



# Elizabeth Macarthur Montessori Pre-School Association Incorporated

## **The Environment**

### **Stage One**

The overall aim of the stage one is to foster the Child's potential in all areas of development: social, intellectual, emotional and physical. In particular, we aim to provide the child with opportunities to develop independence, initiative, self-motivation, responsibility, and sense of community, love of learning and self esteem.

We aim to achieve this within the ordered and secure environment where the child feels free to explore and discover. The environment is specially prepared to meet the needs of the child at his/her particular level of development.

In a Montessori classroom the teacher is called the Directress. The role entails introducing the child to materials appropriate to the child's development level and observing the Child's interaction in the immediate classroom environment on a variety of levels.

The Directress acts as a guide, helping the child to find materials to satisfy the needs of a current sensitive period. The Directress encourages an independence in the children which allows them to make their own choices concerning which materials to work with at their own rate of progression while allowing them the freedom to develop their own social network.

### **Classroom Activities**

There are a variety of classroom activities, each of them designed to foster one or more aspects of the Child's development while at the same time being enjoyable in itself. These activities may be grouped as follows:

- **Practical Life**

These aim to give the child independence in the environment. Through exercises such as spooning, pouring, cleaning, buttoning, buckling and other daily life activities, the child develops hand-eye coordination, motor skills, self-discipline and the ability to complete a cycle of activity.

- **Sensorial**

These are designed to lead the child to order his or her perceptions. The classroom material develops one sense at a time and by manipulating the materials the child obtains concrete experience of his physical environment (size, shape, colour, weight, sound etc) and develops the ability to classify, separate and discriminate and to use language to describe these experiences.

- Language

Language is developed by exercise in writing and reading and by increasing the Childs understanding of the function of words. Language development also occurs through the classroom in combination with many other classroom and cultural activities.

- Mathematics

The math apparatus takes the child from initial understanding of the numbers 1 to 10 to a comprehension of the decimal system and the four processes of addition, subtraction, multiplication and division. The materials are designed to take the child from a physical concept of numbers through to an abstract level of understanding of mathematics.

- Culture

Subjects in field include geography, animal and plant classification, simple science experiments and the study of the world in general.

- Art

The child is exposed to a wide variety of art media and has every opportunity to explore and experience these different medial.

- Music, Movement, Drama

Individual and group activities give the children the opportunity to explore sound and musical qualities and to participate in and experiment with movement, dramatics and music.

- Outdoor Activities

These are necessary for development of motor and social skills and form an important part of the daily program.

- Extra-curricular Activities

The Directress may invite visitors into the classroom to do such things as demonstrate musical instruments or talk on a special topic as life in a foreign country. Parents with skills or interesting experiences to share are asked to contact the Directress so that a visit may be arranged.