

**MONTESSORI CURRICULUM
2020-21 COGNITIVE
DEVELOPMENT**

Parameters	Objective s	Activitie s
Concentration	<ul style="list-style-type: none"> • To increase the attention span • To be able to observe properly • To focus on the task till completion 	<ul style="list-style-type: none"> • Use of Montessori material(arithmetic, language, sensorial, EPL material) • Activities to develop motor skills like plucking, peeling, pouring, colouring, Physical activities etc. • Silence activity and meditation
Grasping and memory	<ul style="list-style-type: none"> • To enhance the retaining power • To develop an ability to grasp new ideas or concepts • To develop an ability to use the terms precisely 	<ul style="list-style-type: none"> • Memory game-e.g. Card game, Puzzles (all brain storming exercises based on various developments) • Pairing activities • M1 and m2 exercises of sensorial materials • Recitation • Story telling
Thinking skills (reasoning and logical)	<ul style="list-style-type: none"> • To develop the ability to compare things in terms of physical appearance • To develop an ability to be able to apply logics while working • To develop the analytical approach • To express in unique way 	<ul style="list-style-type: none"> • Frequent use of puzzles and materials • Arranging pictures of stories in the sequential order • Patterns and sequences • Various types of pairings • Maze • Puzzles • Various arithmetic exercises • Sensorial material (association of the same with day to day life)
Scientific temperament	<ul style="list-style-type: none"> • To develop awareness about physical properties of matter. • To develop scientific instinct • To apply the science to all aspects of everyday life 	<ul style="list-style-type: none"> • Demonstration of various experiments like water is colourless, odourless and shapeless, sink and float activity, awareness about temperature, Germination, Presence of air, mixing of primary colours to get secondary colours. • Demonstrations through models, charts and videos • Comparison between two objects – heavy/light, sink/float, absorbent/non- absorbent.
Numerical Abilities	<ul style="list-style-type: none"> • To develop pre number concepts i.e. Shapes, colour, sizes. • To be able to describe objects in the environment according to pre number concept and vocabulary. • To be able to sort the objects • To be able to find the missing terms in repeating patterns • To develop concept of numbers • To be able to know names of numbers • To understand the concept of place value i.e. Ones and tens • To develop sense of association of quantity with symbols • To develop the concept of after, 	<ul style="list-style-type: none"> • Working with geometrical cabinet. • Geometrical insets/ solids • Coloring with shapes • Working with building blocks • Sand paper figures with flash cards • Counting of objects, body parts, sounds, drawing, beans, grams, tamarind seeds • Sorting activities. • Through Seguin board • Dominos. • Cards and counters, chit game • Hopscotch game • Number rods/ cards, spindle box • Dog and the bone, skipping(games • Through number rods, spindle rods, • Number cards.

	before and between numbers	<ul style="list-style-type: none"> • Bead material (golden bead and card Material) • Counting of members in a line, objects in the environment.
Comprehension / application	<ul style="list-style-type: none"> • To understand the concept and apply the learning for the given task • To be able to connect the knowledge with day to day life application and its effectiveness • To express in the sequential order • To use effective strategies to solve the problems 	<ul style="list-style-type: none"> • All the brain storming activities

