



Kindergarten Programme Scope & Sequence

Programme Overview

Our Kindergarten programme offers a warm and inviting atmosphere, blending Charlotte Mason principles, French immersion, bilingual learning, and Montessori practices. Children grow in language, character, curiosity, and confidence while learning through stories, nature, hands-on work, and meaningful relationships.

The week is intentionally varied to balance language acquisition, independence, and a love of learning.:

- 1 full French day (French-language immersion) on Mondays
- 2 Montessori-inspired days (hands-on, self-directed learning) on Tuesdays and Thursdays
- 2 full bilingual days (French & English) on Wednesdays and Fridays (SK only)

Our program is designed to foster respectful, independent, and motivated learners, while laying the foundation for lifelong learning.

Educational Philosophy – Charlotte Mason

Our extended Kindergarten programme is inspired by the educational philosophy of Charlotte Mason. It offers a gentle, joyful, and developmentally appropriate introduction to learning, centred on living books, nature, habit formation, and meaningful activity.

- Children are respected as whole persons
- Learning is relational, not rushed
- Short lessons and varied activities
- Beauty, goodness, and truth are central

Core Areas of Learning

Living Literature & Language

- Daily read-alouds from classic children's literature
- Oral narration: children retell stories in their own words
- Rich vocabulary development through conversation
- Exposure to poetry, rhymes, and songs

Early Language Foundations

- Gentle phonemic awareness through stories and sound play
- Introduction to letters and sounds
- Copying letters or words as readiness allows
- Oral language



Early Mathematics & Number Sense

- Counting using real, concrete objects (stones, buttons, toys, objects from nature)
- One-to-one correspondence and quantity recognition
- Comparing quantities: more / less / same
- Gradual introduction to numbers (according to readiness)
- Simple addition and subtraction through manipulation and oral problems
- Sorting, grouping, and patterning activities
- Recognition of basic shapes and spatial awareness
- Informal measurement through daily life (size, weight, time, volume)
- Development of mathematical vocabulary through conversation

Character & Moral Formation

- Bi-weekly focus on a character trait (e.g., attention, perseverance, kindness)
- Discussion through stories, such as Aesop's fables
- Habit formation through routine, responsibility, and example

Nature Study

Nature is the child's first science classroom.

- Daily outdoor time in all seasons (free play and guided observation)
- Drawing and describing what is seen
- Nature walks and sit-spots to cultivate attention and wonder
- Oral observation and rich descriptive language
- Simple nature journaling through drawing, painting, or dictation
- Care for living things (garden, plants, classroom nature table)
- Seasonal nature themes and study
 - Seasonal Rhythm (overview)
 - *Autumn*: seeds, leaves, forest animals, migration, harvest themes
 - *Winter*: weather, water, birds, night sky, stillness and observation
 - *Spring*: buds, insects, birds' nests, growth and renewal
 - *Summer*: plants, flowers, landscapes, extended outdoor exploration

Art, Music & Beauty

- Picture study: observing one artwork at a time
- Free artistic expression (painting, drawing, modelling)
- Listening to quality music across styles
- Singing folk songs and simple hymns

Handwork

- Creative handwork: cutting, pasting, sewing, modelling
- Simple food preparation



Movement & Outdoor Play

- Daily free play outdoors
- Gross motor development: running, climbing, balancing
- Group games and rhythmic movement

Faith Foundations

- Daily prayer
 - Bible stories told narratively
 - Emphasis on gratitude, wonder, and reverence
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Kindergarten Montessori Work Cycle

During the Montessori work cycle of the kindergarten program on Tuesday and Thursday mornings, children may receive presentations in five areas of the Montessori curriculum:

- **Practical life** will emphasize care of self, care of the environment, grace and courtesy
- The **Sensorial** area is where the children will learn to identify and internalize concepts such as size, shape, colour, and sound using various materials
- **Language** development focuses on oral, listening, writing and reading skills with the goal of comprehension
- In **Mathematics**, children develop their logical minds to count quantities, identify numerals, sequence numbers and experience addition, multiplication, subtraction and division at a concrete level
- **Science and Culture** activities help children discover ideas and concepts in geography, botany, zoology and the sciences

In addition to these five areas of curriculum, we offer presentations in the **Catechesis of the Good Shepherd**, a religious formation program using Montessori principles.



