



Welcome to the family of Montessori
Your child's next Home

*Some children are known by their
schools Some schools are known by
their children We want your child to be
our envoy!!!*

With such a „Motto“ Wonder Kids comes forward to embrace your treasured ones.

Dear Parents,

Thank You for expressing an interest in Wonder Kids Montessori House of Children and taking time to read this short prospectus about our school. Patterns of concentration, focus and thoroughness established in early childhood produce a confident, competent learner in later years. Montessori teaches children to observe, to think, to judge and provides a framework in which intellectual and social discipline go hand in hand.

Montessori education concerns itself with creating an environment, especially suited to the undeviated development of the child's psychic, physical, social, moral and intellectual potential qualities. Dr. Maria Montessori drew on scientific study of how children learn and her insights are reflected in their similarity to educational principles generated by current neuro-psychological research.

At WKM we believe that people learn better when they are interested in what they are learning.

Our school curriculum aims to empower our little toddlers and students to develop to their full potential and enable them to make informed and responsible choices.

Prakash Jajoo Education Sanstha has experienced many years of qualitative Montessori education and the result is that now we have a fantastic building with ever growing and improving resources in which to provide the best possible education and facilities to meet the needs of our pupils. We have made a fair effort to provide you a real picture of our school in an FAQ pattern so that you can get answers to all your queries but it is not possible to provide a complete picture of our school in a short prospectus, so I would encourage you to visit us to get a better view of life and learning in WKM.

I look forward to hearing from you in the near future and hope that you and your child will become part of our school community.

Mrs. Shilpa Jajoo
Director Principal
Jajoo group of schools

Dear Parents,

As the Earth continues to circle the sun, Montessori education continues to grow and develop. We see the products of Montessori education throughout our society. From the founders of Google to the future king of England, Montessori is enjoying a phenomenal surge around the world. However, at WONDER KIDS MONTESSORI, we have been providing authentic Montessori education since 2006, one of the pure earliest pioneer of Montessori schools in the city. For over 15 years we have been serving the children of our community and will continue to do so.

Montessori education is a very natural way for a child to learn. More often than not, parents will come to me and say that they would like their child to have a leg up when their child leaves our school. To an extent, that is absolutely a by-product of early Montessori education. Your child will be ahead in life, but not necessarily in the way you may think. At WONDER KIDS MONTESSORI, academics are a major component of our curriculum, but it is neither the end nor the beginning of the child's education.

We strive to cultivate the whole and best human being in each child. This starts with our focus on Peace Education or what has been more recently termed Mindfulness. Each child is taught to embrace the world around them and to find inner and outer calmness. With calmness leads to harmony and a better environment in which children learn. The children will naturally follow their own path, with guidance from our teachers, in the areas of **Mathematics, Language, Geography, Science, Practical Life, Sensorial, and Art**. Our goal is to instill confidence and independence in each child that enters our school. We strive to go above and beyond for each child and are willing to do what it takes to make each child a life-long learner and help children establish a love for school.

Even at **WONDER KIDS MONTESSORI** we work with child according to their pace of learning, which will always help to create a strong base of child in early years of their life.

I invite all families who want the best possible start for their child to come visit us and spend some time in our classrooms to get to know our school community. We are happy to sit down with any parent and answer any questions you may have. I wish each and every one of you all the best.

Respectfully,

Directress

Mrs. Avani Raichura

Wonder Kids Montessori,

Yavatmal

A Brief of Montessori Education

Nature allow a certain time to learn each thing. Maria Montessori called these "sensitive period". If this time is not used, it is lost. It does not come again. If the sensitive periods are wasted, the foundation is not there; it is more difficult for the child and those who teach the child.

The Montessori Method is a dynamic and complete approach to the enrichment of young children and as such represents the very best that parent can give during these formative years.

Our Aim:

Our aim is to assist in the development of each child's innate potential, by creating a school environment in which the child can do and think for him/herself.

