



Fondazione
**scuola
montessori**
di Bergamo

Focus on English from 2y 

“FOR A NEW EDUCATION
that should not hinder the child’s development”.
[Maria Montessori – The Child in the Family]

children’s house

Infant
Community
6 months - 2y

Toddler
Programme
2-3 y

Children’s
House
3-6 y

Primary
6-11 y

The Montessori school of Bergamo from 1948

One method, one path

The Children's House



Infant Community 6 months - 2 y

The **Infant Community** welcomes children from the age of 6 months in a friendly and stimulating atmosphere which allows them to grow through sensory, motor and meaningful emotional and affective experiences. Materials are designed according to needs, skills and the age of the children since everyone must have a suitable environment to have experiences appropriate for them. The classroom of the infant community connects with that of the toddler programme.

Toddler Programme 2-3 y

The **Toddler Programme** hosts children of two and three years of age in two different spaces, one organised for Montessori work and the other equipped for naps and relaxation activities with reading and cosy corners.

Children's House 3-6 y

The **Children's House** welcomes children between the ages of 3 and 6 in heterogeneous age and gender groups. The mixed group favours learning; small children learn from older ones and vice versa and older children feel responsible for smaller ones. In some activities such as psychomotility and music, children are divided into homogeneous age groups. There are five rooms on the ground floor, four are environments fully equipped with Montessori materials and one room has cots for afternoon naps.

Children's House education aims to encourage sensorial-perception, motor, representational and linguistic skills via "practical life" materials (a set of graduated exercises aimed at achieving personal independence, analysis, control and learning the economy of movement: pouring, dressing frames and activities that help develop fine motor skills) and structured materials (sensorial, logical-mathematical, written and spoken language, cosmic education and cultural area).

It is important to remember that in the Montessori method the objectives are not something to start from or achieve; they are changes in registered knowledge and behaviour that are part of the work of the children themselves.

All the rooms for the Infant Community, the Toddler Programme and the Children's House have toilets with direct access. The playground used by the children's House is well-kept and safe in compliance with all applicable regulations. There is also a vegetable garden in the playground. The Children's House has its own gym for psychomotility and music activities.

General objectives

Maturing personal identity

Achieving independence

Developing skills

Educational activities

Practical life activities

Sensory activities

Language activities

Logical-mathematical activities

An approach to cosmic education

English language activities and development 



Primary school



Primary 6-11 y

The **Primary School** includes children between the ages of 6 and 11. The educational activities for every class aim to highlight the individuality and singularity of every child so that they can express themselves to the fullest and give value to their abilities. Children do not only learn but build their knowledge and personality through experiences and relationships in the environment with materials and other people.

Constant reference to experience is fundamental. “**Help me to do it myself**” is the request posed by the very nature of the child, understood as “Being aware”, reflection, becoming aware of one’s potential and limits and finally, developing effective strategies.

For this purpose, all school activities mean that all children take responsibility in relation to their work in the classroom and in other areas of the school.

Children do not only learn but build their knowledge and personality through experiences and relationships in the environment with materials and others.

They themselves construct the contents of their knowledge in a climate of research which favours the emergence of working hypotheses, different points of view and comparison.

Developing interests is a mandatory strategy for any educational purpose.

Educational activities are structured so that children can do their work individually. Each child’s learning is guided by materials and it is the materials themselves that reveal to children the mistakes they have made.

The classroom experience as freedom of movement and choice of work allows them to experiment and discover new possibilities of knowledge. This organisation of work and material allows children to work individually, in pairs or small groups while the teacher can individualise the path to allow everyone to express themselves to the best of their abilities, while respecting each individual’s learning pace.

The environment of our school is therefore distinguished by the presence of the necessary “tools” for the psychomotor and intellectual work of children, tools defined as “development” materials.

COSMIC EDUCATION - RESEARCH AND STUDY ACTIVITIES

(GEOGRAPHY, HISTORY, SCIENCE, CITIZENSHIP AND CONSTITUTION)

"The land is where our roots are. Children must be taught to feel and live in harmony with the Earth". Maria Montessori

ITALIAN

"It seems that language is a function that nature has endowed us with, but upon reflection we realise that it is above nature. It is a supernatural creation produced by a collective conscious intelligence... there is therefore nothing more mysterious than this reality: men, to express any of their activities, must come to an agreement, and to do so they must use language, one of the most abstract existing tools".

Maria Montessori, *The Absorbent Mind, on Language*

MATHEMATICS

"Without (...) mathematical development it is not possible to understand the progress of our era or participate in it". "A spirit without mathematics today is comparable to a man who did not know the alphabet at a time when literary culture dominated."

Maria Montessori, *From Childhood to Adolescence*

ENGLISH

"Language development is part of the personality itself. Words are in fact the natural means of expressing thought and consequently, establishing understanding between men.

If once a single language was sufficient, today it is absolutely necessary to teach several".

Maria Montessori, *From Childhood to Adolescence*.

FOCUS ON ENGLISH



MUSIC

ART

PHYSICAL EDUCATION

TECHNOLOGY AND COMPUTER SCIENCE



FOCUS ON ENGLISH



**I speak
Montessori,
and
you?**

www.scuolamontessoribg.it

- A dedicated program from the age of 2
- Montessori and English
- Cosmic Education in English - CLIL
- Native speaker teachers
- Intercultural Projects
- Cambridge Certifications



BILINGUAL PROJECT

In the 2012/2013 school year the Focus on English programme was introduced throughout the school. We have native speaker and bilingual teachers who teach all classes.

