

**CURRICULUM  
FOR  
INTERNATIONAL  
MONTESSORI  
PRE-SCHOOL**



**2010-2011**

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## 2010/2011

The International Montessori Pre-school in Sandvika had its humble beginnings in the basement of Folkets Hus. Before 1987, it was a day care centre for English-speaking children, mostly stationed here through NATO. After hiring a qualified Montessori teacher in 1987, the pre-school took its present name.

The accommodation rented includes 3 classrooms, art room, toilets, office and hallway. In addition, the pre-school has access to the large hall in Folkets Hus, which is used for gym if outdoor play is not possible. Outside we have a spacious playground with a climbing frame, slide, truck, balancing beam, see-saw and other traditional outdoor play equipment. This play area was extended in October 2010, with the idea of adding a sandpit and general ball area.

All teachers at IMS are Montessori trained which ensures that all teachers work on the same principles throughout the school. All teachers are involved in the evaluation of the work performed at school through weekly staff meetings and daily morning meetings.

The employees at IMS are currently:

**Kelly Preas** started this school in 1987. Kelly is Montessori trained in the USA and is employed as the head teacher/directress (Pedagogisk leder/styrer). Kelly has a teaching degree for grades K-3.

**Elizabeth Gadsby** is a Montessori trained teacher who joined us in October 2004. Elizabeth has previously worked at Blåmeis Montessori barnehage and at Villakulla in Høvik. Elizabeth's position is as Montessori teacher and 50% pedagogic leader.

**Hannah Rees Vogt** joined IMS in 1999 and is employed as a Montessori teacher. Hannah did her Montessori training in Norway. Hannah is in charge of the under 3s Montessori programme.

**Athina Meek** joined IMS in 2001 and is employed as the manager/administrator. Athina is in charge of the day-to-day running of the school in cooperation with the Owners' Board.

**Beate Pearson:** Beate comes in to IMS 3 times a month to take the children for creative movement. Beate has a degree in dance teaching from the National College of Dance; Joffrey Ballet school, American Dance Center in New York and is a certified teacher from the Royal Academy of Dance in the UK. She had been a full time dance teacher for the last 17 years, and has been taking the children at IMS for creative movement to music for the last 6 years.

**On the Owners' Board** for this year we have:

Tara Tinholt (Sebastian's mum)

Jeff McLeod (Alec's dad)

Tracey March (David's mum)

## Children enrolled at IMS 2010/11

In May 2010, IMS was approved by Bærum commune to offer a full day programme.

In August of 2010, IMS was approved by Bærum commune to accept children under the age of 3.

During the second process for approval, it was discovered that the space now used for the under 3 Montessori programme had not been included in the original approval when IMS took over the building. This meant that we are now approved for 24 children rather than 22.

At the end of June 2009, 14 children left IMS to go overseas or on to other schools.

Of the 11 new children who have joined us so far this year, 3 are siblings of currently or previously enrolled children; 7 are to families new to our school. The age distribution of the children is:

6 children born in 2005; 3 boys and 3 girls

8 children born in 2006; 4 boys and 4 girls

2 children born in 2007; 2 boys

3 children born in 2008; 3 girls

Children under the age of 3 count as filling 2 places. This means that IMS has filled 22 places with 19 children.

In November, Maud born in 2007, will be joining us from her Montessori school in Kongsberg.

From January 2011, children born before 01.07.08 count as 3 year olds, and we will, therefore take on more children in January.

## IMS TRADITIONS

**Classroom visit:** this happens as near to school start as possible, normally starting in September. The parents of the newly enrolled children are invited in first so that their child can show them their favourite materials /activity. The parents of returning children follow afterwards.

**Conferences:** provide a forum to discuss and address various aspects of your child's development. Conferences are normally held during the second term.

**Visit by new children:** this happens in June to give all new children starting in August an opportunity to visit their school, teachers and other children at IMS.

**Orientation days:** the group of children starting in August is divided into 3 groups, with all groups attending 2 of the 3 orientation days in order to meet each other in a smaller group.

**Picnics:** held at the beginning and end of the school year. Parents are involved in making and bringing food to share. The start of school picnic is held outside at IMS in September; the end of school picnic is hosted by a parent. This is a great opportunity for parents, children and staff to get together in an informal atmosphere, especially for the dads who cannot always be involved in the daily drop off or pick up routines.

**My family photographs:** we start this at the beginning of the year and continue throughout the school year until every child has had an opportunity to introduce his or her family. This is a good way for the children to get to recognise the other children's families and "get to know" each other.