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Kindergarten Program Schedule

Mondays (French)

8:30-9:00am - Morning arrival

9:00-10:30am - Language and Culture

10:30-10:45am - Snack

10:45-12:00pm - Math and Science

12:00-12:45pm - Lunch, clean up, get ready for outdoor play time

12:45-1:30pm - Outdoor free play

1:30-2:00pm - Indoor quiet time

2:00-2:15pm - Snack

2:15-2:50pm - Storytime, narrations, citizenship

2:50-3:00pm - Prayers, clean up, get ready to go home

3:00-3:30pm - Pick up

Monday option open to JK and SK students

Wednesdays and Fridays (Bilingual)

Follows the same schedule as Mondays with the exception:

2:15-2:50pm – Rotation of art, literature, music, and movement

Wednesday and Friday option open to SK students only* **Offered if there is sufficient interest*



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Kindergarten Program Schedule

Tuesdays and Thursdays

Mornings (English only)

8:30-9:00am - Morning arrival

9:00-10:30am – Montessori work cycle

10:30-10:45am - Snack

10:45-12:00pm – Montessori work cycle

Afternoons (Bilingual)

12:00-12:45pm - Lunch, clean up, get ready for outdoor play time

12:45-1:20pm - Outdoor free play

1:20-1:45pm - Indoor quiet time

1:45-2:00pm – French Language Arts

2:00-2:15pm - Snack

2:15-2:30pm – Read-a-louds, songs, rhymes, movement

2:30-2:50pm – Handicrafts (Tuesdays) or Nature study (Thursdays)

2:50-3:00pm – Prayers, clean up, get ready to go home

3:00-3:30pm – Pick up

Tuesday and Thursday option open to JK and SK students



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Montessori: Language

Written by: Jeanette MacDonald
Montessori Directress, Jérôme Lejeune School

To communicate thoughts, feelings and ideas, this is one of the fundamental needs of man. We humans can rise to a much higher plane of communication than animals, for we have language. We can express ourselves to one another through both oral and written words.

The child born into the world must develop these powers of language. He is born only able to tell us of his needs through tears or smiles. He needs the proper environment to follow the inner voice which draws him to language. We must take away the blocks and provide avenues for the child to grow in all areas of language: first, the spoken word, followed by writing and reading.

Babies spend a lot of time with their eyes focused on people's mouths. The young child is hungry for words. They start to imitate these sounds and exercise their vocal cords. After much practice, they are finally able to be understood as they speak one-word sentences.

By the time a child comes to the primary Montessori classroom, he has grown by leaps and bounds in his ability to speak. He is still in the process of developing his personality and uses language to express himself.

We need to help the child to grow in confidence and vocabulary as he speaks and give him some ideas of what to talk about so he can practice.

The teacher guides the children in having simple conversations about things with which they are familiar. As the child speaks and is listened to patiently, he gains confidence in who he is and in his abilities. He needs to be shown that what he has to say is important. This is done through different conversations and games one on one and in small groups. The teacher might also use pictures as a topic for discussion.

It is important to read interesting stories to the children so they can have good examples of the language of others. The child's vocabulary is increased through the learning of the names of the items in these pictures as well. In all areas of the classroom, once he has had experience with the material, the names of concepts are taught. The three-period lesson is a vital tool in the development of vocabulary. Items to be taught are first named. Then the child is asked to identify each of them when given its name. A lot of practice goes on here. Finally, the child is asked, "What is this?" to see that he has indeed learned the words being taught. The child is hungry for words and takes in new vocabulary with ease through his absorbent mind. He should be



taught the proper names for things. The child is introduced to the analysis of sound in verbal games ('b' is the first sound in boy, bat, etc.).

With all of this experience under his belt, the child of about 4 becomes interested in the written word. He has developed keener powers of differentiation, so we give him the keys with which he can unlock the world of writing. With the sandpaper letters he is taught the symbol that corresponds to a particular sound. His hand receives the sensorial impression of the letter shape. He is given a moveable alphabet so he can compose words from their component sounds (without the additional difficulty of forming the symbols - isolation of one difficulty).

The child's joy of discovery should not be stifled with the difficulties of spelling at this time. Language is so much more than a mechanical task. It involves the whole being and is an expression of the child's personality.

Usually about 6 months after the child begins writing with the moveable alphabet, the child explodes into reading. He has been prepared directly through the metal insets, moveable alphabet and sandpaper letters. Indirectly, his mind has gained order and his body has gained coordination and fine motor control through the exercises of practical life and sensorial.

Now it all comes together along with the ability to understand and interpret the thoughts of someone else. Exercises in reading are given to spark interest and to give the child further keys, for example: knowledge of phonograms and words that cannot be sounded out.

