

ASSENTED  
Decision No  
of The Council of Kaunas City Municipality  
\_\_\_\_\_ 2021

APPROVED  
Order No  
of the Director  
of Kaunas Montessori School-Kindergarten  
of \_\_\_\_\_ 2021

## KAUNAS MONTESSORI SCHOOL-KINDERGARTEN “ŽIBURĖLIS” PRESCHOOL EDUCATION PROGRAMME

### I. GENERAL PROVISIONS

Kaunas Montessori school-kindergarten “Žiburėlis”

Type: School-kindergarten

Legal form: legal entity. Kaunas Montessori school-kindergarten “Žiburėlis” is a non-profit institution of Kaunas city municipality.

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The activities of the institution are based on M. Montessori pedagogical system, the essential provisions of which correspond to the humanistic and democratic principles of the Lithuanian education system. The Constitution of the Republic of Lithuania, the Convention on the Rights of the Child, legal acts of the Ministry of Education and Science of the Republic of Lithuania, regulations of Kaunas Montessori school-kindergarten “Žiburėlis”, the concept of non-traditional education are followed.

**Values and philosophy.** In order to implement the mission of the school-kindergarten, the members of the community are guided by the following values: respect, responsibility, freedom in discipline, ability to learn. Philosophy - the child is the creator of one’s own individual personality.

**Peculiarity of the institution.** Kaunas Montessori School-Kindergarten “Žiburėlis” is the only educational institution in Kaunas that ensures the continuity of education using the M. Montessori pedagogical system, covering the education of children from one and a half to ten years old, which helps to consistently transition from early preschool to primary education teaching.

Fostering multiculturalism. The objective is to ensure successful integration of children of the English-speaking family who have come or returned to live in Lithuania, to create suitable conditions for education in a multicultural environment.

**Structure:** 2 early childhood education groups (nursery), 4 mixed age pre-school education groups, 2 pre-school education groups, 4 primary school classes.

The main target of a teacher working with the method of M. Montessori pedagogical system is to promote the dissemination of the child's natural powers and to create an environment adapted to the needs of education. The teacher does not teach, but leads the child's self-development. He is an observer, promoter, and leader of the child's inner development. In M. Montessori pedagogical system, the teacher is partly replaced by teaching material that provides error control that allows for the self-development of each child.

The essence of M. Montessori pedagogical system is embodied by its three components: a unique concept of the child's personality development stages with their inherent physical and spiritual needs, a unique educational environment and tools corresponding to the above development stages, the concept of teacher-child personality development observer and leader. (Fig. 1. The main components of the Montessori pedagogical system).

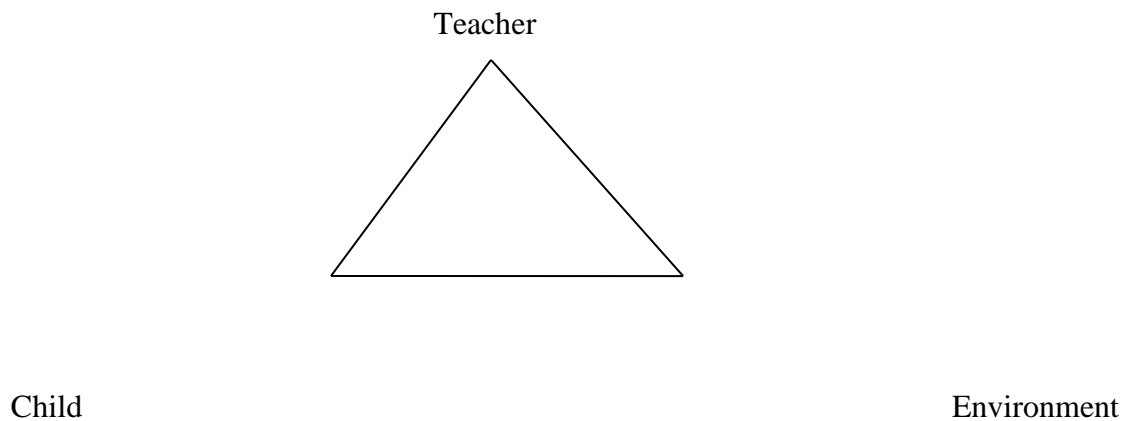


Fig. 1 *The main components of M. Montessori pedagogical system*

According to Montessori, the child should think for himself/herself, with as little outside influence as possible. The teacher can only promote the child's self-education, so it is very important for him/her to be restrained. M. Montessori poses the following tasks for teachers: to prepare the environment and to maintain it properly - to ensure that the teaching aids are sorted, tidy, clean, that each set is complete and placed in the right place. The teacher is patient, calm, intelligent, hardworking, does not talk much. They speak quietly, calmly, briefly, simply. The words are clear, precise, pictorial, graceful.

The didactic material in the environment is aesthetic, enticing to the child. It must be placed in such a way that it does not make any difficulties for the child to take it and work with it freely.

M. Montessori separated out the features of a properly prepared environment:

- Environmental safety.
- Appropriate measures to develop children's independence.
- Adapting items to children's height.
- Order, permanence, aesthetics.

The integration of English-speaking children is also taken into account when creating a group environment. The educational environment is supplemented with educational games in English, in the group environment, in addition to Lithuanian notes, there are also notes in English.

Based on the results of her own and other researchers', M. Montessori identified so-called receptive periods of a child's spiritual development. They are related to the child's needs at the appropriate age and the ability to understand certain features and connections of the external world phenomena, the emerging desire and ability to perform certain activities, to satisfy the need for social communication. Receptive periods do not recur. When one ends, the other begins. Their sequence reflects the consistent spiritual development of the child. The educational process, especially the environment, educational measures must enable the child to experience and understand the material that responds to the possibilities of the respective receptive period. It must promote the expression of the psychophysical and spiritual powers of the person unfolding during that period, guarantee their effective development. By successfully using the opportunities provided by receptive periods, the child's personality matures, one's spiritual experience and the powers of the mind expand.

In M. Montessori pedagogical system, a very important place is given to the individual activity of the child. The basis for such activities is created by a specially prepared educational environment and a teacher who is professionally prepared to work according to the methods of M. Montessori pedagogical system. The prepared environment is adapted to the educational needs of the person of the appropriate age and enables the child to individually choose the desired activity, meet his/her need to study, act, get to know, move, nurture self-confidence, implement socio-cultural - communication, aesthetic, national, moral, religious - the interests of the maturing personality.

A Montessori teacher must have scientific, professional, and internal competencies. Scientific preparation helps the teacher to know and understand the child's physical, emotional and mental development, to acquire knowledge about the child's abilities, types of developmental disorders, early diagnosis and therapy of disorders, as well as the child's social integration in the family and kindergarten. The teacher must be able to purposefully monitor the work of the child being educated, to understand the features of his/her psychophysical development. The professional competence of a teacher working with the methods of M. Montessori pedagogical system includes

pedagogical-psychological competence and the ability to prepare educational tools adapted to the educational needs of a person of each age group. The teacher follows the rules: there is no need to curse the child, but also not to rush to praise, it is important not to impose the child's activities, to allow him to choose, to allow the child to act independently, to respect the child's opinion, wishes, while respecting the child's personality, haste must be avoided, one must be patient while respecting the slow pace of the child's activity, it is necessary to give the child the opportunity to discover, feel, learn, not to rush with advice and instructions.

The teacher, acting as a link between the child and the prepared educational environment, must have a good understanding of its significance for the child's personality development, know the purpose of the materials and tools provided in the educational environment, know how to use them accurately and competently (so that there were not lack or not too many of materials), to create an aesthetic environment, artistic, methodical educational tools. In the educational environment, the teacher must be an attentive and kind child helper.

