



INTRODUCTION

At Ayhay Christian School, the Lower Elementary years (ages 6–9) are a time of wonder, exploration, and purposeful learning. Rooted in the Montessori method and anchored in a Christ-centered worldview, this curriculum supports the whole child—spiritually, socially, emotionally, and academically. Our classrooms provide rich, prepared environments where students develop independence, leadership, and responsibility through hands-on experiences and collaborative inquiry.

Each child progresses at their own pace, guided by the teacher through personalized lessons and meaningful work. The curriculum is organized into three developmental stages: Year 1 (ages 6–7), Year 2 (ages 7–8), and Year 3 (ages 8–9). Students are encouraged to move fluidly between these stages based on readiness, interest, and mastery.

YEARLY THEMES & LEARNING FOCUS

Lower Elementary Year 1 (Ages 6–7)

Theme: Foundations of Exploration and Belonging

- Focus: Building trust, classroom routines, independence
- Introduction to foundational skills in math, language, and science
- Learning about God as Creator and Jesus as God's Son
- Developing friendships, communication, and grace & courtesy

Lower Elementary Year 2 (Ages 7–8)

Theme: Growing in Confidence and Understanding

- Focus: Strengthening academic skills and personal responsibility
- Engaging in small group collaboration and independent work
- Discovering Jesus as Friend and learning deeper spiritual truths
- Practicing time management, peer problem-solving, and goal setting

Lower Elementary Year 3 (Ages 8–9)

Theme: Leading with Wisdom and Purpose

- Focus: Mastery of concepts, leadership, and personal expression
- Taking initiative in research, projects, and peer mentoring
- Embracing Jesus as Savior and applying faith to daily choices
- Preparing for transition to upper elementary with confidence

LOWER ELEMENTARY CURRICULUM TABLE

Each Lower Elementary class at Ayhay Christian School is a multi-age environment designed to reflect the Montessori philosophy of community-based learning, mentorship, and individualized exploration. The curriculum is internally structured into three developmental stages: Year 1 (ages 6–7), Year 2 (ages 7–8), and Year 3 (ages 8–9). However, this organization serves as a flexible guide rather than a rigid framework. Children are not confined to the content of their chronological year. Younger students may pursue more advanced lessons based on readiness, while older students may revisit foundational skills to gain deeper insight. This natural overlap strengthens peer learning, reinforces mastery, and respects each child's pace and potential. The curriculum grows with the child, nurturing curiosity, independence, and a love of learning.

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LOWER ELEMENTARY (6-9) CURRICULUM TABLE

SUBJECT	Description	Year 1 (Ages 6–7)	Year 2 (Ages 7–8)	Year 3 (Ages 8–9)	Home Activity
SPIRITUAL DEVELOPMENT	Fostering Christian values through scripture, prayer, and reflection	God the Creator; Bible stories on love; Memory verses; Guided prayers	Jesus our Friend; Verses on forgiveness; Lord's Prayer; Begin journaling	Jesus our Savior; Verses on salvation; Leading prayer; Christian character	Family devotions, prayer journals, singing worship songs
SOCIAL-EMOTIONAL DEVELOPMENT	Encouraging empathy, respect, and responsible choices	Cooperative play, expressing feelings, classroom routines	Conflict resolution, peer collaboration, responsibility	Leadership, mentoring, conflict management, self-awareness	Encourage empathy and problem-solving at home
PRACTICAL LIFE	Developing responsibility and independence through daily routines	Food prep, cleaning, organizing materials	Personal care, managing time, caring for environment	Leading routines, managing classroom materials, service roles	Child helps with meals, cleaning, organizing workspace
LANGUAGE & LITERACY	Building strong communication through reading, writing, grammar	Phonics, reading short stories, journal writing, basic grammar	Fluent reading, narrative writing, grammar boxes, parts of speech	Book reports, creative writing, complex grammar, public speaking	Read together, write stories or letters, label objects at home
MATHEMATICS	Exploring operations, geometry, measurement, and abstraction	Golden beads, place value, static operations	Stamp game, dynamic operations, beginning fractions	Passage to abstraction, long multiplication/division, fractions	Count items, use math in cooking and shopping
SCIENCE	Discovering God's creation through observation and experiments	Five senses, classification, plant & animal care	Life cycles, water cycle, matter, weather	Food chains, ecosystems, gravity, magnetism	Plant a garden, observe animals, weather journaling
GEOGRAPHY & SOCIAL STUDIES	Exploring the world and understanding human society	Land/water forms, Madagascar map, family and culture	Continents, flags, traditions, community roles	Biomes, time zones, economic geography	Look at maps, talk about cultural

