

## **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.

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**Credit to American Montessori Society**

## CORE MATERIALS AND ACTIVITIES FOR TODDLER PROGRAMS

The intent of this checklist is to provide Montessori teacher education programs with a list of developmentally-appropriate materials and activities that very young children ages up to 3 years are generally expected to have available in their classrooms. This list is comprehensive but not exclusive or prescriptive and teachers may also present other activities. Not all of these activities are expected to be out at any given time, but a wide variety of them should be provided at some point throughout the year. It is particularly important to consider cleanliness and safety with this age group.

### 2-3 Years-old Primary skill development

Sensori-Motor Development	Personal Care and Health	Care of Environment	Food Preparation
Development of Coordinated Movement Space for gross motor movement and free movement activities Stair with Rails Climbing Objects (for climbing over and through) Walking in a Circle Balance Beam Bar from which to hang Rocking Horse/Boat/Chair - Vestibular Board (e.g. sit and spin) Riding toys (e.g. tricycles) Maximum Effort activities (Carrying and pushing heavy objects) Outdoor Movement activities (walks, varying terrains, etc.) Outdoor Swing Slide Development of Motor Skills (Fine	Dressing and Undressing Using the Toilet Washing Hands Simple Dressing Frames (zipper, button, snap, buckle, velcro) Bathing the Doll Object washing (tables, chairs, simple objects) Folding and Putting Clothes Away Taking off and Putting on a Coat Taking off and Putting on Shoes Using a Tissue/Wiping Nose Brushing Teeth * Combing Hair *	Using a rug or mat Using child-sized furniture Replacing materials on the shelf Setting the Table Wiping the Table Sweeping and Dusting Cleaning up spills Mopping the floor Washing Dishes Scrubbing objects (tables, cloths, baby doll) Washing Windows Caring for Pets (providing food and water) Caring for Plants (watering, polishing leaves) Flower arranging Folding Shoveling and Raking Planting seeds & plants Picking up sand, mulch, rocks Outdoor activities to care for the environment	Washing fruits and vegetables Cutting fruits, vegetables, cheeses, eggs, etc. Mixing Ingredients Spreading (nut butters, cream cheese, etc.) Preparing drinks (making juice, tea, etc.) Serving Food (with hands, scoops, spoons, tongs, etc.) Clearing the Table Washing Dishes

<p>Motor Development)</p> <p>Sequence of Transfer activities (large object transfer, small object transfer)</p> <p>Sequence of Scooping/Spooning activities</p> <p>Sequence of Squeezing activities (sponges, baster, tongs)</p> <p>Sequence of Stringing activities (Ring Posts, Beads and Posts, large bead stringing)</p> <p>Sequence of Twisting activities</p> <p>Sequence of Pouring activities</p> <p>Sequence of Rolling and Folding activities</p>			
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Development of Grace and Courtesy	Developmental Art Materials and Activities	Development of Oral Language	Development of Vocabulary and Classification
<p>Greeting and saying goodbye</p> <p>Asking for help</p> <p>Giving assistance</p> <p>Respectful requests and polite conversation (Use of please, thank you, excuse me)</p> <p>Gentle touch</p> <p>Respecting work and workspace</p>	<p>Clay and/or Play Dough</p> <p>Chalkboard</p> <p>Vertical Easel</p> <p>Painting Crayons</p> <p>Simple Scissors</p> <p>Glue with small brush or glue sticks</p> <p>Stacking/Nesting Boxes/Nesting Objects</p> <p>Object Permanence Boxes</p> <p>Geometric Shape Box / Imbucure Box with Geometric Shapes / Shape Sorter</p> <p>Puzzles (including a geometric shape puzzle)</p> <p>Sorting Color Matching</p> <p>Music Sounds in the Environment</p> <p>Voice: Tone and Volume</p> <p>Simple Sound</p>	<p>Opportunities for receptive and expressive language (conversations and exploration)</p> <p>Oral language games</p> <p>Singing and storytelling</p> <p>Stories with finger plays, felt boards, relevant objects</p> <p>Books (Objects, Actions, Stories)</p> <p>Rhyming Games</p> <p>Reciprocal vocalization</p> <p>*Non-working telephone</p>	<p>Naming objects in the Environment</p> <p>Naming objects (baskets of objects, picture cards)</p> <p>Object to Object matching</p> <p>Object to Picture matching</p> <p>Picture to Picture matching</p> <p>Vocabulary Cards</p> <p>Farm Sequence of Knobbed Puzzles (Large knobbed puzzles, Small knobbed puzzles)</p> <p>Categorization of Objects and Pictures (Fruits and Vegetables, Cats and Dogs, etc)</p> <p>Matching: Pictures</p>