How children learn and develop:

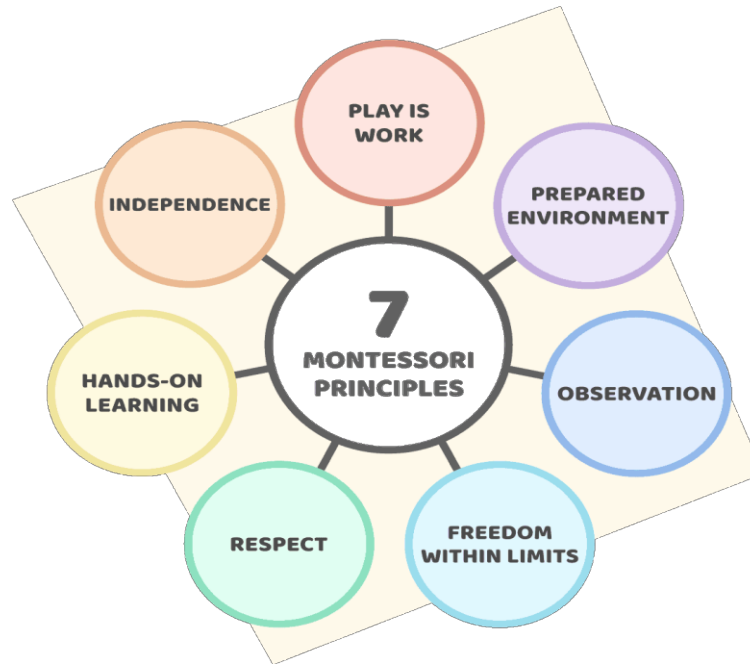
The following principles list some of her major ideas about how children learn and develop:

- Movement and Cognition – that movement and cognition are closely entwined, and movement can enhance thinking and learning.
- Choice – that learning and well-being can be improved when people have a sense of control over their lives.
- Extrinsic rewards are avoided – that tying extrinsic rewards to an activity like money for reading or for high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.
- Learning with and from Peers – that collaborative arrangement can be conducive to learning.
- Learning in Context – that learning situated in meaningful context is often deeper and richer than learning in abstract contexts.
- Teacher Ways and Child Ways – that particular forms of adult interaction are associated with more optimal child outcomes.
- Order in Environment and Mind – that order in the environment is beneficial to children. Maria Montessori's imaginative and innovative solutions to the problem of harnessing the school child's innate curiosity and delight in discovery are no less relevant today than they were in her own time.

FAQ's

- **What is Montessori ?**

It was in the year 1907 when Dr. Maria Montessori introduced a new concept for educating and nurturing young children. Her research and observation concluded that every child is an individual and has his/her own unique capabilities. Each child has its own level of learning and must be encouraged to develop at its own pace on projects that they initiate themselves.



- **Who was Maria Montessori ?**

Dr. Maria Montessori born in Chiaravelle Italy into a home of music, books and study. In her early teens she entered engineering school then a medical school becoming the first women doctor of Medicine in Italy in 1896. From observing young underprivileged patients, Dr. Montessori determined that environment was a more important factor in their behaviour than previously believed. She set about designing learning materials and studying children as they use them. These materials combined with a specifically prepared environment and trained teachers to the Montessori Method of education.

- **What is the goal of Montessori Education ?**

The Montessori concept is based on the principle that children are always eager to learn, explore and try new things and master new skills. For this they have to be given the right stimulation, ambience, physical, sensory and artistic education where they have the freedom to explore their own capabilities. Only then we will get dramatic result with regard to their overall development.

- **What is the goal of Montessori teacher ?**

In Montessori classroom the place of traditional teacher is held by trained Montessori directress who is certified after hundreds of hours of specialize training. They are skilled at asking question rather than providing answers. They knew how to observe children as they learn. They knew how to help a child build self confidence and self esteem which is most important in today"s life.

- **What Makes Montessori Different from Other Education ?**

The child learn and is motivated through the work itself (not solely through the teacher) to persist in a given task. Each child has their own program suited to its developmental stage and needs. Each child receives individual attention, wherever possible and certainly wherever needed, all instruction is one on one in the early years or in small groups of similar ability for primary. One of the most important advantages is that each child can does work at their own pace. Children are expected to work, and there is no competitiveness, only the child"s own drive and desire to learn. The child is neither pressured to keep up with the group, nor bored by having to wait for others to catch up, consequently the child is happy to learn and come to school.

