

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 1

Name of Child (First/Surname):

Gender:

Child Health Development Passport #:

Age of Child on Last Birthday:

Name of ECI:

ECI Address:

Parish:

Region:

ECI ID#:

Class Name:

Name of ECP (First/Surname):

Name of ECP (First/Surname):

Start Date of Checklist:

Goals:

1. Children who demonstrate increasing control of large muscles and motor coordination
2. Children who demonstrate increasing control of small muscles and hand-eye coordination

Age 2	Term 1		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Go up and down stairs unassisted			
<i>Children are observed going up and down stairs without help from adults.</i>			

<p>2. Kick a ball without falling over</p> <p><i>Children maintain their balance while kicking a ball.</i></p>			
<p>3. Engage in rough and tumble play</p> <p><i>Children engage in this physical play alone or sometimes with another child, such as climbing over each other, rolling around, going down the slide and tumbling into another child, running, chasing, spinning around and around and dancing. Rough and tumble play helps to regulate emotions, strengthen the body and doesn't involve damage or hurt to self or others. This physical play should be fun and unstructured.</i></p>			
<p>4. Manipulate push and pull objects</p> <p><i>Children push and pull toys with wheels that have a cord for pulling or a handle that can support pushing.</i></p>			
<p>5. Pull zipper and laces to undress self</p> <p><i>Children help to undress themselves by pulling at zippers and laces.</i></p>			
<p>6. Manipulate clay, playdough and finger paints</p> <p><i>Children engage in activities that include messy materials such as playdough, finger paints, clay and other items.</i></p>			
<p>7. Draw pictures with large pencils and jumbo crayons</p> <p><i>When given paper, jumbo crayons, pencils, or markers, children will freely draw.</i></p>			
<p>8. Engage in a range of activities with energy, enthusiasm and joy</p> <p><i>Children engage in free play, centre play, music & movement activities, outdoor</i></p>			

<i>play, all with energy and enthusiasm. Children appear to be happy and joyful.</i>			
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Goals:

1. Children who demonstrate understanding and respond appropriately in communicating
2. Children will express themselves effectively through verbal and non-verbal communication

Age 2	Term 1		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Identify object by words or gestures			
<i>Children name objects in picture books.</i>			

<p>2. Enjoy participating in simple interactive games with adults</p> <p><i>Children engage in games with adults such as peek-a-boo and ring games.</i></p>			
<p>3. Name familiar objects, parts of the body; tell own name</p> <p><i>Children name familiar objects in school, home, the environment and parts of the body. Children can state their legal name.</i></p>			
<p>4. Use words to express self to be understood by others</p> <p><i>Children use words such as “mommy, ma-ma, daddy, da-da, baby, milk, juice, hello, thank you, please, good-bye, yes, no, dog, cat, nose, eye, car, book, shoe, more, all gone” and are understood based on the responses by others.</i></p>			
<p>5. Ask questions especially “why”</p> <p><i>Children ask questions and use the word “why” often.</i></p>			
<p>6. Repeat simple rhymes</p> <p><i>Children can be heard repeating simple rhymes.</i></p>			
<p>7. Follow simple direction</p> <p><i>Children follow simple one or two step directions from adults.</i></p>			
<p>8. Speak in short sentences and use plurals</p> <p><i>Children speak in two to three word sentences. Children use plurals such as shoes, books, boys and girls.</i></p>			
<p>9. Listen attentively for short periods</p>			

<i>Children listen to stories, dramas, demonstrations for short periods of time (five minutes or more).</i>			
10. Respond to first name			
<i>Children will respond to adults and peers when they hear their name being called.</i>			

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Goals:

1. Children who develop an awareness of who they are- a boy, a girl, a Jamaican

Age 2	Term 1		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Enjoy make-believe play with objects from own culture			
<i>Children use objects to engage in dramatic play experiences, such as farming, market, community helpers, shop, beach, river, carnival, flying kites, etc.</i>			

<p>2. Imitate familiar cultural experience, e.g. saying grace before meal</p> <p><i>Children pray, say grace, display manners, dance and sing to cultural pieces as well as dramatize the Jamaican culture.</i></p>			
<p>3. Demonstrate sharing and caring for others</p> <p><i>Children help their peers and teachers. They share toys, hugs and at times food.</i></p>			
<p>4. Experiencing cultural representations: Christmas time in Jamaica</p> <p><i>Children experience cultural representations by participating in Jamaica Day, Jamaican holiday celebrations and other celebrations such as birthdays and Christmas.</i></p>			

