

## Montessori curriculum 2018-19

### Cognitive development

Parameters	Objectives	Activities
<b>Concentration</b>	<ul style="list-style-type: none"><li>• To increase the attention span</li><li>• To focus on the task till completion</li><li>• to enable a child to be fully present with the task at hand</li><li>• To be able to observe properly</li></ul>	<ul style="list-style-type: none"><li>• Use of Montessori material( arithmetic, language, sensorial, Epl material)</li><li>• Activities to develop fine motor skills like plucking, peeling, pouring, colouring, etc.</li><li>• Silence activity and meditation</li></ul>
<b>Grasping and memory</b>	<ul style="list-style-type: none"><li>• To enhance the retaining power for a longer period of time</li><li>• To develop an ability to use the terms precisely</li><li>• To develop an ability to grasp new ideas or concepts</li></ul>	<ul style="list-style-type: none"><li>• Memory game-e.g. Card game (all memory based exercises based on various developments)</li><li>• Pairing through stereognostic bags</li><li>• M1 and m2 exercises of sensorial materials</li><li>• Recitation</li><li>• Story telling</li><li>• Puzzles/ story sequencing</li></ul>
<b>Thinking skills (reasoning, logical and flexible)</b>	<ul style="list-style-type: none"><li>• To develop an ability to be able to apply logics while working</li><li>• To develop the analytical approach</li><li>• To express in unique way</li><li>• To develop the ability to compare things in terms</li></ul>	<ul style="list-style-type: none"><li>• Frequent use of puzzles and materials</li><li>• Arranging pictures of stories in the sequential order</li><li>• Patterns and sequences</li><li>• Various types of pairings</li><li>• Maze</li></ul>

	of physical appearance	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Various arithmetic exercises</li> <li>• Sensorial material (association of the same with day to day life)</li> </ul>
<b>Scientific temperament</b>	<ul style="list-style-type: none"> <li>• To inculcate and sustain scientific awareness</li> <li>• To apply the science to all aspects of everyday life</li> <li>• To develop awareness about physical properties of matter.</li> <li>• To develop scientific instinct</li> <li>• Awareness about physical structure of the globe.</li> <li>• To develop awareness about different land forms and water bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of various experiments like water is colorless, float and sink, air is everywhere, awareness about temperature etc.</li> <li>• Videos related to same</li> <li>• Through pictorial reading and models.</li> <li>• Experiments -water is colourless, odourless and shapeless, water cycle, sink and float activity.</li> <li>• Comparison between two objects – heavy/light, sink/float, absorbent/non-absorbent.</li> <li>• Presence of air.</li> <li>• Germination.</li> <li>• Mixing of primary colours to get secondary colours.</li> <li>• Demonstrations through models, charts and videos</li> </ul>
<b>Comprehension/ application</b>	<ul style="list-style-type: none"> <li>• To understand the concept and apply the learning for the given task</li> <li>• To be able to connect the knowledge with day to day life application and its effectiveness</li> <li>• To express in the sequential order</li> <li>• To use effective strategies for resolving problems</li> </ul>	<ul style="list-style-type: none"> <li>• All the activities –academic and non-academic</li> <li>• Counting, grading and letter sequencing/ association</li> </ul>

