



The new montessori pre-school

**The Methodist Church, Tarring Road, Worthing BN11 4ET**

**Call: 01903 535 412 Email: [info@thenewmontessoripreschool.org.uk](mailto:info@thenewmontessoripreschool.org.uk)**

## Policy

### Curriculum Planning

### Montessori Method meets The Early Years Foundation Stage Using guidance from Development Matters September 2021

#### Procedure for our Curriculum Implementation

Our pre-school maintains the guiding principles of the four distinct but complementary themes,

- Every child is A UNIQUE CHILD, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through POSITIVE RELATIONSHIPS
- Children learn and develop well in an ENABLING ENVIRONMENT WITH TEACHING & SUPPORT FROM ADULTS, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of LEARNING AND DEVELOPMENT. Children develop and learn at different rates.

Using these guiding principles ensures that the early years foundation stage meets the overarching aim of improving outcomes and reflects every child's right to grow up safe: healthy, enjoying and achieving, making positive contributions and economic well-being.

#### Setting the standard

Our pre-school sets standards to enable our practitioners to reflect the rich and personalised experiences that many parents give their children at home. Our practitioner delivers individualised learning, following the child in setting their own goals, development and care that enhance their growth and gives those children the best possible start in life.

Deploying the uses of the Three characteristic of effective teaching and learning: Playing and exploring -**ENGAGEMENT** -*children investigate and experience things and have a go.*

Active learning - **MOTIVATION**-*children concentrate and keep on trying if they encounter difficulties and enjoy achievements.*

Creative and Critical- **THINKING** - *children have developed their own ideas, made links between ideas, and develop strategies for doing things.*

Every child is supported to fulfil their full potential.

To maintain this high standard our pre-school offers the Early Years Foundation Stage curriculum delivered through the use of the Montessori pedagogy appreciating that both are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

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**PRIME AREAS:** *To develop strong foundations for children's development.*

- Communication and Language
- Physical development
- Personal, social, and emotional development

**SPECIFIC AREAS:** *To broaden the curriculum with opportunities to strengthen and apply the prime areas of learning.*

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

On completion of the Early Years Foundation Stage children over five years old naturally moves on THE EARLY LEARNING GOALS which promotes the learning and development of the child through a variety of rich experiences that are crucial to the child's development, from understanding simple sentences to playing with friends.

Practitioners/Teachers will then make a holistic judgment, drawing on their knowledge of the child and their own expert professional judgement about the child's development in readiness for Year 1.

Utilizing Development Matter (September 2021) our pre-school offers

- the Best for Every Child, inclusive education and care, an equal chance of success for all our children.
- High Quality Care, understanding children thrive when loved and cared for, and the child's experiences must be central to the thinking of every practitioner.
- Our Curriculum and what we want children to learn, our curriculum ambitious combining the Montessori method & the EYFS with planning to help every child develop their language development to their own developmental capabilities. Taking into account the depth of learning is more important than covering many things in a superficial way.
- Pedagogy, helping children to learn, providing an effective pedagogy including different approaches to play, adult modelling, observing, guided learning and direct teaching, understanding an important aspect of play is well planned learning indoors and outdoors environments.
- Assessments, checking what children have learnt, assessing, and noticing what children can do and what they know.
- Self-Regulation and Executive function knowing that Executive function includes the child's ability to hold information in mind, focus their attention, regulate their behaviour, and plan what to do next. These abilities contribute to the child's growing abilities to self-regulate, focused thinking, to monitor and adapt, to regulate strong feelings, develop patience for what they want and to bounce back when things get difficult. Knowing that language development is central to self-regulation as children use language to guide their actions and plan. Appreciating that pretend play offers opportunities for children to focus their thinking, persist and plan ahead.
- Partnership with parents, is essential and ensuring that we forge strong and respectful partnerships that help the children thrive.

