



Lower Primary Curriculum Guide


SOMERSFIELD
Montessori & Middle Years Programme ACADEMY

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Profile of a Somersfield Learner

Somersfield Academy encourages students to achieve high academic standards and to become peaceful, global citizens who are curious, life-long learners. These goals are clearly reflected in the principles of the Montessori and IB Programmes, and in the school's 'Promise' and 'Core Values'. Our teachers inspire students to strive to be:

Inquirers	Students develop their natural curiosity.
Courageous	Students use courage and take risks when confronted with new and difficult situations and face obstacles with assertive communication.
Knowledgeable	Students explore concepts, ideas and issues that have both a local and global significance.
Imaginative	Students use their imagination for the construction of knowledge.
Thinkers	Students think critically to engage themselves in solving complex problems.
Communicators	Students express themselves and their knowledge through various modes of communication.
Peacemakers	Students learn to be open-minded, to accept and appreciate cultural differences, and to develop a sense of peace and harmony.
Principled	Students act honestly and with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.
Responsible	Students are given freedom to plan their work and to choose appropriate and challenging tasks.
Compassionate	Students show respect, care, and humility towards the needs of others and to all living things.
Reflective	Students give consideration to their own learning and experience.
Balanced	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being.

What is the Lower Primary Programme?

This curriculum booklet is designed to describe the structure and organisation of the Montessori approach to education. The intent is to clearly define the scope and sequence of Somersfield Academy's Lower Primary Division (ages 6 - 9).

Somersfield Academy's Montessori programme is designed to prepare children, not only for university but also for life. Our perspective on children's learning and the role of education is different from conventional education.

Key ideas central to this approach...

- *It is not the adult who shapes the child: it is the child who, through his/her experiences, creates an adult human being.*
- *Teaching is not something that one can do to another: we can only support the natural process of learning.*
- *There is a clear connection between one's sense of self, of being fully alive and open to new ideas and experiences, and the ability to learn.*

Recognising this, teachers engage in a process that leads to the development of self-actualised 'renaissance' men and women, rather than complacent students who simply prepare for tests. In Montessori, children learn how to learn and see school as a centre of an enjoyable life-long experience. Students acquire the values and intellectual skills that enable them to go into further education and then on to successful careers.

Within this curriculum booklet parents will find important information about the knowledge, skills, and understanding their child will cover during their Lower Primary years.

How is the curriculum structured?

Three Streams of Curriculum

At Somersfield Academy, we see the Montessori curriculum as three streams that come together in a confluence of learning:

1. The first stream involves the mastery of fundamental skills and basic core knowledge.

At Somersfield Academy, there are basic expectations that will be introduced, worked on, reviewed, and targeted for mastery by 90% of all students at each age or grade level. The Montessori curriculum offers a rigorous course of study. Lower Primary students explore the realms of mathematics, science and technology, the world of myth, great literature, history, world geography, economics, anthropology, and the basic organization of human societies.

Interwoven in these studies are the basic strands found in a traditional curriculum, such as the memorization of math facts, spelling lessons, and the study of vocabulary, grammar, sentence analysis, creative and expository writing, and library research skills.

2. The second stream of our Montessori curriculum involves inspirational lessons and experiences that we organise and present as part of *Cosmic Education*.

The lessons in this stream are those that we introduce to our students, but which we do not consider essential for them to master. Our goal here is to inspire and awaken interest, appreciation, and a sense of wonder that will lead students to continue to explore the topics in the years to come. Dr. Maria Montessori wrote:

“The secret of good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown, to grow under the heat of a flaming imagination. Our aim is not only to make the child understand, still less to force them to memorize, but so to touch their imagination as to enthuse them to his innermost core. We seek to sow life in the child rather than theories, to help them in their growth, mental and emotional as well as physical, and for that we must offer grand and lofty ideas to the human mind.”