## language development

Parameter	Objectives	Activities
Listening	<ul style="list-style-type: none"> <li>• Listen and respond to others for variety of purposes.</li> <li>• Demonstrate awareness about words that can rhyme, begin/end with the same sound.</li> <li>• To develop receptive and expressive language.</li> <li>• To develop concentration in the child (patient listener)</li> <li>• To develop awareness to follow instructions.</li> <li>• To develop curiosity, (asking of questions) which will help confirm the understanding of the concept, thus giving clarification.</li> <li>• To develop basic vocabulary by listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Through instructions activity eg. “simon says”</li> <li>• Through rhymes, songs, presenting rhymes through picture reading cards, flash cards and dominos.</li> <li>• Through flannel board stories.</li> <li>• Through silence activity.</li> <li>• Through role play &amp; dramatics, show &amp; tell.</li> <li>• Through conversation, stories group discussions.</li> <li>• Through puppet show.</li> <li>• Through word bank and models.</li> <li>• Through videos watching.</li> <li>• Ask the child to predict how a story will end.</li> <li>• Revisit an old favourite.</li> </ul>
Recognition	<ul style="list-style-type: none"> <li>• To know letters and understand sound - symbols &amp; their association.</li> <li>• Phonological awareness through songs and actions.</li> <li>• Student should be able to recognize sounds words of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>• Sandpaper letter tracing &amp; listening to phonic sounds.</li> <li>• Association of sounds with symbols- sandpaper letter, flash cards.</li> <li>• Sound recognition activity – object box, rhymes.</li> <li>• Picture reading cards, flash cards.</li> <li>• Recognition of sounds through rhymes.</li> <li>• Audio-visual aids.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop an understanding of written symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to the first sound &amp; last sound of the word.</li> <li>Sight words/dolce list –pre primer level.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>To develop pronunciation and communication skills.</li> <li>To understand content, structure of the word, sentence &amp; can interpret it.</li> <li>Awareness of the relationship of ‘letters to words’ &amp; ‘words to sentences’.</li> <li>To develop confidence</li> <li>To be an active participant of collaborative conversation &amp; can share information&amp; ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Recitation of rhymes, narration of stories, planned conversation, role play,</li> <li>Show &amp; tell and monitoring/ leading responsibilities.</li> <li>Picture reading with name slips, framing small words and sentences.</li> <li>Reading material like name slips &amp; small sentence slips.</li> <li>Planned conversation, discussions on various topics like zoo, birthday party, my family, myself etc.</li> </ul>
<b>Parameter</b>	<b>Objectives</b>	<b>Activities</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students should be able to recognize letters &amp; set a sequence to read it.</li> <li>Spell words on the basis of sound.</li> <li>Recognizing basic sight words in text.</li> <li>To develop recognition of words with its meaning &amp; make its proper use to frame meaningful sentences.</li> <li>Attempt to read more complex words using phonic knowledge.</li> <li>Vocabulary &amp; pronunciation enhancement</li> <li>To develop clarity &amp; expression while reading.</li> <li>To be able to do pictorial reading</li> <li>To develop communication &amp; recollection</li> </ul>	<ul style="list-style-type: none"> <li>Name slips, moveable alphabets</li> <li>Story charts, theme charts</li> <li>Picture reading &amp; content reading</li> <li>Word families, sight words</li> <li>Interactive sessions, storytelling, quiz</li> <li>Pictorial reading.</li> <li>Picture reading &amp; moveable alphabet.</li> <li>Picture reading</li> <li><b>Dolce list –pre primer</b></li> <li>Letter vanish fun</li> <li>Sorting of vowel words</li> <li>Sorting of pictures with different blends</li> </ul>

	<p>skills.</p> <ul style="list-style-type: none"> <li>• To develop comprehension skills.</li> <li>• To be able to make word banks through (modular learning)</li> </ul>	
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• To develop pre writing skills.</li> <li>• To develop connection – text to text, text to self and text to world.</li> <li>• Student learns to recognize, identify comprehend &amp; write letters, words &amp; sentences so as to give graphical expression.</li> <li>• To develop the prehensile movements</li> <li>• To develop complex movements and co-ordination of movements.</li> <li>• Use of phonetic, non-phonetic sounds.</li> <li>• To give knowledge of written symbols/ formations and their sequence.</li> <li>• Able to write by observing the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with cylinder blocks, coloring, sand paper letter tracing, pattern writing, and noise boxes.</li> <li>• Sand paper letter tracing, flash cards, moveable alphabets.</li> <li>• Pictorial writing.</li> <li>• Rainbow writing</li> <li>• Moveable alphabet word framing, writing in copies.</li> <li>• Dictation/ worksheets</li> <li>• Free expressions activity/ my expression</li> </ul>

