**Circle Play & Learn Academy**

**Grade 3 Curriculum**

The curriculum listed here is a sampling of possible topics; using their professional judgment, teachers will choose the topics and formulate lesson plans specifically for the children in the class. Also, parent requests are gladly honored.

Academic Skills

* + Memorization, recall
		- Recitation of poetry and stories
	+ Planning ahead, order of operations
	+ Listening, following directions
	+ Following rules
	+ Making something new
	+ Focus on paper work
	+ Correct handwriting
	+ Introduction to cursive writing

Social Studies

* + World Cultures
		- 2018-19 included stories and songs from Germany, Ireland, Australia, Africa, Middle East, Russia
		- Ancient Hebrew Stories from the Old Testament
	+ Holidays and Festivals
		- Michaelmas, Halloween, Thanksgiving, Advent, Christmas, Chinese New Year, Valentine’s Day, Saint Patrick’s Day, Mardi Gras, Easter, May Day, Cinco de Mayo, Mother’s Day, Saints’ Days
	+ Introduction to foreign languages – Spanish, French

Mathematics

* + Counting to 1,000,000,000
		- Counting by 2s, 3s, 4s, 5s, 10s, 100s, and 1,000s
	+ Geometry—recognizing and naming shapes, relating and fitting shapes together, straight/curved
		- Drawing different lines (straight, curved, wavy, zig-zag, etc.)
		- Drawing shapes
		- Advanced form drawing, including running lines and knots
	+ Weight, size, volume, and quantity comparisons and manipulations
		- Measurements of time, temperature, weight, volume, length
	+ Simple, short patterns
	+ Writing Arabic and Roman numerals
	+ Concepts of adding, subtracting, multiplying, and dividing
		- Writing mathematical problems on paper
		- Carrying and borrowing in addition and subtraction of numbers of any size
		- Multiplication tables
	+ Currency
		- History of bartering, trading, and money
		- History of US currency
		- Recognizing and using US currency

Language Arts

* + Phonics
		- Advanced phonics skills
		- Correct spelling
		- Homophones
	+ Grammar
		- Sentence structure
		- Parts of speech (noun, verb, adjective, adverb, predicate, etc.)
		- Punctuation
		- Paragraphs
	+ Reading
		- Reading sentences and verses for meaning
	+ Writing
		- Proper hand writing
		- Cursive handwriting
		- Writing sentences, verses, paragraphs, and captions
	+ Storytelling and retelling by both teacher and student
		- Theatrical and dramatic arts
		- Inventing stories and poetry
	+ Comprehension
		- Dialogue and discussion
		- Imagining what comes next
		- Relating stories to their own lives and experiences
		- Understanding point of view of various characters
	+ Rhyming, alliteration, rhythm, syllables, repetition, rhythm, meter
	+ Conversation and dialogue
	+ Stories of the Old Testament and other religions

Science

* + Meteorology
		- Weather
		- Seasons
	+ Geology
		- Qualities of stones
		- Structure and layers of the land
	+ Food
		- Agriculture (composting, seed planting, weeding, harvesting)
		- Foraging
		- Cooking
	+ Categorizing
		- Sorting, comparing/contrasting
		- Kingdoms (Plant, Animal, etc.)
		- Recognizing and naming species
	+ Biology
		- Diet and behavior of certain animal species
		- Metamorphosis (frogs, butterflies)
	+ Physics
		- Gaseous, solid, and liquid states of water
		- Density – floating/sinking
	+ Astronomy
		- Moon, sun, stars, planets, constellations
		- Spaceships/astronauts
	+ Archaeology
		- Dinosaurs
		- Digging
		- Deciphering clues
	+ Construction
		- House building
		- Building other structures like fences
	+ Pottery
		- Making bowls, cups, and other dishes
	+ Textiles
		- Qualities of fibers (wool, cotton, grass, etc.)
		- Weaving of baskets
		- Spinning wool roving into yarn
		- Knitting and fingerknitting
		- Making blankets and clothing

Community

* + Cooperative game playing
	+ Imaginative free play with friends
	+ Relationships: self, parent/child, stranger, inter-generational, friends, relatives, non-human, spirit
	+ Emotions
	+ Empathy, perspective (of others)
	+ Sharing, giving, receiving, generosity, gratitude
	+ Responsibility, household chores
	+ Manners, respect
	+ Giving instructions and making requests politely, expressing displeasure respectfully
	+ Nobility (leading and setting example to younger students, protecting those weaker than self)

Self

* + Knowing own likes, dislikes, needs
		- Expressing self clearly and politely
	+ Courage
	+ Honesty
	+ Kindness
	+ Gratitude
	+ Joy, humor
	+ Love
	+ Trust/distrust
	+ Self-discipline

Health/Physical Education

* + Sit/stand, Bend/straight, Push/pull, gentle/firm, throw/catch, balance/tumble, roll/expand, low/high, fast/slow, big/small
	+ Directions forward, backward, sideways, far, close
	+ Prepositions: in front, above, inside, outside, behind, below, beside, on, under
	+ Body parts
	+ Outdoor time for health of lungs, eyes, and large motor development, as well as increased impetus for creativity and confidence
	+ Character play
	+ Gross motor skills: jumping, skipping, stretching, bending, kicking, reaching, etc.
	+ Competitive sports

Humanities—Music, Art, Dance, Beauty

* + Songs, poems, dance, fingerplays
	+ Instruments: Vocal, percussion, natural, recorders
	+ Skills of dexterity: painting, coloring, drawing, chalking, cutting, gluing, stamping, stickering, sewing, embroider, modeling, knitting, crocheting
	+ Qualities of music: fast/slow, repetitive
		- Patterns of songs (chorus, verses, etc.)
	+ Colors: Light/dark, primary colors, color blends, rainbow/colorwheel
	+ Artistic appreciation, beauty, emotional expression/communication
	+ Finest quality art supplies for a beautiful feeling during creation and a high quality resulting product—expensive paintbrushes, watercolor paints, beeswax crayons, special paper, real clay
	+ Finest quality toys—playsilks of real silk, wooden toys, handcrafted toys, all-natural, soft to the touch, attractive
	+ Spinning and weaving
	+ Music
		- Recorder, singing in rounds

*Discipline*

*For the most part, Circle Play & Learn teachers elicit positive behaviors from children because they create a comfortable and predictable daily rhythm, which makes the children comfortable. Additionally, they instruct through song and teach through example, modeling the behaviors they desire rather than lecturing about them. This is very successful. However, when a little extra guidance is needed, Circle Play methods veer slightly from traditional Waldorf education. We follow the recommendations put forth in* No Drama Discipline *by Daniel Siegel. Even as Circle Play teachers hold high standards and expectations of good behavior, they are very gentle in their guidance. The children respond very well and happily to this.*