At the Lower Primary Division, Dr. Montessori’s “Great Lessons” are five key areas of interconnected studies. They are presented in the form of inspiring stories and related experiences and research projects. They include the story of how the world came to be, the development of life on earth, the story of humankind, the development of language and writing, and the development of mathematics. The inquiry that students participate in during these lessons is regarded as only a beginning.

3. The third stream of the Montessori curriculum is the child's individual chosen research.

Lower Primary Montessori students are encouraged to explore topics that capture their imagination. This is where teachers:

- engage children's interest
- encourage children to discover the power of their own intellect
- help children to see that they are not simply doing assignments to make their parents and teachers happy, but that their lives, ideas, and interest have merit in their own right, not only in the judgment of others

During this stream, students are learning to become active participants in their own learning. The process is a delicate one in which learning is coming from within the student. This stream of our curriculum is of absolute importance and requires educators to always allow room for this to happen within the context of the classroom.

What is an example of a regular school day?

Children work in all areas of the classroom moving through various activities. Teachers who deliver our co-curricular activities (Foreign Language, Art, Music and Physical Education) work closely with the classroom teachers in providing lessons that complement the curriculum.

A typical daily routine...

1. Children gather for morning meeting time.
2. There is an uninterrupted work cycle in which students learn to practice freedom and responsibility by choosing to engage in any of the work expectations set by classroom teachers.
3. Children may have a snack during the morning work cycle.
4. Co-curricular subjects take place during the afternoon cycle.
5. Lunch and recess time is between 11:45 and 12:45 pm followed by silent reading time.

The Spiral of the Montessori Curriculum

The Spiral of the Montessori Curriculum

- Everything is interrelated. One lesson leads to many others.
- The child moves from the concrete toward abstract understanding.
- We always work from the big picture to increasing detail.
- Every three years major themes in the curriculum are studied again in greater depth and abstraction.

Very Abstract Work



Very Concrete Work



Age 9-12

Age 6-9

Age 3-6

Very Complex Studies

Very Simple Studies

Very Complex Studies



How are students assessed?

The Montessori programme assessment is most complete when undertaken using instruments specifically designed to measure the unique characteristics and curriculum of the Montessori environment. In an effort to provide a well-rounded view of children's progress, assessment is cyclical in nature and accomplished using a menu of assessment tools. The goals of assessments at the Lower Primary Division are to:

- Measure student understanding
- Chart student progress
- See if students are meeting the benchmarks
- Follow the child and meet their individual needs
- Provide the teacher with the necessary tools to be effective
- Guide instructional practices within the classroom

1. Observation

Montessori-trained faculty members prepare an environment and guide children toward self-initiated learning, rather than adult-centered teaching. Teachers observe the children and their progress in the environment, record their observations and use them to drive future instructional choices.

2. Qualitative Evaluation Tools

Qualitative evaluation tools may include rubrics, a mastery checklist, and anecdotal narrative descriptions. Personal growth variables are also included, such as:

- Positive attitude towards school
- Inner security and sense of order
- Pride in the physical environment
- Abiding curiosity
- Habit of concentration
- Habits of initiative and persistence
- Ability to make decisions
- Sense of independence and self-confidence
- Self-discipline
- Sense of responsibility to other members of the class, school, and community

3. Objective Assessment Instruments

Student core subject knowledge is assessed at the beginning of each year and intervals throughout the year to determine the correct level for individual and small group lessons. These instruments assess many skills, including:

- Print concepts
- Listening skills
- Decoding skills
- Reading comprehension
- Spelling
- Penmanship
- Composition skills
- Mathematical skills
- Mathematical applications

4. Instruments used in the Lower Primary Division

- 3-Period Lesson
- Observations
- PM Reading Assessments
- Canadian Achievement Test
- Mandala Math Assessment Books
- Follow-up work

5. Student Self-Assessment/Peer Assessment

Students self-assess using a variety of tools. Students self-correct work in response to control of error inherent in the materials, as well as in response to adult review of written work.

