

Curriculum Guide



*Almalja Montessori
School*

ALMALJA MONTESSORI SCHOOL

PARENT HANDBOOK

2025/2026 Academic Session

WELCOME TO ALMALJA MONTESSORI SCHOOL

As-Salaamu ‘Alaykum wa Rahmatullaahi wa Barakaatuhu

Dear Parents and Guardians,

Welcome to Almalja Montessori School.

We are pleased to have you as partners in the education and development of your child. At Almalja Montessori School, we believe that every child is unique, capable and deserving of an environment that nurtures intellectual, emotional, physical, social and spiritual development.

Our educational approach combines the principles of Montessori education with inquiry-based learning, strong academic foundations and Islamic values. We seek to develop children who are independent learners, critical thinkers, responsible members of society and conscious of their responsibilities to Allah, themselves, their families and the wider community.

This Parent Handbook provides an overview of our educational philosophy, curriculum, assessment practices and programmes. It is intended to help parents understand what their children experience at school and how families can work together with the school to support their children's development.

Education is a partnership between the school and the home. Parents are a child's first and most important teachers, and their involvement has an important role in supporting academic achievement, character development and lifelong learning.

We encourage you to read this handbook carefully and to maintain open communication with the school whenever you have questions, concerns or information that may affect your child's education.

We look forward to working together to provide our children with a purposeful, supportive and enriching educational experience.

Jazaakumullaahu Khayran.

1. OUR MISSION

Our mission is to provide a child-centered education that develops confident, responsible, and lifelong learners through quality teaching, strong moral values, discipline, creativity, and collaboration with families and the community.

2. OUR VISION

To nurture a generation of God-conscious, principled, knowledgeable and responsible individuals, recognized for academic excellence and moral uprightness.

3. OUR CORE VALUES

Exploration and Curiosity

Children are encouraged to explore their environment, ask questions, investigate ideas and repeat activities until they achieve mastery.

Academic Excellence

Our prepared Montessori environment provides children with opportunities to work at an appropriate level of challenge while progressing according to their individual readiness and development.

Respect and Collaboration

Children are taught to respect themselves, others and the environment. They are encouraged to collaborate, communicate effectively and contribute positively to their community.

Critical Thinking and Problem-Solving

Students are encouraged to investigate problems, develop solutions, evaluate information and become thoughtful and independent thinkers.

Independence and Personal Competence

The Montessori approach encourages children to develop independence, self-discipline, confidence and responsibility for their own learning.

Islamic Character

We seek to nurture children who understand their relationship with Allah and demonstrate good manners, honesty, responsibility, compassion and respect in their daily lives.

4. OUR MONTESSORI APPROACH

Montessori education recognises that children learn through active engagement with their environment.

The prepared Montessori environment provides carefully selected materials and activities that allow children to:

- Learn through hands-on experiences.
- Develop independence.
- Make appropriate choices.
- Work at their individual pace.
- Develop concentration and coordination.
- Practise skills repeatedly until mastery.
- Learn from mistakes and self-correct.
- Develop respect for themselves, others and the environment.
- Work independently and collaboratively.
- Develop curiosity and a love of learning.

The teacher serves as a guide and facilitator, observing each child carefully and presenting lessons according to the child's developmental needs and readiness.

5. EARLY CHILDHOOD PROGRAMME

Our Early Childhood Programme provides a nurturing and developmentally appropriate environment in which young children can explore, learn and develop essential skills.

The programme is based on the following principles:

- Children learn effectively through hands-on activities.

- Children benefit from a variety of indoor and outdoor experiences.
- Activities should be structured and unstructured according to developmental needs.
- Play is an important part of early childhood learning.
- Every child is unique.
- Teachers respect each child's individual qualities and developmental pace.
- The development of the whole child is valued.

The Early Childhood curriculum supports the following areas of development:

Social Development

Children are supported in becoming comfortable in the school environment, developing friendships, cooperating with others and becoming part of a community.

Emotional Development

Children are encouraged to develop confidence, independence, self-control, resilience and a positive attitude towards learning.

Cognitive Development

Children develop problem-solving skills, curiosity, communication skills, observation skills and the ability to express their ideas and experiences.

Physical Development

Activities support fine and gross motor development, coordination, balance and confidence in physical movement.

