



Montessori Primary Curriculum

The curriculum that follows shows the sequential activities/concepts introduced to the child by year. These activities/concepts will be repeated and reinforced throughout the cycle for the child to achieve mastery. Each child however, moves through the curriculum in his or her own individual way following his or her own inner guide and developmental time table. The guide reflects the curriculum sequence within a three-year cycle. Though displayed in a chronological sequence for ease of presentation, the pace of learning is dictated by the child's developmental readiness. Montessori education acknowledges the sometimes uneven acquisition of skills. The curriculum therefore must be accepted as a general instructional sequence and will vary according to the child's motivation and readiness.

Primary Practical Life

The Practical Life area of the Classroom is the area in which a child acquires the basic skill needed for daily living. The curriculum in practical Life incorporates fine and gross motor skills, care of the person, care of the environment, grace and courtesy and food preparation. Initially the materials are simple with few steps, but become more complex requiring many steps.

By the end of the 1st Year (3 Year Olds)

Able to spoon, tong, pour, and tweeze
squeeze a sponge

Able to fold cloth

Able to handwash

Able to scrub a table and floor
dishwash

Able to funnel and baste
beginning sewing
Able to snap and

button
Able to zip and buckle

Able to open and close containers
Able to
set a table

Able to polish a mirror
Able to
polish wood
Able to polish a

shoe
Able to sweep and dust

Able to mop

Able to slice a banana

Able to wash and chop celery
Able to
juice an orange

Able to use a mortar and pestle
Able to
water and clean plants

By the end of the 2nd Year (4 Year Olds)

Able to funnel and baste

Able to linen wash
Able to

sew a button

Able to wash, peel and chop carrots
Able to

peel and slice an apple

By the end of the 3rd Year (5 Year Olds)

Masters most of the 1st and 2nd Year Activities

Able to tie and

braid

Able to lace

Primary Sensorial

The sensorial materials help the child acquire the ability to make judgments, to compare and to discriminate on the basis of size, shape, color, weight, texture, temperature, smell, taste and sound. The sensorial apparatus also focuses on enrichment of the child's vocabulary. In addition, these materials are designed to prepare the child indirectly for future learning, especially in the areas of art, language, and math.

By the end of the 1st Year (3 Year Olds)	By the end of the 2nd Year (4 Year Olds)	By the end of the 3rd Year (5 Year Olds)
Visually discriminates according to size, color, and form	Names tertiary colors-shades colors	Masters most of the 1 st and 2 nd Year Activities
Sorts like objects according to size, color, and form	Names many irregular shapes Names complex geometric solids	
Uses pincer grasp to hold materials	Corresponds planes to solids	
Uses fingers to trace	Grades textures (roughest to smoothest)	
Pairs colors-names primary colors-names secondary colors	Pairs and identifies 4 basic tastes Grades sounds (loudest to softest)	
Grades objects by varying dimensions (size, color, and form)	Pairs smells	
Names basic geometric shapes	Discriminates stereognostically:	
Constructs complex shapes using simple shapes	After feeling, but not looking at an object, names and describes the object in detail using "sensorial" language	
Names basic geometric solids		
Pairs like textures		
Pairs like sounds		

Primary Math

The goal of the Montessori math curriculum is the acquisition of numerical concepts and the understanding of the processes involved in mathematical literacy. The math materials help establish a concept of numbers, logical thought processes, and problem solving skills. The child experiences, practices and perfects math skills through the use of organized, systematic, sequential exercises with concrete manipulative materials.

By the end of the 1st Year (3 Year olds)

Counting Skills

Classification and Pattern Skills

Geometry and Spatial Sense Skills

Adding to/Taking Away Skills

By the end of the 2nd Year (4 Year olds)

Adds and subtracts sensorially with numerals 1-10 and records operations

Explores the concepts of sets, zero, odd and even numbers, equivalencies, greater and" less than, and combinations of 10 as an introduction to addition

Counts, recognizes, associates, and constructs numerals 11-19

Practices writing numerals 1-19

Recognizes and orders the decimal system materials

Composes numbers with the decimal system materials

By the end of the 3rd Year (5 Year olds)

Adds and subtracts sensorially with numerals 11 and up and records operations

Writes numerals 1-100

Multiplies and divides sensorially and records operations

Practices counting, labeling, and recording with linear counting

Exercises using sensorial materials that teach the square and cube of numbers 1-10 (I.e. skip counting)

Recognizes constructs numbers with the decimal system materials

Performs static and dynamic operations with the decimal system materials (I.e. borrowing and carrying)

Familiar with names and values of a penny, nickel, and a dime

Familiar with time (1hour and 1/2 hours)

Primary Art

The Art area in the Montessori classroom is set up to help encourage observation, creativity and experimentation using different art media.