M. Montessori associates the inner preparation of the teacher with wisdom and patience. Anger and pride hinder the understanding of the child. Anger usually arises from a child's objections or his/her attempts to establish himself or herself. The teacher must not forget self-control and peace of mind. Patience, a positive attitude, and the ability to help a child are essential qualities of a Montessori teacher.

**Preparation of teachers and other professionals.** The institution employs qualified teachers with the necessary qualifications to work in accordance with the Montessori pedagogical system. 3 pre-school teachers have an international M. Montessori diploma. Other teachers have completed courses and seminars organized by the Lithuanian M. Montessori Association. Teachers are able to create an environment that promotes the child's development, ensure the child's well-being, cooperate with children's parents (caregivers), individualize education, adapting it according to the child's experience, abilities, opportunities and needs. From 2021 100% of the institution's teachers are ready to provide education for English-speaking children, families who have come or returned to live in Lithuania. Ready to accept the challenges they will face in developing children's tolerance of different traditions, linguistic peculiarities, values, etc.

In order to develop existing competencies and acquire new competencies, teachers actively participate in in-service training events organized not only by Kaunas Teacher Qualification Centre, but also by seminars, courses and conferences organized by the Ministry of Education, Science and Sports, Vilnius Professional Development Centre, Lithuanian Montessori Association. Special Montessori courses and seminars are attended not only by teachers but also by their assistants. Collegial feedback is being developed in the institution.

**The needs of the children attending the institution and the local community.** Kaunas Montessori school-kindergarten “Žiburėlis” is located in Aukštieji Šančiai. It is a “bedroom” community that is currently growing and rejuvenating very rapidly. An increasing number of children need a kindergarten and their needs are not fully met. Most of the children attending the institution are from the Aukštieji Šančiai district. Parents (caregivers) hope that children’s safety, care, development of independence and self-care skills, strengthening of health and correction of disorders, development of physical culture and artistic competencies will be ensured. Parents (caregivers) believe that M. Montessori pedagogical system is important for the child’s education, because individual work with children develops the child’s individuality, fully develops the child, so they become more disciplined, polite, more focused, more attentive, better oriented in the environment, gain more knowledge, more confident in themselves and in their own strengths.

For children of foreign families who do not speak Lithuanian or speak Lithuanian weakly, conditions are created for meeting the need for communication by discovering a positive relationship with children and adults. Individual rhythm of education is selected, adequate learning tools are ensured.

We cooperate with the Lithuanian Montessori Association, Kaunas Teacher Qualification Centre, A. Žikevičius Safe Child School, Maironis Museum, Museum of Lithuanian Educational History, maintain contacts with M. Montessori School in Riotlingen (Germany), Lemont Žiburėlis (USA), Seaton Montessori schools and Lithuanian educational institutions implementing the Montessori pedagogical system.

This pre-school education programme of Kaunas Montessori school-kindergarten “Žiburėlis” will be adjusted to changes in the needs of children and families attending the institution, changes in the teachers of the institution, changes in the educational environment. With this programme, we aim to meet the expectations and needs of visiting parents (guardians), teachers and the whole community.

## **II. PRINCIPLES OF PRE-PRIMARY EDUCATION**

Education is understood as an integral process based on self-education, the child’s real nature, his/her ability to create himself/herself, freely choosing the means. The individuality of the activity is encouraged, with each child acting according to his/her mental and physical capacity, interests and abilities. Emphasis is placed on respect, equality, children’s rights and responsibilities, independence and individuality.

M. Montessori points out that conditions are necessary for the development of personality: environment, help of educators (J. Vabalas - Gudaitis calls it pedagogical means). The child needs

help, but not direct. If we try to provide that aid directly, we are a major obstacle to his/her normal development. In the first stage of childhood, most children need the opportunity to act freely on their own initiative, without adult intervention. It is necessary to create a specially prepared environment for the child, in which he/she can find the necessary means of activity. Being free, the child will learn many things on his/her own, gain strong moral and social inclinations, and most importantly, his/her emotional life will not be disturbed. By creating appropriate conditions at this stage of life, the child creates individuality, thanks to independent work” (J. Vabalas - Gudaitis, 1993, p.19).

M. Montessori states that human self-expression is not a natural process of development, but a product of communication and relationships with people and the environment. Because the world is much more than a child can perceive, adults must prepare a place of the world for him or her to facilitate the child’s interaction with the environment. The prepared environment, according to M. Montessori, must be temporary in nature, adapting to the real world of the time.

The organization of children’s activities is based on principles:

**1. The principle of freedom and discipline.** The principle of freedom is based on two constructive, complementary principles:

- a) the free choice of the object of the activity;
- b) the deliberate definition of the limits of liberty by the means themselves.

Freedom of choice gives the child a natural opportunity to develop and strengthen one’s will. This is one but very important aspect of will education. “A free person is one who thinks and acts according to the provisions of truth, and not according to his/her whims or uncontrollable feelings” (D. Petrutytė, 1993, p. 200). M. Montessori emphasizes internal freedom, not external freedom.

In the Montessori group, the basis of discipline is order, clear provisions, agreements that not only children but also teachers must comply with. Children are disciplined not only by the rules, but also by the measures, which have their own specific purpose, regulating the life and behaviour of the community. They are essential to the implementation of discipline. In addition to order in an environment that naturally disciplines children’s behaviour, children achieve the highest degree of discipline when they delve into interesting activities. A person who uses his/her energy for constructive and creative work is always free, disciplined and self-satisfied.

An individual is as free as he/she is disciplined. "Discipline is based on the foundations of freedom, so the discipline itself must be active. We do not consider an individual to be disciplined because he/she is artificially disciplined and immobile. Disciplined is one who is able to manage one’s own behaviour. True discipline is self-control. (M. Montessori, 1992, p. 39). Discipline must flow from organized freedom, which is the most important principle of Montessori discipline.

According to Montessori, the ideal pursuit of discipline in the educational process is to help children learn to discipline and control themselves. In this case, the teacher helps the child to move from external to internal control by promoting responsibility for their own behaviour. This encourages the child to acquire these qualities.

- ✓ Inner freedom. The child can see a clear perspective on the options and can choose one of them.
- ✓ Ability to respond. The child feels responsible for one's behaviour, he/she has the courage to admit he / she has done wrong.
- ✓ Being able to be alone. The child is not obsessively looking for dependence on others.
- ✓ Self-control. The child can concentrate, explore without outside supervision and encouragement, listen to others without interruption.
- ✓ An independent system of values. The child must have the inner strength to resist evil, to adhere to one's principles, even if he/she is threatened with rejection or unpopularity.

**2. Principle of equality.** Nature has given each baby not only powers and talents, but also individual development. All social problems are analysed with a focus on adult affairs. "And, in fact, the needs of the child are much more important" (M. Montessori, 1992, p. 32).

In order for a child to be able to develop his/her powers, he/she, like an adult, needs freedom, respect, and appropriate conditions. The child is seen as an equal member of society, his/her rights, needs and independence are taken into account. Mutual respect is necessary - if it is not, there is no equality.

**3. Principle of non - interference.** The educator must monitor the children, anticipate their needs and help children implement them. But the teacher has nothing to do for the child. After all, it is not in vain that the child's first request or even demand is, "I'll do it myself!"

The teacher must, without prejudice to other principles, guide the child in a creative direction. He cannot force the child, command and instruct him/her. However, when a child shows interest, the teacher must cleverly help him/her "do everything himself/herself". "With the help of a smart, well-prepared teacher, the child is guided step by step to the joyful acquisition of knowledge." (M. Montessori, 1992, p. 115).

