

Montessori Foundation Curriculum Scope and Sequence: Infants - Birth to 18 Months

Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Infants

Cognitive Development

Concept Formation

Associates names of objects with images.

Begins to use objects for their intended purpose.

Object Permanence

Finds a partially hidden object.

Purposefully attempts to reach objects that are out of reach.

Finds hidden objects.

Integrated Eye-Hand and Cognitive Development

Building Skills and Concepts Using Special Materials

Explores hand-to-hand transfer; purposefully moving objects from one hand to another.

Puts objects into containers and takes them out again.

Works with Object Permanence Box with tray to refine hand-and-finger control, eye-hand coordination, and to construct concept of object permanence.

Works with Object Permanence Box with drawer to refine hand-and finger-control, eye-hand coordination, and to construct concept of object permanence.

Works with various Imbucare® Boxes to refine hand-and-finger control, eye-hand coordination, and to construct the concept of object permanence. (Imbucare® Boxes, Copyright Nienhuis, 2012)

Works with Imbucare® Boxes with slot and flip lid to refine wrist movement, eye-hand coordination and to construct the concept of object permanence. (Imbucare® Boxes, Copyright Nienhuis, 2012)

Explores geometric shapes through inserting objects into cut-out shapes (Imbucare® Boxes with shape-sorter lid) to refine hand-and-finger control, eye-hand coordinatio, and to construct the concept of object permanence. (Imbucare® Boxes Copyright Nienhuis, 2012)

Works with various Imbucare® Boxes to develop hand-and-finger control, eye-hand coordination, and to construct the concept of object permanence. (Imbucare® Boxes Copyright Nienhuis, 2012)

Hangs knit balls on dowels to develop eye-hand coordination and fine-muscle control and to begin to match colors.

Places large pegs into holes to develop eye-hand coordination and fine-muscle control and begin to sort colors.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Works with simple puzzles to further develop eye-hand coordination and develop figure-ground concept - single-shape puzzles.

Places disks on dowels to develop eye-hand coordination and various finger grips (Toddler Infilare exercises).

Places disks and cubes on dowels to develop eye-hand coordination and various finger grips (Toddler Infilare exercises).

Language

Hearing and Understanding

Responds to loud sounds in environment.

Calms or smiles in response to human voice.

Recognizes voice of parent or primary care-giver.

Moves eyes towards direction of a sound.

Responds to changes in tone of voice.

Notices objects that make a sound.

Responds (pays attention) to music.

Responds with enjoyment to simple word and movement games and finger-plays.

Turns head towards direction of a sound.

Shows interest when spoken to.

Recognizes common household words.

Complies with simple requests.

Speaking

Communicates pleasure through cooing sounds.

Indicates different needs through different cries.

Smiles when seeing a familiar person.

Babbling begins to resemble more mature speech and contains some consonants (*p, b, m*).

Chuckles and laughs to communicate joy.

Vocalizes other emotions, such as excitement and displeasure.

Makes a range of gurgling sounds when playing with someone or when alone.

Babbling includes a range of sounds and gaps which resemble phrases.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Uses sounds to attract and hold attention of others - communication.

Uses body language to communicate needs.

Imitates a large variety of speech sounds.

Has some recognizable words.

Motor Development

Equilibrium

Lifts head.

Raises head while lying on stomach.

Supports upper body with arms while lying on stomach.

Stretches out and kicks legs.

Pushes down with legs when held above a hard surface.

Masters control of the head.

Rolls over, turning from front to back.

Rolls both ways.

Scoots along floor using arms and legs to propel body forwards.

Sits supported by pillows.

Sits, supporting self with hands.

Sits without support.

Gets to sitting position without assistance.

Gets from sitting to crawling position without assistance.

Crawls forward on belly by pulling with arms and pushing with legs.

Crawls on hands and knees.

Stands with support.

Pulls body into upright position.

Walks with assistance.

Walks on tip-toe, holding onto bar or furniture.

Stands upright without support.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Swipes at objects dangling on mobile or frame.