**School photographs:** are usually taken in September or October, depending when the photographer can come.

**'Done today' diary:** is located in the 1<sup>st</sup> hallway. This is written daily and gives an insight into what has happened each day. Special experiences / happenings are noted here.

**Halloween:** is celebrated on the Friday closest to Halloween. Children come in costumes, have lunch followed by "Halloween" cookies/muffins and go trick or treating in the school.

**Thanksgiving:** is celebrated on the Friday closest to Thanksgiving. Depending on the art room project, the children may get dressed up at school in what they have made. Sometimes we have the full thanksgiving dinner – this requires a great deal of parental involvement - and sometimes just dried fruit followed by cookies/muffins.

**Christmas show:** we normally end the term with a Christmas show put on by the children. This is for all parents, siblings and grandparents (if they wish!) Food is provided by the parents, and there is a visit from Santa Claus (presents provided by parents).

We welcome any family with different beliefs to come in and share their beliefs and celebrations with the children.

**Teddy bears party:** held usually in spring/early summer. All children are invited to bring in their favourite teddy bear and, after lunch, we have a party table set with a miniature tea service.

**Valentines day:** the children prepare cards to give to the other children – the group is usually divided into morning and afternoon classes. The cards are posted in our “post box” on arrival at school and shared out at circle time. We have a “Valentine” cookie/muffin after normal lunch.

**Sun day party:** usually held in March or April. The children make a yellow sun hat to wear and have yellow food – pineapple, cheese etc.

**Easter party:** held on the last school day before the Easter break. The children have an “Easter” cookie/muffin after their normal lunch and then go on an Easter egg hunt in the classrooms. Depending on the weather, there is an egg and spoon race outside.

**Farm visit:** to Hauger Gård in Heggedal. Bus there and back for all the children. The date depends on availability, but late April/early May wherever possible.

**17<sup>th</sup> May:** the children are given hotdogs and ice cream/cake and then parade around the parking lot to marching music, and singing the Norwegian national anthem. Families are invited to the parade.

**Birthday celebrations:** the traditional Montessori birthday walk involves the birthday child holding the globe and walking around the “sun” (a large yellow ball) to signify the passage of each year. Whilst the child walks, the teacher talks about what happened in the child’s life for each year that passes. We also make the traditional birthday crown for the birthday child to wear, and the child brings in the day’s snack to share.

**Timeline photos:** are displayed in the hall and are introduced when the child celebrates their first birthday at IMS. We need parents help in keeping these updated! Any information specific to the child should be written on the back on the photograph as it will be used when the child does the birthday walk (see above). Timeline photos are broken down to: newborn, 1 year, 2 years etc.

**Leavers photo book:** when a child leaves IMS they are presented with a book of photos covering their time and their friends at IMS.

**Movement to music:** Beate Pearson, a trained and experienced dance teacher has been coming in to IMS on a regular basis since the school year 2004/5. Beate volunteered to do this whilst her children attended IMS, and is now a paid employee of IMS.

**Music:** Miriam, who was employed with us last year, is both a trained Montessori teacher and a music teacher. Although she is on maternity leave, Miriam still comes in regularly to sing with the children.

**Work days:** we have 2 work days every school year. Work days are a social time where parents can get together informally and work together towards making the school environment even better for their children. Pizzas and sodas are available for those able to attend the work day.

## COORDINATION COMMITTEE

The Coordination Committee is voted on for a year at a time, though they may stand for re-election.

The Coordination Committee role:

- Advisory role and should be used actively for discussing various ideas around the preschool.
- Create contact between the different parties in the preschool through, for example, work days, special events
- Coordinating/liaison role
- Revision of the curriculum within the framework provided by the Norwegian authorities
- Are informed of and involved in any major changes within the preschool – for example changes in hours, inside or outside environment, budget
- Can inform the owner or the commune if the preschool is not run within the framework of the laws, rules, bylaws and budget.

The Coordination Committee helps with planning and setting up the following events:

**Start of school picnic:** Held outside at IMS, usually in September.

**Christmas show:** Usually held on the last day of term before Christmas.

**17<sup>th</sup> May:** Held as close to the 17<sup>th</sup> May as possible.

**Work days:** set up in conjunction with the work day representative.

## CURRICULUM FOR 2010 - 2011

The Norwegian Day Care Institutions Act (Rammeplan for barnehager) came into effect in 2006. Since that date all day care institutions and pre-schools have been obliged by law to have a curriculum that includes the following subject areas:

- society, religion and ethics
- aesthetic subjects (music, arts and crafts)
- language, text and communication
- nature environment and technology
- physical activity and health
- local environment and sense of community
- numbers, volume and shapes

The Act requires the school curriculum to include information on the preschool's visions and values, our means of aiding social development, how we plan and evaluate our pedagogic work, and our plans for cooperation with the schooling system.