	<p>Matching (4 Pairs)  Percussive Instruments (e.g. maracas, small floor drums, bells, rain sticks) Music Box  Mystery Bag Texture and Temperature in the Environment  Sandbox  Rough and Smooth Textures  Smelling and Tasting experiences (e.g. food, flowers, grinding spices) Outdoor experiences in nature</p>		<p>of Objects that Go Together (i.e. spider and spider web) Mystery Bag Objects for "I Spy" with initial sound</p>
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**CORE MATERIALS AND ACTIVITIES FOR 3-4 YEARS OLD PROGRAMS**

**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 step

<b>3 years</b>	<b>4 years old</b>
Able to spoon, tong, pour, and tweeze	Able to spoon, tong, pour, and tweeze
Able to squeeze a sponge	Able to squeeze a sponge
Able to fold cloth	Able to fold cloth
Able to handwash	Able to handwash
Able to scrub a table and floor	Able to scrub a table and floor
Able to dishwash	Able to dishwash
Able to funnel and baste	Able to funnel and baste
Able to do beginning sewing	Able to do beginning sewing
Able to snap and button	Able to snap and button
Able to zip and buckle	Able to zip and buckle
Able to open and close containers	Able to open and close containers
Able to set a table	Able to set a table
Able to polish a mirror	Able to polish a mirror
Able to polish wood	Able to polish wood
Able to polish a shoe	Able to polish a shoe
Able to sweep and dust	Able to sweep and dust
Able to mop	Able to mop
Able to slice a banana	Able to slice a banana
Able to wash and chop celery	Able to wash and chop celery
Able to juice an orange	Able to juice an orange
Able to use a mortar and pestle	Able to use a mortar and pestle
Able to water and clean plants	Able to water and clean plants
	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

### **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.

<b>3 years</b>	<b>4 years old</b>
Visually discriminates according to size, color, and form	Visually discriminates according to size, color, and form
Sorts like objects according to size, color, and form	Sorts like objects according to size, color, and form
Uses pincher grasp to hold materials	Uses pincher grasp to hold materials

<p>Uses fingers to trace  Pairs colors-names primary colors-names secondary colors  Grades objects by varying dimensions (size, color, and form)  Names basic geometric shapes  Constructs complex shapes using simple shapes  Names basic geometric solids  Pairs like textures  Pairs like sounds  Play single bell tone by manipulation bell striker</p>	<p>Uses fingers to trace  Pairs colors-names primary colors-names secondary colors  Grades objects by varying dimensions (size, color, and form)  Names basic geometric shapes  Constructs complex shapes using simple shapes  Names basic geometric solids  Pairs like textures  Pairs like sounds  Play single bell tone by manipulation bell striker  Names tertiary colors-shades colors  Names many irregular shapes  Names complex geometric solids  Corresponds planes to solids  Grades textures (roughest to smoothest)  Pairs and identifies 4 basic tastes  Grades sounds (loudest to softest)  Pairs bell tones C-G  Pairs smells  Discriminates stereognostically:  After feeling, but not looking at an object, names and describes the object in detail using "sensorial" language</p>
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### 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.