**4. Principle of environmental protection and sustainability.** According to it, group agreements are discussed with children and their parents (guardians), which must be observed by the whole group community: both adults and children. Agreements must be very well thought out, unambiguous and enforceable.

**5. Principle of error control of the measure.** Each tool has error control that helps prevent the teacher from interfering directly with the child's activities, helps the child concentrate, encourages repetition of the exercise to achieve the result.

**6. The principle of kindergarten and family unity.** Cooperation between parents (guardians) and teachers is one of the main conditions for the success of children's education. It is necessary to follow the principle that everything that is done for the benefit of children. Only the joint work of parents (guardians) and teachers will give the desired results. The collaboration must begin before the child comes to kindergarten. Parents (guardians) are involved in the educational process.

**7. Principle of transferability.** The curriculum of pre-school children is matched with the content of pre-school education in order to make for the child a harmonious transition from pre-school group education to pre-school education. Education was ensured at all ages (pre-school group, pre-school) by implementing elements of M. Montessori pedagogical system.

**8. The principle of nationality.** We aim to educate the future custodian and creator of the nation's culture. Together with parents (guardians) and the whole community of the institution, the teacher raises harmonious, good, dignified, creative people. Helps the child to give meaning to everything that surrounds him / her, through values, moral attitudes to the environment, language, Lithuanian folk traditions, customs, literature.

**9. The principle of humanity.** The right to be different is recognized, the child is respected as a personality. Every child is unique, with bright natural traits that need to be nurtured. The independence and autonomy of the child's inner world is respected. There are more opportunities to meet the need to act, to move freely, to express oneself by showing one's abilities and creativity.

### III. THE OBJECTIVE AND TARGETS

**The objective** is to create conditions that help the child to meet his/her natural, cultural, as well as ethnic, social and cognitive needs, taking into account the most advanced trends in science and society.

#### **Objectives:**

1. to nurture the individual powers of the child's nature in order to achieve personal maturity and successful integration into the life of society;
2. to develop independent learning experience, to develop a person's critical thinking and problem-solving skills;
3. to provide pupils with meaningful knowledge: to teach to learn, to search, to discover the necessary information, to systematize it, to use it;
4. to create an environment that guarantees the protection of a person's dignity, which helps to foster the child's physical and mental health, to ensure his/her social security;



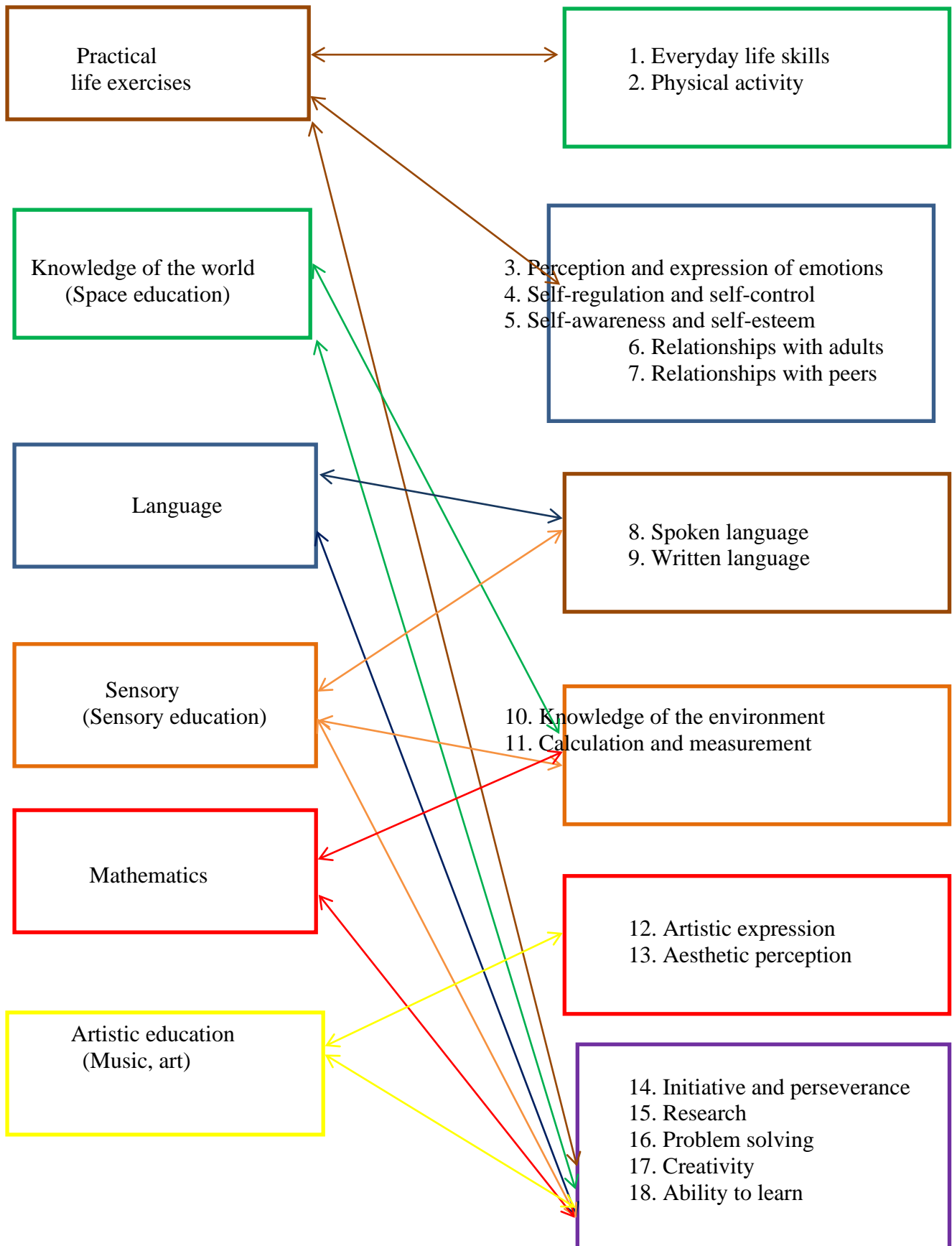
5. to create an educational environment based on the principles of M. Montessori pedagogical system, responding to the physical and spiritual needs characteristic of the respective phase of the child's personality development;

6. to fully promote the independence of pupils, self-confidence, to foster conscious motivation to learn;

7. based on M. Montessori pedagogical system, the concept of the interaction of freedom and discipline is characteristic, to cultivate the common human values of a person, to foster the social experience of communication and cooperation.