Students collect their work over time in blank books by subject area, so that they have a visual record and reminder of how much their work has improved since the beginning of the school year.

Students also develop summary project presentations to present to their peers. These presentations include self-assessment and peer-assessment components.

6. Standardised Assessments

Somersfield Academy P4 students participate in the Canadian Achievement Test (CAT). During the academic year, students complete written standardised test preparation exercises and learn test-taking strategies and techniques. The results of these tests are used only as part of the overall assessment of a child's progress.

7. Conferences

Parents and teachers meet at least twice a year at formal conferences to discuss student progress.

8. Conclusion

To assist the teachers in their ability to observe and keep accurate notes on every student, each classroom uses a computer programme called Montessori Compass. Montessori Compass provides the teacher with a simple, yet effective way to track student progress, to have easy access to the curriculum, and a communication bridge between home and classroom.

Many of the assessment tools used at the Lower Primary Division place an emphasis on the activities and experiences of the students and their participation in their own learning journeys. Below is a brief description of how that would look in a typical classroom:

➤ Initial Presentation/Lesson Given

➤ Initial Exploration

- Student investigates the newly introduced concept or skill.
- Teacher observes evidence of early-skill development of concept formation through various means, such as completion of the work, written expression, verbal expression, artistic, or other expression.
- Student begins to show focus, concentration, and effort in completing the work or applying the skill.

➤ Exploring Skill

- Student explores the skill to develop proficiency.

- Teacher observes beginning synthesis of the skill through various means, such as completion of the work, written expression, verbal expression, artistic, or other expression.
- Student shows a high level of determination, cooperation and effort in applying this skill.

➤ **Working Towards Proficiency**

- Student applies the skill to develop greater proficiency.
- Teacher observes ongoing development of skill synthesis through various means, such as completion of the work, written expression, verbal expression, artistic, or other expression.
- Student shows determination, cooperation, and effort in applying this skill.

➤ **High Level of Proficiency**

- Student demonstrates a highly developed level of proficiency in applying skill.
- Teacher observes the student's retention and ability to apply the skill through various means such as written expression, verbal expression, artistic expression or other expression.
- Student shows a very high level of determination, cooperation and effort in applying this skill.

➤ **Very High Level of Proficiency**

- Student expands the level of proficiency through repetition and application of skill.
- Teacher observes the child's inner need to return to the skill for refreshment or refinement.
- Student's determination and effort remain high.

What about grading and reporting?

The academic year is divided into 2 semesters with formal report cards being prepared and made available at the end of each semester.

Semester	Report Cards	General Reporting Period
Semester 1	Report 1	September - December
Semester 2	Report 2	January - June

The report cards provide an in-depth assessment of a student's progress by both the homeroom and specialist teachers. These reports are made available to parents via the Parent Portal. All reports are archived on the Parent Portal.

STUDENT PROGRESS UPDATES

Mid-semester progress updates are shared during Parent Teacher Conferences and are designed to give a general, overall view of student progress at a mid-point in the semester. Parent Teacher Conferences occur twice a year: October and March.



What are the home learning requirements?

Home learning is intended to support the growth and development of children within the context of our rich curriculum. It is our goal to allow the interest of the children to come alive through actively participating in the world and exploring their own interests. It is designed to expand the creative and integrative work that children do in the classroom and should augment and amplify the curiosity and exploration of the child.

Home learning should fall into two classes:

- 1 - Work in which additional repetition and practice will aid fluency (reading and math facts).
- 2-Work or activities that cannot be done in the school setting.

Home learning should establish a healthy work habit outside of the classroom environment by fostering each child's innate desire to learn, and to be an active participant within their family and culture. It is a vital link between the classroom and home environments and a catalyst to growing into a member of the world culture.

Home Learning Plan:

1. Home learning is a weekly expectation

All home learning activities are due back into school as indicated by each classroom teacher. During the week, students will spend time sharing or going over activities that they have completed. This sharing could be an oral statement/presentation or a written report/project.