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Our Montessori curriculum contains areas for:

#### Practical Life Exercises

- Our practical life activities are a fundamentally important part of our Montessori environment. It is these activities that are there to help the child master the skills that he needs in order to become increasingly independent.
- Our prepared environment facilitates concentration, independent learning and sets boundaries for good behaviour.
- Our Practical life exercises help our children to develop their fine and gross motor skills as well as educating our children in all areas of dressing and personal hygiene. Our children gain confidence and establish relationships with other children and adults, learning to work independently or as part of a group. They gain respect for each other, the equipment, and their environment, becoming sensitive to the needs of others, taking turns, and sharing fairly.
- Through the celebrations of different cultural events our children learn to be sensitive towards other cultures.
- The mix of ages leads to the older children supporting the younger children in their learning. This leads to a "society in cohesion".

#### Sensorial Equipment

- The purpose and aim of Sensorial work is for the child to acquire clear, concise, information and to be able to then make classifications in his environment.
- Dr Montessori believed that sensorial experiences began at birth. Through our children using their senses, they explore our environment. Through this investigation, our children begin to understand their environment.
- Our sensorial equipment allows the children to experience different sounds, colours, textures, shapes, and forms in two and three dimensions. Our children respond in a variety of ways by expressing their thoughts and emotions with a wide range of materials, tools, imaginative play, and role-play. Our children are given many opportunities to develop their mathematical language and mathematical thinking.
- By introducing concrete dimensional solids our children will have the opportunity to learn the language for position and discover dimensions through using their senses.
- Introducing how two-dimensional shapes are different to three-dimensional shapes further extends our child's mathematically scientific language.

#### Maths

- Counting and rhyming activities are available through the class equipment, projects, and circle time.
- Within the class our children are given many opportunities to solve problems.
- Our sensorial equipment gives the children the chance to compare similarities and differences, size, shape, and position to the quantity of 10. It also introduces solid shapes, e.g., torus, ellipsoid.

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- The insets for design introduce the mathematical language of flat shapes; our children then recognise and create patterns. Counting is encouraged in everyday situations, using the language "more and less".
- Through the use of the mathematics equipment our children learn the quantities and symbol of 1,10,100,1000. Our children are then introduced to the decimal system, leading onto combining groups of numbers in increasing quantities, through addition and subtraction.

#### Communication, Language & Literacy

- Providing our children with materials specifically aimed at developing language comprehension enhances our children's vocabulary and their interaction with others.
- Taking into account children with English as an Additional Language (AEL) by supporting the child's use of their own language but also ensuring sufficient apparatus & demonstrations of our language are seen & heard to develop the child's ability to be a good student of English.
- Supporting developing speech empowers our children to express themselves effectively and show an awareness of a listeners' needs.
- Using past, present, and future forms accurately when talking about events that have happened or are to happen in the future.
- Various opportunities are provided for our children to listen actively.
- To extend our children concentration, group activities provide the chance to sing songs, nursery rhymes listen to stories and recite poems as well as sharing their life experiences with others.
- Whilst being provided with the time and attention to say and respond appropriately and accurately to what they hear with relevant comments, questions, or actions.
- Our children are presented with grace and courtesy exercises (please, thank you) to develop our children's understanding of the use of language."

#### Cultural

Our Cultural area covers a variety of subjects, *Geography*, *Science*, *Botany*, *Zoology* and *History*. *Art* and *Music* are also considered as part of our Cultural Area. Maria Montessori felt that having knowledge and understanding of such subjects is what makes one a "cultured" person.

**Geography** - Our children are introduced to concepts and ideas such as: land, air, water, maps, continents, people and food and music from other countries. Each term our children investigate a different continent and learn about it during the term.

**Botany** - Seeds, parts of a plant, kinds of trees, herbs and spices, and what plants give us, are introduced to our children following our seasons.

**Zoology** - This is the area where the focus is learning about animals. Our pre-school has snails, stick insects and fish for our children to care for. Our children are encouraged to name, classify and to develop an awareness of animal's home environment and needs.

**Science** - our children are shown many science experiments and work on activities investigating the five senses and the similarities and differences in nature etc.