LANGUAGE DEVELOPMENT

Parameter	Objectives	Activities
Listening	<ul style="list-style-type: none"> • To develop listening ability i.e to be a patient listener • To develop awareness to follow instructions. • Listen and respond to others for variety of purposes. • To develop and enhance vocabulary • To develop curiosity i.e developing questioning ability. • To develop receptive and expressive language. • Demonstrate understanding and awareness about the sounds in the words. 	<ul style="list-style-type: none"> • Through instructional activities eg. “simon says” • Through rhymes, songs, picture reading cards, flash cards. • Through picture stories, models and charts. • Through silence activity. • Through role play & dramatics, show & tell. • Through conversation, group discussions. • Through puppet show. • Through Audio-Visual aid.
Recognition	<ul style="list-style-type: none"> • Picture Recognition • Phonological awareness through songs and actions. • To develop an understanding of written symbols. • To know letters and understand sound - symbols & their association. • To be able to recognize phonic sounds in words and various words of spoken language 	<ul style="list-style-type: none"> • Letter tracing activities & Audio-visual activities. • Association of sounds with symbols- sandpapers letter, flash cards and recognition of the phonic actions. • Sound recognition activity – object box, rhymes, phonic songs and stories. • Picture reading cards, flash cards. • Recognition of sounds through rhymes. • Listening to the first sound & last sound in the word. • Sight words and tricky words – pre primer level.
Speaking	<ul style="list-style-type: none"> • To develop pronunciation and communication skills. • To understand content, structure of the word, sentence & interpretation of the same. (Awareness of the relationship of “letters to words” & “words to sentences”). • To develop confident speaking skills. • To be an active participant of group discussion & share information& ideas. 	<ul style="list-style-type: none"> • Recitation, story narration, planned conversation, role play and Show & tell. • Speaking simple words and small sentence. • Planned conversation, discussions on various topics like zoo, birthday party, my family, myself.
Reading	<ul style="list-style-type: none"> • To be able to do Pictorial Reading • To be able to recognize letters & set a sequence to read it. • Spell words on the basis of sound. • Recognize basic sight words in text. • To develop recognition of words with its meaning & make its proper use to frame meaningful sentences. • Attempt to read more complex words using phonic knowledge. • Vocabulary & pronunciation enhancement • To develop clarity & expression while reading. • To develop recollection and communication skills. • To develop comprehension skills. • To be able to make word banks through (modular learning) 	<ul style="list-style-type: none"> • Name slips, movable alphabet • Story charts, theme charts • Picture reading & content reading • Sight words and sentences • Letter vanish fun • Sorting of vowel words, alternative vowel sounds • Sorting of pictures with different blends • Rhyming words • Picture reading with name slips, framing small words and sentences. • Sight words and sentences • Short phonetic stories

Writing	<ul style="list-style-type: none"> • To develop the prehensile movements • To develop pre writing skills. • To give knowledge of written symbols/ formations and their sequence. • Student learns to recognize, identify comprehend & write letters, words & sentences so as to give graphical expression. • To develop connection – text to text and text to self. 	<ul style="list-style-type: none"> • Working with cylinder blocks, coloring, sand paper letter tracing, pattern writing and noise boxes. • Sand paper letter tracing, flash cards, movable alphabets. • Pictorial writing. • Rainbow writing • Dictation/ worksheets • Picture composition (Free expressions activity/ my expression)
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**PERSONALITY
DEVELOPMENT (PERSONAL,
SOCIAL)**

Parameters	Objectives	Activities
<ul style="list-style-type: none"> • Responsibility ➤ Self and things ➤ Others ➤ Environment 	<ul style="list-style-type: none"> • To develop sense of personal care and routine hygiene habits • Participating in cleanup activities. • Handle personal as well as others properties independently. • To develop acquaintance with the surroundings and cleanliness. • Develop respect for all culture. 	<ul style="list-style-type: none"> • Washing of hands, dental care (brushing), combing of hair, dress and undress self, creating awareness about wearing clean clothes, nail trimming and other hygiene habits. etc • How to yawn, cough, and sneeze. • Arrange the school bag properly • How to arrange shoe rack, book shelves and how to arrange cupboards • Table manners. • Dusting, mopping, sweeping, how to use dustpan and brush, use of bins. • How to hold, lift and put down the material. • How to offer pointed objects e.g scissor, knife • Frames (button, hook, eye, velcro, zip, lace, buckle frame). • Pouring of grains. • How to fold and unfold napkins. • Celebrating festivals • Nature walk. • Cleanliness drive. • Field trips • Save water (activity: close the tap after use. Dry holi)
<ul style="list-style-type: none"> • Confidence ➤ Interaction (communication, Listening) ➤ Performance (expression of Feelings and emotions) ➤ Initiative 	<ul style="list-style-type: none"> • To enhance concentration. • Taking initiative in classroom tasks. • To help child develop skills and become independent • To develop confidence while interacting with others. • Develop the ability to appropriately express ideas, wants and needs to adults and peers. 	<ul style="list-style-type: none"> • How to talk in school and society • Solving the puzzles, working with Montessori apparatus. • Who am I? (self introduction, likes, dislikes, favorites) • Events like role plays recitation, storytelling, story enactment • All the Exercises of practical life (Day to Day Life activities) • Indoor and outdoor Games (listen and follow the instruction)