Once the child starts to read fluently, his mind is open to learning the functions of words. Seven of the main parts of speech are introduced using verbal games at first. The function of a type of word is shown in written form and explained simply. Words in the phrase are then transposed to show the child that order is important for that part of speech (i.e. large black triangle represents a noun) to give him a visual impression. The name of the part of speech will be given later.

The last part of language development at the primary level is the analysis of reading which gives the child an introduction to the relationship between the parts of a sentence.

Language needs to be shown to be an integral part of every aspect of the child's life. The natural interest and enthusiasm of the child should be encouraged so that he will always have a love for language.



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Montessori: Mathematics

Written by: Jeanette MacDonald
Montessori Directress, Jérôme Lejeune School

The mind of man is by nature mathematical. So says Blaise Pascal, the French mathematician, and Maria Montessori agrees with this. To have a mathematical mind means that we organize and classify information, and from this, understand abstract concepts. We tend also to love order and repetition, and through this, work towards perfection. The mathematical mind is not bound by space. It can imagine things that are not there and apply its understanding of relationships to something new and thus invent.

To aid the child in through life, it is important to understand how his mind works and what it can achieve. The child begins with an *absorbent mind* which takes in everything in his environment like sponge. The child gathers perceptions. Between age 3-6 the absorbent mind begins to make way for the reasoning mind which is able to abstract. Through the concrete experiences the child has, he is able to rise above the material and understand concepts and ideas.

The mathematical mind of the child is aided in development through the use of the sensorial apparatus, first of all. There he forms orderly impressions. He has a lot of experience differentiating and classifying. His mind judges and can apply the knowledge he has to other things.

All of these abilities form the foundation for the child's work in mathematics. The dimensional material with its unit increases to 10 form the basis for the number system. In sensorial, the child is given an impression of the binomial, trinomial, and the Table of Pythagoras which he will go into deeper later on.

The first material the child works with in the math area is the number rods. Here he is introduced to the quantities 1 through 10. The work is not completely foreign to him because he has used the long rods, which are the same size and shape. The material always builds upon what the child already knows.

The first group of exercises give the child the foundation of our number system, numbers 0 - 10. The child is first introduced to the quantity, then the symbols and then the correlation between them is shown. Then he is given different exercises with which to practice his knowledge. The child enjoys the repetition. Finally, the last exercise is a test of his knowledge so he can see what he doesn't know.

Zero is introduced with the spindle boxes. Here zero has a place, a compartment in the box, but it has no quantity. The children enjoy playing a game with



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zero. The teacher gives each child a command, like "Go to the window zero times." And the child must remain still. This is fun to play with a group of children.

After the child is grounded in 0 - 10, he is introduced to the decimal system: quantities of units, tens, hundreds and thousands made of beads. After the symbols have been introduced and correlated with the quantity, the child practices. Then he is shown how the symbols fit together to form one large number built of several quantities.

All of the mathematical apparatus are what Montessori called *materialized abstractions*. Each idea presented always goes with some kind of activity. The child works with a material over and over again and eventually the rule or principle embodied in it becomes clear to the child. It becomes a part of him as well. The material presents with clarity a basic truth, yet it allows for the child to make his own discoveries as well.

At each step of the way, the material as well becomes a bit more abstract. The children are introduced to the functions of addition, subtraction, multiplication and division in small groups with the golden bead material. After sufficient practice, they are shown these same functions with the Stamp Game. Now it is more abstract. One thousand is no longer represented by a cube of 1000 beads. It is just a small green stamp with '1000' printed on it. The stamps for 1, 10, 100 and 1000 are all the same size, so now the child must understand those concepts in his head.

The child is given the keys to linear counting by using the teen boards and the ten boards. He can then go further in this by counting various bead chains. The chains help the child to learn various multiplication combinations as well. In order to keep the child interested, he is shown several materials which will help him to learn the different combinations of addition, subtraction, multiplication and division. The child must be challenged, and his free choice of what to work on will keep his enthusiasm alive.

Most of the mathematical materials have a built in control of error or a control chart. In this way, the child is enabled to further his independence. He can correct his own mistakes.

The bead frames are meant to aid the child in his transition to abstraction. They enable the child to put together his working knowledge of combinations together with manipulating large numbers. Successive steps carry the child closer to total abstraction. This is the goal of the math materials - to move from concrete sensorial experiences to total abstraction. Montessori claimed that this comes about only when 2 factors meet. The idea must be presented with great clarity in the concrete and the child must have a certain intellectual maturity. When these two meet, the child discovers that he can do a problem more quickly in his head than with the material.