The Act allows each institution to adapt the framework into their own working environment. All of these areas are covered in the Montessori curriculum.

Since 2001, Bærum kommune has been working on a plan for "quality control" for all day care institutions in Bærum. This plan along with the Day Care Institutions Act, must be used when planning and evaluating the work done at the pre-school. A communal aim was set up for all institutions in Bærum – "We shall reach for the stars and make every day worthwhile". The idea behind this is that the children, parents and employees together shall give each child the best start in life.

The values chosen by Bærum kommune for all day care institutions to focus on are generosity, enthusiasm and innovation. These values should be reflected in the work done by each institution.

### OUR VISION AND AIMS AT INTERNATIONAL MONTESSORI PRE-SCHOOL

**International** - embracing the diversity of cultures, and nurturing the individual child.

**Montessori** – instilling a love of learning within our rich Montessori prepared environment.

**Preschool** – providing a solid foundation for further education and for life.

Montessori believed that grace and courtesy and respect were an essential part of the prepared environment.

In our school we encourage the children to solve their problems through communication and to treat everyone with tolerance and respect.

## THE MONTESSORI APPROACH

- is based on observing the child and creating new ideas to aid his development
- was designed to develop the whole personality of the child at his own natural rate of progress
- basic principles are observation, individual liberty and a prepared environment
- aims at helping the children to help themselves
- ensures that each child is treated with respect and given freedom within carefully prepared limits.
- provides an atmosphere of freedom with clearly defined guidelines and a challenging environment
- will allow the child to gain self-confidence and self-discipline
- will provide the child with powers of discrimination, observation, awareness, control, co-ordination and judgement.

You can find extensive information about the Montessori approach on:

<http://www.montessori.org.library>

Other titles by Dr. Montessori herself (books) :

- The absorbent mind
- The secret of childhood
- The discovery of the child

## THE MONTESSORI ENVIRONMENT

Young children need not only love, emotional nurturing and a healthy physical environment, but also an environment which promotes their very real need to learn. The Montessori teaching method provides a basis for individualised learning activities appropriate for the early stages of a child's development. The purpose of our programme is to encourage, assist and protect the normal development of each child. Children in the program respond in a prepared environment to their basic needs for independence, exploration and the building of trust and self esteem.

We believe that any kind of group childcare/pre-school will not work without co-operation between the caregivers/teachers and the parents. Parental involvement is stressed, parents know their child better than anyone else. Parents and caregivers must feel comfortable in exchanging knowledge and experiences about the child. Parents are provided with individual conferences upon request. Parent conferences are held once a year. Weekly activities are posted including the units to be covered during group time. Parents help with field trips, parties and are encouraged to come in and share an experience, craft or other items of interest to the children.

During the early years of life Dr. Montessori felt that "the first thing the child's education demands is the provision of an environment in which he or she can develop the powers given by nature" The school environment is the curriculum. She felt that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather cultivate the child's own natural desire to learn.

In the Montessori classroom this objective is approached in two ways: first by allowing each child to experience the excitement of learning by his or her own choice rather than by being rushed: and second by helping the child perfect his or her natural tools for learning. This maximises the child's abilities for future learning situations. The Montessori materials have this dual long-range purpose in addition to their immediate purpose of giving specific information to the child.

**Children's participation:** The daily plan is influenced by the individual child's needs and experiences. All children have the freedom of choice within a carefully prepared environment. Children have the freedom to move and work in the classrooms or art room and choose the material they wish to work with.

# THE PREPARED ENVIRONMENT

## PRACTICAL LIFE EXERCISES

For young children there is something special about tasks that an adult considers ordinary: washing dishes, washing tables and polishing silver. They are exciting to children because they allow them to imitate adults. In this area of the classroom children perfect their co-ordination and gradually lengthen their span of concentration. They also learn to pay attention to details as they follow a regular sequence of actions. Finally they learn good working habits as they finish each task and put away all the materials before beginning another activity.

Examples of practical life exercises:

- pouring rice and water from two glass pitchers
- cutting and arranging flowers into vases.
- washing tables.
- folding towels.
- polishing mirrors and silver.
- cutting string, flowers, figures and geometric designs.

