



SCHOOL ADMISSION

Batch 1: September - December 2021

Cashback Rp 1 million + free 1st month tuition fee

Batch 2: January - April 2022

Cashback Rp 1 million

Batch 3: May - July 2022

Normal price

ENROLL NOW

Jl. Sultan Agung No. 2-4 Yogyakarta

(0274) 378 412

081-326-922-311

kalycappdb20@gmail.com

@kalyca_elementary

About Us

Kalyca Montessori School was established in June 2012 under the BOPKRI Foundation Yogyakarta which was established in 1946. BOPKRI is a distinctively religious school that has three values of virtue known as “BOPKRI Values”, which are LOVE, INTEGRITY, and SINCERE SERVICE.

Kalyca, with the principles of Montessori, runs on the rails of this virtue with great commitment to the implementation of the quality of educational services that could contribute to the intellectual life of the Indonesians. We apply Montessori curriculum and method as approach to children's learning program.



School Environment

The classroom is a happy community. Students are focused. They take joy in their work. They invent, explore, experiment, confer, create, prepare snacks, and curl up with books; sometimes they might even reflect in a peaceful, meditative corner.

Meanwhile, teachers circulate throughout the room, observing the students and making notes about their progress, ever ready to offer support or introduce new material, as appropriate.



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Character Development

Elementary aged children typically can be characterized by their curious minds, their ability to abstract and imagine, their moral and social orientation and their energy for research and exploration. For this to happen, we provide multi-age learning.

The groupings are Lower Elementary for ages 6-9 and Upper Elementary for ages 9-12. Through multi-age learning, the older children become role models who support the growth and development of the younger children through socialization. They also assist or teach skills they have mastered themselves.



Younger children follow the example and have peers to work with. This multi-age community provides opportunities for all individuals to learn from each other, at times leading, sharing, or serving as role models. It also develops an appreciation of differences.

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Prepared Environment



The prepared environment are based on Montessori understanding of the distinctive characteristics of children of the age. The elementary environment is design for a mini-community of peers. Based on the working characteristic, children are given to small groups of children.

School Principles

Independent Learning



We provide children with enough information about a certain area of knowledge, or a skill, principle or technique they need to master in order for them to explore independently an area of interest. The teacher helps them learn how to find out more on their own as well as how to interact with the material, information or skill in order to make it their own



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Exploration of Nature and Environment

Children are given the freedom to learn through their own activity and exploration, and, in the process, to become increasingly independent. The exploration engages the children's imagination and ability to reason. The significance of the progress, they can work with the environment in harmony with nature.



Peace Education

Peace education promotes the knowledge, skills and attitudes to help people prevent conflict occurring, resolve conflicts peacefully, or create conditions for peace. The activities are integrated in all the learning program. We have Living Value Education as one of the program which helps children to spread peace for their surroundings.



Hands on Activities

Children's hands are the 'instruments' of their intelligence. In other words, as children refine control of their hand, they are also refining the development of their minds.



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Curriculum Content



Language

(English, Bahasa Indonesia, Bahasa Jawa)

English as the main language at school trains children to increase their self-confidence to make bigger community. The areas of study in the language curriculum include spoken and written language, the history of language, the functions of words (grammar), and effective communication (listening and speaking, reading and writing).



Mathematic

Mathematic in Montessori materials are used as concrete representations of abstract mathematical concepts, in this environment they are used as stepping-stones, as keys only.

Children are encouraged to invent their own problems- especially real-life story problems-for themselves and for their friends, to apply and practice their mathematical understanding in practical ways.



Science

The study of science is interwoven into the study of Botany, Health Science, Zoology, Matter and Astronomy. All these areas of study are accompanied by relevant demonstrations, including science experiments, and the use of impressionistic charts and timelines to generate discussion and create critical thinking.



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Curriculum Content

Social Studies

Geography and History are the big two discussion in Social Studies. Children learn about history of the state, the country, and some of the important people that have impacted how our world is today. Besides, Montessori guides have a general understanding and culture through studying Geography. We share differences between cultures and that these differences should be appreciated and respected. This will broaden the views of the children while they are growing up.



Other Subjects

Art, Music, Physical Education, and Bible are the others important component of the Montessori curriculum. Physical Education learns basic skills and games in a supportive atmosphere that encourages each child to do their best. Art and music are encouraging students to be creative and it is a learning tool to explore the world, nature and other cultures. Bible Lessons are be fun, practical, and accessible for children to explore.



Advance Practical Life

Through exercises in practical life children learn to care for themselves and their environment, including routines for maintaining health, hygiene and cleanliness. The exercises of practical life train skills in perception, learned through the exercises of the senses. As the result, they would be able to create visual art works of a high quality.

