Class Three
Newsletter 2

We are truthful and helpful and loving in trust,
For our heart’s inner sun glows brightly in us.
We will open our hearts to the sunbeams so bright
And we’ll fill all the world with our heart’s inner light.

(Morning Verse)

Dear parents, guardians and friends,

I can’t believe that term one is coming to a close....Already!!!!!!!! But what a wonderful Term it has been! We have welcomed three beautiful new children to our class family and what wonderful gifts they have brought with them. I would like to personally welcome Aleks, Lilly and Angus- we are delighted that you have joined us!

This newsletter serves as an informative one in regards to the journey of a child in Class Three as parents often have questions in regards to this year due to the profound developmental changes that occur during this year. I have tried to condense an enormous amount of information for you in a way that is clear and concise and hopefully won’t bombard you too much! I’m attaching a copy of “Parenting the Nine Year Old” which many parents have found very useful in the past.

Blessings of peace and happiness to you all.

Jasmine
Class 3

❖ **Age 8-9**
❖ This year is usually the year of the nine and a half-year threshold, sometimes called the “rubicon” or “mini-adolescence”, where the children experience a change in the relationship between themself and others. There is an emergence of individuality, separation between self and the world of nature.

❖ **The different changes during this year that could be observed are:**

❖ **Physical:**
❖ Growing in limbs, becoming more active, greater coordination
❖ Heart increase in size, 1:4 rhythm established (adult rhythm)
❖ Speech more precise

❖ **Emotional:**
❖ Growing ego activity, sense of “self”, inner world
❖ Growing awareness of wider world outside family
❖ Tension between inner and outer, contrasting emotions
❖ Growing self-assertion, questioning authority, criticism
❖ Who am I? What is my destiny?
❖ Insecurity, (eg where did I come from? wondering whether adopted)
❖ New social relationships, expressed differently in boys and girls
❖ Sense of fairness and justice

❖ **Needs of this age:**
❖ Expansion:
❖ ~ Connection between the outer & inner world
❖ ~ More outgoing physical expression
❖ ~ Room to expand their sense of self, experiment, while being held by:
❖ Security:
❖ ~ Sense of order in the world
❖ ~ Consistency and rhythm in routine
❖ ~ Clear sense of right and wrong
❖ ~ Confidence in authority
~ Clear boundaries for social interaction

**Steiner Curriculum themes to meet the needs of this age:**
- Creation myths – a sense of time, and a sense of origin, belonging to human kind, and a family lineage
- Old Testament stories – Themes of authority, right and wrong, and leadership
- The experience of the Old Testament peoples and stories is one of moving from a group consciousness towards the threshold of the individual consciousness that came from the time. The children, in their ninth year, are at a similar threshold. The stability and clear sense of right and wrong of the Old Testament story consciousness give them security before they strike out on their own.
- Measurement of space and time
- Grammar – structure, order
- Introduction to musical structure (notation)
- Farming active engagement with the world, using measurement & time
- Building – seeing whole process of the earth providing food & shelter

**Practice & subject lessons:**
- Consolidation and extension of numeracy and literacy concepts
- Music practice of notation and performance- recorder/violin
- Language – composition of own texts, exploring text types
- Games allowing physical extension, obstacle games; intro to gymnastics
- Games and activities to help social interaction

**Teaching styles:**
- More practical, grounded approach
- Authority of class teacher continues, clear boundaries
- Social skills development
- Specialist subject teachers and guests bringing in the outside world – (limited number at this age to retain rhythm, stability, central role of the class teacher)

**Excursions and camps experiencing the world of work -farms, building sites etc**

**Class 3 Main Lessons**
- Creation Stories – different cultures
- Old Testament Stories 1 – Grammar and Punctuation
- Story Writing
- Reading (variety of text types, eg stories, non-fiction books,
timetables, instructions, verses, reading for a purpose, developing beginning research skills, simple project – in main lesson books) – Twelve Senses

- Linear Measurement
- Time and Temperature
- Trading and Money
- Patterning and Problem Solving
- Old Testament Stories – English and Drama
- Building – traditional crafts, human effort eg carpentry, stone masonry – history of shelter and building, buildings of other cultures, eg temples, Asia

- Farming
- Local Geography – mapping skills, historical events of area, infrastructure/local industries, railways stations, airports, travel, commodities, marina, water catchment, recycling, waste management, forestry
- Story Archetypes: Archetypal callings such as shepherd, hunter, fisherman, woodcutter, charcoal burner, baker, tailor, shoemaker, potter, carpenter, tanner, saddler, spinner, weaver, blacksmith. Dignity and value of human work.
- Farming: Human being and the earth, farmer and the work on the farm, eg ploughing, harrowing, sowing, different soils, harvesting, threshing, milling, baking, dairy farming. Once traditional methods have been introduced children should see what farm machinery can do. Minor and other traditional occupations with working the earth. Eg from Aboriginal times to
- European settlement, impact of technology, dairy farming, timber getting, fisheries.
- Theme of duality – eg good/evil/duality in life
- Theme of first farmers – Ancient Persians may be introduced as stories in Farming main lesson if desired, Zarathrustra and Ahura Mazdao
- Music Notation and Violins to begin in Class 3