## SENSORIAL EXERCISES

The sensorial materials in the Montessori classroom help the children to distinguish, categorise and to relate new information to what they already know. The children are introduced to sensorial equipment that isolates a specific quality such as colour, size (length and width), shape, sound, touch and weight. They are invited to explore test and measure which helps develop and refine their sensory organs. The material helps the child to see more clearly the details of the world around them. The child develops an ability to judge similarities and differences, as well as an acute sense of discrimination. In addition, the child develops fine co-ordination of movement in working with the equipment

Examples of sensorial materials:

- Red rods, 10 red prisms varying only in length 10 cm - 100 cm.
- Solid inserts.
- Pink tower, cubes varying in length, breadth and height.
- Colour tablets, 22 colour tablets, 11 pairs matching.
- Geometric cabinet, a wooden cabinet with six trays of various shapes including triangles, circles, polygons, rectangles and curvilinear figures.
- Geometric solids, 9 wooden geometric shapes , cones, sphere, pyramid, prism, etc.....
- Fabrics, 6 pairs of different material to be paired by feeling and using a blindfold.
- Sound boxes, two boxes each with 6 sealed containers containing objects making sounds. The child matches the containers with the same sound.

## **SOCIETY, RELIGION AND ETHICS / CULTURAL DIVERSITY**

The children gain an awareness of the world around them by exploring other countries, their customs, food, music, climate, language, and animals. This helps to raise their consciousness about other people. They gain an understanding, tolerance and compassion for all the people in the world.

Whenever a child is overseas on holiday, they are invited to bring in postcards and mementos from their holiday and talk about these and their experiences on circle time. This provides the opportunity to talk about other countries, colour flags etc.

As we are an international school, we are lucky to have families from various parts of the world. Parents are invited in to talk about their country of birth and often bring in examples of clothing, food and photographs.

Different Saint days are celebrated with music and food, as are Halloween, Thanksgiving, Hanukkah, Santa Lucia, Christmas, Valentines Day etc.

## **AESTHETIC SUBJECTS**

### **ARTS AND CRAFTS**

Art in the pre-school environment strives to maintain the great joy the child finds in creating something of his or her own. The children have the freedom to explore their imaginations in a variety of mediums used for expression. **We realise that the process is important, and not the end product.**

The Montessori principles of the prepared environment and grace and courtesy are practised in the art room as in the rest of the school. Art plays an important role in our school and not simply to nurture and encourage a child's artistic aptitude. It also provides the opportunity for children to develop their fine motor skills, to forge social bonds and to expand their vocabulary.

There is usually a different art project each week, wherever possible linked to the curriculum being followed in the rest of the school, using a variety of mediums, for example:

- coloured pencils and crayons
- collage boxes, water colour paints, painting.
- scissors and materials for cutting, templates for tracing
- sewing exercises.
- seasonal projects.

## **LANGUAGE, TEXT AND COMMUNICATION**

The prepared environment provides an opportunity for introducing and reinforcing a wealth of language and vocabulary. As we are an international pre-school, with English instruction, some of the children who attend our school have English as a second language. We encourage the children to use and improve their vocabulary through work, play, songs and by social interaction.

The children learn the phonetic sounds of the letters before they learn the alphabetical names in a sequence. The teacher introduces the letters using the Sand Paper Letters. The individual presentation of language materials in a Montessori classroom allows the teacher to take advantage of each child's greatest periods of interest. Reading instruction begins on the day when a child wants to know what a word says or when they show an interest in using Sand Paper Letters.

A reading corner provides children reading and picture books of good quality. Children are introduced to several seasonal poems during the school year to recite by memory. Teachers read often to the children in small and large group settings and children are encouraged to bring in books from home to share with the group.

The following equipment is always available in the classroom and used according to the individual child's needs:

- Sandpaper letter
- Picture cards
- Matching cards
- Language boxes
- Reading books
- labels for articles in the classroom
- songs
- books
- poetry reciting

## **NATURE, ENVIRONMENT AND TECHNOLOGY**

### **MATHEMATICS**

Dr. Montessori designed concrete materials to represent all types of quantities. She observed that children became interested in counting and enjoyed touching or moving the items as they counted them. By combining this equipment, separating it, sharing it, counting it and comparing it, they can demonstrate to themselves the basic operations of mathematics. Dr. Montessori demonstrated that if children have access to mathematical equipment in their early years they can easily assimilate many facts and skills of arithmetic.