There are three forms of Home learning that we encourage for primary students.

- ✓Reading and language activities
- ✓Math activities
- ✓Other activities

2. Reading and language activities

Reading and language continue to be critical at the primary level. Continue to talk with your child every day, ideally for at least 20 minutes. Encourage your child in conversation, where both of you take turns speaking. Talk about grocery shopping, events in your life, what you have been reading, where things come from, the weather, friends, sports, music, local and world events. Other language activities include visiting the library, practicing a foreign language, memorizing a poem and word games.

Spelling:

Students participate in direct spelling instruction each week. Activities are completed as part of the home learning routine and are due back on the assigned date as indicated by your classroom teacher. Students work through a spelling workbook and go through a series of carefully constructed activities that provide opportunities to use the list words in real life context. The goal is application of rules and vocabulary growth, not memorization of list words.

Reading:

Learning to read is one of the most important skills your child will develop over the next few years. The more support and encouragement that you can offer your child, the more likely that he or she will progress with enthusiasm and ease. Read together with your children for at least 20 minutes a day. Some of this time should be you reading to them, no matter how good the children are at independent reading.

In Lower Primary we use Primary Phonics and Oxford Reading Tree series to take your child through the early stages of learning to read. Our Montessori curriculum supports a phonics based approach that introduces children to the alphabetic code which is the foundation of all reading and writing. To reinforce the teaching in school, your child may bring home some books to share with you. They may also bring home Grapheme and Picture Tiles, Activity sheets, and sentence cards as part of their reading home learning.

3. Mathematics Activities

Your classroom teacher may periodically send home a math sheet for practice. These will be prepared by the teacher and only reflect what your child has been working on in class. In addition, a weekly assignment may be sent home using our new on-line platform “Front Row Math”. Each student will be given the student login information and teachers will receive weekly updates on student progress and activity completion.

4. Other activities

Involve your children as much as possible in daily living task. Try to set up the activity so that they can be part of it. Also, a regular schedule of chores or duties is helpful. Other activities such as visiting the museum, attending a cultural event, participating in scouts, cooking, arranging flowers, “Practical Life” activities, practicing music, visiting old towns, etc.

5. Time Expectation

We strongly encourage a minimum of 20 minutes per day on language activities.

We also encourage a minimum of 60 minutes a week involved in math and other activities. Spreading this out over the entire week makes the activities manageable. Your child’s teacher will periodically conference with your child regarding home learning activities. These conferences will cover such areas as choice of work, accomplishments, goals, etc.

What school resources are available to support students in their learning?

Computers and Technology

All Lower Primary classrooms are equipped with two to four computers. Students use these computers to support research, keyboarding, and educational software, such as IXL. Students in P3 and P4 make weekly visits to the Computer Lab to do research for class projects as well as for technology classes to develop their IT skills.

Learning Commons

The Margaret Hallett Learning Commons is open for P2 - P4 students during the lunch hour. Primary students may also use the Learning Commons for research purposes throughout the day, with their teacher's permission. The Learning Commons Coordinator is available to support them in their work. Neither food nor drinks of any kind are permitted in the Learning Commons, and students are expected to behave in a quiet and studious manner while visiting.



The Foundation of the Curriculum

The foundation of the Lower Primary curriculum is rooted in 'Cosmic Education.' The goal of Cosmic Education is to guide the child towards an initial examination of the question "Who am I?" Children in this stage of their development seek to find their place in the world; in essence they are searching for their 'cosmic task'.

Cosmic Education is a way to show children how everything is interrelated and interdependent. Understanding this relationship, children find that they too are a part of the whole and have a contribution to make. To accomplish the goal of Cosmic Education there are three essential components required:

- The Montessori Teacher
- The Prepared Environment
- The Montessori Curriculum

The Montessori Teacher

“The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.

Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core.

We do not want complacent pupils, but eager ones.

We seek to sow life in the child rather than theories, to help him in his growth, mental and emotional as well as physical, and for that we must offer grand and lofty ideas to the human mind.”