By the end of the 1st Year (3 Year Olds)

Snipping with scissors

Manipulates large paint brush through use of various media

Manipulates clay

Manipulates chalk, crayons, markers and pencils

Manipulates perforator

By the end of the 2nd Year (4 Year Olds)

Cutting

Manipulates small paint brush

Builds with clay

Uses chalk, crayons, markers and pencils within boundaries

Manipulates hole puncher

By the end of the 3rd Year (5 Year Olds)

Cutting on line

Extensions

Creates realistic forms

Creates using all media

Primary Language

The language materials enable children to build oral and written language skills. The children learn phonics with visual/tactile/auditory experiences. With their knowledge of sounds, they move on to learning sight words, phonograms and grammar. The materials are designed to stimulate their interest and reinforce their sense of accomplishment.

By the end of the 1st Year (3 Year Olds)	By the end of the 2nd Year (4 Year Olds)	By the end of the 3rd Year (5 Year Olds)
Pre-language work includes patterning, spatial, and manipulative activities	Continued vocabulary work	Learning advanced nomenclature
Oral language is encouraged with emphasis on learning nomenclature, speaking in sentences and correct enunciation	Oral presentation to a group	Participation in group discussions
Beginning oral presentation in a group setting	Matching pictures and labels	Reading to a group
Sequencing pictures	Sequencing pictures and story telling	Perfecting handwriting skills
Matching pictures	Continued work with materials that develop fine motor skills	Writing sentences
Use of materials that develop fine motor skills	Continued work with sounds and symbols	Continuing word construction with mixed short vowels, plurals, phonograms and long vowels
Introduction to sounds and symbols for letters: tracing symbols	Writing letters; writing names; writing words	Reading more complex phonetic words; plural, phonograms and long vowels
Recognizing name	Continued work with isolating beginning sounds	Continued work with sight words
Isolating beginning sounds in words	Construction of short vowels, 3-letter phonetic words with manipulative materials	Reading phonetic books
	Reading phonetic words and rhyming lists	Reading books with long vowels and blends
	Reading sight words	Writing words from dictation and writing creatively
	Reading books with visual clues	Learning the functions of words
	Reading phonetic books	Letter naming and alphabetizing
	Isolating middle and end sounds in words	

Primary Cultural Studies

The Cultural area In the Montessori classroom helps put the child in touch with the world around him. The child is exposed to nature, geography, properties of the earth, geology, botany, zoology, anatomy, and various cultures. Through exploration of these materials the child begins to understand his special place in the universe.

Geography

By the end of the 1st Year (3 Year Olds)

Distinguishes differences between land, air and water

Distinguishes between continents and oceans

By the end of the 2nd Year (4 Year Olds)

Names continents

Names land and water forms
Matches flags of
countries

By the end of the 3rd Year (5 Year Olds)

Distinguishes differences between countries, states, and
territories

Names countries, states and territories

Defines and identifies land and

water forms

Names flags of countries

Knowledge of culture and the needs of man

Botany and Zoology

By the end of the 1st Year (3 Year Olds)

Knowledge of living vs. non-living

Identifies similarities and differences between plants and
animals

Identifies similarities and differences between
vertebrate and invertebrate

Exposure to the similarities and differences between the
five vertebrate animals

Matches parts of fish, amphibians, reptiles, birds and
mammals

Matches parts of tree, leaf, and flower

Matches different leaf shapes

By the end of the 2nd Year (4 Year Olds)

Names parts of the fish, amphibians, reptiles, birds and
mammals

Names parts of the tree, leaf, and flower

Names parts of the human body

By the end of the 3rd Year (5 Year Olds)

Defines the parts and distinguishes the
differences of fish, amphibians, reptiles, birds
and mammals

Defines the parts of tree, leaf,
and flower

Names leaf shapes