### **PHYSICAL GEOGRAPHY**

Large wooden puzzle maps of each continent are among the most popular activities in the classroom. At first the children use the maps simply as puzzles, (gradually they learn the names of many of the countries as well as information about climate and products). They learn the common land formations such as islands and lakes.

### **HISTORY**

As an introduction to the idea of history, children have a time line of their own lives, starting with their baby pictures. Each child does the “birthday walk” on its birthday during circle time. The child holds the globe and walks around the “sun” – one circuit represents one year- whilst we talk about the special events that happened in that year in that child’s life.

### **SCIENCE AND NATURE**

In science the children’s natural curiosity is stimulated through discovery projects and experiments, helping the children draw their own conclusions. Seasons are followed in the classroom. The plant and animal kingdom are studied in an orderly manner to foster a love and appreciation for living things, including activities such as; sorting trash and conserving natural resources. We discuss such topics as air and water pollution and the destruction of the rain forest.

## **SOCIAL DEVELOPMENT**

Care, education and learning in preschool shall promote human equality, freedom, tolerance, health and understanding. (Barnehaugenloven § 2)

The Montessori principle is based on helping the child help themselves; respecting the child by believing that they can make a real contribution to their family, school and community; and giving them proper equipment to carry out real life activities rather than play things.

It is important to respect and understand that each child is an individual and has different needs and interests.

Social development is an integral part of our prepared environment. All adults must be aware of their position as role models in the way they interact both with adults and children. In listening properly, respecting personal space, treating people with respect and comforting others as necessary, adults provide a good example to the children.

As adults we do not talk about the child in front of him/her. Any compliments given to the child must be sincere to encourage positive self esteem.

The teachers encourage the children to express their thoughts, feelings, fears, and needs in one to one and group situations and to respect each other and their prepared environment.

We have a 'friend patrol' to take care of those friends in need.

**Grace and courtesy:** the children are given lessons that teach the social graces through role playing including:-

- how to wait a turn
- how to comfort a friend
- how to ask to join a game
- how to say sorry
- how to use their words to express themselves
- how to make eye contact
- how to give and receive a compliment
- how to bring a friend a tissue if they're crying (showing empathy)
- how to greet each other and greeting visitors
- how to open and shut a door quietly
- how to hand objects to another person (especially sharp objects)
- how to join and leave a game or activity
- how to carry a chair or tray, how to walk around a mat.
- how to join a lesson or ask for help when a teacher is busy with another student.

These lessons give the children the means to be the master of their own actions and help the children learn to cultivate a sense of respect and independence so they can feel confident in their environment.

In our Montessori prepared environment, children aged 3-6 work together. The older children work with the younger children and provide a positive role model for them. In our non-competitive environment, we learn to praise and encourage each other for individual accomplishments. The teachers use positive language in encouraging and motivating the children, which the children, in turn, learn to use towards each other. Children learn that the best kind of help is that which is requested by another. As educators, we realise that “every unnecessary help is a hindrance to the child’s development”.

**Our motto is “help the child help themselves”**

**Feelings:** are discussed in group and individual situations. The children are given the opportunity to recognise and discuss their feelings including being happy, sad, shy, angry, afraid or lonely and what causes such feelings. It is important that the child recognises that these are a range of normal human emotions and are guided as to how to handle these emotions. We have puppets that display emotions so as to encourage the expression and recognition of an array of emotions.

The children are encouraged to express their feelings when solving conflicts. Role-playing provides the language for expressing these feelings for example: “When you do not let me join your game, I feel sad and left out”

**Play:** Outdoor play provides the opportunity for role play, individual and group play. Teachers are always nearby to guide, observe, set limits, redirect and help as needed.

**Equality:** Montessori material and the traditional material available to the children are not gender based. All materials are available to all children at all times. We do not have any of the traditionally gender based toys in school. Puzzles of various professions depict both genders. Both genders are encouraged to engage in practical life activities – pouring, arranging flowers, washing dishes, watering plants. Both genders are encouraged to engage in sensorial work which gives the opportunity to construct towers and arches. Both genders are equally encouraged to share their feelings and are given the opportunity through role play to comfort others – displaying and developing empathy for one another.

We, as adults, must be careful not to make stereotypic generalisations when working with children.

