



Lisbon Montessori School

Curriculum Policy

Updated in 2021

Lisbon Montessori School

Rua de Santana, 1696, 2750-833 Cascais | NIF: 508732840

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CURRICULUM POLICY

The curriculum in this document refers to the educational programme provided by Lisbon Montessori School in order to fulfill our mission of providing authentic Montessori education to children and families in our community.

OUR PURPOSE

We aim to provide:

- A safe and nurturing environment based on love, respect and trust.
- Classrooms prepared with certified Montessori materials to provide the children with opportunities for learning by experience leading to greater self-awareness.
- A consistent level of teaching expertise aiming to empower the students to make conscious choices to be curious, self-directed, life-long learners.
- A team of professionals upholding the AMI Montessori teaching method and who themselves seek to be forever learners.

Through our Curriculum we aim to develop:

- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum.
- Active thinking and learning skills and dispositions.
- Children who are respectful, understanding and tolerant of other cultures and people regardless of our differences.

We believe ...

...in providing a prepared environment for the child; a safe space designed to maximise opportunities for independent learning and spontaneous discovery allowing for freedom of movement and observation where mistakes are celebrated as opportunities for further development.

...in empowering each child to choose consciously from a range of developmentally challenging and engaging materials designed so that the child can teach and correct themselves and engage in critical thinking and problem solving.

...in the importance of the multi-age learning group offering the child the opportunity to observe, to interact and to influence children at different stages of development to their own in order to develop empathy, patience, emotional and social understanding and to offer a true community experience for the developing child.

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...that all members of our community deserve respect and that their unique talents and interests should be engaged and nurtured in order to free their potential and lead them towards self-realisation and happiness.

CURRICULUM DELIVERY

Based on Montessori principles, we provide specific environments which serve children's developmental needs at different stages of their development and appeal to their particular characteristics at each stage or 'Plane of Development'. Lisbon Montessori School caters to the needs of children from 2.10 years to 12 years of age spanning two Planes of Development (0-6 and 6-12). The Montessori approach provides breadth, balance and relevance to the modern world, as well as securing the fundamentals of literacy, numeracy and scientific enquiry. There is a strong emphasis on children's personal development, including the development of learning and thinking skills and personal, social and emotional skills. Grace and Courtesy and Freedom of Movement are key aspects of the curriculum and are vital in supporting the children's development into loving, respectful, confident and curious adults.

Characteristics of all environments include:

- **Freedom** of movement, choice and communication while respecting this freedom in others.
- **Individual and Small Group Lessons and Work** depending on the needs of the child and on the child's Plane of Development
- **Care of the Environment** - supporting the upkeep of the materials, the classroom, the outdoor environment and the school grounds appropriate to their age and ability.
- **Clear expectations and common boundaries** allow the children to be independent and function with minimal interference from the adult in the environment.
- **Contextualised lessons** based on real world experiences with purpose.

CHILDREN'S HOUSE - CASA DEI BAMBINI - 2.10 - 6 YEARS

Areas of Study:

- Practical Life (including art, Grace & Courtesy, movement)
- Sensorial (including music)
- Language and Literacy (English)

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- Portuguese by absorption
- Math
- Culture (geography, history, botany, zoology)

Mixed-age group classes provide the child the opportunity to develop within the same environment for a 3 year period. Each child advances in personal responsibility and independence as they progress through the 3 year cycle and eventually become leaders in their environment.

Assessment is done through professional Montessori observation and recording of data. Assessment at the Casa level is communicated to parents in Parent-Teacher Conferences twice a year and in end of year narrative report. The children do not engage in any form of standardised testing at the Casa level.

Records on the progress of each child are kept by the teachers in order to monitor progress and mastery with regard to the individual materials, lessons, and subject matter. These are kept as an internal record by the teacher to inform further lesson planning, and track development. These records can be communicated to another educator internally or externally (if the child is transitioning to a new school or Montessori program) while the key information is distilled for the parents through conferences and year-end reports.

ELEMENTARY LEVEL - 6 TO 12 YEARS OF AGE DIVIDED INTO TWO ENVIRONMENTS:

1. Lower Elementary - 6 to 9 years of age
2. Upper Elementary - 9 to 12 years of age

Areas of Study:

- Arts
- Biology
 - Botany
 - Zoology
- Geometry
- Geography
 - Earth Science
 - Geology

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- History
 - Paleontology
 - Anthropology
- Language and Literacy (English)
- Mathematics
- Music

Portuguese:

Portuguese Lessons are provided to all Elementary students. These lessons are given by a Portuguese teacher who works with the children in small groups outside of the Montessori environment. The children range from having very limited Portuguese to being native speakers and so they are grouped according to their level.

Physical Education and Outings:

Elementary children are offered a number of physical activities within their daily schedule. Outings and field trips are arranged according to their area of study or research and can involve individuals, small groups or the entire class depending on the needs of the class.

Assessment:

Assessment at the Elementary level is based on the child's self-assessment and understanding of their responsibility towards their own education. This is in conjunction with the lead teacher's observations, guidance, and input to ensure curriculum goals are achieved and that elementary graduates are prepared for the next level. The teacher is also responsible for hosting biannual Parent-Teacher conferences and providing a detailed narrative report at the end of each school year. In addition, Elementary children will engage in Standardized testing in the Fall.

Records on the progress of each child are kept by the teachers in order to monitor progress and mastery with regard to the individual materials, lessons, and subject matter. These are kept as an internal record by the teacher to inform further lesson planning, and track development. These records can be communicated to another educator internally or externally

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(if the child is transitioning to a new school or Montessori program) while the key information is distilled for the parents through conferences and year-end reports.

CHILDREN WITH ADDITIONAL NEEDS

We would love to be able to accommodate all children within our programme however we have a responsibility to establish whether or not our school is the right fit for you and your family. LMS has a responsibility to all of our families and staff to make sure that we are capable of fully supporting every child and family within our community.

A child with special learning, emotional or physical needs may be required to have a full time assistant provided by the parents and may be restricted by how long they can spend at school each day. All cases will be taken on an individual basis and may require assessment by outside agencies agreed upon by the parents and the school together.

Children who are already enrolled at LMS and who show signs of having special learning, behavioral or emotional needs may require external assessment by a specialist in order to assess how best to support them within the framework of the school. Your child's teacher will work closely with you to understand any additional needs that your child may have developed and at all times LMS will have the best interest of the child and your family in mind. An environment that does not fully support your child's developing needs will be detrimental to their emotional and mental health.

LMS teachers, staff and parents will work closely together to find the best way to support each child regardless of their challenges or abilities.

MONITORING OUR PROGRAMME

The Head of School is responsible for the intent and implementation of the Montessori curriculum and ensuring that it is effectively practised in the school. The impact of the curriculum is monitored throughout the school.

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