-Maria Montessori

The teacher's role is to actively observe, guide, nurture and stimulate children to become self-motivated, independent, self-confident, self-disciplined active learners. For children to attain these goals the teacher must:

- Observe in order to determine each child's developmental needs.
- Maintain an inspiring learning environment
- Time the introductions of new lessons appropriately
- Intervene when children need guidance or structure
- Encourage freedom with responsibility

The Prepared Environment

*“The children in our schools are free, but that does not mean there is no organization. Organization, in fact, is necessary...if the children are to be free to work”
-Maria Montessori (1967A, p.244).*

Dr. Montessori believed that a child’s learning environment must be presented to them spatially and be aesthetically pleasing. The role of the teacher is to nurture the prepared environment to facilitate the following six fundamental needs of all children.

1. Exploration

Children need the ability to use all of their senses to explore their environment and world. Our classrooms provide abundant, age appropriate, hands-on activities designed to provide opportunities for exploration and movement.

2. Orientation

This need is met by establishing predictable classroom routines and by carefully sequencing activities on shelves by subject area. The classrooms are designed to encourage calm, orderly independent learning and exploration.

3. Imagination

Each part of our curriculum begins with giving the child the “whole” and then proceeding to break it down into its smaller parts. This cultivates students’ interest and fosters active participation in the learning process.

4. Repetition

Opportunities for repetition and manipulation of materials allow children’s discoveries to become part of their broad background of knowledge. Children work on activities at their own pace, choosing materials they would like to use and working for as long as the material holds their interest.

5. Precision

The self-correcting nature of the Montessori materials allows students to work towards precision and mastery. This mastery allows children to use what they have learned to solve real-life challenges.

6. Communication

Through the grand stories of language, children learn to cooperate with others, understand the wisdom of the past and are able to make a positive contribution to society.

The Montessori Curriculum

The curriculum is separated into seven main areas of learning:

- Mathematics
- Language (Reading and Writing)
- Geometry
- History
- Biology (Zoology and Botany)
- Geography
- Co-Curricular Subjects (French, Art and Art Appreciation, Physical Education, and Music and Music Appreciation)

Subject Descriptions

Mathematics

Montessori Lower Primary Math uses a “Unified Math” model, which introduces primary students to the study of the fundamentals of algebra, geometry, logic, and statistics, along with the principles of

Arithmetic. In Montessori, Arithmetic, Algebra, and Geometry are interrelated. It is an integrated curriculum that allows students to use hands-on learning materials that make abstract concepts clear and concrete.

Students work through six strands of the mathematics curriculum which include;

- The History of Mathematics
- Numeration and Concepts of Numbers
- Whole Number Operations
- Fractions and Decimals
- Multiples and Factors
- Measurement

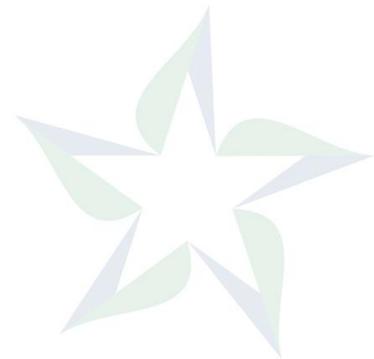
The learning goal of the Primary Math curriculum is to guide students in the understanding of the progression that is taking place in any given mathematical process.

Geometry

As with most lessons in a Montessori classroom, Geometry begins with the spark of the imagination. Through story, students are told a wondrous tale about “Geometry being one of the oldest studies in human existence.” Through concrete hands-on materials, Lower Primary students learn to recognise complex geometric shapes and figures. They learn to define, calculate, and draw different types of geometric relationships: angles, polygons, circumference, area, and volume. In Montessori, Arithmetic, Algebra, and Geometry are interrelated.

