

SNDP Yogam Bengaluru Union

Oceans Elementary School

Recognised by Government of Karnataka



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SNDP YOGAM BENGALURU UNION

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Oceans School

Thammenahalli, Bangalore.

**"Oceans Explore the wonders of Education."
Join us in this journey.**

FOR THE PARENT

The educational philosophy



The Montessori approach is based on a profound respect for the child. Its originator, Dr. Maria Montessori believed in the necessity to treat children with dignity, trust and patience. The Montessori classrooms are constructed specifically to meet the child's needs at the different stages of development. The child's natural love of learning is respected and emphasis is placed on the importance of learning at one's own pace. The combination of all aspects of the approach ensures that children can develop both sides of the brain, thus having the opportunity to become divergent thinkers. Children are given guidance to become independent thinkers, who are able to choose, reflect and make decisions. These are very important life skills to have in our ever-changing society. Dr. Maria Montessori knew this without using the modern terminology. She was convinced that when you follow the natural pattern of development and do not impose the traditional stifling way of education, the child flourishes now and in the future.

Multi-Age Grouping Traditionally, same-age group education is the norm up to university level. It is only there that people are grouped according to their levels and interests. Same-age group teaching is a historic concept developed for the sake of efficiency and minimum cost involved, but has not been seen from the child's learning point of view. In actuality children learn a lot from each other. They observe what and how other students work and incorporate this in their thinking. At the Montessori school, children of different ages share the same classroom. A positive and constructive multi-age group ensures that children have the opportunity to work with students who are at a different level, both from a skill, ability and academic point of view. By doing so, they become good team players, develop leadership skills, learn to communicate with others, learn to assist and instruct others, become empathetic, learn to receive peer instructions and above all learn that being different is the norm. These are the skills they will need to lead a happy life and successful career.



Exercise of Practical Life: -

Dr. Montessori began using what she called "Practical Life Exercises" to allow the child to do activities of daily life and therefore adapt and orientate himself in his society.

Practical Life in Montessori is purposeful activity, develops motor control and coordination and develops independence, concentration and a sense of responsibility. The exercises in practical life cover two main areas of development: Care of self and care of the environment.

Practical Life exercises are activities where children can practice some of these skills, such as dusting, sweeping, moping, peeling vegetables, drawing Rangoli patterns, Chandan pasting, spooning grains, gardening etc. Children love to act "Grown up". Practical Life exercises are done both indoors and outdoors and can be large activities or small.



Sensorial Activities: -

Dr. Maria Montessori believed that children began having sensorial experiences at birth. According to Dr. Montessori's studies, as children grow up, they explore and learn by interacting with their environment through their senses. This unique period in a child's development happens between the ages of birth and six years old. To help children express, classify, and broaden their sensory experiences, Dr. Montessori designed the Sensorial materials.

Below are some of the Sensorial materials used in a Montessori pre-school.



Mathematics: -

"Children display a Universal love of mathematics, which is par excellence the science of precision, order and intelligence." Says Dr. Maria Montessori.

The human mind is by nature mathematical. Math is all around us. From birth we learn the meaning of phrases such as "how old are you?" and "we're leaving in one hour." The capabilities of the

mathematical mind are present in the mind of the child. An infant is able to understand the difference between one and many. A toddler is able to sensorially distinguish between small and large quantities and for young child words like 'more, less, not enough and share" are part of daily life. Math is also inherently abstract. It is a language of precision that takes years to master, but at its core are the basic foundations all children need to learn: counting, numeral identification and basic mathematical operation.

Doctor Maria Montessori believed that children come to absorb mathematical concepts naturally. She recognised that there were specific sensitive periods in a child's development whereby the acquisition of mathematical concept was eagerly explored through repetition of activities with concrete, scientifically developed, didactic materials. Doctor Maria Montessori designed concrete mathematical materials to represent all levels of quantities and mathematical concepts after she observed that children who are interested in counting, like to move items as they enumerate them. In the Montessori learning environment, the children not only sees and learns the symbol for a number, they hold the quantity in their hand. For most children, the sensitive development period for learning mathematical concepts is between the age of four and six years.

The mathematical concepts covered in the primary Montessori classroom are numeration, the decimal system, computation, the arithmetic tables, whole numbers, fractions and positive numbers. Arithmetic is the process of addition, subtraction, multiplication, and division. Geometry and algebra are introduced in the sensorial area of the classroom. Repetition through variety of all these above said activities are done for intellectual development.

Work on Mathematics by a Montessori child in the classroom.



Language: -

Dr. Montessori observed that children have a thirst for language and communication. Communication allows the child to express her needs and ideas to others. Through language we are able to cooperate, collaborate, receive knowledge and pass knowledge to others. Language is treated with the utmost importance in the Montessori classroom. Our directors start with a phonics-based approach to learning the basics: sounds, vowels and consonants. For Montessori preschool students this also means leaning through sight words and sounding out sentences through consistent practice. Montessori language materials are designed primarily to teach children the intricacies of written and spoken language. A firm grasp of writing and speaking will allow students to progress with their leaning. Students use language materials to explore letters, sound, handwriting and eventually spelling and writing.



Geography: -

Dr. Maria Montessori says. "The child is both the hope and a promise for mankind." This message is timely today. As it has been in recent years. This message gives us the hope. It solidifies our commitment to Montessori education. It makes us realize that Montessori director, working with the very youngest children, have one of the most important jobs on earth!