## **CARE FOR THEIR ENVIRONMENT**

The children are directly responsible for the maintenance of their environment. The necessary equipment is available such as child size brooms, dust pans and mops. The children are given lessons on how to use the equipment to carry out the various activities (practical life exercises). We encourage the children to bring in fresh flowers so that they can arrange them in glass vases to decorate the tables throughout the year. The children learn to take responsibility for their personal belongings, including their daily work. We provide a folder for the children to collect their individual work.

## **LOCAL ENVIRONMENT AND SENSE OF COMMUNITY**

As an international school, we have an international community with families from different countries of the world currently living in different towns in Norway. Our emphasis is on using the wealth of diversity in the international community to develop awareness of different cultures, traditions, religions and ethics. A section of study in the Montessori classroom includes the Inuit peoples of the world.

We attend the local theatre or library when they have appropriate performances and go on walks and celebrate 17<sup>th</sup> May

## **PHYSICAL ACTIVITY AND HEALTH**

The children are outside in the play area for 2 hours every day. Here they can enjoy physical activities on the playground, including climbing, balancing on a balance beam, ball skills (kicking and throwing) and rope jumping.

We have access to the gym when it is available, and here the children are introduced to safe and simple yoga poses, and gym activities including dancing, hopping and skipping.

Beate, our dance instructor, comes in 3 times a month to provide physical education with music and movement. An example of creative movement is to suggest an animal, and the child creates the movement. There are also a number of strengthening exercises used – short / long feet, stomach muscles –facial expressions, and awareness of space and where body parts are. The music used is either classical or folk.

Regular walks in the nearby community. These will begin after the autumn break.

**Health:** the children are introduced to the “care of self” exercises including how to wash hands; wash faces after eating (using a mirror) and how to use a tissue and dispose of it in the toilet, washing hands afterwards.

Children are introduced to the basic food groups and the importance of eating a balanced diet. They are encouraged to eat their packed lunches.

Mid morning snacks include healthy snacks such as fresh and dried fruits, raw vegetables and banana breads.

## **COOPERATION BETWEEN PRESCHOOL AND SCHOOL**

- Completion of the forms provided by Bærum commune for the transition between preschool and school
- As a preschool all children are exposed daily to learning activities in preparation for formal schooling
- We keep ourselves updated on the UK / USA syllabuses for 1<sup>st</sup> graders to ensure children leaving are ready for the schools they will go on to
- Follow up with children who have moved on to other traditional schools for feedback on their transition
- Communication with other Montessori schools as appropriate
- Communication with Oslo International school as appropriate
- Invited to meetings with Norwegian schools as appropriate
- Children visit new school with parents

## **OBSERVATION**

The teacher's role in the classroom is to be a guide and observer. Children who cannot find an activity or friend are assisted. The teacher is the link between the child and the prepared environment. Observation is the means to collect information on each individual child and to offer adult support and guidance where needed.

## DAILY ROUTINE

WHEN	WHAT	WHERE	WHY
<b>08:00 – 09:00</b>	<p><b>Drop off time.</b></p> <p>Children hang up jackets and change shoes with parents' help.</p> <p>Children are greeted by a teacher; parents say good-bye</p>	<p>Outer hallway</p> <p>Inner hallway door</p>	<p>Foster independence</p> <p>Each child is seen and welcomed, and checked in to school. Parents can pass on messages.</p>
<b>09:00</b>	Inner hallway door is locked		Children's safety
<b>08:00 – 10:45</b>	<p><b>Free choice</b></p> <p>Children are free to decide themselves how they would like to spend their morning. Individual and group lessons are given. After an initial presentation, children are free to choose any material from the shelves. Teachers are there to guide and give lessons as needed.</p>	Classrooms, art room, library	Individual freedom within carefully prepared limits. Foster self-discipline and self-confidence
<b>09:30 – 10:30</b>	<p><b>Snack</b></p> <p>Snack is available during this time at one table set for 4</p>	Snack table set in first classroom	Opportunity to wait in turn; learn delay of self gratification; serve themselves and tidy up after themselves; different groups in social setting

<p><b>10:45</b></p>	<p><b>Clean up time</b></p> <p>Children tidy away their work and prepare the classrooms for circle and lunch time</p>	<p>Classroom and art room</p>	<p>Respect for the classroom materials and the prepared environment. Work together as a team to get lunch tables ready</p>
<p><b>11:00 – 11:30</b></p>	<p><b>Circle time</b></p> <p>Children sit under cubbies. Taken in turn for one child to call friends to circle</p> <p>At start of year there are 2 circles.</p> <p><b>4 and 5 year olds.</b> Greeting friends on circle; days, months; weather and seasons; some group lessons given; children tell each other of important events in their lives; songs.</p> <p><b>2 and 3 year olds.</b> Greeting friends on circle; stories; songs; some group lessons given</p>	<p>Inner hallway</p> <p>Middle classroom</p> <p>Under 3 Montessori room</p>	<p>Learn to sit in front of friends and use voice for friends to hear.</p> <p>Circle time strengthens the idea of community for the children.</p> <p>Talk about seasons and what clothes we need outside.</p> <p>Smaller circle makes it easier for the children to get to know each other and allows for more stories and songs.</p>