Through their work in Geometry students learn:

- The history of Geometry
- Plane Figures
 - Point, Line, Surface, Solid
 - Geometric Solids
 - Study of Lines
 - Study of angles
 - Perimeter
 - Congruence, equivalence and similarity
 - Area



- Problem Solving

The Learning Goals of the Lower Primary Geometry Curriculum are to expose students to;

- Simple geometric shapes.
- Classifying shapes by angles, sides, and vertices.
- Properties that can identify each shape.

Language

The Montessori approach to Language in the Lower Primary Division focuses on developing the natural aptitude for the acquisition of language. The curriculum approaches reading, writing and grammar in an integrated way, and allows the students to explore Montessori materials that are both aesthetically beautiful and sequentially organised.

The Lower Primary curriculum breaks the programme down into the physical and cognitive aspects of writing and reading, and it consists of the following:

- **The History of Language/Communication**
- **Composition**
 - Personal Narratives
 - Non-Fiction
 - Poetry
- **Mechanics**
 - Spelling
 - Punctuation

- Sentence/Paragraph Formation
- Handwriting
- **Grammar**
 - Word Study
 - Parts of Speech
 - Sentence Analysis
- **Reading**
 - Mechanics
 - Comprehension
 - Literature
 - Shared Inquiry

The learning goal of the Lower Primary Language programme is to provide students with real richness of language so that they will be confident in both oral and written expression.

Montessori's integrated curriculum of History, Biology, and Geography are at the heart of Cosmic Education and is integral to the Lower Primary programme.

Cosmic Studies involves a wide range of lessons and units of exploration designed to give students a sense of the story of the universe, how life developed, and the story of our history.

History

The Lower Primary History curriculum centres around the telling of stories which begin with helping students with the understanding of the passage of time. Students work on this understanding through various activities such as days of the week, months of the year, and birthdays, thus connecting them with a sense of purpose and understanding of where they fit into the grand scheme of things.

Through the 'Story of the Universe', the 'Story of Life', and the 'Story of Humans', students begin to understand the story of who they are and what their place in the world will be. Students also study the 'Fundamental Needs of Humans', which connects them more closely with the global community.

The learning goal is to present a sense of living history at every level through direct, hands-on experiences.

Biology

Students are introduced to Biology through the classification study of animals and plants. The curriculum begins with the 'First Knowledge' studies and follows the evolutionary sequence that connects the lesson to the History and Geography curricula. By familiarising students to a wealth of scientific information about plants and animals, the curriculum highlights the similarities among all living things.

The learning goal of the Lower Primary Biology curriculum is to enrich student experiences through the mastery of the evolutionary pattern of all living things, so that they may further draw context to the cosmic question of "Who am I and where do I fit in?"



Geography

As in other areas of the Montessori curriculum, Geography at the Lower Primary Division begins by giving students the big picture, then moving gradually to the details: names of countries, rivers and mountains, and a grasp of the cultures of other lands. The framework is always our relationship to the

Earth and how we meet our basic needs under varying geographic conditions. The initial lessons are accompanied by scientific demonstrations and impressionistic charts. One of the first stories told is the 'Creation of the Universe', then lessons move into a more detailed study of the 'Earth and its Place in the Universe'. Geography is a fully integrated subject with Physical Science and consists of the following strands:

- **Physical Science**
 - Creation of the Universe
 - Parts of the Universe
 - Laws of the Universe

- **Earth Science**
 - Relationship between earth and the sun
 - Composition of the earth
 - The atmosphere and its work
 - The hydrosphere and its work

- **Physical Geography**
 - Continents and oceans
 - Climate and vegetation zones
 - Imaginary lines
 - Land and water forms

- **Economic Geography**
 - Natural resources
 - Interdependencies



The learning goal of the Geography curriculum is to instil in a student's developing, reasoning mind a desire to embark on an exploration of our world.

