

Our curriculum. Their journey.

TODDLER PROGRAM

Children 18 months to 3 years old



“Educating the mind without educating the heart is no education at all.” Aristotle

Montessori Academy of London's Toddler program offers full-day and part-day (morning) programs.

To support a time of profound physical, social, and intellectual transformation, this program is specifically based on the needs of children ages 18 months to 3 years.

WHAT THEY LEARN AND WHY

Because this is the richest period of brain development, a wide variety of activities are presented to the child and repetition is encouraged.

Teachers focus on toileting, and this becomes a partnership between school and home when the child is ready.

Full-day Toddler students have a set nap time in the afternoon.



AREAS OF LEARNING

PRACTICAL LIFE: Practical life skills are an important part of the Toddler program. Children of this age have a natural desire to imitate the adults around them. Toddlers strive for independence and naturally love order and organization.

Activities are carefully selected and prepared to be home-like, reflecting the activities of the adults they observe.

SENSORIAL: Children in the Toddler program thrive on experiencing the world through their senses.

They possess an innate need to touch, feel, hold and carry everything and anything they see; the Toddler environment is prepared for this purpose. In this program, the children are exposed and guided with various exercises and materials to explore the indoor and outdoor environments.

LANGUAGE: The Toddler program provides an enriched language environment. The children participate in activities to help them develop speaking and listening skills, and to expand their vocabulary.

Toddlers understand a great deal more than what they say because their receptive language is more developed than their expressive language.

The adults display strong language modelling at all times.

SOCIAL: Our Montessori Toddler program aims to provide the children with well-ordered and prepared learning environments in which they are respected, contributing members of a small community. A focus of this program is the “modelling” of appropriate grace and courtesy that the children see in adults. We see increased socialization as the children begin to interact with peers and adults through talking, taking turns and borrowing.