Spiritual Development

Children are introduced to age-appropriate Islamic concepts and encouraged to develop love for Allah and an understanding of their identity and responsibilities as Muslims.

6. OUR CORE CURRICULUM

The Almalja Montessori preschool and elementary curriculum includes:

- Practical Life
- Sensorial Education
- English Language Arts

- Mathematics and Geometry
- Geography
- Earth and Physical Science
- Biology
- History and Social Science
- Arts and Crafts
- Islamic Education and Etiquette
- Qur'anic Studies
- Arabic
- Health and Physical Education
- STEM
- Technology and Digital Literacy

Our curriculum is designed to provide children with opportunities to acquire knowledge, develop practical skills, conduct research, solve problems and make meaningful connections between different areas of learning.

7. PRACTICAL LIFE

Practical Life activities help children develop independence, coordination, concentration, order and responsibility.

Children participate in activities appropriate to their age and developmental stage.

Examples include:

- Pouring and transferring.
- Caring for classroom materials.
- Cleaning and maintaining the environment.
- Folding and organising materials.
- Caring for plants and animals.
- Table manners.
- Simple food preparation.
- Sewing and craft activities.
- Appropriate use of tools.
- Personal responsibility.
- Money management and practical decision-making at an appropriate level.

As children grow, practical-life activities become progressively more advanced and may include problem-solving, budgeting, entrepreneurship and other real-life skills.

8. SENSORIAL EDUCATION

Sensorial activities allow children to explore and classify the properties of objects through their senses.

The programme includes exploration of:

- Shape and form.
- Size.
- Colour.
- Texture.
- Sound.
- Geometric figures.
- Plane and solid geometry.
- Measurement.
- Classification.
- Observation and comparison.

As students progress, they develop an increasingly sophisticated understanding of geometry, measurement and spatial relationships.

9. ENGLISH LANGUAGE ARTS

Our English Language Arts programme develops listening, speaking, reading, writing, spelling, grammar, comprehension, vocabulary, research and composition skills.

Pre-Reading

Young children are introduced to language through:

- Stories.
- Rhymes.
- Poems.
- language activities.
- Phonetic awareness.

- Letter recognition.
- Sandpaper letters.
- Vocabulary development.
- Read-aloud activities.

Reading

Students progressively develop:

- Phonetic reading.
- Vocabulary.
- Reading fluency.
- Reading comprehension.
- Interpretive reading.
- Independent reading.
- Research and reference skills.
- Appreciation of children's literature.

Writing and Handwriting

Students develop handwriting through carefully sequenced activities involving fine-motor control, letter formation, movable alphabets and progressively more advanced writing exercises.

Composition

Students progress from oral composition and simple sentences to:

- Stories.
- Poems.
- Descriptions.
- Reports.
- Letters.
- Science writing.
- Research projects.
- Creative and expository writing.

Spelling and Grammar

Students develop spelling through phonetic analysis, word study, dictation and vocabulary development.

Grammar instruction includes the parts of speech, sentence structure, punctuation, tenses and increasingly advanced language concepts.

10. MATHEMATICS AND GEOMETRY

The Montessori mathematics programme progresses from concrete experiences to abstract mathematical thinking.

Areas of study include:

- Number recognition and counting.
- Numeration.
- Place value.
- Addition.
- Subtraction.
- Multiplication.
- Division.
- Fractions.
- Decimals.
- Measurement.
- Money.
- Time.
- Geometry.
- Statistics.
- Data handling.
- Problem-solving.
- Squares and cubes.
- Roots.
- Introductory algebra.
- Practical mathematics.

Students use Montessori materials and practical activities to develop conceptual understanding before progressing to increasingly abstract mathematical work.

11. ENVIRONMENTAL SCIENCE AND COSMIC EDUCATION

Cosmic Education is an important component of the Montessori elementary programme.

It provides an integrated study of the universe, Earth, life, human development and the interconnectedness of living things.

Students explore connections between:

- Geography.
- History.
- Biology.
- Zoology.
- Botany.
- Earth science.
- Culture.
- Mathematics.
- Language.
- The arts.

The programme encourages children to appreciate their responsibilities towards other people and the natural environment.

12. GEOGRAPHY

The geography programme introduces children to the physical and human features of the Earth.

Areas include:

- Land and water forms.
- Continents.
- Countries.
- Maps.
- Globes.
- Oceans.
- Rivers and lakes.
- Mountains.
- Climate.
- Natural resources.
- Flora and fauna.
- Cultures and communities.