Co-Curricular Subjects

Foreign Language

French is taught using the Accelerative Integrated Method (AIM), which aligns with many Montessori core beliefs. Like Montessori, the goal is to help students find joy in learning and to help them acquire a language naturally, as they did their first language. AIM is based on the belief that when language learning is supportive and fun, it enhances participation and learning. There are no textbooks in the AIM programme. This is an interactive programme utilising gestures to convey meaning and reinforce high-frequency vocabulary. Emphasis is on partner and group activities in order for students to practise the language skills and develop the highest level of proficiency possible.

AIM incorporates drama, music, writing, and dance in a dynamic and kinesthetic environment that appeals to various learning styles of students. The programme structure is designed as a basic introduction to the language, so a few select language activities, including a play and a couple of songs and dances, form the curriculum content for the school year. Additional instruction, activities and creative work with language are integrated into the programme to reinforce grammar, introduce culture and promote diversity. Students at the end of the programme in P4 are well prepared to transition into the Upper Primary Foreign Language programme.

Art and Art Appreciation

The school believes that all children have the ability to be creative. The Arts programme builds upon this ability and deepens children's capacity for artistic expression and representation. Awareness of one's inner feelings and thoughts is a prerequisite to making art. Inspiration and innovative thinking spring from this awareness.

The Arts programme incorporates a comprehensive approach to art education that includes developing creativity, communicating through art, understanding diverse historical and cultural contexts and making connections with the world. Students are provided with many opportunities for creative self-expression and develop a lifelong appreciation for art. Students are taught that art is not created in a vacuum, but reflects the personal, social, and historical context of the artists. This is true for works created by professional artists and by the students in the classroom.

Students observe objects in nature and examples of the achievements of artists past and present to acquire knowledge of the vocabulary of art and to develop their aesthetic awareness. By using the creative process and engaging in dynamic discussions, students develop a solid understanding of the building blocks of art production and feel a sense of pride and connection with their own art. Through the creation and presentation of art, students learn to express and communicate their creative insights in a range of forms and with varying degrees of concreteness and abstraction.

The creative process comprises several stages: challenging and inspiring; imagining and generating; planning and focusing; exploring and experimenting; producing preliminary work; revising and refining; presenting, performing, and sharing; reflecting and evaluating.

A comprehensive approach to art includes making connections with what is learned in the visual arts room to other subject areas and to careers. Through these connections students perceive a sense of purpose and validity to skills acquired in the art room.

Students learn to link the study of the arts with the study of a variety of subjects and topics such as history, geography, language, culture, and human interaction. They gain an appreciation of the great importance of the arts as sources of enjoyment and as means of communication in cultures around the world.

They also learn to understand that the arts have long served as important media for recording and communicating ideas and feelings. Students learn that all the arts not only reflect historical and cultural values, but can also be interpreted differently depending on the experiences of the viewer and the perspective presented by the art work.

The curriculum is based on observational and expressive drawing, art history, colour theory, the elements of art, the principles of design, painting, printmaking, sculpture, ceramics, a vocabulary of art terms, and critiquing of art work.



Physical Education

Physical Education offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students are exposed to a number of activities that will develop *gross motor*

skills that may later be applied in various *sports*. They become aware of a number of positive leisure time pursuits.

Students develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of *fair play*, use of cooperative behaviours, and the ability to function as part of a group or team. Students are introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

Students have the opportunity to identify and reflect by making connections between the questions asked and the concepts that drive the inquiry. They become aware of the relevance these concepts have to all of their learning.

P.E. Skills Areas Covered:

Fall Term				
	Sept. - Oct.		Nov. - Dec.	
	Indoor	Outdoor	Indoor	Outdoor
P2	Adventure Challenge	Body Control	Gymnastics	Games
P3	Adventure Challenge	Invasion Games	Gymnastics	Invasion Games
P4	Adventure Challenge	Invasion Games	Gymnastics	Invasion Games
Winter Term				
	Jan. - Feb.		Feb. - Mar.	
	Indoor	Outdoor	Indoor	Outdoor
P2	Games	Body Control	Healthy Activities	Games
P3	Invasion Games	Athletics	Net/Wall Games	Athletics
P4	Invasion Games	Athletics	Net/Wall Games	Athletics
Spring Term				
	April - May		May - June	
	Indoor	Outdoor	Indoor	Outdoor
P2	Movement to Music	Games	Games	Adventure Challenge
P3	Movement to Music	Striking and Fielding	Target Games	Striking and Fielding
P4	Movement to Music	Striking and Fielding	Target Games	Striking and Fielding

