



# Class 0 (Kindergarten Class) Curriculum

## Aims

The primary goal in class 0 is to create a good and safe start to school, where the child calmly gets used to school life. It is important that the student feels valued and part of the community. The child between the ages of 0-7 is a rhythmic, perceptive and imitative being with the right to grow up in a childhood world with joy, desire and trust that the world is good and safe. It is important for the child to get used to learning to be part of the social community with children of the same age. That is why we place great emphasis on free play, where the children are challenged and develop in the new children's group.

We want to help preserve and stimulate the child's imagination, as it provides fertile ground for lively and creative thinking throughout life. The rhythms of the week can be divided according to painting, eurythmy, modelling, baking etc. The rhythms of the year are followed through the seasonal parties, each of which has associated specific songs and activities. The activities in class 0 must lead to the children experiencing the school as a safe and stable environment - because only when the children thrive can they develop both socially and academically. Our idea with class 0 is to give the child an adventure year, where they gather the appetite for life, desire and motivation for the upcoming schooling.

Class 0 acts as a bridge to Class 1. The teaching is based on the 6-year-old child's developmental stage, where the child learns by imitation, and contains elements from both; the kindergarten's playful activities and Class 1's subject-based teaching. Play must be central to teaching, with both its intrinsic value and learning through play, knowledge of letters, words and numbers, working with memory, the rhythm of school life and the social community. The teaching must be based on and further develop skills and experiences that the children have acquired in the kindergarten and in the family.

The teaching must support the development of the children's curiosity, desire and motivation to deal with the school's academic and social content and must prepare the children for the next step: Class 1.

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## Objectives and Final Goals of the Subject

### Engagement and Community (EC)

The student can contribute to the community and take care of himself and others.

In teaching Engagement and Community, we do the following:

- free play where relationships are created with other children
- cooperate on the practical tasks
- eat together
- practice good habits
- stimulate and develop play and movement indoors and outdoors
- serve good, biodynamic/organic nutritious food
- provide love and emotional warmth according to each child's needs
- ensure that each child in the group feels seen, accepted, loved and needed
- sing songs and parties, over the course of the year, that reflect our Danish and International cultural heritages
- take adventures in Denmark and the rest of the world
- meet children from other countries and their culture
- develop the aesthetic sense when we set a beautiful table and decorate for a birthday
- provide opportunities to be creative in different materials

The teaching of Engagement and Community gives the student the opportunity to:

- develop physically, mentally and spiritually
- develop one's personality and individuality in a social context
- read signals from others and have respect for others
- learn to cooperate about practical things

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- be aware of others and help if needed
- feel like part of the community
- develop healthy motor, emotional and cognitive
- express joy and curiosity
- meeting different cultures and traditions
- get an age-appropriate general education and develop a sense of ethics
- test themselves in relation to different forms of expression
- take initiative and maintain choices
- able to establish and maintain positive relationships
- have knowledge of the rules of the game for socializing
- have knowledge of emotions and their expression
- able to assess own strengths and weaknesses
- have knowledge that people are different

#### Nature and Natural Phenomena (NN)

The student can walk in nature based on his own observations.

In teaching Nature and Natural Phenomena, we do the following:

- take trips out into the community in all kinds of weather, in proper clothing
- go for walks and play in the forest and bog twice a week
- find toads, snails and beetles and look at birds, squirrels and other animals
- feel the warmth of the fire and hear its crackling. We cough if we get the smoke in our throats and cry if we get it in our eyes.
- breathe on the fire if the fire does not really want to burn
- fly kites when there is a good kite wind
- cut and saw in wood. We practice handling the tool responsibly
- play with sand, water, earth and mud
- grow herbs and use them in cooking

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- celebrate the year's festivities
- collect waste
- recycle materials

The teaching in Nature and Natural Phenomena gives the student the opportunity to:

- get to know nature and the four elements with all the senses
- develop respect/understanding and responsibility for nature and the environment
- experience the joy of being in nature in all kinds of weather and at all times of the year
- know the four seasons and the time of year
- to take nature into account and adapt one's own behavior in nature
- learn about recycling

Language (L)

The student is aware of different ways of using the language.