#### IV. EDUCATIONAL CONTENT, TOOLS AND METHODS

Interaction of Preschool Children's Education Areas and M. Montessori Pedagogical System in Kaunas Montessori School-Kindergarten "Žiburėlis":



Skills	Tools, exercises	Understanding knowledge
<b>Practical life skills</b>		
<p>Ability to control and coordinate movements, to concentrate.</p> <p>Self-management habits, performing practical life skills training exercises and their use in practical life.</p> <p>Ability to gradually move from simpler to more complex activities.</p> <p>Self-confidence and inner discipline.</p> <p>Ability to socially integrate and live in a community.</p> <p>By actively working with objects in the immediate environment, he/she learns independence and improves the basics of conscious activity.</p> <p>Develops the need to be tidy, polite.</p> <p>Experiencing aesthetic delight by seeing the results of his/her and a friend's work, noticing the beauty around him/her.</p>	<p>Preparatory exercises:</p> <ul style="list-style-type: none"> <li>• opening – closing the door</li> <li>• carpet carrying, unwrapping, wrapping</li> <li>• carrying a chair, a table</li> <li>• spooning</li> <li>• pouring of bulk materials</li> <li>• water pouring</li> <li>• napkin folding</li> </ul> <p>Self-examination exercises:</p> <ul style="list-style-type: none"> <li>• dressing frames</li> <li>• hand washing</li> <li>• braid plaiting</li> <li>• shoe cleaning</li> </ul> <p>Environmental care exercises:</p> <ul style="list-style-type: none"> <li>• sweeping</li> <li>• dust cleaning</li> <li>• table cleaning</li> <li>• metal polishing</li> <li>• bouquet composition</li> </ul> <p>Exercises for social life and politeness:</p> <ul style="list-style-type: none"> <li>• greeting</li> <li>• behaviour at the table</li> <li>• address, apology, thanks</li> <li>• behaviour coughing</li> <li>• nose wiping</li> <li>• passing through a door, passing between several children</li> <li>• learning to walk and talk quietly</li> <li>• learning to host a guest</li> </ul> <p>Balance exercises:</p>	<p>Learn to carry various objects, coordinates movements.</p> <p>Able to open and close doors, follow the rules of behaviour.</p> <p>Visual visual-motor coordination develops. Knows and names examples of polite behaviour in the community. Eye-arm coordination, fine motor skills develop.</p> <p>Able to gain attention for a long time, learn patience. Performing daily life exercises shapes the skills of cultural behaviour at the table.</p> <p>Remembering the sequence of exercises develops memory.</p> <p>Learns to correctly name environmental objects, enriches children's vocabulary.</p> <p>Prepares hand for writing.</p> <p>Children learn to control their bodies.</p> <p>Able to move safely in a group environment.</p> <p>Communicates respectfully and politely with peers and adults.</p>

	<ul style="list-style-type: none"> <li>• line walking</li> <li>• silence exercises</li> </ul>	
Sensory education		
<p>The senses of sight, touch, hearing, smell, taste shall be developed, with the help of which the environment is better known.</p> <p>Ability to systematize, classify, analyse.</p> <p>Ability to transfer newly mastered methods of material-cognitive activities to real life.</p> <p>Sorting, forming, comparing, using all 5 senses continues the acquaintance with size, colours, shapes and their concepts.</p> <p>Educated artistic perception, creative imagination.</p> <p>Rich vocabulary.</p> <p>By own nature and potential powers, he/she is interested and explores, seeks, discovers.</p> <p>Participates in conversations, experiments, invites friends for joint activities, exchanges information, helps friends, explains, recommends.</p> <p>Researches the environment in various ways (senses, tests, thinking, experiments),</p>	<p>Working with sensory training material:</p> <ul style="list-style-type: none"> <li>• Develops small and large muscle motility.</li> <li>• Coordinates movements.</li> <li>• Focuses attention.</li> <li>• Develops creative imagination.</li> <li>• Develops attention.</li> <li>• Introduces the child to mathematics.</li> <li>• Introduces the child to geometry.</li> <li>• Prepares the child's hand for writing.</li> <li>• Enriches the vocabulary.</li> </ul>	
	<p>Sight training tools:</p> <ul style="list-style-type: none"> <li>• Pink tower</li> <li>• Brown stairs</li> <li>• Red sticks</li> <li>• Four wooden cylinders ladder with rollers</li> <li>• Colour boxes: 1st colour box 2nd colour box 3rd colour box 4th colour box</li> <li>• Geometric chest of drawers</li> </ul>	<p>Discerns three levels of sizes: large-small, larger-smaller, largest-smallest. Focuses attention. Builds a tower from largest to smallest.</p> <p>Discerns three levels of sizes: thick-thin, thicker-thinner, thickest-thinnest. Lays out steps from thickest to thinnest.</p> <p>Learns to visually perceive length. Discerns the concepts of long-short by introducing higher and highest degrees. Learns to place sticks from longest to shortest. Prepares to work with math sticks, introduces the child to linear calculation.</p> <p>Discerns objects of the same shape in two sizes. Gets acquainted with the concepts: big-small, thick-thin, high-low, thick-low, high-thin.</p> <p>Knows the main colours (red, blue, yellow). Gets acquainted with additional and "mixed" colours (introductory terms: orange, green, purple, pink, grey, brown, white, black). Gets acquainted with shades by brightness. Introductory concepts: light-dark in higher and highest degrees. Finds a pair of the same shade and sorts them from lightest to darkest and vice versa, learns to arrange various patterns and ornaments in the plane.</p> <p>Gets acquainted with geometric shapes: square, triangle, circle, rectangle, quadrilateral, pentagon, hexagon, heptagon, octagon, nine, triangle, oval, ellipse.</p>
	<p>Tactile sensory (touch) training tools:</p> <ul style="list-style-type: none"> <li>• Tactile plates</li> <li>• Tactile plates pairs</li> <li>• Fabric box</li> </ul>	<p>Develops a sense of touch, learns to recognize various surfaces. Knows the concepts: rough - gentle. Introduced concepts rough - gentle in higher and highest degrees. Gets acquainted with fabrics and fur of various textures, leather, glass (touching various surfaces).</p>

collects information of concern.	Hearing tools: Sound boxes	Develops hearing senses, prepares for music perception. Introduced concepts: loud-quiet and their higher and highest degrees.
	Weight training tools: <ul style="list-style-type: none"> <li>• Weight charts</li> <li>• Pairs of weight charts</li> </ul>	Develops a sense of weight. Introduced concepts are easy - difficult in higher and highest grades.
	Heat sense training tools: <ul style="list-style-type: none"> <li>• Thermoses</li> <li>• Heat sense training charts</li> </ul>	Develops a sense of warmth using various materials. Learns to perceive heat from the hottest to the coldest.
	The sense of smell training tools: <ul style="list-style-type: none"> <li>• Scent boxes</li> </ul>	The sense of smell is developed, the child gets acquainted with various smells. Gets acquainted with the names of aromatic substances, herbs, spices.
	Taste training tools: <ul style="list-style-type: none"> <li>• Taste dishes</li> </ul>	Taste receptors are developed. Gets acquainted with the main flavours: sweet, sour, salty, bitter and can discern them.
	Stereo gnostic (holistic) sensory training tools: <ul style="list-style-type: none"> <li>• Geometric bodies</li> <li>• Sorting exercises</li> <li>• Mysterious bag</li> <li>• Constructive triangles</li> <li>• Colourful rollers</li> <li>• One-piece cube</li> <li>• Binary cube</li> <li>• Three-piece cube</li> <li>• Figures lying on top of each other</li> <li>• Botanical chest of drawers</li> </ul>	<p>Tactile and spatial perceptions are developed. Gets acquainted with geometric bodies: sphere, roller, ellipsoid, ovaloid, triangular prism, quadrilateral prism, cone, triangular pyramid, cube. The child is introduced to geometry by making body layouts, the concept of a point begins to form.</p> <p>Can sort various items by attributes (beans, necklaces, buttons, etc. by shape, colour, etc.).</p> <p>Learns to create various geometric shapes, change them, vary them in various ways.</p> <p>The vocabulary is enriched with geometric concepts: edges, diagonals, angles, perpendiculars, names of triangular shapes by angles and edges.</p> <p>Gets acquainted with four boxes of coloured rolls. The concepts of size are formed; high-low, high-low, and etc.</p> <p>Learns to assemble and disassemble single-membered, binary-ternary cubes. Learns to combine colour, size and shape. Learns to understand the relationship between prisms.</p> <p>Gets acquainted with the trees leaves of various shapes. Working with a botanical chest of drawers: combines the shape of a sheet with a card; combines forms with a specific sheet; prepares leaves books; introduces concepts describing leaf shapes; visually distinguishes sheets of various shapes and sizes.</p>