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#### Expressive Arts & Design & Physical Development

- Our children learn design by having the freedom of all activities' and being provided with the skills and time to complete their creations.
- Group time provides opportunities to sing songs and use the musical instruments to extend the children's understanding and awareness of the various uses of sound.
- The freedom of movement in the Montessori classroom and garden encourages our children to become spatially aware of both their environment and others.
- Practical life and Sensorial equipment refines both fine and gross motor control. Walking the line improves balance and posture.
- Music and dance encourage graceful movement.
- Our outdoor equipment improves and develops our children's co-ordination.
- Art and craft activities provide our children with a range of tools, objects, construction, and malleable materials to handle with increasing control. A large range of both small and large equipment is used in all different areas to extend our children's learning and comprehension.

#### Montessori Directress/or

- **Role of Teacher as Directress** - The name that Maria Montessori gave her teachers was actually "directress". She believed that the adult's purpose was to direct the child on his quest to self-understanding and development into manhood. She observes the child to determine where he is in his development and guides him to appropriate lessons and activities.
- **Manipulating the Classroom Environment**-The Montessori directress also observes the children to determine what, if any, changes need to be made in the environment to facilitate the children's growth and development. Perhaps a pathway is too open, and children feel the need to hurry through. Or perhaps an area is too tight, and children are having difficulty moving and working safely. She will also take note of the works that are on the shelves. Those that have run their course are removed, and new ones introduced. Popular activities can be supplemented with new ones that take the concept even farther.
- **Classroom Management Technique**-The Montessori directress uses her observation time as a classroom management technique. She can quietly enforce the ground rules of the classroom with individual children, instead of shaming them in front of the whole class. She takes note of which rules need to be reviewed. She watches the children to make sure they are being respectful with the materials, and steps in only when necessary. She can also determine if the children are "done" working for the day and change classroom activities.
- **Monitoring Child Development and Developmental Milestones**-While observing the children, the Montessori directress also takes notes on each child's development as he proceeds through the curriculum. She is aware of appropriate observational checkpoints & developmental milestones observed by Dr Montessori and uses her own observations to determine if each child is on track. If not, she can use her notes to help her choose a new course of action and in conversation with parents and other professionals.

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- **Montessori Record-Keeping**-Montessori directresses use a variety of methods to keep track of their observations. Some use objective narratives and anecdotes about situations that arise in the classroom. Others may use a checklist or a flow chart to keep track of a child's progress through the curriculum. Many use a combination of the two to help paint a true picture of what the child is doing.
- **Purpose of Teacher Observation**-When parents finally meet with their child's teacher, they realize that the observation conducted by the directress is actually more beneficial to the child. They see how her copious notes allow her to manipulate the environment and lessons to best fit the needs of their child.

**Blending all of these methods of pedagogy our pre-school is able to fully offer our Charities aims:**

- **Allow the child to develop his/her unique personality.**
- **To help the child to become socially and emotionally well-adjusted and to help him/her become physically strong.**
- **To make it possible for the child to develop to his/her intellectual capacity.**

Our pre-school provides equality of opportunity by following our procedures to ensure our children are provided with positive attitudes, help in overcoming barriers, practitioners who can observe signs of need and put strategies into practice. Our pre-school will offer our children materials to challenge them and to extend their thinking. Our pre-school accepts children irrespectively of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability.

Our pre-school endeavours to work in partnership with parents/carer to ensure our children receive consistent learning and development, if further strategies are needed, outside organisation as invited into our pre-school.

Our pre-school understands that these formative years of a child are extremely important, and it is the time that secure foundations are built. Through observing, assessments and planning our pre-school has developed a flexible approach to our children's learning and development which encourages our children to reach their full potential.

All children will be given particular planned learning activities during the sessions, which they attend, targeted at their own stage of development. Learning Journals are kept for each individual child, across the curriculum.

Learning through play is a key element of the foundation stage and takes into account individual children's needs and stages of development.

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Within our Pre-school

Our Classroom Mangers are the Early Years Foundation Stage Leaders

This policy sits alongside other legal obligations and do not supersede or replace any other legalisation which our pre-school must still meet other duties our pre-school follows are:

- Employment laws
- Anti-discriminatory legislation
- Health and safety legislation data collection regulation
- Duty of care

(Safeguarding and promoting children's welfare- **The Early Years Foundation Stage**)  
(**Enjoying and achieving-Organisation-Effective Leadership and Management**)

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