Selected sport for the respective classification unit is decided upon available resources and student interest at the time. Specific skill development is tailored to the particular sport(s) being introduced.

Invasion Games	handball, football, netball, field hockey, basketball, lacrosse, tag rugby, ultimate frisbee
Net/Wall Games	tennis, table tennis, pickle ball, volleyball, squash

Striking Games	tee ball, kickball, softball, cricket
Target Games	croquet, bowling, bocce
Athletics	jump rope, cross country, track and field

Music and Music Appreciation

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Children’s early learning experiences have a profound effect on their development. The Lower Primary Music programme focuses on experiences in music. These are broken down to focuses on four main headings performing which encompasses singing and playing instruments, creating and composing, notation and listening and appreciation.

The expectations build on students’ prior knowledge and experience to strengthen their oral language, understanding of concepts, capacity for imagining and pretending, vocabulary knowledge, visual and musical tonal awareness, higher-order thinking skills, and capacity for reflection.

Students gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students sing and play a variety of songs and pieces with an awareness of *beat*. Students have the opportunity to experiment with sounds in *composition* tasks and to make expressive use of musical *elements* such as *pitch* and *rhythm*. They use notation to develop musical ideas. They develop an awareness and appreciation of music from different cultures and are able to describe and compare sounds using simple appropriate musical vocabulary. Students have the opportunity to identify and reflect by making connections between the questions asked and the concepts that drive the inquiry. They become aware of the relevance these concepts have to all of their learning.



Character Development

Peace Education

Peace Education is at the heart of the curriculum and is based on Dr. Maria Montessori's beliefs about 'Peace and Character Education', and on the school's 'Core Values'. The school's 'Core Values' are instilled in the children through our 'Second Step Programme' which is designed to teach skills for social and academic success. Skills, such as being respectful, focusing attention, self-talk, being assertive and identifying feelings are introduced during class meeting times, and every day the children practise these virtues at school. The 'At - Home link' provides a clear connection between what is being taught in the classroom and home. The school's teachers and parents are inspired to help raise thoughtful, respectful and understanding children for they are the peacemakers of tomorrow.

Grace and Courtesy

An important part of the Montessori curriculum includes lessons that help students work and become successful members of the community. These lessons are often referred to as 'Grace and Courtesy.' Montessori education includes explicit instruction on social behavior, which is viewed as being as important as any other subject taught. The lessons of 'Grace and Courtesy' are often shown to the whole class and involve how to quietly push in a chair, how to walk around someone's rug, how to make a polite request, and so on. These vital lessons often set the stage for classroom management for the rest of the school year. 'Grace and Courtesy' lessons also involve showing students what good learners do and how they can work together within a community of learners who interact with each other.

By explicitly teaching students how to maneuver through different social behaviours like saying "thank you," holding the door open, or resolving conflicts peacefully, Montessori students become engaged in understanding how to make what is taught in the classroom meaningful and transferable.

Through the lessons in 'Grace and Courtesy' we "strive to provide an enriched, stimulating environment which fosters order, coordination, concentration, and independence... and environments within which the child is an active explorer and learner and can develop self-direction and a true love of learning.

Our role is to nurture the growth of the child cognitively, socially, emotionally, and physically."

(Personette, 2013)

Our Aims

Our Aims

Notes



***The Somersfield
Promise***

*To stimulate intellectual
curiosity and accomplishment;
to instil compassion and
respect; and to always honour
the daring dreams and hidden
talents of the individual.*

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