Reaches with one hand to grasp an object.

Hand

Opens and closes hands.

Brings hand to mouth; explores hand with mouth.

Instinctive prehension evident in grasping adult finger or object offered.

Begins to observe own hands.

Purposeful grasping and shaking of objects.

Uses whole hand; raking grasp.

Intentionally works with hands to manipulate objects.

Transfers objects from hand to hand.

Purposefully grasps and releases objects.

Controls fingers.

Prehension with pincer grip - small objects.

Holds large objects with arms.

Sensory Development

Auditory

Reacts to different sounds.

Responds to an adult's singing.

Auditory

Makes sounds with objects and reacts to the sounds produced.

Gustatory

Eats food with varying textures.

Begins to show preferences in the tastes of food.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Olfactory

Displays preference for sweet smells.

Sensory Exploration

Purposefully explores objects in a number of ways using all senses.

Tactile

Displays preference for soft rather than rough textures.

Explores textures.

Visual

Displays interest in black and white mobiles.

Follows moving objects with eyes.

Follows moving things with eyes.

Visual

Recognizes familiar objects and people.

Social and Emotional

Attachment

Enjoys bodily contact, such as cuddling.

Enjoys being in the company of others.

Differentiates between known people and strangers.

Displays attachment to primary care-giver or parent.

Displays shyness and anxiety around strangers.

Cries when parents leave.

Shows a preference for certain people and toys.

Demonstrates affection.

Demonstrates empathy.

Displays separation anxiety.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Auditory

Follows familiar voices with eyes or head.

Self-Awareness & Emotions

Expresses needs and emotions with body and face.

Indicates enjoyment of social play through laughing and body language.

Displays an interest in images of self in a mirror.

Often expresses joy.

Expresses a range of emotions, including fear, anger, and shyness.

Recognizes own name.

Tries to influence the action of others by protesting.

Actively explores environment.

Social Interactions

Fixes attention on faces of others.

Responds with enjoyment to person-to-person contact.

Enjoys play activities and indicates displeasure by crying when game stops.

Imitates movements and facial expressions of others.

Develops "social smile" - smiles at a face.

Imitates sounds, actions, and facial expressions.

Tests responses of others.

Imitates gestures.

Fights for a toy, which another child may be holding.

Pays attention to and responds differently to different tones of voice.

Attempts to play with other children.

Deliberately seeks to maintain interaction with others.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Infant-Toddler

Cognitive Development

Concept formation

Begins to sort mixed collections of objects into categories.

Begins to sort mixed collections of objects into categories.

Exploration

Explores objects in a number of ways using all senses (e.g., Treasure Basket; Heuristic Play Collections).

Purposefully explores objects in a number of ways through shaking, banging, throwing, dropping, etc.

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Purposefully explores objects in a number of ways through shaking, banging, throwing, dropping, etc.

Sorting and matching

Matches objects to pictures.

Pairs identical pictures.

Pairs related pictures.

Sorts objects by shape.

Sorts objects by color.

Sorts objects by category (e.g., buttons, animals, beads, etc.).

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Pairs identical pictures.

Pairs related pictures.

Sorts objects by shape.

Sorts objects by color.

Sorts objects by category (e.g., buttons, animals, beads, etc.).

Integrated Eye-Hand and Cognitive Development

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Building skills and concepts using special materials

Works with simple puzzles to further develop eye-hand coordination - three-shape puzzles.

Stacks different colored disks on dowels sorting by color to further develop hand control and color-matching skills.

Stacks different sized disks on dowels sorting by color to further develop hand control and color-matching skills.

Places disks on horizontal dowels to develop supinated wrist movement and further develop eye-hand coordination.

Places different sized balls and ellipsoids on small pegs to explore sizes and perception of part becoming whole.

Works with box with bins to develop various wrist movements and object permanence.

Works with box with sliding lid to develop wrist movements and object permanence.

Works with simple puzzles to further develop eye-hand coordination - three-shape puzzles.

Stacks different-colored disks on dowels, sorting by color to further develop hand control and color-matching skills.

