

Toddler Curriculum

Philosophy
Language
Mathematics
Cultural Studies
Science
Practical Life
Sensorial
Visual Arts
Movement

Philosophy

The Unconscious Absorbent Mind
(Ages 15 months-3 years)

The primary focus of a Montessori Toddler Program is to prepare an environment that supports the physical, cognitive, social, and emotional development of each child. The children are given opportunities to work individually and cooperatively in a group setting. They learn to verbally express themselves as they explore self, family, and the world in which they live. This helps the children move consciously in the world. Toddlers spend the year becoming comfortable in their classroom community, gaining confidence in themselves, developing an awareness of others, and learning to feel secure in the relaxed atmosphere of our school setting.

Toddlers are in a developmental stage that Maria Montessori called a period of unconscious absorbent creation. In the Toddler's process of embodying the world, adults influence attitudes, characteristics, personality traits, speech habits, mannerisms, and how children come to think about themselves and the world at large. Adults prepare the Toddler's environment with enriching aesthetics, materials, and furniture in order to foster independence and nurture curiosity. The members of our Toddler staff are Montessori certified as well as loving adults who contribute and facilitating the development of our future generations.

The Toddler Program prepares a child for Primary by exposing them to each curriculum area. It is in the Toddler Program that children begin to cultivate an interest in learning and a desire for exploration. The Toddlers learn concentration, coordination, language skills, responsibility, and respect-all of which prepare them well for a successful transition into the work of Primary Program.

Language

The most important language materials for a Toddler are the materials and experiences in the child's environment. Reinforcing the importance of verbal communication, speaking clearly, and supporting the child's expanding vocabulary are a daily process in the Toddler environment. For the Toddler, written language is experienced through the adult's oral reading and story time.

Pre-reading

- ♥ Matching cards
- ♥ Vocabulary cards
- ♥ Stories read aloud

- ♥ Size and shape discrimination exercises
- ♥ Picture-word cards

Matching

- ♥ Tracing objects
- ♥ Tracing shapes

Word recognition

- ♥ Sandpaper letters
- ♥ Isolating initial sounds

Pre-writing

- ♥ Sandbox tracing

Mathematics

Maria Montessori believed that a child's mind is mathematical and based on the order and perceptual awareness found in the development of the senses. The acquisition of mathematical principles is seen as developing logically from concrete to abstract and simple to complex. The child that has experienced basic concepts involved with the practical life and sensorial materials progresses naturally to the beginning math activities. We make this enjoyable by providing these every day activities:

Counting activities (1-4 and 1-10)

- ♥ Counting songs
- ♥ Counting fingers, animals, children, objects in the environment, etc.
- ♥ Spindles boxes
- ♥ Sandpaper numerals
- ♥ Numeral sandbox tracing

Concept of Time

- ♥ Daily routine
- ♥ Periods of the day (morning, afternoon, evening)
- ♥ Seasons

Cultural Studies

History

Noble World presents a school-wide, three-year rotation of content so special events such as cultural festivals, assemblies, field trips, and reading lists can be thematically planned for the whole school. Each year, a central question is posed and each level has its own sub-questions that focus the lessons and studies. Each level delves into the year's subject according to its appropriate developmental capabilities. The Toddlers, who are in that environment for one or, perhaps, two years, may touch on all three subjects in the course of a year.

Year one: Ancient civilizations

- ♥ The school-wide central question is "How and why were ancient civilizations created?"
- ♥ The Toddler focus is "Where do we come from?" "Why do we tell stories?" and "Is every story about me?"

Year two-American civilization

- ♥ The school-wide central question is "How and why has American civilization changed?"
- ♥ The Toddler focus is "How have I changed?" "What is family?" "What did my grandparents do when they were children?" "What does peace feel like?"

Year three-World civilizations

- ♥ The school-wide central question is "How and why do world civilizations connect?"
- ♥ The Toddler focus is "Who am I?" "How am I the same or different from others?" "How many people are in the world?" "What do they look like?"

Science

Science for the Toddler means activities where the child can directly observe and manipulate physical properties. The tactile element is the key ingredient. Appropriate science activities for Toddlers allow for the maximum child interaction and minimal adult intervention. These activities make a significant contribution to the child's development because they foster autonomous functioning. When children can manipulate materials and equipment and discover on their own, they feel a great sense of mastery and positive satisfaction which helps build their self concepts. It is extremely important to remember that it is the process not the product which is important and creates learning within the child.

