

Curriculum

PRE PRIMARY

EDUCATE ENCOURAGE EMPOWER



MALGUDI
VIDYANIKETHAN

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PRE - PRIMARY

"Adults work to finish a task, but the child works in order to grow, and is working to create the adult, the person that is to be." - Maria Montessori

Our curriculum is based on the Montessori methods of teaching and is developmentally appropriate, integrated with play way methods and is creative. It aims to instill a sense of care for others, self and the environment in our children. The Malgudi Vidyanikethan curriculum content is secular and the program reflects the cultural diversity found in our country. It is based on the following principles:

Exercise of Practical Life:

The Practical Life area of the classroom is the foundation of Montessori education. Its purposeful activities are simple familiar routine activities that enable the child to acquire coordination, orderliness, self-confidence, independence, control over his/her small muscle movements and to enable him/her to understand the function of his/her immediate environment.

These precise and graceful exercises help our children to experience the culture of their community, learn grace and courtesy skills. It also helps them to develop independence, instill a sense of care for themselves & their environment.

Sensorial Activities:

Sensorial comes from the word sense or senses. There are various types of senses namely visual, acoustic, tactile, olfactory, gustatory, Thermic, kinesthetic, baric & Stereognostic. At Malgudi Vidyanikethan the children are introduced to activities which stimulate all the above mentioned senses. The Children carry out the activities by using their senses effectively from the experiences they have gained by performing the exercises of practical life. Activities are given to the children without mentioning the purpose or the outcome of carrying out the same, thereby allowing the children to use their senses and intelligence to complete the tasks. Performing these sensorial activities helps the child to evolve and improve their intelligences by learning to use their senses which in turn has been used to assimilate information from the practical life activities they have carried out. The sensorial activities are to be performed individually and guidance for the same is provided by the

teachers and these help to build the bases for language and mathematical skills assimilation in the child.

✦ Language Activities

The development of language begins with speech and progresses into reading & writing. The idea of a language as a means of communication can only be improved upon by interacting in the same. Children are encouraged to interact freely and express themselves in the school environment. In Montessori Method of language learning the words & letters are associated with sounds. It is a processes called as phonetics where the sounds are associated with letters. These letter symbols can be easily identified by children as only sounds do not have any form and the children who are accustomed to sensorial learning can easily associate the sounds with the letters.

A series of sensorial activities are made available to the children like sand paper alphabets, movable alphabets, phonogram box etc, wherein the child can trace the symbol of the alphabet and feel the coarse texture of the same and there by better associate the sounds with the letters thus making learning easy. Vocabulary enrichment activities enable the children to classify their environment, enlarge their vocabulary and develop essential communication skills.

✦ Arithmetic:

As quoted by Dr.Maria Montessori, mathematics must be introduced to children only after what she calls as “the awakening of the mathematical mind”. This awakening usually happens when the child completes around three years of age. The Children up till then do not have a definitive mathematical quantitative assessment capability but they definitely do possess the ability to distinguish between small, big, less & more which is sensorial and not exactly numerically relevant.

At Malgudi Vidyanikethan, the children learning in Montessori environment have various learning tools at their disposal to make arithmetic & geometry easy and fun to learn. Children are introduced to the mathematical concepts of counting, symbols for numbers, decimal system & arithmetic operations using various learning tools like long rods, spindle box, sequin board,

subtraction board & addition board etc. Each of these learning tools has isolated properties which are based on years of scientific research & the ability of the children to assimilate the essence of their use in the context of mathematical quantitative learning. Another highlight of these exercises is that they can be related to various real life encounters thus making mathematics more relevant and easy to understand thereby setting the stage for further formal education.

❖ **Enriching activities:**

These activities are planned in such a way that they cover a broad spectrum of subjects like geography, history, arts, zoology, botany etc. The intention of these activities is to familiarize the children with the subjects without them being consciously aware of the same as the children of this age are very observant and curious. The activities planned are very simple in nature & by doing these activities the children have fun and it helps to create a foot print for further formal learning at the primary level.



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