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Our Programs



Minitrip

Exploring and utilizing the world outside the classroom are integral components of the Elementary experience. Children participate in an array of mini trips each year. And as students mature and display appropriate levels of responsibility, they are expected to "go out" to complete their work.

Fieldtrip

“The outing whose aim is neither purely that of personal hygiene nor that of a practical order, but which makes an experience live, will make the child conscious of realities. When the children go out, it is the world itself that offers itself to him. Let us take the child out to show him real things instead of making objects which represent ideas and closing them up in cupboards.”

Maria Montessori




Bulan Bahasa

To assist children in celebrating and promoting National Foreign Language Month, they are encouraged to make a special performance in a team. Students build their creativity and team work in this program.



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Our Programs



Guest Speaker

The activity is designed to meet specific learning outcomes. Guest speaker presentations are educationally rich to meet children's curiosity. It is tied to the curriculum, and help students connect what they're learning in school with the real world.

End of Year Performance

Drama, choir, and dance are the ways the students celebrate their end of year program. We truly want children to develop in their social, emotional, behavioral, and cognitive, we put lots of big body physical play to express their potential. One of the way, we create end of year performance which is not only creativity exploring but also self confidence and team work building.



Parents Teacher Meeting

We realize the collaboration between school and parents is one of the key of successful parenting. The big parent teacher meeting is held every semester. For individual parent teacher consultation is opened once a month or based on the needs. The teacher is totally open to gain information about children at home, and parent is freely get information about children's progress.



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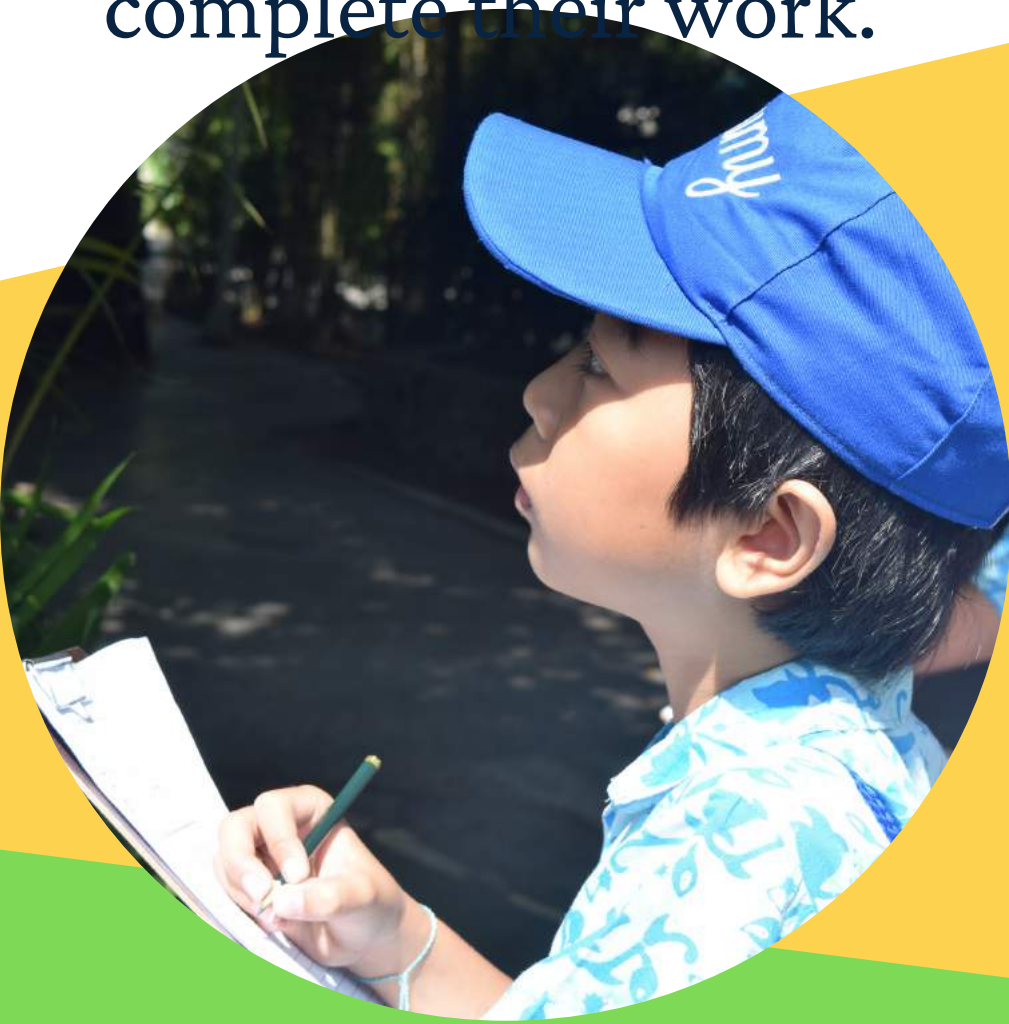


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