

CHILDREN'S
HOUSE
MONTESSORI



Belonging ... Inspiring ... Evolving

End of Year Report



William Pettigrew

White Casa

Little Montessorians

ACADEMIC YEAR 2024-2025

TERM 3



"The greatest gift we can give our children are the roots of responsibility and the wings of independence"

Dr Maria Montessori

Children from 0 to 6 years

Dr. Maria Montessori observed that the first years of life are a period when a child has an extraordinary capacity to learn without effort, through their everyday interactions with those around them and their environment. Dr. Montessori labeled this period as the Absorbent Mind, as she observed that children under the age of six absorb information from their environment. The Absorbent Mind is a critical time when a child's character, learning, and growth are formed. Experiences in the early years lay the foundation for future development and learning to be built upon.

At Children's House Montessori, we intend to make the most of this distinctive period in your child's development by providing activities and experiences that support the development of their confidence, independence, concentration, discipline, decision-making, respect for others and their environment, and, not least, a lifelong love of learning.

Areas of Learning

The specially designed Montessori materials and resources that we have at CHM are grouped into areas of learning. Additionally, we incorporate the Early Years Foundation Stage (EYFS) to ensure that we are supporting and developing the whole child. Our curriculum is fully integrated and covers the following:

- **Personal, Social and Emotional:** children are supported to manage emotions, develop a positive sense of self, have confidence in their abilities and learn to form friendships.
- **Physical (gross and fine motor):** physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- **Communication and Language:** the development of children's spoken language underpins all areas of learning and development. Activities that support vocabulary, listening and speaking skills are provided daily through circle time, storytelling, weekly themes etc.
- **Literacy:** our Montessori literacy materials, such as the insets for design, large moveable alphabet and sandpaper letters, support children in learning how to read and write.
- **Practical Life:** activities in this area support children's adaptation to their environment, refine their movements and promote concentration. This area also includes Grace and Courtesy.
- **Sensorial:** activities in this area support children in developing their senses and gaining a deeper understanding of the world around them.
- **Math:** an introduction to Math using concrete materials and exploration of concepts such as one-to-one correspondence, volume, measurement, numerical symbols and quantities.
- **Understanding of the World:** this area includes History, Geography, Biology, Zoology, Botany and Science, helping children explore cultures, plants, and animals.
- **Expressive Arts and Design:** encompasses music, singing, dancing, art, stories, rhymes, imaginative play, modelling and creative use of technology.

William's Learning Journey

CHILD'S DETAILS:	
Child's Full Name:	William Pettigrew
DOB:	2020-10-06
Start Date:	2026-03-30
Casa Name:	White Casa

PRESENTED: P WORKING TOWARDS: W MASTERED: M

CHILD'S DETAILS:	
Able to communicate feelings and self-regulate	W
Demonstrates self-confidence	W
Able to listen to and follow instructions	M
Expresses own interests and preferences/ likes and dislikes	W
Able to share and take turns	M
Able to ask for help if needed	W
Personal Hygiene:	
Uses the toilet independently	M
Washes hands properly and independently	M
Blows own nose using a tissue independently	P
Can brush own teeth	W

Class Teacher's Comments

William shows a warm and caring approach to peers and adults. He is developing his confidence and is beginning to take initiative during group presentations and activities. He responds well to boundaries and demonstrates empathy, reflecting growing awareness of others' feeling and needs. He is self sufficient within the classroom as he confidently explores the shelves and selects activities that interest him. He is being encouraged to use his words to ask for help when he encounters a challenge. While he understands simple and complex instructions, he often needs prompting to use full sentences or initiate verbal interaction