Montessori education is unique and ground-breaking in that it incorporates cultural and peace education. Over one hundred years ago, Dr. Maria Montessori wrote, "The child is both the hope and a promise for mankind." Montessori children gain a world view from a young age. Children begin to realize that they are part of a larger community. Maria Montessori's goal was to promote global understanding and international peace. This understanding begins with geography and cultural lessons.

Through geography lessons, children become aware of where they live in the world. Young children learn to identify the continents and many countries. Their world expands. Montessori cultural lessons expose children to different people and their cultures. These lessons include how people have adapted to different climates, their homes, clothing, food, and customs. Through continent and cultural studies, children learn about the interconnectedness of all life on earth. In the 3 to 6 classroom, Montessori director use the continent maps and globes as well as atlases, pictures and books for their geography and cultural lessons The journey continues in the Elementary curriculum with lessons in Cosmic Education.



Culture: -

Montessori provides young children with a unique opportunity, the early exposure to the concept that children around the world are different but the same. A Montessori director is aware of the importance of having multicultural books and posters in the classroom. Cultural celebrations are a regular part of the Montessori classroom. Diwali, Sankranti, Ganesh Chaturthi, Eid, Ramadan, Christmas and other celebrations are honoured. Directors' welcome parents to participate by volunteering to share some of their cultural traditions. Parents read books, teach some words in their language, or explain some of their traditions using objects or pictures. Other parents bring in traditional food to share. Parents also help to supervise special art projects. Children have the opportunity to try on traditional clothing and eat delicious snacks. These experiences for young children instil in them a respect and appreciation for differences.

Botany and Zoology:-

Child in the Casa (Montessori)

Unconscious absorbent mind takes in the largely unorganized impressions of plants and animals their sounds, shapes etc.:

In Casa environment the children are prepared for biology. In each of the areas of the primary environment biology work is included in each area. In practical life the children care for the environment by watering plants and dusting the leaves, flower arranging and planting, and they feed some of the animals. In the sensorial area they have the leaf cabinet and cards along with the working of a variety of nuts, seeds or grains and classified cards.

The classified nomenclature cards, which deal with fruits, vegetables, animals and the parts of animals, animal families, animal story folders, parts of a leaf and books for reference.

As Nomenclature cards are a good way of teaching the parts of an animal. If possible, the Director can begin the lesson by showing them a real animal either a bird, horse or a cow. This is not only aiding them in their understanding of the animal shown, but it also sparks their interest in learning.

In the Casa the child forms an attachment to the world:

The child needs to have a fund of authentic information about the world of life. This helps in establishing the initial contact. Building an environment with animal and plant life around the child is very sure methods of helping the child develop a healthy relationship. It does give the child opportunities to not only learn about animals and plants but also to care for them.

Visits to places where this type of natural life exists in their natural state helps in a great manner. Interesting narration about the fauna and flora of other countries is very welcome. They could be about their habitat, habits and methods of maintaining balance in the environment. (The predators and the prey and how one plants are dependent on another are good examples.)



Prepared Environment:

The Montessori classroom is an environment prepared by the adult for children. It contains all the essentials for **optimal development** but **nothing superfluous**. Attributes of a prepared environment include order and reality, **beauty** and **simplicity**. Everything is **child-sized** to enhance the children's independent functioning. A trained adult and a large enough group of children of mixed ages make up a vital part of the prepared environment.

Tools for exploration – books and “going out”:

Booklets on plants and animals are kept in the botany shelves, story cards on plants and animals, Card material for classification of plant life, cards with name-slips to match are provided. Real specimens are used. Drawing, artwork,

Nature walks and visits to botanical gardens are fruitful and educative activities.

Trips to farms may give a better picture of the living style of animals. This denotes environment like zoological garden. The persons managing the farm may be asked to talk about various aspects of animal life. It will be very good idea that we don't emphasize how animals are useful to man. A child was told that the cow gives us milk. But he had to answer back saying: No, they do not give us milk. “But we take from them”. Let the healthy attitudes grow. These give opportunity to look at live animals.

How the Montessori method promotes future success

The educational approach taken in Montessori schools allows for children to grow at their own pace and invites students to pursue their special interests. Independence, freedom within limits, uninterrupted periods of work time and learning through discovery are vital parts of the Montessori method. And all of these key learning approaches provide children with many opportunities to develop and pursue their personal gifts at an early age, giving them a head start on a successful future career.

At Oceans we provide: -

- ❖ A School campus of 5 acres.
- ❖ Highly qualified Teachers and Staff.
- ❖ More importance is given on Practical learning.
- ❖ We Provide all sorts of educational aids to Students.
- ❖ Botanical Garden.
- ❖ Mini Animal Zoo.
- ❖ Students Museum.
- ❖ Research space for all subjects.
- ❖ Resource persons will be invited for purposeful Topic.
- ❖ Library.
- ❖ Co-curricular Activities.
- ❖ All sorts of Indoor and Outdoor Games.
- ❖ Technical support team.
- ❖ Doctors facility on call.
- ❖ Stadium.
- ❖ Luncheonette facility.
- ❖ Transportation Facility.

“The environment itself will teach the child, if every error he makes is manifest to him, without the intervention of a parent or teacher, who should remain a quiet observer of all that happens.”

Dr. Maria Montessori



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