

October 2015 – January 2016



Fatimiyah Montessori System

Registered with Sindh Education Board and Pakistan Montessori Association

“Play is the work of the child”

Maria Montessori

4th Issue - January 2016



**“GEMS OF FMS”
Annual Event
December 2015**

FMS aims to provide its students a platform to enhance their performance skills and confidence. Performing on a stage is a great way to sharpen their movements and language skills. When they speak in front of an audience, they develop confidence, learn new words and are able to interact well in their daily lives.

“Gems of FMS” was a great success. Our students of FMS 1, 2, 3, class 1 & 2 participated with great enthusiasm and zeal. To achieve the target of 100% participation of our 750 students the Annual event was divided into 8 programs. Our teachers worked tirelessly to make the event successful.



*Happy New Year
2016*

Dear FMS Families

Assalam-o-Alaikum

Welcome to the year 2016 with the blessings of Almighty Allah and the fourteen Masoomeen (A.S.). We celebrated our Prophet (SAWW)'s birthday during winter break. New admissions also took place in the beginning of January 2016.

The students are back after winter holidays and have started their work. In a Montessori environment, work is a synonym of play. This newsletter will provide you some information about the nature of play in a Montessori environment. Our students are preparing for in-house sports day to be held in February 2016. Sports help children to stay healthy and develop academically and socially. Final assessments will take place in March 2016. Our teachers are doing their best to provide extra help to the students with learning difficulties by tutoring them on alternate Saturdays. We appreciate parental support in helping the students to perform their best.

Afsheen Agha

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning.

Play is really the work of childhood.”

Fred Rogers



Concrete and Real life Experiences in Montessori Classrooms



Montessori believes in building concepts through concrete experiences. Montessori didactic and instructive material is scientifically designed and prepared to provide systematic understanding of the basic concepts. Our children work with concrete material to sense this world. Teachers do not give verbal explanations, but provide real life experiences of things around them. Real fruits and vegetables were brought and presented to the children to provide them sensorial experiences. They felt, smelled, and tasted them. They also made fruit chaat and vegetable salad with them. Grasshopper, fish, lizard and small insects were shown in real. The students of FMS 3, class 1 and class 2 did creative writing after receiving sensorial knowledge about the exhibited items. Material room for class 1 and 2 is functional and the teachers are providing opportunities to the students to work with Montessori language and Maths Material.

Class 1 and 2 busy with hands on activities



Montessori Children busy at work



Sunflowers – FMS 1 & FMS

Marigolds – FMS 1 & FMS 2

Butterflies – FMS 3

Play in Montessori

Play is the child's work of self- construction. It is universally agreed that play is the key tool for young children's development and learning. Montessori refers to this intrinsically motivated activity as 'work'. Therefore, it is important that we explore what is understood by play and work in Montessori settings.



When children are asked about what they think is important in their lives, playing and friends is usually at the top of the list.

Maria Montessori believed that a child learns about the world by just being in it with the help of special gifted mind; which she called absorbent mind. A young child requires real life experiences to be able to build abstract ideas. A child needs to know and understand the real world before he/she can appreciate and participate in a made up world of fantasy. Play is a form of imitation; the child imitates the real adult world. Offer a child a choice between 'pretend' cooking and 'real' cooking and we soon see the true nature of childhood revealed to us. Children always love to play with kitchen utensils that he or she sees in his/her mother's hand. Similarly, all children love to get engaged in family role-plays, and gain enormous satisfaction in practicing and fulfilling the roles of their play scenarios. This is why

Montessori doesn't encourage fantasy play. Maria Montessori believed "*Reality based play lays the foundation for creativity*".

Play that links sensori-motor, cognitive, and social-emotional experiences provides an ideal setting for brain development. From the Montessori perspective, 'play is work' and 'work is play'. All the Montessori practical life exercises are real including dusting, sweeping, polishing and washing. Sensorial material provides sensory motor experiences to refine children's senses. These exercises follow the rules of freedom of choice, the exercise of will and deep engagement, which leads to concentration.



Advice for Parents

Concentration is a key element required for success in academics. An adult must respect child's right to work with freedom and free with limitation of time. When a child is absorbed in an activity, he/she must not be disturbed or interrupted. He/She must be allowed to repeat the activity as many times as he or she wishes. The child must not be rushed to finish the task. Even a sentence of praise can disturb the concentration and diverts his or her attention from the work. As the ability to concentrate develops, the child learns to persevere and moves on to greater, more complex concepts and tasks.

This website will provide few tips to improve child's concentration. <http://www.janetlansbury.com/2010/04/baby-interrupted-7-ways-to-build-your-childs-focus-and-attention-span/>

'The child who concentrates is immensely happy; he ignores his neighbours or the visitors circulating about him. For the time being his spirit is like that of a hermit in the desert; a new consciousness has been born in him – that of his own individuality.'
(Montessori, 1949, p. 273)

Highlights of Winter 2015

Remedial Classes for the students of FMS 3, Class 1 & 2

The teachers of FMS are trying their best to spend extra time with struggling learners. They are also working towards providing extra help to those students who are at risk in the final exams. To achieve this target, the teachers are giving remedial classes to these students. They are also making an effort with all the students to teach them mathematical concepts through Montessori Material during their weekly visit to material room. Children are also given extra practice of Phonics, Vocabulary enrichment and Creative writing.



Winter Training Program



FMS is in the continuous process of training its staff. A 30 hours training program was conducted in December 2015 to upgrade our standards of teaching and learning. Next training session is planned to be held in March 2016.

Parent Teacher Meeting

A parent teacher meeting was held on 7th November 2015 to discuss Midterm Assessment results and students' performance.



Collaboration with National and International Montessories and Research Organisations



FMS strives to upgrade its standards by learning through collaborative sessions held nationally and internationally. Our staff and administration attended workshops organized by PMA in Karachi, Australian Council for Educational Research in Melbourne and BachasMarsh Montessori (BMM) Melbourne, Australia. FMS is thankful to Caroline the head of BMM for sharing her valuable resources.

Vegetables week, Fruits week and Azadari-e-Imam-e-Hussain A. S.



Gems of FMS – Annual Program – December 2015