## Personality development (Personal, social)

Parameters	Objectives	Activities
<ul style="list-style-type: none"> <li>• <b>Responsibility</b> <ul style="list-style-type: none"> <li>➤ <b>Self/ things</b></li> <li>➤ <b>Others</b></li> <li>➤ <b>Environment</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To develop sense of personal care and routine hygiene habits</li> <li>• Participating in cleanup activities.</li> <li>• Handle personal as well as others properties independently.</li> <li>• Personal hygiene.</li> <li>• Developing respect for own culture as well as others.</li> <li>• To develop acquaintance with the surroundings and cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>• Washing of hands, dental care(brushing), bathing, combing of hair, dress and undress self, shoe polish, nails trimming etc</li> <li>• How to yawn, cough, and sneeze.</li> <li>• Arrange the school bag properly</li> <li>• How to arrange shoe rack, book shelves and cupboards.</li> <li>• Dusting, mopping, sweeping, how to use dustpan and brush, use of bins.</li> <li>• How to put and lift down the material.</li> <li>• Through rhymes, skit, puppet show,p.p.t.</li> <li>• How to offer pointed objects, scissor, knife</li> <li>• Frames (button, hook, eye, velcro, zip, lace, buckle frame).</li> <li>• Shoe polish, washing hands, cut nails.</li> <li>• Begins dramatic play(-acting out with senses)</li> <li>• Pouring of water/grains.</li> <li>• How to hold, put down, lift and offer glass/cup.</li> <li>• How to fold and unfold napkins.</li> <li>• One minute game.</li> <li>• Celebrating festivals</li> <li>• Natures walk.</li> </ul>

		<ul style="list-style-type: none"> <li>• Cleanliness drive.</li> <li>• Field trips</li> <li>• Save water (activity: close the tap after use. Dry holi)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Confidence</b> <ul style="list-style-type: none"> <li>➤ <b>Interaction(communication, Listening)</b></li> <li>➤ <b>Performance (expression of Feelings and emotions)</b></li> <li>➤ <b>Initiative</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To develop confidence while interacting with others.</li> <li>• Taking initiative in classroom tasks.</li> <li>• Develop the ability to appropriately express ideas, wants and needs to adults and peers.</li> <li>• To develop concentration.</li> <li>• To help each child become independent and develop skills that will facilitate a positive school experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer interaction, how to talk in society?</li> <li>• Who am i? (self introduction, likes, dislikes, favourites)</li> <li>• To make the child express about himself and his family members</li> <li>• Dress and undress.</li> <li>• How to talk in school and society</li> <li>• Events like, recitation, storytelling, story enactment</li> <li>• Game (listen and follow the instruction)</li> <li>• Activity: act like your teacher (voluntary work in the class)</li> <li>• Solving the puzzles, working with montessori apparatus.</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• To develop importance of three magic words (sorry, please, thank you)</li> <li>• To develop understanding about what is correct/ incorrect and why?</li> <li>• To develop respect and love for elder and peer group.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation token bag, my mistake bean bag</li> <li>• How to greet and show gratitude</li> <li>• Group working and play</li> <li>• Prayers, celebrations, festivals.</li> <li>• Table manners.</li> <li>• Sharing parties</li> <li>• How to walk in a line.</li> <li>• Silence activity.</li> </ul>

	<ul style="list-style-type: none"><li>• To inculcate moral values.</li><li>• To develop good conduct.</li><li>• to inculcate the habit of helping others and working co operatively in group/ team.</li><li>• To promote each child's feeling of self-reliance, individuality and capability.</li><li>• Awareness of national and religious festivals</li></ul>	<ul style="list-style-type: none"><li>• Visit to zoo, nursery, garden,</li><li>• Educational trips like visit to church, temple etc.</li><li>• Uses imaginative play with dolls and enjoys imaginary companions</li><li>• Live demonstrations.( family, school, community, hospital etc.)</li><li>• Story enactment</li><li>• To develop awareness regarding traffic rules and civic sense.</li></ul>
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## Sensory motor development