Mathematics		
<p>Uses numbers, symbols. Calculates items, compares groups of items by quantity, determines the place of an item in a row, is able to form sequences. Measures, compares, performs practical addition, subtraction, multiplication, division actions. Develops mathematical memory, forms mathematical images.</p>	<p>Learning to understand quantity and know the number symbol from 1 to 10:</p> <ul style="list-style-type: none"> <li>• blue - red sticks</li> <li>• rough numbers</li> <li>• blue - red sticks and figures</li> <li>• bobbins</li> <li>• even - odd numbers</li> <li>• memory game</li> </ul>	<p>Learns to count from 1 to 10 and from 10 to 1 (in descending - ascending order). Combines a specific material with a symbol. Learns to know numbers, mark them with signs. Performs mathematical operations, writes them down. Prepares hand for writing numbers. Establishes numeric names from 0 to 9. Improves number writing skills: starts writing numbers on a board with chalk, in the sand; on paper.</p> <p>Explains the concept of zero. Children learn the sequence of numbers from 0 to 9. Feels the concept of quantity: many and few. Get acquainted with the quantitative structure of the number of units (when operating on a specific material - bobbins: 3 is 1,1,1).</p> <p>A sequence of numbers from 1 to 10 is established. Children get acquainted with even and odd numbers and their structure. Develop numeracy skills. The concept of 10 is introduced. Visual aid perceives the structure and sequence of numbers.</p> <p>The sequence of numbers from 0 to 10 is established. Memory is developed. Will and self-control are educated.</p>
	<p>Introduction to the decimal system: Pearl material</p> <ul style="list-style-type: none"> <li>• introduction to the decimal system with pearl material, perception of quantity (unit, tens, hundred)</li> <li>• introduction to pearl material - symbol (one, ten, hundred)</li> </ul> <p>Composition of the decimal system and its functions:</p> <ul style="list-style-type: none"> <li>• forming a decimal system with pearl material</li> <li>• compiling a decimal system with card material</li> <li>• the combination of these two parts - pearl material and number cards</li> <li>• formation of</li> </ul>	<p>Learns concepts: one, ten, hundred, thousand.</p> <p>Combines a specific material with a symbol. Understands the structure of ten, one hundred and one thousand: one, out of ten units there are tens, out of 10 tens - a hundred, out of 10 hundred - a thousand.</p> <p>Learns a sequence of numbers from 1-9, 10-90, 100-900, 1000.</p> <p>Associates a specific material ("Gold beads") with a symbol.</p> <p>The child visually perceives the layout of the decimal system.</p> <p>Gets acquainted with the numbers of different categories.</p> <p>Learns to give verbal names to number combinations.</p>

	polynomial numbers	
	<p>Linear calculation from 1 to 1000:</p> <ul style="list-style-type: none"> <li>• 1st Segen's board</li> <li>• 2nd Segen's board</li> <li>• 100 chains</li> <li>• 1000 chain bead board</li> </ul>	<p>Learns to count from 10 to 20. Visually perceives number structure: 11,12,13,14,15. The child learns that one tens and one unit - eleven, etc. Enriches vocabulary with mathematical concepts.</p> <p>Learns to count from 10 to 99. Gets acquainted with the quantitative structure of tens: one tenth and ten units make up two tens, etc.</p> <p>The child is prepared for a bank game. The child is prepared for linear calculation. Vocabulary is enriched with mathematical concepts. Children learn to count linearly up to 100. A mathematical connection shows that 100 is a chain and 100 is a square. Other exercises show the relationship between size and symbol.</p> <p>By counting the 1000 chain bead, children learn, get acquainted with the structure of 100 and 1000. Introducing the concept of a cube, showing that a cube is a thousand. Specific material is combined with a symbol, children learn numbers up to 1000. Beads chains. Linear computing skills are established. Children learn composition and multiplication actions, record them. Prepares children for cubic and square root pulling. Enters in geometry: single-chain-circle, three-triangle, four-square, and so on. Compare to sensory material. Consolidation of tens is established. Children learn a variety of decimals combinations. Prepares for multiplication and division actions. Children consolidate composition skills.</p>
	<p>Learning to count by heart:</p> <ul style="list-style-type: none"> <li>• hundred board</li> <li>• snake game</li> </ul>	<p>Children learn the sequence of numbers from 1 to 100. Number writing skills are consolidated. Exercise focuses on meaningful activities. Fine hand motor skills are being developed. Consolidation of tens is established. Children learn various combinations of making dozens.</p>
	<p>Arithmetic calculations:</p> <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> <li>• bank game</li> </ul>	<p>Working with specific material, children learn to add, subtract, multiply, divide. Learn to write these actions mathematically. Enriches the dictionary – can name these actions, two-digit, three-digit, four-digit numbers. Visually perceives the meaning of addition, subtraction, multiplication, division actions. Performs mathematical operations by heart. When working with specific material, children learn to add, subtract, multiply, divide. Learn to write</p>

		these actions mathematically. Enrich vocabulary - action, two-digit, three-digit, four-digit numeric names. By visual perception, children perceive the actions of addition, subtraction, multiplication, division.
Native language		
<p>Ability to communicate in the native language and express oneself, ability to listen and hear, understand the speaker.</p> <p>Able to express one's thoughts, an opinion, to speak, discuss clearly, consistently, expressively, adhere to language etiquette.</p> <p>Knows the advantages of being able to read and write, notices similarities and differences in sounds. Connects sounds and letters.</p> <p>Recognizes letters, reads words, reads texts of several sentences. Writes letters, holds pen properly.</p> <p>He/she is interested in books, tells and recites, is able to create.</p>	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• vocabulary enrichment through daily activities</li> <li>• vocabulary enrichment and concept formation through tools</li> <li>• enrichment of vocabulary through specific material - cards and sound games</li> </ul>	<p>Learns to listen and understand the speech of others, speaks to children and adults. Enriches vocabulary, learns to classify. Learns to distinguish the place of sound. Sets the position of the sound in the word.</p>
	<p>Writing. Indirect preparation for writing is developed through:</p> <ul style="list-style-type: none"> <li>• practical life exercises</li> <li>• work with sensory training material</li> <li>• work with mathematical tools</li> <li>• Direct writing skills are developed through:</li> <li>• metal inserts</li> <li>• sound games</li> <li>• rough letters</li> <li>• mobile alphabet.</li> </ul>	<p>Learns to hold a writing instrument correctly, prepares a hand for writing. In the harmony of visual, tactile and phonetic perception, children learn the names of letters of the Lithuanian alphabet, learn to write letters in the right directions. Learn to analyse a word phonetically, to combine sound with a symbol. Explain that sounds and letters are related, that sounds can be recorded in letters. Learn to write a word or text on paper without lines. Improve writing skills by copying, learn to express ideas in written language.</p>
	<p>Reading</p> <ul style="list-style-type: none"> <li>• <b>reading without diphthongs (phonograms):</b></li> <li>• reading with small things</li> <li>• Reading with items from the environment</li> <li>• Reading classification</li> <li>• Reading classification with pictures with one word</li> <li>• Notes</li> <li>• Reading notebook</li> </ul>	<p>Children learn to match a word to an object. After reading the word, children can apply to the object or vice versa.</p> <p>Recognize uppercase and lowercase letters, written and blocked letters.</p> <p>Explain the direction of writing and reading - from left to right and from top to bottom. Can name letters are made up of words and words are made up of sentences.</p>