In our Montessori school children acquire language from the environment: they absorb the words they hear both from the teachers and their peers through activities and interaction. We promote collaborative and meaningful learning to foster communication using an intercultural and interdisciplinary approach.

Every day in the two classes in the Children's House there are 2 native speaker teachers while from the 1st year of Primary School, in addition to 3 curricular hours focusing on English there are also 4 hours of CLIL (Content and Language Integrated Learning) to facilitate the use of English in every cognitive field and in particular by exploring Montessori Cosmic Education.

In the 4th and 5th years children have the opportunity to take Cambridge University Certifications.

To further enhance the possibilities on offer the school also provides some extra-curricular courses in English.

INTERCULTURAL PROJECTS

For several years, all classes have been involved in a virtual twinning programme with schools throughout the world by exchanging postcards, e-mails, video calls and/or IT projects. We value this type of partnership because it offers our students the possibility to:

- ▶ increase their knowledge and understanding of their own and other peoples' cultural heritage;
- ▶ deepen their knowledge and communication skills in English;
- ▶ develop their multimedia communication skills with digital images and text.

There are several opportunities throughout the year, the first ones are to get acquainted and the others to present topics related to one's own country, culture, history, geography and traditions.

Our school

Our school has a long history and a team of teachers who constantly strive to make the Fondazione Scuola Montessori in Bergamo a point of reference for those who want to learn and dedicate themselves to the Montessori method through continuous research and assiduous team work to update tools, create new materials and new educational proposals for the benefit of our children.



New education

“No one can be free unless he is independent”.
[Maria Montessori - *The Discovery of the Child*]

Montessori said:

“The first educational influence upon a child should have as its goal the guidance of the child along the way of independence”.
[Maria Montessori - *The Discovery of the Child*]

Biology, neuroscience and psychology directly and indirectly confirm the solidity of the scientific principles of Montessori education and the consequent validity of this method which has been applied throughout the world for over a century.

If placed in a suitable environment, every child shows a spontaneous interest and a natural impulse to act and learn.



The new environment and development materials

“The secret to a child’s free development is all about organising the means necessary for his internal nutrition”.
[Maria Montessori – *The Advanced Montessori Method*]

The environment becomes a field open to children’s free action. Prepared by the teacher as a welcoming home suitable for children, this environment, which invites activity, allows children to perfect their movements.

Here children find special working materials, not teaching materials to be used by the teacher, but development materials which slowly lead them to explore the foundations of knowledge.



A new teacher

“... A new type of teacher: instead of words she must learn silence, instead of teaching must observe, instead of the proud dignity of someone who wanted to appear infallible, she should take on a guise of humility”.
[Maria Montessori – *The Advanced Montessori Method*]

Since this method puts the child’s learning process first, the role of the teacher loses its centrality. The teacher does not impose, dispose or prevent but proposes, prepares, stimulates and guides.

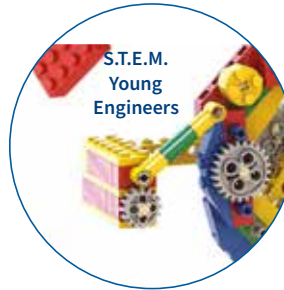
Free choice

In a Montessori school free choice is the highest form of activity. Children are helped to understand what their interests are and their internal need for knowledge, so they can freely choose their own work, their own activity and spontaneously stay focused on it. Children find interest, desire for work, effort and satisfaction in the chosen activity, their “ego” gradually loses fear, laziness, aggression and conquers new horizons.



Extracurricular courses

Several activities are organised after school for both the Children's House and the Primary (Elementary) School. The activities for the following school year are decided between June and September.



Meal plan

The school chose to invest significant resources in the in-house kitchen to support food education for our students and ensure greater control over food quality. Children in the Children's House and the Primary (Elementary) School have lunch in different places.

To ensure excellent organisation of lunch and the freshness of the dishes the kitchen also serves meals to children in three different shifts. Menus are designed in compliance with instructions from the ATS - the Department of Health.

Fruit is provided to all children during the morning. For pupils that have lunch at 13.20 yogurt or dried fruit is provided in accordance with instructions from the ATS.



Useful Information

TIMING

from Monday to Friday

CHILDREN'S HOUSE with the infant community and the toddler programme

Drop-off: 7:30 – 9:00

Educational activities: 9:00 – 15:30

Pick-up for the children's house is from 15.30 to 16:00, while for the infant community it is from 16.30 after a snack

PRIMARY (ELEMENTARY) SCHOOL

Drop-off: 7:30 - 8:30

Lessons: 8:30 - 16:00

After-school service is from 16:00 to 18:00

CANTEEN

All meals are prepared by the kitchen at the school (lunch, snacks, packed lunch for outings)

For children making use of the after-school service and extracurricular activities there is an afternoon snack.

All extracurricular activities between 16:00 and 17:30 are held by qualified staff.

DIDACTICS

Support teachers in all classes

Co-presence of class teachers

Personalised educational paths

Focus on English (CLIL, preparation for Cambridge Certifications)



Fondazione Scuola Montessori di Bergamo

Charitable trust in accordance with Presidential Decree no.756 of 13.07.1969

An officially state approved private school - Infant Community (6 months-2 y) - Toddler Programme (2-3 y) - Children's House (3-6 y) - Primary school (6-11 y)
Via Giangiuseppe Brembilla, 4-6-8 (Longuelo area) - 24129 Bergamo - Tel 035 242 486
segreteria@scuolamontessoribg.it - www.scuolamontessoribg.it