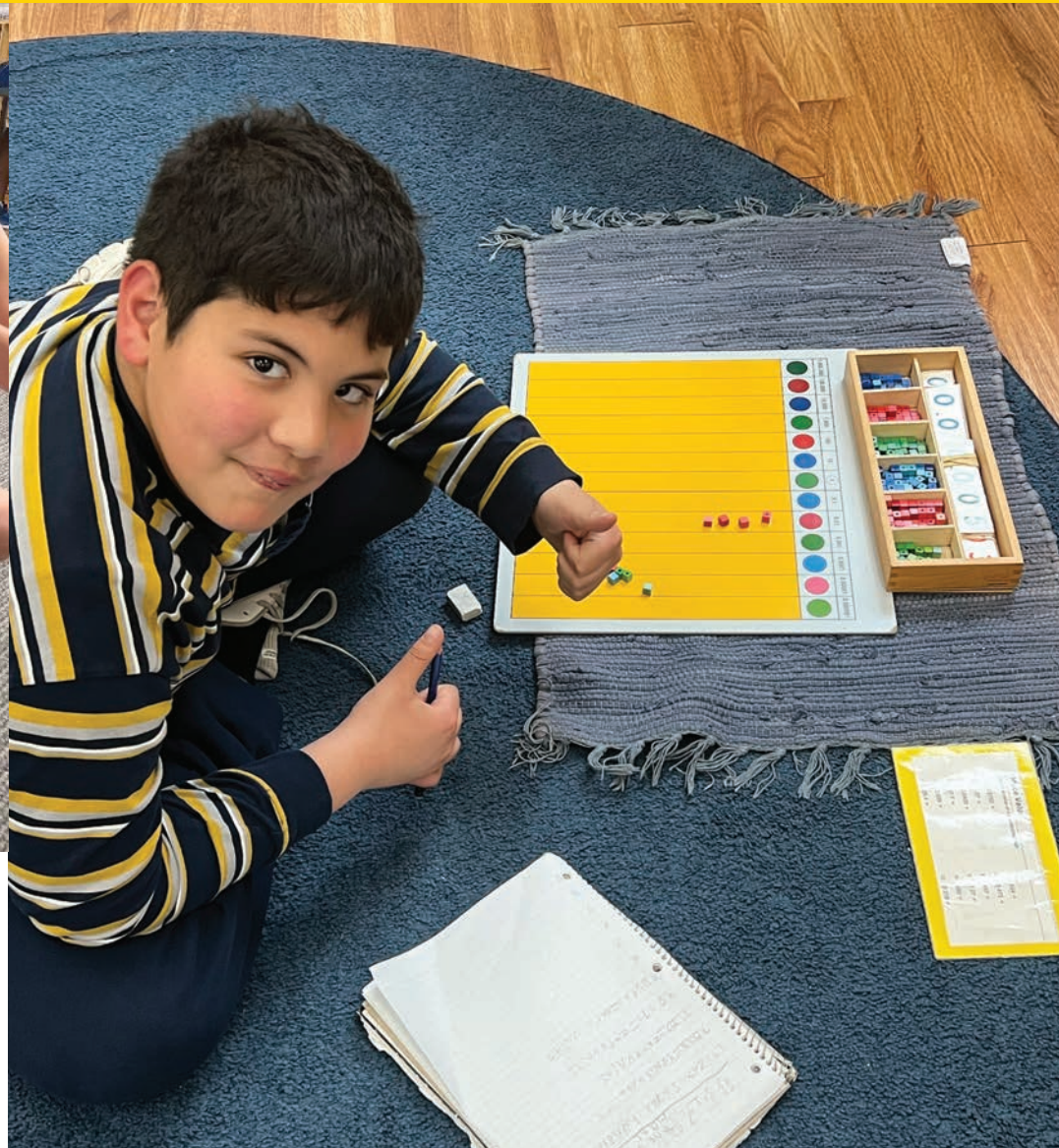


Our curriculum. Their journey.

ELEMENTARY PROGRAM

Children 6 to 12 years old (Grades 1-6)



“Tell me, and I forget. Teach me, and I remember. Involve me, and I learn.”

Benjamin Franklin



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Our Elementary Program is divided into Lower Elementary (ages 6-9) and Upper Elementary (ages 9-12).

Quite different from the preschool child, Elementary students' needs include a desire to explore, a focus on social skills, and the development of critical thinking.

WHAT THEY LEARN AND WHY

Elementary students become fascinated with asking "how" and "why," which leads to greater independence and problem solving. Learning concepts remain concrete in Lower Elementary, but become more abstract as the child moves into Upper Elementary.

AREAS OF LEARNING

PRACTICAL LIFE: Practical Life in the Lower Elementary classroom exists as a culmination and refinement of the abilities developed in the preschool (Casa) classroom. Care of self, care of the environment, grace and courtesy are all expectations at this level. Activities include food preparation, sewing, and arts and crafts that support research and Culture Studies.

Building on the Practical Life expectations from Lower Elementary, Practical Life skills continue to be emphasized in Upper Elementary through care of the self, care of the environment, and grace and courtesy, which take on a larger role when the students are off-site for activities during the school day and overnight.

LANGUAGE: Lower Elementary children explore many aspects of language using concrete materials. Children continue to build upon the reading and writing skills they began in the Casa program. These cornerstones of language are critical at the Elementary level because language is the foundation upon which other studies are built.

AREAS OF LEARNING

The Upper Elementary Language program is designed to cultivate a keen sense of literacy in students and enable them to become effective communicators with efficient comprehension skills.

MATH: Hands-on learning is still important at the Lower Elementary level; students continue to use concrete Montessori material as they develop their math skills and prepare to move from concrete to abstract mathematical concepts as they move into Upper Elementary.

In Upper Elementary, Math and Geometry are linked to cultural studies to show practical solutions to real-life problems. This approach helps to make the connection between the concrete and abstract.

SOCIAL: Children in the Lower Elementary plane of development are moving from playing alongside their peers ("parallel play") to having more interaction with them. There is a greater importance on these relationships and the morality involved in them. Children are very focused on the right and wrong of social order. The school uses a Restitution Process that has the children reflect on their actions, become responsible for their behaviour and the consequences of it, and develop peaceful resolutions.

Children in Upper Elementary are highly focused on social skills and a sense of justice. Further independence and responsibility is developed through class meetings and opportunities for community service that lead to practising more-sophisticated leadership skills.