<p><b>12:00</b></p>	<p><b>Getting ready</b></p> <p>Information is always given on what the children need to wear outside.</p> <p>When all rain clothes/ snow suits are needed, these are placed out with boots and blue boxes by staff.</p> <p>All children are encouraged to dress themselves as much as possible, older friends help younger friends. Adult help is given when needed.</p>	<p>Hallways</p> <p>Hallways and art room</p>	<p>Training in receiving and remembering messages given to the group.</p> <p>Foster independence wherever possible.</p>
<p><b>12:00-12:30</b></p>	<p>Rest time for the 2 year olds</p>	<p>Under 3s Montessori classroom</p>	<p>Provide time for the younger children to sleep or relax after a busy Montessori morning</p>
<p><b>12:00 – 14:00</b></p>	<p><b>Outside play</b></p> <p>Free play. All children are encouraged to be including</p>		<p>Free social interaction and role play with adult guidance when needed</p>
<p><b>13:00 – 13:30</b></p>	<p><b>First pick up time</b></p> <p>Younger children may be picked up</p>	<p>Wooden gate outside or hallway inside.</p>	

<b>14:00 – 14:30</b>	<b>Afternoon snack</b>  Children wash and dry hands and then have their snack.  Tidy up after themselves  4-5 year olds in classrooms  2-3 year olds in under 3 Montessori classroom	Classrooms    Classrooms	Hygiene and care of oneself and the environment    Strengthens the group identity and social interaction.
<b>14:30- 15:15</b>	<u><b>4-5 year olds</b></u> Group and individual lessons are given.  Free choice in the classrooms	Classrooms	
<b>15:15 – onward</b>	Pick up time for the 4-5 year olds		
<b>15:15- 16:15</b>	Free play with lego, train, building blocks, art projects	Under 3s Montessori classroom	
<b>14:30 - onward</b>	<u><b>Under 4s</b></u> Pick up time for the younger children		
<b>14:30 – 16:15</b>	Free play with lego, trains, building blocks, art projects.		

# **INTERNATIONAL MONTESSORI PRE-SCHOOL**

## **SYSTEMATIC DOCUMENTATION AND EVALUATION**

Documentation shall form a basis for reflection and learning. The work done in preschool shall be evaluated, that is described, analyzed and interpreted in relation to the criteria laid down in existing legislation, curriculum, and local policies and plans.

1. The Montessori classroom is a free choice environment. Each child is free to choose an activity from all the equipment available in the classrooms – practical life, sensorial, maths, language, geography etc.
2. The child's development is recorded and lessons are documented on an individual learning plan.
3. Monthly evaluation forms are used by staff to evaluate the various occurrences throughout that month. The same forms are passed out to the Coordination Committee every month.
4. Classroom visit: This is an offer, in the autumn, for all families. Families of new children are invited in first, returning families follow afterwards. The child decides what to show their parent(s). The parents have the opportunity to observe their child in the school and this may prompt questions to be asked at a later date.
5. Conferences: this is an opportunity for parents and staff to exchange information regarding the child and the child's development.
6. Art projects are all documented and evaluated using a specially designed form. Evaluation done by staff.
7. Parties and field trips: are all documented and evaluated by staff on specially designed forms. The same forms are handed out to parents, for a couple of parties/field trips, for their feedback.
8. Art work is taken home and provides documentation of what the child is doing during the day.
9. Classroom work – flag books, maps, pink books, word books etc – provides documentation of what the child is doing during the day.
10. Photographs are taken and posted in the hallway. This provides documentation and insight into some of the daily activities the children participate in.
11. Photo books are given to each child at the end of their time at IMS. This documents the child's time at IMS and provides a lasting memory.

12. "Done today" book is written to provide the parents with information, and documents what has been done on that day.
13. Information on units of study is put up on the notice board, documenting the progress in the curriculum.
14. Words for songs sung at school are put on our website, providing documentation of songs learnt, and for parents to sing along with.
15. Staff meetings provide a venue for dialogue concerning the needs of the children. This is a forum for all staff to discuss any areas of concern and needing evaluation.