- Nigeria and its regions.
- Economic geography.
- The relationship between people and their environment.

Students develop an appreciation for geographical diversity and respect for different communities and cultures.

13. EARTH AND PHYSICAL SCIENCE

Students develop scientific knowledge and inquiry skills through observation, experimentation, research and practical activities.

Areas of study may include:

- The universe and solar system.
- Earth and its formation.
- Weather.
- Water cycles.
- States of matter.
- Physical and chemical changes.
- Elements and compounds.
- Rocks and minerals.
- Astronomy.
- Geology.
- Meteorology.
- Light.
- Electricity.
- Magnetism.
- Gravity.
- Measurement.
- Scientific observation.
- Data collection and analysis.

Students are encouraged to ask questions, form hypotheses, conduct investigations and record their findings.

14. BIOLOGY

The biology programme introduces children to living organisms and their relationship with the environment.

Students explore:

- Living and non-living things.
- Plants and animals.
- Plant structures.
- Animal structures.
- Classification.
- Habitats.
- Ecology.
- Food chains.
- Adaptation.
- Animal behaviour.
- Soil.
- Conservation.
- Natural resources.
- The interrelationships between living organisms.

Where appropriate, children participate in observations and practical activities involving plants, animals and the natural environment.

15. HISTORY AND SOCIAL SCIENCE

The history programme encourages children to understand people, communities and the development of human civilisation.

Students explore:

- The concept of time.
- Personal and family histories.
- Timelines.
- Ancient civilisations.
- Human development.
- Inventions and discoveries.
- Transportation.
- Architecture.
- Technology.
- Culture.

- Social development.
- Important historical figures and events.

Research, timelines, projects and presentations are used to deepen understanding.

16. STEM

STEM integrates science, technology, engineering and mathematics through practical and project-based learning.

Students are encouraged to develop:

- Critical thinking.
- Creativity.
- Collaboration.
- Communication.
- Problem-solving.
- Design thinking.
- Research skills.
- Technology skills.

Engineering activities and projects provide opportunities for students to identify problems, explore possible solutions, develop designs and assess their results.

17. TECHNOLOGY INTEGRATION

Technology is used to support teaching, learning, research and digital literacy.

Students may develop skills in:

- Keyboarding.
- Word processing.
- Spreadsheets.
- Presentations.
- Coding and programming.
- Digital research.
- Multimedia.
- Video editing.

- Educational applications.
- Digital literacy.

Technology is used as a learning tool and is introduced according to students' developmental levels.

18. ISLAMIC AND QUR'ANIC STUDIES

Islamic Education forms an important part of the school's educational programme.

Islamic Studies introduces students to:

- Aqeedah.
- Ibaadah.
- Islamic manners and etiquette.
- Moral values.
- Personal responsibility.
- Good character.
- Responsibilities towards parents and others.
- Responsibilities towards the wider community.

Qur'anic Studies includes age-appropriate:

- Qur'an recitation.
- Memorisation.
- Understanding of selected verses.
- Vocabulary and meaning.
- Reflection and discussion.
- Application of Qur'anic teachings in daily life.

The objective is not only memorisation but also helping children develop an appreciation of the Qur'an and apply its teachings appropriately in their lives.

19. ARABIC LANGUAGE

Arabic instruction introduces students to the Arabic alphabet, vowels, words, phrases and sentences.

Students develop Arabic through:

- Listening.
- Speaking.
- Stories.
- Pictures.
- Vocabulary.
- Sequencing activities.
- Reading.
- Writing.
- Handwriting.
- Description and conversation.

Students are encouraged to use Arabic vocabulary to describe objects, colours, numbers, locations, actions and experiences at an appropriate level.

20. SPECIAL PROGRAMMES

The school provides weekly programmes that may include:

- Art and Craft.
 - Literacy Club.
 - STEM.
 - Programming.
 - Career and Technical Education (CTE).
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21. CO-CURRICULAR ACTIVITIES

Students may participate in activities such as:

- Tahfidh and Tajweed.
- Swimming.
- Chess.
- Scrabble.
- Literacy Club.

Participation is intended to support students' intellectual, physical, social and personal development.

22. ASSESSMENT AND REPORTING

Assessment at Almalja Montessori School is used to understand student progress, identify learning needs and guide instruction.

