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THE PHYSICAL ENVIRONMENT

- Space
- Furniture and Material

HUMAN ENVIRONMENT

- Relationships between peopleEmotional environment

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CHOOSING A SPACE

Entrance space

Learning Space

- Outdoor
- Indoor
 - o Separated into two developmental stages



ENTRANCE SPACE

A place for prams

A place for **parent's** shoes and personal things

A place for **baby's** shoes and personal things

A sign in form

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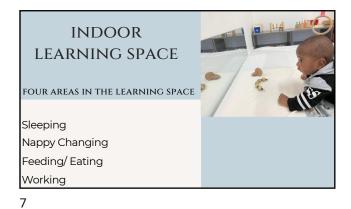
OUTDOOR SPACE



- Some time in nature
- Different places for crawling and pulling up
- Sensory rich environment

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OUTDOOR SPACE EXAMPLES



SLEEPING SPACE	
Separate mats for sleeping Away from other moving babies	



FEEDING & EATING A comfortable chair for

breastfeeding or bottle feeding

A communal table

Chairs with arms

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WORKING AREA PHASE TWO CRAWLING TO WALKING (APPROX 7 MONTHS TO WALKING) A Bar Heavy furniture Stairs Tracker Selection of balls Rolling Toys Activities to extend their gross motor development

LANGUAGE DEVELOPMENT

Label objects

Use clear, precise language

Tune in to your child's cues and follow their lead

Stop and gaze into the baby's eyes.

Model the 'Dance of Communication'

Share action songs, lullabies, and poetry

Read books



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THE HUMAN ENVIRONMENT

Educators will:

Be emotionally available

Slow down

Be comfortable with crying

Be able to communicate with parents, respectfully

Be able to model clear, precise language

Be present with the children

Be a good observer

Be able to model precise movements

Be accepting



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"When you speak to a baby [...] he will look directly at your mouth. If little children are so thrilled to see a mouth moving, it is because they have already noticed this strange music that is the human voice."

- Maria Montessori, the 1946 London Lectures, p.61

TASKS

- 1. Draw a map of a babies environment and label it
- 2. Watch this video on Babies and answer the given questions