Montessori Education	Other Education
<input type="checkbox"/> Flexible Curriculum	<input type="checkbox"/> Rigid curriculum
<input type="checkbox"/> Allows the child to learn at his/her own pace	<input type="checkbox"/> Progresses at teacher"s pace
<input type="checkbox"/> Child is free to discover on his/her own	<input type="checkbox"/> Constant guidance by the teacher
<input type="checkbox"/> Scientific method of teaching	<input type="checkbox"/> Non scientific
<input type="checkbox"/> Reality orientated	<input type="checkbox"/> Much role-play and fantasy
<input type="checkbox"/> Specific places for materials sense of order	<input type="checkbox"/> Random placement –not necessary to return to specific place
<input type="checkbox"/> Child chooses activities according to inner needs	<input type="checkbox"/> Teachers decides what the child has to learn
<input type="checkbox"/> Child –centered learning environment	<input type="checkbox"/> Teacher –centered environment
<input type="checkbox"/> Self-education through self-correcting materials	<input type="checkbox"/> Use of reward and punishment in motivation
<input type="checkbox"/> Recognition of sensitive periods in each child"s	<input type="checkbox"/> All children are treated alike
<input type="checkbox"/> Multi-sensory materials to develop specific skills	<input type="checkbox"/> Play- materials for non- specific skills
<input type="checkbox"/> Liberty to speak (without disturbing others)	<input type="checkbox"/> Silence is on many occasions enforced
<input type="checkbox"/> Focus on developing the child"s wholesome personality	<input type="checkbox"/> Focus on imparting maximum quantum of knowledge

What will my child learn at a Montessori School? The Children's House – Stage 1 (Pre-Primary)

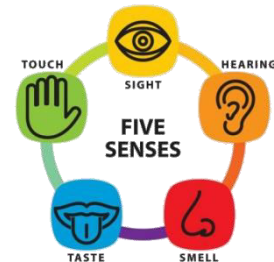
CURRICULUM:

The Stage 1 Montessori Program is designed for children from 3 to 6 years old. Children attend a daily session for five days a week. This provides a regular and established routine at an optimal time of the day for learning. As in a family, the children learn from and assist one another. They are free to move about, talk and work with familiar materials that can be divided into the five basic areas of the pre-school curriculum:

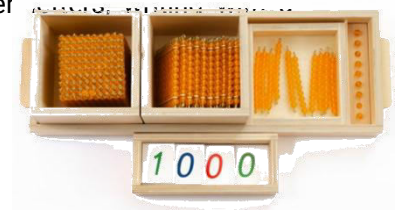
1. **Practical life** materials provide the link between home and school and enhance the development of coordination, confidence, concentration and independence. They help the children adapt to their environment. The Practical Life activities include polishing, washing, pouring, dressing skills, food preparation, sewing and social skills.



2. **Sensorial materials** are designed to help children become more perceptive to understand concepts and focus on the details of the world around them, and are in direct preparation for later work. Activities involve grading and matching shape, weight, touch, taste colour and sound.



3. **Language materials** increase vocabulary, explore the sounds and syntax of the English language and help children to read and write. Activities commence with oral language work such as stories, speaking and sound game, to working with sandpaper letters, writing with a movable alphabet and then reading.

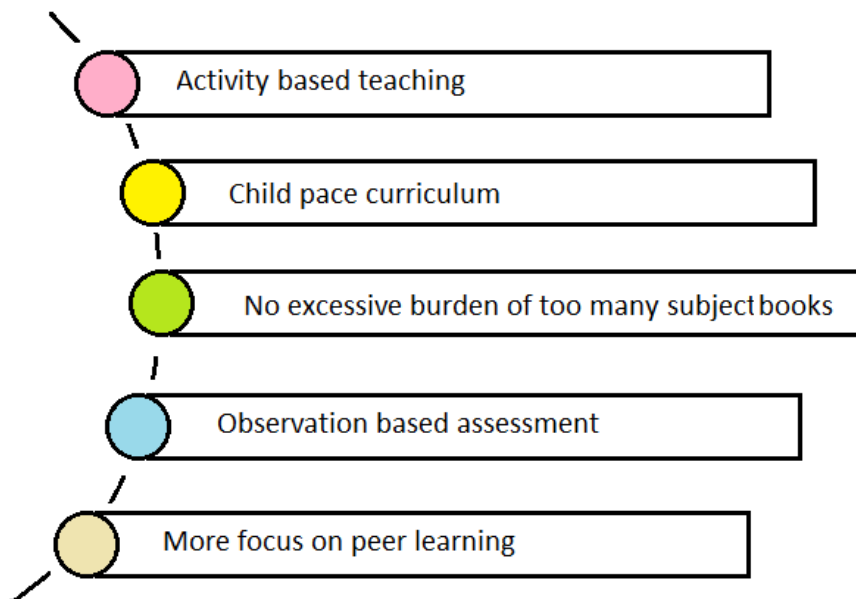


4. **Mathematical concepts** are offered to children concretely. Hands-on materials create an enjoyable approach to arithmetic and geometry. Children will learn to count and then to operate decimal systems and fractions. From this solid base abstraction occurs naturally.