Parameter	Objectives	Execution of objective through various activities
<b>Fine motor movements</b>	<ul style="list-style-type: none"> <li>• To develop eye hand co-ordination</li> <li>• To develop and enhance pre-hensile movement</li> <li>• To develop and enhance convoluted movement I.e. Wrist agile movements .</li> </ul>	<ul style="list-style-type: none"> <li>• Coloring and scribbling, cylinder blocks, noise boxes</li> <li>• Tearing of paper, paper cutting activity, peeling of potatoes, plucking of coriander leaves, sponging</li> <li>• Wrist exercises- straining of sand</li> <li>• Clay modelling activity</li> <li>• Flying disk</li> <li>• Threading ,finger aerobics, cloth pin activity, activity using tong and pom pom , scissors skill., weaving</li> </ul>
<b>Sensory exploration</b>	<ul style="list-style-type: none"> <li>• Control over intentional movements</li> <li>• Enhancement of senses : accurate registration, interpretation and response to sensory stimulation in the environment and one's own body.</li> </ul>	<ul style="list-style-type: none"> <li>• Pouring activity</li> <li>• Tactile perception activity(touch board and touch fabrics)</li> <li>• Noise boxes</li> <li>• Stereonogostic bag</li> <li>• Smell bottles</li> <li>• Taste activity</li> <li>• Scooping ,spider web discovery basket , pattern making with ice cream stick , sensory bin, trace the shapes with ball, tactile walk</li> </ul>

<b>Discipline</b>	<ul style="list-style-type: none"><li>• Self control</li><li>• Self motivation ( interest )</li><li>• Follow instructions</li><li>• Concentration</li></ul>	<ul style="list-style-type: none"><li>• General games (vish amrud, simon says, ice &amp; water, skipping, hide &amp; seek)</li><li>• How to sit and stand</li><li>• Morning assembly</li><li>• How to hold ,lift ,carry and put down the things</li><li>• Dribbling , skipping, use of dumbbells, chair race</li><li>• Exercises , sand pit</li><li>• Silence activity</li><li>• Yoga (simple aasans)</li><li>• Group activities</li><li>• Quality circle time(sequence the cards, passing the pass)</li></ul>
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**Aesthetic development**  
**VISUAL ARTS**

<b>Parameter</b>	<b>Objectives</b>	<b>Activities</b>
<b>Imagination</b>	<ul style="list-style-type: none"> <li>• To develop and enhance thinking abilities i.e visual sense</li> <li>• To develop attention span/ concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Free hand drawing, colouring</li> <li>• Scribbling, clay modelling</li> <li>• Stereognostic activities, patterns activity i.e sand pattern movement, sponge pattern drawings.</li> </ul>
<b>Creativity &amp; exploration</b>	<ul style="list-style-type: none"> <li>• To develop artistic abilities</li> <li>• To help children develop their creativity through exploration and discoveries</li> <li>• To develop control over intentional movement</li> <li>• To develop fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Colouring</li> <li>• Printing activities i.e thumb, leaf, vegetables ,fist, foot printing</li> <li>• Nature brush painting, sponge dabbing, cotton dabbing, mixing of colours</li> <li>• Clay modelling, origami, card making, diya decoration, christmas tree decoration, salad decoration, rakhi making</li> </ul>
<b>Self-expressions</b>	<ul style="list-style-type: none"> <li>• To develop self confidence</li> <li>• Exploring fantasies, thoughts and feelings</li> <li>• To develop an ability to express through creative activities</li> <li>• To develop self-confidence</li> <li>• To enrich vocabulary and thinking skills [language]</li> </ul>	<ul style="list-style-type: none"> <li>• Salad decoration, fireless cooking, sandwich making</li> <li>• Free hand drawing, colouring, printing, scribbling, clay modelling</li> </ul>

## Performing Arts

<b>Self-Expressions</b>	<ul style="list-style-type: none"><li>• To develop self confidence</li><li>• Explore fantasies, thoughts and feelings</li><li>• Expression through various cultural activities.</li></ul>	<ul style="list-style-type: none"><li>• Speech, My expressions</li><li>• Dance, rhymes with actions</li><li>• Singing</li><li>• Skit, storytelling, show and tell, roll plays etc.</li></ul>
<b>Creativity and Exploration</b>	<ul style="list-style-type: none"><li>• To help the child to enhance music and dance skills</li><li>• To develop singing voice and ability to match with pitch and different dance forms and moves.</li></ul>	<ul style="list-style-type: none"><li>• Dance and music activities</li></ul>