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Goals:

Children who develop a positive disposition towards learning for:

1. Information gathering through their senses
2. Understanding of events and experiences
3. Application to real situations and problem-solving
4. Creativity and imagination

Age 2	Term 1		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Discriminate between at least two smells, e.g. pleasant, unpleasant			

<p><i>Children understand the difference in scents that smell good and those not so good.</i></p>			
<p>2. Discriminate between at least two textures, e.g. rough, smooth</p> <p><i>Children are able to explain the difference between textures by touching them.</i></p>			
<p>3. Discriminate between at least two basic shapes, e.g. circle, square</p> <p><i>Children are able to name at least two different shapes.</i></p>			
<p>4. Discriminate between at least two sizes, e.g. big, little</p> <p><i>Children indicate the difference in sizes between two or more items.</i></p>			
<p>5. Identify at least one of the primary colours</p> <p><i>Children can name at least one primary colour (blue, yellow, red).</i></p>			
<p>6. Numeral and non-numeral concepts e.g. one, two; up, down; in, out; long, short; round, square</p> <p><i>Children begin to understand numeral and non-numeral concepts during day to day learning experiences e.g. in, out, next to, beside, on top, under.</i></p>			
<p>7. Demonstrate an understanding of oneness and twoness</p> <p><i>Children are beginning to understand number sense when they construct a notion of oneness and twoness. Children demonstrate this skill when they are asked for one or two items.</i></p>			
<p>8. Enjoy participating in make-believe play</p> <p><i>Children select to play in the dramatic play learning centre or portable play box</i></p>			

<i>centre. Children display eagerness and willingness when playing make-believe.</i>			
9. Identify foods with different taste, e.g. sweet and sour			
<i>Children can distinguish between sweet and sour foods. They are able to taste the food and describe the taste, not necessarily using the word sweet or sour.</i>			

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Goals:

Children who respect self, others and the environment through:

1. Knowledge of limits and boundaries of acceptable behaviour
2. Ability to capture the feelings of others
3. Building relationships with others
4. Caring for and protecting the environment

Age 2	Term 1		
	Developmental Objective: Respect for self, others and environment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Begin to learn how to cope with emotions, e.g. happy and sad			
<i>Children are beginning to regulate their behaviours by redirecting those</i>			

<i>behaviours, getting assistance and comfort from an adult or object such as a stuffed animal, blanket, etc.</i>			
2. Begin to respect routines and schedules			
<i>Children naturally follow routines and schedules.</i>			
3. Begin to display good health practices			
<i>Children wash their hands, ask for their shoelaces to be tied, use tissue appropriately, etc.</i>			
4. Begin to show interest in and care for others			
<i>Children demonstrate care for peers, teachers, family members and pets. Children are gentle, attentive and helpful to others.</i>			

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Goals:

1. Children who can face challenges, deal with problems, and make the most of change with confidence and positive attitude and changes with confidence

Age 2	Term 1		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Begin to display preferences for rituals, routines and schedules <i>Children follow the daily schedule, routines and rituals with ease. They</i>			

<p><i>display behaviours in favour of the schedule changes, routine activities such as diapering, toileting, eating and sleeping. Children look forward to individualized rituals such as customized greetings upon arrival, a favourite praise, a special blanket at rest time or reading a specific book every day.</i></p>			
<p>2. Begin to learn to accept change</p> <p><i>Children begin to display positive behaviours when changes occur during the day, e.g. they transition smoothly during arrival time and departure time at school, accept different toys or a learning centre when their first choice is closed.</i></p>			
<p>3. Demonstrate confidence and take risk</p> <p><i>Children demonstrate self-help skills; they are usually eager to display skills achieved or those that they are working on achieving. They take risks when playing on the playground, completing new classroom jobs, learning a new skill and exploring and experimenting.</i></p>			
<p>4. Begin to be aware of others feelings</p> <p><i>Children understand feelings such as happy, sad and angry. They recognise these feelings of others and assist by offering hugs, helping, asking questions about why their peers are feeling the way they do, etc.</i></p>			