Life science

- ♥ Plant care
- ♥ Animal care
- ♥ Nature walks
- ♥ Living v. nonliving
- ♥ Life cycles

Physical science

- ♥ Sink and float activities
- ♥ Gravity
- ♥ Magnetic v. nonmagnetic
- ♥ Color mixing
- ♥ Weight/balance

Earth science

- ♥ Water properties
- ♥ Weather/seasons
- ♥ Oceans
- ♥ Rocks

Scientific reasoning and technology

- ♥ Observation

- ♥ Measures

Practical Life

The practical life materials and exercises are designed to contribute to the development of both small and large motor skills and assist the child in becoming self-efficient and independent.

Physical skills

- ♥ Control of movement
- ♥ Silence game
- ♥ Walking the line

Respect and care of environment

- ♥ Squeezing a sponge
- ♥ Sweeping the floor
- ♥ Pouring grains and water
- ♥ Clamping clothespins
- ♥ Rolling a rug
- ♥ Using tools such as hammers and screwdrivers
- ♥ Opening and closing jar lids
- ♥ Opening and closing latches
- ♥ Using a strainer, beater, whisk
- ♥ Scrubbing a shell, rock, doll
- ♥ Caring for animals
- ♥ Recycling

Grace, courtesy, and etiquette

- ♥ Greeting someone
- ♥ "Please" and "Thank you"
- ♥ Walking around the rug
- ♥ Shaking hands

Independence

- ♥ Care of person
- ♥ Dressing frame
- ♥ Large button frame
- ♥ Zipper frame
- ♥ Snapping frame
- ♥ Hanging up coat
- ♥ Combing hair
- ♥ Washing hands
- ♥ Health and safety
- ♥ Nutrition and food preparation

Community service

- ♥ Collecting teddy bears for a local children's shelter

Sensorial

The sensorial area consists of materials that educate and refine the child's senses. The sensorial materials are designed to simplify learning and awareness of the environment by isolating difficulty; isolating the senses; encouraging mastery through repetition; possessing self-correction within the material; and presenting an attractive appearance to the child. By working with the sensorial materials, children develop the organization and patterning skills inherent in math and language concepts which build upon the sensory awareness stimulated by the sensorial materials. These materials include:

Visual

- ♥ Pink tower
- ♥ Knobbed cylinders
- ♥ Broad stair
- ♥ Knobless cylinders
- ♥ Color tablets box 1 and 2
- ♥ Binomial cube

Tactile

- ♥ Touch boards
- ♥ Fabric-extreme textures

Stereognostic

- ♥ Geometric solids

Auditory

- ♥ Sound cylinders

Visual Arts

The Noble World Visual Arts Program seeks to foster creativity, problem solving, and self-expression as it relates to each child's level of development from Toddler to Elementary School. Art lessons use a variety of auditory, kinesthetic, and visual components. Students are encouraged to experience the art process as each concept is presented utilizing a variety of 2-D and 3-D materials to help them truly absorb and understand the lesson's objectives. Lessons include drawing, painting, sculpture, collage making, and print making.

Music

The Music curriculum combines individual and group work with lessons designed to appeal to a variety of learning styles. This directly relates to our mission of enhancing the Montessori philosophy with other innovative methods.

- ♥ repetitive songs
- ♥ Echo songs
- ♥ Singing in unison

Movement

The ultimate goal of the Noble World Movement Arts Program is to assist all children along the path to lifetime physical fitness, which aligns with our holistic mission. The benefits of this journey are many: health, longevity, positive body image, improved overall self-esteem, and increased energy and concentration in all areas. All students from Toddler to Elementary School participate regularly in Movement Arts classes and activities.

Movement Arts at Noble World embraces the philosophy of the school as a whole. The program, at each level, is responsive to the needs and interests of the children, and the ultimate goal is the joyful discovery of movement and its benefits, both physical and psychological.

Noble World Movement Arts seeks to benefit all children in general not just those with particular interest or talent in this area. Volumes have been written about the connection between body image and overall self-esteem, as well as the dangers of introducing children to competitive sports at an early age. Care is taken to keep the emphasis on fitness and fun, as opposed to individual superiority of skills.

♥ Rolling, jumping, bending, stretching...movement is fun and exploration is exciting!