<p>RESPECT</p>	<ul style="list-style-type: none"> • To develop importance of three magic words (sorry, please, thank you) • To develop understanding about what is correct/ incorrect and why? • To inculcate the habit of helping others and working co operatively in group/ team. • To develop respect and love for elder and peer group • Awareness of Society, National and religious festivals • To inculcate moral values. 	<ul style="list-style-type: none"> • How to greet and show gratitude • Group work and play • Live demonstrations.(family, school, community, hospital etc.) • .Sharing parties • Visit to zoo, nursery, garden, • Uses imaginative play with dolls and enjoys imaginary companions • Educational trips like visit to church, temple etc. • To develop awareness regarding traffic rules and civic sense. • Prayers, celebrations, festivals. • Story enactment
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SENSORY MOTOR DEVELOPMENT

Parameter	Objective s	Execution of objective through various Activities
<p>Fine motor movements</p> <p>Gross Motor Movements</p>	<ul style="list-style-type: none"> • To develop eye hand co-ordination • To develop and enhance pre-hensile movement • To develop and enhance convoluted movement i.e. wrist agile movements. <ul style="list-style-type: none"> • To develop large muscles • To enhance stamina • To balance body movements 	<ul style="list-style-type: none"> • Colouring and scribbling, cylinder blocks, noise boxes • Tearing of paper, paper crumpling, peeling of potatoes, plucking of coriander leaves, sponging, sorting • Wrist exercises- straining of sand • Clay modeling activity • Sandalwood activity • Threading, finger aerobics, cloth pin activity, activity using tong and syringe. • All physical activities e.g. running, hopping, jumping, throwing, catching, stacking, hurdle jumps etc.
<p>Sensory exploration</p>	<ul style="list-style-type: none"> • Control over intentional movements • Enhancement of senses: accurate registration, interpretation and response to sensory stimulation in the environment and one's own body. 	<ul style="list-style-type: none"> • Pouring activity • Tactile perception activity(touch board and touch fabrics) • Scooping , pattern making with ice cream stick , sensory bin, trace the shapes with ball, tactile walk • Noise boxes • Stereognostic bag • Smell bottles • Taste activity
<p>Discipline</p>	<ul style="list-style-type: none"> • Concentration • Follow instructions • Self motivation (interest) • Self control 	<ul style="list-style-type: none"> • Common games (Simon says, ice & water, skipping, hide & seek etc.) • How to sit and stand • How to hold ,lift ,carry and put down the things • Dribbling , use of dumbbells, chair race • Exercises , sandpit activity • Silence activity • Yoga • Group activities • Quality circle time(sequence the cards, passing the pass)

**Aesthetic
development
VISUAL ARTS**

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

PERFORMING ARTS

Parameter	Objectives	Activities
Imagination	<ul style="list-style-type: none"> • To develop and enhance attention span • To develop and enhance thinking abilities i.e visualizing self, others and things according to situations 	<ul style="list-style-type: none"> <input type="checkbox"/> Meditation <input type="checkbox"/> Silence Activity <input type="checkbox"/> Role Plays, Stories, Skits and Movies
Self-Expressions	<ul style="list-style-type: none"> • To develop self confidence • Expression through various cultural activities. • Explore fantasies, thoughts and feelings 	<ul style="list-style-type: none"> • My expressions • Dance, rhymes with actions • Singing, skit, storytelling, show and tell, role plays etc.

**Creativity
and
Exploration**

- To develop singing voice and ability to match with pitch and different dance forms and moves.
- To help the child to enhance music and dance skills

- Dance and music activities