	<p>with pictures in one sentence</p> <ul style="list-style-type: none"> <li>• <b>Reading with:</b></li> <li>• Separate words with diphthongs (phonograms)</li> <li>• Reading with small items and coloured letters</li> <li>• Phonogram notebooks</li> <li>• Reading classification</li> <li>• Reading classification with pictures with one word</li> <li>• Notes</li> <li>• Reading books with a picture and one sentence</li> <li>• Reading material with several phonograms</li> <li>• Definition books</li> <li>• Introduction to foreign words</li> <li>• <b>Word functions</b></li> <li>• Working with a noun, a verb, an introduction to working with an adjective, a conjunction, etc.</li> </ul>	<p>Learns to read sentences in a book with pictures. Learns various concepts. Enriches vocabulary.</p> <p>Gets acquainted with the spelling of foreign words.</p> <p>Gets to know the words that mean action. Anticipates the future tense.</p> <p>Learns to describe things, phenomena.</p> <p>Learns to speak in correct, complex sentences.</p>
<b>Science and Culture (Space Education)</b>		
<p>Interested in living and non-living nature. Monitors changes in nature, the surrounding environment.</p> <p>Knows how to study nature carefully and safely, collect information.</p> <p>Researches the environment, understands the interrelationships of various phenomena. He/she is interested, asks, explains about</p>		<p>By actively working with objects and tools in the immediate environment, researching, experimenting, searching and discovering, he/she gets acquainted with the world around him/her and its phenomena. The child tells you what fascinated natural phenomena have been studied and why. Describes why it is interesting to observe natural phenomena.</p> <p>Explains that objects and phenomena can be known by all the senses: looking, touching, smelling, tasting, listening, as well as measuring, comparing.</p> <p>Leafing through encyclopaedias, nature books, various sources of information are used. Indicates where other relevant information can be found.</p>

<p>his/her place of residence and objects of history, culture and art known from various sources of information. Interested in atmospheric, seasonal, material changes and other phenomena. Compares, groups, classifies objects. Summarizes information, makes conclusions.</p>	<p>Geography:</p> <ul style="list-style-type: none"> <li>• Rough globe of land and water</li> <li>• Earth-air-water</li> <li>• Land and water forms</li> <li>• Coloured globe</li> <li>• Composite map of continents</li> <li>• Composite map of European countries</li> <li>• Flag stand</li> <li>• Geography of Lithuania</li> <li>• The sun. Day and night</li> </ul>	<p>Gains knowledge of the shape of the earth's surface.</p> <p>Divides the world into earth, air and water - Planet Earth consists of liquid: water, solid objects and air. Can classify objects (mock-ups or pictures) according to three elements: earth, air, water. Gets acquainted with the importance of land, water, air in human life.</p> <p>Learns to recognize and name land forms (island, lake, strait, promontory, peninsula, bay) on maps and globes.</p> <p>Develops an understanding of the shapes and sizes of continents and oceans. Learns the names of continents and oceans; learns the layout of continents on a map.</p> <p>Knows the name of the continent where he / she lives (Europe). Learns the names of European countries, their capitals, the location on the map.</p> <p>Gets acquainted with the flags of the states. Gets acquainted with the languages, customs and culture of those countries.</p> <p>Learns the names of Lithuanian regions/counties (depending on the map) and their location. Gets acquainted with dialects, customs, clothing, culture.</p> <p>Learns to understand abstract time by working with specific material: understands the relationship between the rotation of the earth around its axis and around the sun and the change of day and night.</p>
	<p>Botany:</p> <ul style="list-style-type: none"> <li>• Parts of the plant</li> <li>• Parts of the tree</li> <li>• Parts of the leaf</li> <li>• Parts of the blossom</li> <li>• Leaf shapes chest of drawers</li> <li>• Parts of the fruit</li> <li>• Seed parts</li> <li>• Fruits - vegetables</li> </ul>	<p>Takes care of the plants in the group by doing experiments, growing plants, searching, experimenting.</p> <p>Knows the names of the plant and its individual parts (tree, leaf, flower, fruit, seeds). Understands the meaning and function of each part for the plant.</p> <p>Recognizes and compares leaves according to their shape. Learns the names of leaf shapes, is able to sensory recognize them.</p> <p>Is familiar with individual groups of plants is able to sort them by a certain trait.</p> <p>Knows characteristics of a separate group of plants.</p>

	<p>Zoology:</p> <ul style="list-style-type: none"> <li>• Alive-dead</li> <li>• Plant-animal</li> <li>• Invertebrates (tree of life)</li> <li>• Parts of fish</li> <li>• Frog parts</li> <li>• Turtle parts</li> <li>• Parts of a bird</li> <li>• Horse parts</li> <li>• Migratory-wintering birds</li> </ul>	<p>Learns to classify and recognize objects (in pictures) according to the living-dead division. Looks for differences (or similarities) between living and dead things. Learns to classify and recognize images by plant - animal division. Looks for differences (or similarities) between plants and animals.</p> <p>Learns to classify and recognize pictures, moulage according to the vertebrate-invertebrate division. Learns to classify animals according to five classes of vertebrates. Knows the structure of their representatives, the external parts.</p> <p>Gets acquainted and finds out which birds migrate to warm countries and which remain to spend the winter in Lithuania.</p>
	<p>Human anatomy:</p> <ul style="list-style-type: none"> <li>• The structure of the human body</li> <li>• Internal organs</li> <li>• Germ development</li> <li>• Birth of a baby</li> <li>• Nutrition</li> <li>• Healthy lifestyle</li> </ul>	<p>Gets acquainted with: the structure of the human body, parts of the body, human birth, growth and development. Protection of the human body and health: skeleton and proper posture, muscles and their meaning, digestive organs and rational nutrition, respiratory and circulatory organs, importance of skin to human and its care, nervous system, sensory organs, work and rest regime.</p>
	<p>History:</p> <ul style="list-style-type: none"> <li>• Celebrating children's birthdays</li> <li>• Time zone of life, rhythm of the day</li> <li>• Family tree</li> <li>• Seasons</li> <li>• Watch</li> <li>• Famous people</li> </ul>	<p>Realizes that everyone has their own story. Understands how birth marks the length of time. Understands that celebrating a birthday is a community event.</p> <p>Knows similarities and differences in each child's life, in the rhythm of the day. Knows the flow of time, rhythm, growth, change, can see through a visual means. Is able to name own daily/life events. Creates a family tree using visual materials.</p> <p>Through colour cognition gets acquainted and is able to sort pictures of nature, objects, holidays according to the seasons, etc. Knows the flow of time through the observation of nature. Introduction of terms - autumn, spring, winter, summer.</p> <p>Gets acquainted with the parts of the clock (long, short arrow). Experiences a minute and an hour movement in a sensory way. Introduction of concepts: first hour, second hour, and etc.</p> <p>By studying the lives of famous people, the child learns that human can have a great impact on the world, that the world we now live in is the result of a history of human action.</p>