## MONTHLY CALENDAR

The following monthly calendar is meant as a guide only. The curriculum is flexible and is governed by the interest and enthusiasm of the children.

An example was the Olympics in 2006. This became a theme in school and was a great opportunity to include:

- geography – host country of Italy and surrounding countries. Maps and flags
- Food and traditions of Italy – making pesto and eating pasta and pesto as school
- Naming winter sports
- Customs of Olympics
- Foreign language - Saying 'Ciao' on circle
- Art room projects - making bob sleighs

A more recent example was the celebration of Chinese New Year presented by 2 of our families. This celebration included:

- Chinese food
- national costumes
- Chinese puppets
- Chinese music

During the school year 2008/9, we had parents come in to talk about their national days – St Patrick's and St David's day – and to talk about their profession – we were lucky enough to have a dad who was a professional hockey player!

On a more regular basis, children's holidays / trips during term time provide the opportunity to talk about where the child's going; bring out the map and flag; look at pictures or take out a box on that country (if available).

# 1<sup>st</sup> SEMESTER CURRICULUM FOR THE INTERNATIONAL MONTESSORI PRE-SCHOOL

MONTH	THEME	TRADITION	SUBJECT	ACTIVITIES	TRIP-MEET.	VAC.
Aug.	Getting to know one another and families. Introduction to classroom materials and prepared environment. Ongoing throughout the year	Orientation days  Family picnic	Grace and courtesy lessons. Music. Ethics, Communication	abc/123. Initial lessons with equipment, songs.	Board meeting  Annual picnic	SEE holiday schedule for exact date
Sept.	Fall harvest, fruits/veg, parts of a tree, land and water globe, continent globe. Fire safety	Classroom visit for new children to show their parents their favourite activity  My family photographs (continue throughout the year) Each child introduces the important people in their lives with photographs. One child per week.	Natural environment, Botany, Physical Geography. Physical education.  Health, food groups.	Fall related art work. Making flags and maps. Parts of tree booklet.	School photos  Parents meeting + Annual General Meeting. Work days	
Oct.	Fall, observe leaves changing colour, parts of a leaf, characteristics of living/ non living.	Halloween costume party. Carve pumpkin and make decorations.	Natural environment, Botany.	Leaf tracings. Halloween art projects. Parts of a leaf booklet. Feed birds. Fall walk	Board meeting	Fall vacation
Nov.	Hibernation - mammals. Migration of birds. Thanksgiving.  Reflexes and being seen in the dark	Thanksgiving snack.	Natural environment, Zoology and History.	Group collage, things to be thankful for. Thanksgiving art projects		Planning day
Dec.	Christmas preparations.	Christmas program.  Christmas related excursion	Religion, cultural.	Christmas presents and decorations, practice for program.	Board meeting,	Christmas vac.

5.0 2<sup>nd</sup> SEMESTER CURRICULUM FOR THE INTERNATIONAL MONTESSORI PRE-SCHOOL

MONTH	THEME	TRADITION	SUBJECT	ACTIVITIES	TRIP-MEET.	VAC.
Jan.	Winter, recording weather.		Science, Natural environment, physical education.	Poetry, experiment freezing pt. of water. Gym.	Prepare for budget meeting	.
Feb.	Valentines day, friendship and feelings.	Valentine's day party.	Communication. Handwork	Valentines day cards, books about feelings. self portrait. Sewing.  Winter walk/ sledging on Kalvøya, weather dependant	Annual Budget Meeting Feb or March	Winter Break.  Planning day
March	Reptiles, amphibians. Fire safety	Sun day party	Zoology. Physical education.	Planting cress.	Conferences	
April	Spring and Easter Spring, life on a farm.	Easter Egg hunt  Farm visit	Religion, Botany and Natural environment.	Easter decorations, make basket, sponge paint with farm animals. spring collage.	Trip to farm.  New board meets	Easter vacation.
May	Norwegian National Day, parts of a seed.	17 <sup>th</sup> of May party then parade with banner and flags.	History, Cultural and Botany.	Making flags, 17 <sup>th</sup> May art room projects.	.	Norwegian holidays, see schedule.
June	Plant seeds, parts of a plant.	Visit by new children  End of year family picnic	Botany. Physical education.	Experiments with seeds, parts of plant booklet.  Beach walk to Høvikodden	Picnic with class	Norwegian Holidays.