We use a combination of formative and summative assessment methods.

Assessment may include:

- Classroom observation.
- Classwork.
- Quizzes.
- Projects.
- Practical activities.
- Tests.
- Research assignments.
- Presentations.
- Examinations.

Preschool and Nursery students are assessed through developmentally appropriate methods and do not take formal examinations. Formal examinations begin at the Primary level.

23. FORMATIVE ASSESSMENT

Quizzes

Quizzes provide teachers with information about students' understanding of recently taught concepts.

Independent Classwork

Daily classwork provides an ongoing indication of student understanding and helps teachers adjust instruction.

Projects and Practical Activities

Projects allow students to demonstrate understanding through research, investigation, creativity and application of knowledge.

Portfolios

Teachers maintain samples of student work and assessment information to document progress over time.

Parents may review information about their child's progress through the school's reporting and parent-teacher communication processes.

24. REPORT CARDS AND PROGRESS REPORTS

Student progress is communicated through reports that reflect a combination of assessments, classroom observations, projects, tests and other evidence of learning.

Reports may include:

- Academic achievement.
- Skills development.
- Areas of progress.
- Areas requiring further support.
- Teacher comments.
- Recommendations for continued growth.

Students receive progress information during the academic year, with an end-of-year report provided according to the school's reporting schedule.

25. SUMMATIVE ASSESSMENT

Summative assessment may include:

Chapter Tests

These assess students' understanding of completed areas of study.

Unit Tests

These assess knowledge and skills at the completion of a unit.

Culminating Projects

Students may complete individual or group projects to demonstrate understanding through presentations, experiments, reports, debates, recitations, models and other appropriate activities.

End-of-Term Examinations

Formal end-of-term examinations are administered from Primary 1 to Primary 6 in the school's main curricular areas.

26. PARENT-SCHOOL PARTNERSHIP

Parents are important partners in their children's education.

Parents are encouraged to:

- Ensure regular attendance and punctuality.
- Support healthy study habits.
- Encourage reading at home.
- Monitor homework and school assignments where applicable.
- Attend parent-teacher meetings.
- Review school communications.
- Communicate concerns promptly.
- Encourage respectful behaviour.
- Support the school's Islamic and educational values.
- Ensure that children arrive at school prepared for learning.
- Inform the school about circumstances that may affect the child's learning or wellbeing.

The school also recognises that each family is unique and seeks to maintain respectful and constructive communication with parents.

27. COMMUNICATION WITH PARENTS

Effective communication between the school and home is essential.

The school may communicate with parents through approved school communication channels, including notices, meetings, electronic communication, school reports and other official means.

Parents should ensure that their contact information is current and promptly notify the school of any changes.

Parents are encouraged to raise concerns through the appropriate school channels so that issues can be addressed promptly and constructively.

28. ATTENDANCE AND PUNCTUALITY

Regular attendance is essential to a child's academic progress and overall development.

Parents are expected to:

- Ensure that their children attend school regularly.
- Ensure punctual arrival.
- Notify the school when a child is unable to attend.
- Provide relevant information regarding prolonged or repeated absence.
- Ensure that children return to school promptly after approved absence.

The school's Attendance Policy provides further details regarding attendance, absence, lateness and communication with parents.

29. STUDENT CONDUCT AND DISCIPLINE

Almalja Montessori School seeks to develop students who demonstrate respect, responsibility, self-discipline and good character.

Students are expected to:

- Respect teachers and other members of staff.
- Respect fellow students.
- Care for school property.

- Follow reasonable school instructions.
- Use appropriate language.
- Behave safely.
- Respect the learning environment.
- Demonstrate good manners and Islamic etiquette.

Disciplinary matters will be handled fairly and appropriately, with consideration for the student's age, developmental level and circumstances.

The school seeks to correct behaviour while helping students understand responsibility, accountability and the consequences of their choices.

30. CHILD SAFEGUARDING AND WELLBEING

The safety and wellbeing of every child are fundamental responsibilities of the school.

Almalja Montessori School is committed to providing an environment in which children are protected from harm, treated with dignity and supported in their physical, emotional, social and educational development.

Parents should promptly communicate any safeguarding or wellbeing concern through the appropriate school channel.

Detailed safeguarding procedures should be maintained in the school's Child Protection and Safeguarding Policy.