<b>3 years old</b>	<b>4 years old</b>
<p>Sorts and arranges concrete materials spatially according to graduated incremental lengths 1-10  Is introduced to and practices counting 1-10 with concrete materials  Is introduced to the numerals 1-10  Traces the 1-10 sandpaper numerals  Sorts and arranges numerals 1-10 in order  Associates numerals with quantities 1-10 (I.e. 1 to 1 correspondence)  Introduced to the decimal system materials,</p>	<p>Sorts and arranges concrete materials spatially according to graduated incremental lengths 1-10  Is introduced to and practices counting 1-10 with concrete materials  Is introduced to the numerals 1-10  Traces the 1-10 sandpaper numerals  Sorts and arranges numerals 1-10 in order  Associates numerals with quantities 1-10 (I.e. 1 to 1 correspondence)  Introduced to the decimal system materials, 1000, 100,10, 1 (I.e. place values)</p>

1000, 100,10, 1 (I.e. place values)	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
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### Primary Art

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

1st Year (3 Year Olds) 2nd Year (4 Year Olds) 3rd Year (5 Year Olds)

Snipping with scissors Cutting on line

Manipulates large paint brush through use of various media Manipulates small paint brush

Extensions

Manipulates clay Builds with clay Creates realistic forms

Manipulates chalk, crayons, markers and pencils Uses chalk, crayons, markers and pencils within boundaries Creates realistic forms

Manipulates perforator Manipulates hole puncher 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.

<b>3 years old</b>	<b>4 years old</b>
Pre-language work includes patterning, spatial, and manipulative activities Oral language is encouraged with emphasis on learning nomenclature, speaking in sentences and correct enunciation Beginning oral presentation in a group setting Sequencing pictures	Pre-language work includes patterning, spatial, and manipulative activities Oral language is encouraged with emphasis on learning nomenclature, speaking in sentences and correct enunciation Beginning oral presentation in a group setting Sequencing pictures Matching pictures

<p>Matching pictures</p> <p>Use of materials that develop fine motor skills</p> <p>Introduction to sounds and symbols for letters: tracing symbols</p> <p>Recognizing name</p> <p>Isolating beginning sounds in words</p>	<p>Use of materials that develop fine motor skills</p> <p>Introduction to sounds and symbols for letters: tracing symbols</p> <p>Recognizing name</p> <p>Isolating beginning sounds in words</p> <p>Continued vocabulary work</p> <p>Oral presentation to a group</p> <p>Matching pictures and labels</p> <p>Sequencing pictures and story telling</p> <p>Continued work with materials that develop fine motor skills</p> <p>Continued work with sounds and symbols</p> <p>Writing letters; writing names; writing words</p> <p>Continued work with isolating beginning sounds</p> <p>Construction of short vowels, 3-letter phonetic words with manipulative materials</p> <p>Reading phonetic words and rhyming lists</p> <p>Reading sight words</p> <p>Reading books with visual clues</p> <p>Reading phonetic books</p> <p>Isolating middle and end sounds in words</p>
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### 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.

3 years old	4 years old
<p><b>Geography</b></p> <p>Distinguishes differences between land, air and water</p> <p>Distinguishes between continents and oceans</p> <p><b>Botany and Zoology</b></p> <p>Knowledge of living vs. non-living</p> <p>Identifies similarities and differences between plants and animals</p> <p>Identifies similarities and differences between vertebrate and invertebrate</p> <p>Exposure to the similarities and differences between the five vertebrate animals</p> <p>Matches parts of fish, amphibians, reptiles, birds and mammals</p> <p>Matches parts of tree, leaf, and flower</p>	<p><b>Geography</b></p> <p>Distinguishes differences between land, air and water</p> <p>Distinguishes between continents and oceans</p> <p>Names continents</p> <p>Names land and water forms</p> <p>Matches flags of countries</p> <p><b>Botany and Zoology</b></p> <p>Knowledge of living vs. non-living</p> <p>Identifies similarities and differences between plants and animals</p> <p>Identifies similarities and differences between vertebrate and invertebrate</p> <p>Exposure to the similarities and differences between the five vertebrate animals</p>

<p>Matches different leaf shapes</p>	<p>Matches parts of fish, amphibians, reptiles, birds and mammals Matches parts of tree, leaf, and flower Matches different leaf shapes Names parts of the fish, amphibians, reptiles, birds and mammals Names parts of the tree, leaf, and flower Names parts of the human body</p>
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