	<b>Physics:</b> <ul style="list-style-type: none"> <li>• Magnetism</li> <li>• Buoyancy (Sinking-floating)</li> <li>• Body volume</li> </ul>	When working with a specific substance, the child becomes acquainted with physical phenomena and various substances and their properties.
<b>Art</b>		
<p>Ability to imagine, create, express one's thoughts, ideas, feelings and joy through the means of creative activity.</p> <p>Ability to see beauty, to spontaneously express one's mood.</p> <p>Ability to express oneself in the language of art.</p> <p>Openness to impressions, sensitivity to nature, environment, beauty of works of art.</p>	<b>Art</b> <ul style="list-style-type: none"> <li>• Gets acquainted with and tests various types of visual activity (drawing on various surfaces, composition, stamping, monotype, soft surfing on paper, appliqué, paper patterning, embroidery, moulding, folding, construction, weaving, twining)</li> <li>• Getting acquainted with works of art (by Aline D. Wolf)</li> </ul>	<p>Independently chooses the technique of performing the work.</p> <p>Enriches the imagination, develops the innate ability to combine colours and shapes.</p> <p>Acquires compositional values: accuracy, orderliness, rhythmicity, synthetic coherence.</p> <p>By spontaneous creation using various techniques, selected means, is able to create, discover and originally depict.</p> <p>The individual creative powers of children are revealed.</p> <p>Learns to appreciate the work done by himself/herself and others in good faith.</p> <p>Collects natural material, uses it for work, gets acquainted with colour science.</p> <p>Watches reproductions of works of art, works of folk art, enjoys and admires them.</p>
Ability to develop inner intelligence, develop artistic taste and deepen cultural knowledge.	<b>1 Step (red folder)</b> Matching of identical works 1 Level  2 Level  3 Level	<p>Matching pictures (easiest). Arrange 2 postcards of the same content, colour, style (for a 3-year-old child). Artists are different.</p> <p>Matching pictures (middle). Watch carefully and see the differences in the same postcards (content, colour, style). Artists are different.</p> <p>Matching pictures (higher). Pairs of postcards by the same artist, the same style and tone. Small details are compared, identical works are collected in pairs.</p>
	<b>2 Step (blue folder)</b> Matching of similar works 1 Level	Children find similar but different works by the two artists. According to the theme, the

	<p>2 Level</p> <p>3 Level</p>	<p>children choose the works of one artist from another.</p> <p>Children need to separate the works of one artist from another when the essence of the content of each pair is something similar to the content of the other pair of postcards. They can be similar in theme, colour, composition. All artists are different.</p> <p>Four works by one artist are similar in content and style to four works by another artist. Children need to notice the differences in style and select the works of each artist. The collection consists of works by three different authors.</p>
	<p>3 Step (light green folder) Matching of four paintings by one artist</p> <p>1 Level</p> <p>2 Level</p> <p>3 Level</p>	<p>The four works must be similar in theme and style to each other, but significantly different from the works of other artists. Children have to select 4 works by one artist. At the same time, they are quite different from the other four paintings in the set. The artist's last name is introduced.</p> <p>The four works of one artist are similar in their theme to the 4 works of another artist, but differ markedly in their style. Children select them according to the characteristics of the style. The collection consists of works by three authors. The artist's last name is introduced.</p> <p>Four works by one artist are similar in content and style to four works by another artist. Children need to notice the differences in style and select the works of each artist. The collection consists of works by three different authors.</p>
	<p>4 Step Remembering the names of artists</p>	<p>This step is for children who know or are learning to read. Children see the works of artists on the same theme. By placing postcards and placing an artist's last name card under them, children can remember the names of many famous artists. The collection consists of works by different authors.</p>

	5 Step Learning the titles of works	In this step, the title of the work is written next to the artist's name. By placing postcards with different pictures, we put the names of each piece of art under them. Children remember the titles as well as the names of famous artists.
	6 Step Knowledge of art schools	The children describe the drawings of different schools and remember the names of those schools and the most famous artists of that or another school.
	7 Step Grouping of works from the same art schools	Children learn to separate one school from another. In Level 1, they separate three schools (very different). In the 2nd and 3rd Levels, they can separate the works of artists belonging to more similar schools.
	8 Step The use of timeline	Children can place postcards next to timeline dates so that they can clearly see the development of art. In the beginning, children learn to make own life line. The timeline graphically shows the evolution of art from cave drawings to the 21st century (with examples of art).
<p>Ability to express oneself through the sounds of music, to make music, to feel music.</p> <p>Ability to sing simple children's songs, play music games, dance, feel the rhythm.</p> <p>Ability to listen to music, feel inner satisfaction while listening.</p> <p>Ability to understand and remember musical terms - fast, slow, rhythm, beat.</p> <p>Ability to create music.</p>	<p>Music:</p> <ul style="list-style-type: none"> <li>• Sensory (listening to music)</li> <li>• Motor (movement, choreography)</li> <li>• Verbal (singing)</li> <li>• Intellectual (creation, improvisation)</li> <li>• Musical writing</li> </ul> <p>Instruments: toned bells, percussion pipes, maracas, Lithuanian folk wooden instruments, a set of rhythmic musical instruments, bell bracelets, rain stick, drum "Ocean Sounds", instrument "Cabasa". Tuning cards, rough stave, musical instrument dominoes, rhythm card set, nylon parachute, coloured headscarves and balls, music centre, CD recordings.</p>	<p>Comments on what sounds he/she hears, what makes them special. Separates natural, environmental, mechanical sounds. Explains why silence is as valuable as it is. Describes the experiences that arise during music. He /she knows that music can be sad, fun. Names at least a few songs, circle dances, music games. Explains that experiences caused by music can be expressed in various ways - by movement, sound, word. Repeats simple multi-sound formations. Knows that it is possible to make music, sing alone or with others, that you need to combine with each other. Can state that not all pieces of music are equally valuable. Names several traditional Lithuanian and other instruments. Names at least a few favourite tracks. Knows that music is recorded in notes. Describes why and how to handle musical instruments safely.</p>
Ability to create, monitor, collaborate, communicate,	Drama	Children's self - confidence and self - esteem are growing. Collaborative skills and a desire to earn the recognition of others

coordinate movements		develop. Learns to deal with conflict situations. Children's language and imagination develop. Children's coordination and motor skills are improving.
<b>Physical Education</b>		
<p>Attitude to be active, active, active.</p> <p>Ability to feel and control your body by changing the direction of movement, pace, strength, maintaining balance.</p> <p>Independently coordinated, improved movements.</p> <p>Concentration, attention, body control.</p> <p>Grace, health promotion.</p> <p>Willingly joyfully moves.</p>	<p>Improving movement on the line: balance exercises; exercises with carrying things; motion in line; movements with the song; line for sense of rhythm; group activities on the line; silence exercises.</p> <p>Training of basic movements outdoors, in the gym: movements with sports equipment, tools.</p> <p>Line outdoors, in the gym: exercises, tasks, activities in the field outdoors.</p> <p>Excursions, celebrations, entertainment. Active games.</p>	<p>Moves meaningfully to meet the need for movement. Goes by delivering foot to foot, alternate and delivery step, raising the knees high, performing movements with the hands, moving with bends. Expresses himself / herself in movement, trying to convey feelings by imagining and fantasizing with movements and gestures.</p> <p>Plays a variety of active and sports games. He/she walks, crawls, creeps, climbs, jumps, moves his/her legs, arms, torso in various ways. Spontaneously and purposefully performs actions that require eye-arm coordination and well-developed fine motor skills.</p> <p>Performs elements of sports games with the ball, plays in teams, combining actions. He/she throws, kicks and hits the ball into the basket, the goal, more precisely beats and catches.</p> <p>As he/she moves, he/she gets used to orienting in space, avoiding obstacles, stopping. Works in space using sports equipment. Swings in and swings.</p>

## V. EDUCATIONAL ACHIEVEMENTS AND THEIR EVALUATION

Teachers have agreed on the areas of pre-school education and the interaction between the Montessori pedagogical system and the competencies of the pre-school children and the Montessori pedagogical system. Assessment of achievement and progress is an integral part of the process of educating pre-school and preschool children. Children's educational achievements are children's abilities, knowledge and understanding acquired in the educational process, attitudes about which we judge from children's activities and its results. Monitoring children's education, assessing and reflecting on the achievements and progress of the educator helps to know each child, identify his/her achievements in different fields of education, determine the individual pace of education, identify educational needs, predict the child's further education results according to his/her educational needs, achievements and progress, to select more appropriate educational content, methods, means, environment and to anticipate how education will be individualized, adapted to each child according to his/her interests, inclinations, expectations, opportunities, available experience.