31. HEALTH AND ILLNESS

Parents should not send a child to school when the child is unwell or unable to participate safely in normal school activities.

Parents should inform the school of relevant health information that may affect their child's participation in school activities.

The school's detailed Health and Medication Policy should be consulted regarding:

- Illness.
 - Medication.
 - Allergies.
 - Medical emergencies.
 - Returning to school after illness.
 - First aid.
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32. SCHOOL UNIFORM AND PERSONAL APPEARANCE

Students are expected to comply with the school's approved uniform and appearance requirements.

Parents are responsible for ensuring that their children:

- Wear the appropriate school uniform.
- Keep uniforms clean and presentable.
- Wear appropriate footwear.
- Bring required school materials.
- Clearly label personal belongings where appropriate.

The detailed Uniform Policy should be consulted for specific requirements.

33. SCHOOL TRANSPORTATION

Where school transportation is provided, parents and students are expected to follow the school's transportation and school-bus procedures.

Students must:

- Follow the instructions of the driver and supervising staff.
- Remain seated when required.
- Behave respectfully.
- Avoid distracting the driver.
- Observe all safety requirements.

Parents should ensure that children are collected according to the school's approved dismissal arrangements.

The detailed School Transportation Policy should be consulted for operational procedures.

34. HOME LEARNING AND READING

Parents are encouraged to create a supportive learning environment at home.

Appropriate home support may include:

- Daily reading.
- Revision of concepts taught in school.
- Completion of assigned work.
- Qur'an recitation and revision.
- Arabic vocabulary practice.
- Educational conversations.
- Age-appropriate practical activities.
- Encouraging children to ask questions and investigate their interests.

Parents should encourage independence rather than completing schoolwork on behalf of their children.

35. DIGITAL CITIZENSHIP

Students using school technology are expected to use digital resources responsibly.

Students should:

- Use technology for approved educational purposes.
- Respect other people's privacy.
- Protect passwords and personal information.
- Communicate respectfully.
- Follow school technology rules.
- Report inappropriate or unsafe digital content to a trusted adult.

Parents are encouraged to supervise children's use of technology outside school and promote safe and responsible digital habits.

36. FIELD TRIPS AND SCHOOL ACTIVITIES

Field trips and educational activities provide opportunities for students to apply classroom learning in real-world environments.

Parents will receive relevant information about activities requiring parental consent.

Students are expected to follow school rules and the instructions of teachers and supervising adults during all school activities.

37. FEES AND SCHOOL FINANCIAL OBLIGATIONS

Parents and guardians are responsible for meeting the school's approved financial obligations within the required timeframes.

Specific information regarding:

- Tuition.
- Payment schedules.
- Additional charges.
- Discounts, where applicable.
- Refunds.
- Outstanding balances.

will be provided through the school's approved fee and payment procedures.

38. ADMISSIONS AND ENROLMENT

Admission to Almalja Montessori School is subject to the school's Admissions Policy and applicable enrolment procedures.

The school welcomes students from diverse backgrounds and seeks to provide a respectful and supportive educational environment.

Parents are expected to provide accurate information during the admission process and to comply with the school's enrolment requirements.

39. PARENT CONCERNS AND COMPLAINTS

The school values constructive communication.

Parents who have a concern should first raise the matter through the appropriate teacher or designated school administrator.

Concerns should be communicated respectfully and with sufficient information to enable the school to investigate and respond appropriately.

The school's formal Complaints Procedure should be followed where a matter cannot be resolved through normal communication.

40. PARENT/GUARDIAN ACKNOWLEDGEMENT

I/We acknowledge that I/we have received and read the Almalja Montessori School Parent Handbook.

I/We understand that the handbook provides information about the school's educational programme, expectations, procedures and partnership with parents.

I/We agree to support the school in providing a safe, respectful and productive learning environment for my/our child.

Parent/Guardian Name: _____

Student Name: _____

Class: _____

Signature: _____

Date: _____

CONCLUSION

At Almalja Montessori School, we believe that education is a partnership between the child, the school and the family.

Through Montessori education, inquiry, academic excellence, Islamic values and meaningful engagement with the world around them, we seek to help every child develop the knowledge, character, independence and confidence needed to become a responsible and productive member of society.

We appreciate the trust parents place in us and look forward to working together for the benefit of every child.

Jazaakumullaahu Khayran for partnering with Almalja Montessori School.