In teaching Language, we do the following:

- encourage and support each individual student in expressing themselves during the assembly and other joint activities
- listen to each other
- create respect for individuality by giving the student time and peace to express themselves
- tell fairy tales, rhymes and strips that awaken the student's joy, curiosity and imagination
- play with language in movement games, song games, rhymes and strips
- support and show respect for students' free play
- play the first letters of the students' names
- tell student generated fairy tales
- make up nonsense stories
- play different word games
- write their own name
- write/draw letters to parents

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The teaching in Language gives the student the opportunity to:

- talk about your inner world thoughts, feelings and needs
- alternate between listening and expressing
- develop curiosity for, enjoyment of and desire to experiment with the language
- speak clear and comprehensible English and Danish with nuances and vocabulary
- develop their body language and learn to read and understand the body language of others
- experiment with rhymes, letter sounds, words and sentence formation
- experiment with writing small words
- gain knowledge about reading direction and individual sentence formations
- recognize letters

Mathematical Attention (MA)

The student can use numbers and geometric language in everyday situations.

In teaching Math, we do the following:

- take turns counting the class every morning
- work out who is missing and how many there are
- set the table
- adventurers such as "The 12 months" and "Tailor Ras"
- draw bound tasks
- draw different patterns

The teaching in Math gives the student the opportunity to:

- know even-digit numbers
- know the number symbols
- count numbers 1-12
- have knowledge of quantity determination

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- have knowledge of a given quantity
- use simple explanations about locations and size
- know simple geometric figures
- know the 12 months of the year
- know the 7 days of the week

#### Creative and Musical Forms of Expression (CME)

The student can express themselves in pictures, music and drama.

In teaching Creative and Musical Forms of Expression, we do the following:

- morning gymnastics and sing morning songs every day
- act out for each other and the parents
- see the older students play theatre
- hear the older students play concerts
- draw every day
- are assigned drawing tasks
- paint wet in wet
- see different forms of theatre

The teaching in Creative and Musical Forms of Expression gives the student the opportunity to:

- talk about your own experience of music, pictures and drama
- gain knowledge about the basic characteristics of the artistic genres
- experiment with own expressions in images, music and drama - alone and together
- know different musical instruments
- know different materials to draw and paint with
- know about different forms of theater and drama
- know different songs and song games

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## Body and Movement (BM)

The student is aware of strengthening the body through healthy choices.

In teaching Body and Movement, we do the following:

- sing song games and play finger games with many varied movements every day
- play gymnastics and ball throwing
- wash hands and learn about good hygiene
- do doll work
- cook: peel, slice/cut and grate vegetables and fruit
- visit a farm and see where the food comes from
- sew, felt, draw/paint, glue and cut
- model with beeswax, clay, soil, mud and sand
- tiptoe, walk briskly, stomp like a troll, run, jump, jump, climb and swing, climb up the hill and roll back down
- sled - when the snow is finally here
- dig deep holes and long channels
- balance on stumps, trunks and chairs
- practice putting on and taking off clothes and shoes and keeping the wardrobe in order
- go for a walk in the local area

The teaching in Body and Movement gives the student the opportunity to:

- develop fine motor skills as well as gross motor skills
- develop body awareness
- gain knowledge about the structure of the body
- strengthen self-esteem and self-confidence by practicing and knowing the body's possibilities and accepting its limitations
- master basic personal hygiene
- could put together a healthy meal
- have knowledge about healthy eating

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- know the school's rules and physical framework
- could get around at school
- gain knowledge about individual traffic rules
- commit in traffic

#### Special Points of Attention in Connection with the Transition to Class 1

1. The child will be able to sit still and listen to information and stories e.g. fairy tale. The child will be able to keep their things in order. The child can understand a message announced to the whole class. The child can wait for it to be their turn. The child has formed relationships in the group and that they feel safe and accepted. Finally, the child retains their ability to imitate as a tool for learning new things in the next grades.
2. The child can watch quietly, performances in the hall such as when the youngest classes put on plays or play concerts. The child can calmly participate in a visit by the future class teacher.
3. The child meets the Kindergarten goals in Language and Math or to initiate the necessary efforts to ensure the student's continued development if behind. The child's parents are positive and cooperative in working with teachers.