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					heritage, visit local sites
ARTS & CRAFTS	Expressing creativity through various media and projects	Drawing, painting, color mixing	Sewing, sculpture, mixed media projects	Thematic projects, art history, personal expression	Create art from nature or recycled items
MUSIC & MOVEMENT	Building rhythm, musical literacy, and physical coordination	Singing, rhythm clapping, line walking	Percussion, movement games, music appreciation	Reading music, composing simple rhythms, group performance	Dance to music, clap beats, play rhythm games at home
DRAMA & PLAY	Cultivating imagination, storytelling, empathy, and confidence through role play and performance	Expressive movement, dramatic storytelling	Role play, improvisation, costume creation, guided skits	Script writing, performance planning, group drama presentations	Act out Bible stories, dress-up play, home theater skits
PHYSICAL EDUCATION	Developing coordination, strength, and teamwork	Gross motor games, stretching, ball play	Balance activities, team games, obstacle paths	Group choreography, sportsmanship, endurance games	Jump rope, backyard games, create mini-courses
CHESS	Logical reasoning, strategy, and concentration	Learn rules, basic tactics, friendly matches	Strategic thinking, opening principles	Tournament play, analysis, endgame mastery	Play at home, solve chess puzzles
FOREIGN LANGUAGE: FRENCH	Communicative competence and cultural awareness	Greetings, simple phrases, classroom vocabulary	Conversations, grammar basics, cultural topics	Reading, writing short texts, cultural projects	Label objects, practice with songs or apps
NATIONAL LANGUAGE: MALAGASY	Appreciation and fluency in national heritage Culture and values	Everyday vocabulary, greetings, songs Culture and values	Storytelling, folk tales, conversational skills Culture and values	Reading, writing paragraphs, poetry and proverbs Culture and values	Speak Malagasy at home, read folk tales, Share <i>Riba</i> and Literature

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ASSESSMENT

At Ayhay Christian School, assessment is a way to understand how each child is growing—not just academically, but spiritually, socially, and practically. We don't use tests or grades. Instead, we observe, listen, and guide children as they learn at their own pace.

We use two types of assessment: **Formative** (ongoing) and **Summative** (end-of-term).

Formative Assessment

Used every day to guide learning and help the teacher support each child in the moment.

Tools and Methods:

- **Teacher Observation:** Watching how children use materials, solve problems, and work with others
- **Work Cycle Logs:** Tracking the lessons and materials each child is practicing
- **Weekly Reports:** Sent to parents with notes on what their child did during the week
- **Portfolios:** Collecting work samples like drawings, early writing, or photos of hands-on activities
- **Grace & Courtesy Notes:** Noting progress in social behavior, independence, and classroom routines

Purpose:

To help teachers adjust lessons to each child's needs and support their individual growth.

Summative Assessment

Used at the end of each term to reflect on overall progress.

Tools and Methods:

- **Progress Report Terms:** A written summary shared with families showing the child's development in each area (spiritual, academic, emotional, etc.)
- **Demonstration of Learning:** The child shows what they've learned through simple presentations or activities
- **End-of-Term Skill Checklist:** A record of the concepts the child has been introduced to, is practicing, or has mastered
- **Parent-Teacher Conferences:** Formal meetings to discuss growth, goals, and next steps

Purpose:

To review the child's development, communicate with parents, and prepare for transitions (e.g., moving to the next year level or to elementary).

CONCLUSION

Our Lower Elementary program is a vibrant blend of faith, academics, and life skills, grounded in the Montessori philosophy and designed for the unique developmental needs of children ages 6–9. Through rich experiences, collaborative learning, and guided independence, students become curious, capable, and compassionate individuals. Teachers and families work together to ensure each child grows in wisdom, character, and purpose as they journey through these foundational

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