverance and patience and eagerness to complete tasks, taking care of younger children. Importance of taking care of ourselves, each other and the environment (plants, animals etc.)	Tidying & matching wellies, polishing tables, ordering, sorting etc. Understanding connection of tasks to seasons, weather etc.	Awareness of time – hours, minutes, days, using counting in sequence to work with time	Developing connection to the world around them through gardening and other outdoor activities. Beginning of understanding of human activities such as farming.	Making things clean and shiny and beautiful, decorating room, nature table preparing story ring or lunch table
<b>Eurythmy</b>	Repetition of story, rhyme, sound, poetry, song Learning sounds, vowels and	Imitated specific movements in time and space such as clapping, stamping to rhythms,	Awareness of each other in space, managing self-control & behaviour	Eurythmy requires an awareness of order, process, movement all of which are	Rhythm, repetition, e.g. long, short, shapes, in/out, up/down, space	Imitative gestures of sun, moon, stars, animals, flowers, weather. Loud, soft, polarity	Expressing speech in movement, dance and movement, sound and pattern, dressing up or using

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	consonants unconsciously in loud/soft, clarity of speech	balance, control, dimensions in space. Developing proprioception.		foundation skills for later scientific education.	between spirals, circles etc.		coloured cloths, musical instruments or listening to music
<b>Play indoors</b>	Communication, Speaking and listening, expressing themselves, understanding, developing narratives and connecting ideas and events to previous experience. Able to make/write/draw signs, lists, flags, tickets, using emergent writing and mark making in own style using a variety of materials.	Large and small motor skills to negotiate space, handle equipment and tools. Co-ordinate, control negotiating space in movement, Understanding building: physical understanding of play construction, e.g. balance weight, lifting tying-together, using own skills and working with others to create play scenarios.	Playing co-operatively, Organising play and instructing others without being bossy, considering others. Ensuring all have a role. Leading play. Making decisions, taking leadership role, being confident and authoritative. Empathy play – being the other. Using imagination. Processing experience. Assessing risk.	Experimenting with the properties of materials/equipment. Problem solving.	Using mathematical ideas and concepts to organise play e.g. constructions, joining with string or chords complex structures, building, counting 'money' for shops, using scales to weigh. Tickets for puppet shows or train, counting passengers etc.	Recreates real world situations – families, shops, garages, journeys illness, birth of a sibling, death of a pet- replays both sad and happy memories. Adapts own play to that of others. Imagines or re-creates travel to different places (eg we are going to India to see my nani)	Building complex structures such as houses, boats, trains and castles. Home play. Using a variety of materials and imagination and invention for the structures. Dressing up and role play. Able to use props to express ideas and plan.
<b>Play outdoors</b>	Talks about the outdoors, animals, insects, herbs, fruit, veg and other plants, seasons and weather changes	Uses small and large motor movements to handle tool, using and constructing with natural materials such as creating a den in the woods. Sweeps, rakes, digs using appropriate tools, builds, gardens, plants and harvests,	Ability to organise others in games or play. Shows patience and perseverance. Can choose and pick correct fruit and veg etc independently on request. Understands ripe/ready to harvest	Communicates in joint activities such as building play structures and playing on or in them. Learns the names of plants, trees, flowers. Reads signs of nature, buds, blossom, fruit. Makes and uses signs (twig arrows,	Understands height, depth, counting, months, days, length, breadth and using terminology.	Understands and enjoys nature, different places, knows about community and environment. Can cook over fire and chop wood.	Will create their own imaginative structures, land art etc using what they find around them, creating patterns and different forms.

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		able to climb trees, e.g. to shake apples. Runs, jumps, climbs, skips, develops dexterity and skill. Aware of risk and limits.		pebble directions). Basis of later scientific education – biology, chemistry, physics etc. Understands functions of technological tools such as apple juice press, garden equipment, water, functions of machines, handling of material such as sheep’s wool to final dyed product for weaving, making spinning tops or spinning wool, grinding corn, sanding and oiling furniture. Playing and experimenting with sand and water, creating dams, streams, channels developing understanding of their properties and how you can use them.			
<b>Daily care of self, others and environment</b>	Talks about physical activity and body consciousness,	Ability to confidently do up shoes, bows, zips,	Helping self and others and showing understanding of what	Beginning to understand their own body and	Awareness of time, number and using numeracy in	Awareness of importance of hygiene, place in	Aware of beauty, colour, using clothing,