Stacks different-sized disks on dowels, sorting by color to further develop hand control and color-matching skills.

Places disks on horizontal dowels to develop supinated wrist movement and further develop eye-hand coordination.

Places different-sized balls and ellipsoids on small pegs to explore sizes and perception of part becoming whole.

Works with box with bins to develop various wrist movements and object permanence.

Works with box with sliding lid to develop wrist movements and object permanence.

Language

Hearing and understanding

Can identify (by pointing) various body parts.

Can comply with simple requests containing action and object (Fetch the toy, hold my hand).

Listens with interest to stories and rhymes.

Can identify (by pointing) objects in pictures and books.

Can identify various body parts (by pointing).

Can comply with simple requests containing action and object (e.g., "Fetch the toy; Hold my hand").

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Listens with interest to stories and rhymes.

Can identify objects in pictures and books (by pointing).

Speaking

Constantly increases vocabulary using new words every month.

Uses one- or two-word questions.

Strings words together to communicate more complex ideas (e.g., "More juice"; "Mommy go");

Uses more consonant sounds at the beginning of words and enunciates them more clearly.

Constantly increases vocabulary using new words every month.

Uses one- or two-word questions.

Strings words together to communicate more complex ideas (e.g., "More juice; Mommy go").

Uses more consonant sounds at the beginning of words and enunciates them more clearly.

Motor Development

Equilibrium

Walks holding onto bar or furniture.

Walks independently.

Walks carrying large and/or heavy objects; climbs stairs carrying objects in search of maximum effort.

Runs.

Kicks a ball.

Walks holding onto bar or furniture.

Walks independently.

Walks carrying large and/or heavy objects; climbs stairs carrying objects in search of maximum effort.

Runs.

Kicks a ball.

Hand

Coordinates use of both hands working together.

Uses hands for purposeful work.

Uses hands with increasing precision.

Montessori Foundation Curriculum Scope and Sequence: Infants - Birth to 18 Months

Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Hands

Coordinates use of both hands working together.

Uses hands for purposeful work.

Practical Life

Care of self - Eating

Feeds self with fingers.

Collaborates with adult in feeding self at weaning table and chair.

Uses a spoon.

Drinks from a teaspoon offered by adult.

Drinks from a cup.

Feeds self with fingers.

Collaborates with adult in feeding self at weaning table and chair.

Uses a spoon.

Drinks from a teaspoon offered by adult.

Drinks from a cup.

Collaboration with adult in activities of daily living

Collaborates with adult in dishwashing.

Collaborates with adult in flower arranging.

Collaborates with adult in folding activities.

Collaborates with adult in food preparation.

Collaborates with adult in cleaning activities.

Collaborates with adult in setting table for snack or lunch.

Collaborates with adult in clearing table after snack or lunch.

Collaborates with adult in sorting and folding laundry.

Collaborates with adult in pouring water and juice.

Collaborates with adult in dishwashing.

Collaborates with adult in flower arranging.

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Children in Montessori Infant Programs will commonly work on developing the following skills, knowledge, and understanding:

Collaborates with adult in folding activities.

Collaborates with adult in food preparation.

Collaborates with adult in cleaning activities.

Collaborates with adult in setting table for snack or lunch.

Collaborates with adult in clearing table after snack or lunch.

Collaborates with adult in sorting and folding laundry.

Collaborates with adult in pouring water and juice.

Social and Emotional

Attachment

May hit, bite, and fight over a toy.

May hit, bite, and fight over a toy.

Self-Awareness & Emotions

Displays growing awareness of self as separate from others.

Recognizes self in mirror.

Refers to self using own name.

Expresses anger when interrupted.

Displays growing awareness of self as separate from others.

Recognizes self in mirror.

Refers to self using own name.

Expresses anger when interrupted.

Social Interactions

Engages in solitary or parallel play.

Imitates behavior of others, including actions in songs and play activities.

Enjoys company of other children.

Engages in solitary or parallel play.

Imitates behavior of others, including actions in songs and play activities.

Enjoys company of other children.