The most important criteria for the quality of children's education are the well-being of all children and maximum progress is made according to each child's abilities.

**Types of assessment.** The type of assessment of a child's achievements that educators choose depends on the objectives of the assessment. There are three types of assessment: diagnostic, formative and summative.

**Diagnostic assessment** is an assessment of a child's knowledge and understanding, abilities and attitudes aimed at getting to know the child and anticipating the first steps of his/her education in the pre-school education group. It is assessed when a teacher starts working with a new group of children, when a newcomer joins a group of children, when new educational needs of children emerge in order to get to know the children and anticipate the next steps in their education. It is also used to explain whether the child's educational goals have been achieved, what the child's progress has been over the period, and what his/her individual educational needs are.

**Formative assessment** is the observation of a child's everyday educational situations, reflecting on how the child engages in activities, how he or she behaves, what each of them is doing, where help is needed, how the activities should be adjusted to better meet each child's educational needs, what the child has to offer, etc. The child is constantly encouraged and given timely support and assistance. Together with the child, they discuss what they have done, learned what they liked and what they would like to do, and the next steps are planned. Educators monitor the child's activities, behaviour and well-being in the educational process on a daily basis.



Diagnostic and formative assessment are used in the educational process of children in order to obtain feedback on children's achievements and progress and the quality of the educational process.

**Summative assessment** is an assessment of the results of a child's education according to the institution's pre-school and pre-school education programme (one year). It is determined what the pre-school child has achieved in eighteen areas of educational achievements, whether the child's educational achievements correspond to the results provided in the institution's pre-school education programme or the pre-school children's abilities have been formed - competencies, progress, strengths and areas for improvement. The summative assessment is carried out by educators once a school year in May.

**Areas of assessment of pre-school children and achievement steps.** Areas of pre-school education: daily life skills, physical activity, emotion perception and expression, self-regulation and self-control, self-perception and self-esteem, relationships with adults, relationships with peers, spoken language, written language, cognition of the environment, calculation and measurement, artistic aesthetic perception, initiative and perseverance, research, problem solving, creativity, ability to learn.

In the preschool age, six steps of a child's achievement are identified in each area of a child's educational achievement, showing the child's progress in acquiring values and abilities from birth to six years of age. A seventh step is also provided to individualize children's education when they achieve the achievements of step six before they are six years old. The step of achievement is the changes in knowledge and understanding, abilities and attitudes that show the child's progress in one year, which correspond to the regularities of the child's development in the conditions of quality education. In the steps of educational achievements, pre-school teachers and other educators clearly see and recognize the child's educational achievements - knowledge and understanding, abilities, values.

**Methods of collecting assessment information about the child, recording and accumulation, self-assessment.** When preparing long-term plans, teachers provide for the assessment of children - progress in one, several or all areas of education periodically (once a school year). Teachers are able to recognize what the child's behavioural situation, drawing, speaking, researching, experimenting, learning methods, artistic expression, etc. show, based on the step descriptions of the achievements. Evidence of children's achievements is discussed by teachers and educational support professionals working in the same group. Discussions, consultations, and comparison of the collected evidence help to professionally recognize children's abilities in their daily educational situations.

In the electronic diary “Mūsū darželis”, teachers fill in the table in the section “Steps of Achievement” twice a year (estimated in September, May). Each year in September, pre-school teachers fill in the table “Initial assessment of pre-school education child’s achievements and progress” in the electronic diary and in May “Pre-school education group at the end of the school year” evaluation of achievements and progress. Teachers once a month records the child’s individual achievements and progress in a descriptive way and with photos. On a regular basis, teachers put pictures of children’s activities into the digital frames of the group. When parents (guardians) come to the group, they can see and enjoy their children’s activities and emotions.

Collecting evidence of a child’s achievements, teachers not only capture, but also talk to children about what they are doing, feeling, thinking about how they are doing, what they are interested in, what they already know, ability, what else they would like to learn, act on, and more. Teachers find out valuable information about the child by talking to his/her parents when they bring the child to the school and take him home, but it is much more effective to have purposeful annual interviews with the family members of the pre-school and pre-school teacher.

Information on the abilities of preschool and pre-primary children is stored in the achievement and progress assessment folder. A child’s achievement and progress portfolio are the evidence of a child’s well-being, education, progress and achievements. Children’s work and examples of activities are collected in the natural process of children’s education - children are not asked to do anything special. The collected examples are considered, thinking what they say about the child’s well-being, abilities, character. Guidelines for further development of the child’s abilities and personality are considered.

Teachers consistently implement self-assessment of children’s achievements. During the meetings of the group of pre-school and pre-primary children (September), the parents/guardians of the pupils are introduced to the assessment/self-assessment of children’s day-to-day work. According to 6 areas of education of Montessori, teachers mark all the group's educational materials with colours. Teachers make cards of the agreed colours and different brightness, sew a mat for the assessment/self-assessment of the day-work of group children - an individual “pocket” for each child. Teachers hang an assessment mat in the group in a place accessible to children and clearly visible to parents (guardians). When parents (guardians) come to the group, they can see what educational tools their child has worked with that day.

**Recognition of a child’s special educational needs.** Teachers and child support professionals pay attention to the child’s cognitive activities, behaviour, movement and other features that make his/her education different from peers. Signs that warn of the need to adapt the educational process are called the child’s specific ways of doing things: playing, exploring the environment, interacting with peers and adults, etc., which testify to the child’s educational

difficulties. These signs inform the educator and parents (guardians) about the need to monitor the child's activities more closely, to communicate and to look for methods that will help the child to develop abilities that correspond to his/her abilities. It is important for the teacher to notice children in difficulty as early as possible, especially in cases when the child has no or no special educational needs, to encourage cooperation with educational support specialists or to apply to the Kaunas Pedagogical Psychological Service for a detailed assessment of the child's educational needs.

### **Informing about the child's achievements and progress.**

Parents are informed about the child's educational achievements and progress in various ways, presenting to parents (guardians) the forms and frequency of providing information at the beginning of the school year (September) at the parents (guardians) meeting. Parents (guardians) are introduced to the description of achievements so that they have a better understanding of how their child can be developed in the institution. It is agreed what will be achieved in the near future. Teachers provide assessment information in the "Mūsų darželis" online diary, in the child's achievement and progress folder. At the beginning of the school year, the child's progress is assessed and areas of education are identified where the child's achievements are clearly visible and insignificant. Information for parents (guardians) about the child's achievements for a period of six months is provided during individual meetings (January - February). Teachers provide information about a child's achievements to parents (guardians) correctly, inform only about their child's achievements, compared to other children's achievements, provide information about the child's strengths, educational needs and guidelines for further education. At the end of the school year, the parents (guardians) are informed about whether the child has achieved the educational results planned for the school year.

When educating a child, we strive for him/her to grow up with dignity, communication, healthy, creative, and successful development.

## **VI. LITERATURE AND SOURCES OF INFORMATION**

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