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	making choice in food or play, keeping clean, toileting, self-care. Able to express likes and dislikes and preferences. Notices changes in self and others. Recognises signs/names on doors, exits, lockers	dress self and others. Brush teeth, hair. Clean room and outdoors using tools correctly such as broom, dustpan and brush, hang washing on line etc.	to wear in specific weather, how to dress, keep clean, clean others, toilet independently, serve food, pour drinks, understand importance of self-care and care of others and environment. Beginning to understand about boundaries, privacy, and personal space.	those of others, differences, similarities etc. Foundation of human biology skills. Understanding the properties of different items in KG and how to care for them.	daily life and using mathematical language of daily life	world, care of environment and self.	
<b>Memory</b>	Talks about past, present and future events. Knows songs, stories, poems, ring games.	Calls up memory in response to direct questioning independent of concrete situations. Activates the process of remembering without prompting.	Reminds others about events, and looks forward to birthdays, festivals etc., as well as remembering past experiences and sharing these with others	Beginning to think in a more logical way, making connections, links, hypothesising and trying things out to prove/disprove their own theories and ideas.	Counting games and previous mathematical experiences.	Understanding of specific points of time during the day: break lunch, ring-time before/ after earlier/later etc., days of the week, seasons.	Performing in plays with small parts for Christmas and other seasons and celebrations  Drawing from memory, my house, my brother, recreating detail

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<b>Imagination</b>	<p>Talks about actual and imagined events, feelings and thoughts able to retell stories in complete sentences. Communicates easily with adults and peers, rhymes and makes up words, understands instructions or direction. Is able to pronounce sounds with clarity, playing with nonsense sounds and words, rhymes and riddles. Creates their own verses to songs/rhymes. Creating their own puppet stories, perhaps inspired by those that they have heard but enhanced by their own imaginative ideas and understanding of narrative forms.</p>	<p>Using growing physical strength to create their own imaginative games, scenarios etc. Greater fine motor control means that they are better able to express their own ideas in their drawings.</p>	<p>Uses causal thinking, e.g. if one thing happens, another event or result will follow. Plans. Ideas are stimulated from within. Sometimes goes through a 'fallow' time when previously endless ideas for play seem to dry up. e.g. 'I don't know what to play/do/ I'm bored'. This transforms into: Has an idea of what to play, and then looks to environment to gather props and materials or friends to manifest the idea. May reject class-mates for a time, exploring critical judgments - this develops into new social interaction where the child guides/instructs others.</p>	<p>Using imagination to picture and create future possibilities. When involved in project work can imagine the next step.</p>	<p>Can imagine large and small numbers – Stars, Sun, moon as distances</p>	<p>Can project into other situations. E.g. Imagine if...</p>	<p>Drawings of imaginary or representational scenes from holiday, story or home. Painting rainbows or house and sun. Building small towns, seaside's or imaginative worlds in the sand or garden.</p>
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<b>Emotional maturity, behaviour</b>	Ability to express and communicate ideas and be receptive to others. Understands events and action within a story and understands the ending. Appreciates the perspective of the other and will describe situations pertaining to others. Verbal reflections on the feelings of others	Able to sit still for extended periods, follows instructions or acts in accordance with adults expectations or directions.	Ability to self-regulate, set aside personal desires and impulses in deference to the needs of the group. Intentions are increasingly receptive to being guided by the spoken word of adults as instinctive imitation activity recedes. Feels empathy	Able to follow a process through from beginning to end, understanding the various requirements.	Shares with fairness - how many each?	Appreciates difference - we are not all the same but we are all to be valued.	Likes to make gifts, cards for others.
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**FURTHER READING**

*Kindertherapeuticum* Dr Edmund Schoorel, PD, SWSF

*The Tasks and Content of the Steiner-Waldorf Curriculum*, Floris

*SWSF/EYFS Interpretation and Readover Document* PDF, SWSF

*Guidelines for Observing School Readiness* (WECAN) Floris

*You are not the Boss of Me* (WECAN) Floris

*First Grade Readiness - Resources, Insights and Tools for Waldorf Educators* (WECAN), Floris

*Ready to Learn*, Rawson and Rose, Hawthorn Press

*Developmental Signatures* AWSNA

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