5. **Cultural materials** provide children with experiences in geography, history, music, art and natural sciences. As in other areas the child first experience culture on a concrete level. Activities include puzzle maps for geography, bells for music, personal time-lines for history, simple science experiences such as sink and float and a range of paints and materials for art. Children generally move into more individualized sessions at approximately 5 years of age (this is a small group of older children working with the teacher on more formal school work). It is usually during this final year in the program that the greatest progress in the development of the child's social and academic skills can be observed. The first two years have laid a foundation of knowledge and experience which is consolidated and built upon in the third year.



WHAT NCF AND NEP 2020 SUGGESTS TODAY IS WHAT WE AT WONDER KIDS
MONTESSORI ARE FOLLOWING FROM LAST 16 YEARS.



❖ **How will young children learn at schools under the new NCF?**

The NCF said that for ages three to six, there should not be any prescribed textbooks for the children, and instead recommended simple worksheets for curricular goals and pedagogical needs.

“In the first three years of the foundational stage, for ages three to six, there should not be any prescribed textbooks for the children... children in this age group should not be burdened with textbooks. While textbooks might be inappropriate for children of ages 3 to 6, activity books can guide teachers to sequence activities and learning experiences,” the document said.

It prescribed story-based, project-based, theme-based, and electric approaches for teaching children in the foundation stage. “Stories are a particularly good medium for learning about social relationships, ethical choices, for understanding and experiencing emotions, and becoming aware of life skills. While listening to stories, children learn new words, thus, expanding their vocabulary and learning sentence structure and problem-solving skills,” the NCF recommended.

Besides, it recommends that children can be taught using toys, art, and craft, music, outdoor plays, field trips, spending time with nature, and conversations

❖ **How will children be evaluated at the foundational level?**

The NCF recommends two broad methods of assessment that are appropriate for the Foundational Stage – observations of the child and analysing artefacts that the child has produced as part of their learning experience. It recommends against tests and examinations.

“Assessment should not contribute to any additional burden for the child. Assessment tools and processes should be designed such that they are a natural extension of the learning experience

for the child. Explicit tests and examinations are completely inappropriate assessment tools for this stage," it stated.

Classes

- Play group (Below 3 yrs)
- Nursery (M1) (3 Years Complete till 31st December 2026)
- KG – I (M2)
- KG – II (M3)

Dr. Maria Montessori says

"The goal of early childhood education should be, to activate the child's own natural desire to learn."

Safety & Security

- Teaching / Non-teaching staff are vaccinated with both doses of vaccinations.
- School premises and buses are sanitized on daily basis.
- Teaching / Non-teaching staff are being checked with temperature on daily basis.
- All the furniture and student desks are arranged to maintain sufficient social distancing.
- Proper marking are done for, where students are supposed to stand in queues.

Wonder Kids at a glance :

- Structured & age appropriate Curriculum
- No examination
- Monthly assessment of the child
- Monthly personalized portfolio of each child is prepared for parents to have an overall review of what their child is learning at WKM.
- Multi – Sensory equipment and learning aids
- Optimum teacher student and attendants
- Professionally trained teacher and attendants
- Apparatus oriented – Self learning environment
- No traditional classroom teaching
- Emphasis on all round development
- Class capacity – Strictly 20-30 student only 1 : 10 teacher: Students Ratio.
- Extra curricular activities like Dance, Music, Hulla hoop etc. are taken.
- Co-curriculum activity and events like Interschool, intraschool competitions are conducted to eliminate stage fear in them. Various days are celebrated to make children a social being.

*We believe
"Competition with others make you
bitter, Competition with yourself make
you better."*

Facilities at Wonder Kids :

- Huge Ventilated activity rooms
- Playground with colourful play equipments
- Sand and water play
- Smart class teaching
- Dining area
- Library for kids
- Transport available
- Fibre play equipments



Montessori House of Children

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Galaxy	: Jajoo International School, Yavatmal	Ph. No. 76665 62557

