

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

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 3 | | |
|--|--|-------------------------------|-------------------------------|
| | Developmental Objective: Wellness | | |
| If provided with the appropriate opportunities children will: | Achieved/Date | Somewhat Achieved/Date | Not Yet Achieved /Date |
| | | | |
| 1. Catch large balls and throw | | | |

| | | | |
|---|--|--|--|
| <p><i>Child is able to catch a ball using their hands/ arms.</i></p> <p><i>Child is able to throw a ball using their hands.</i></p> | | | |
| <p>2. Climb up and use slide and other outdoor play equipment independently</p> <p><i>Without assistance, child is able to climb and step up to reach outdoor play equipment.</i></p> | | | |
| <p>3. Ride a tricycle</p> <p><i>Child is able to ride a tricycle without adult assistance.</i></p> | | | |
| <p>4. Alternate feet when climbing stairs</p> <p><i>Child is able to alternate feet when climbing stairs and without assistance.</i></p> | | | |
| <p>5. Assemble simple large puzzles with more confidence</p> <p><i>Child is able to assemble three pieces or more of a large puzzle.</i></p> | | | |
| <p>6. Copy simple shapes</p> <p><i>Child is able to copy two or more shapes such as a circle, triangle, square and rectangle.</i></p> | | | |
| <p>7. Begin to care for their bodies</p> <p><i>Child shows signs of caring for body, e.g. washing hands when dirty, asking for help when hurt and caring for self immediately after using the bathroom.</i></p> | | | |
| <p>8. Begin to practice safety habits</p> <p><i>Child follows and models safety habits such as walking inside and running when</i></p> | | | |

| | | | |
|---|--|--|--|
| <i>on the playground, telling the teacher when they need help, spilling water or juice and immediately attempting to clean it up, starting to follow classroom rules.</i> | | | |
|---|--|--|--|

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

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

| Age 2 | Term 3 | | |
|--|---|-------------------------------|-------------------------------|
| | Developmental Objective: Effective Communication | | |
| If provided with the appropriate opportunities children will: | Achieved/Date | Somewhat Achieved/Date | Not Yet Achieved /Date |
| 1. Enjoy read-along stories, rhymes, games and songs | | | |

| | | | |
|---|--|--|--|
| <p><i>Children are responsive and participate in stories, rhymes, games and songs.</i></p> | | | |
| <p>2. Begin to enjoy interactive play with other children</p> <p><i>Children are observed playing positively with other children.</i></p> | | | |
| <p>3. Know first and last names</p> <p><i>When asked, children are able to state their first and last names/surnames.</i></p> | | | |
| <p>4. Continue to express self in short sentences</p> <p><i>Children are able to talk about something and express themselves in short and concise sentences (up to 6 words) that is understandable to their peer and adults.</i></p> | | | |
| <p>5. Enjoy fantasy and nonsense words or funny words</p> <p><i>Children are observed laughing, smiling and enjoying fantasy and nonsense words or funny words from books, rhymes, and words from peers or adults.</i></p> <p><i>Children use made-up words and rhymes.</i></p> | | | |
| <p>6. Continue to use pronouns “I”, “you”</p> <p><i>Throughout the day, children are heard using “I” when referring to self and “you” when referring to others.</i></p> <p><i>e.g. ‘I see my mommy’. ‘I want my cup’.</i></p> | | | |

| | | | |
|---|--|--|--|
| 7. Use sentences with more complex structure | | | |
| <i>Children are able to construct sentences with greater details and vocabulary.</i> | | | |
| 8. Continue asking many questions | | | |
| <i>Children constantly ask lots of “why” questions.</i> | | | |
| 9. Use plurals and some adjectives, e.g. pretty birds | | | |
| <i>Children can be heard using plurals and a few adjectives throughout the day such as nice toys, big books and dirty shoes, etc.</i> | | | |
| 10. Begin to carry out problem-solving | | | |
| <i>Children are observed trying to problem solve solutions on their own.</i> | | | |

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

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 develop an awareness of and appreciation for own and other cultures
2. Child who have pride in national and regional identity

| Age 2 | Term 3 | | |
|--|--|------------------------|------------------------|
| | Developmental Objective: Valuing Culture | | |
| If provided with the appropriate opportunities children will: | Achieved/Date | Somewhat Achieved/Date | Not Yet Achieved /Date |
| 1. Respond with greater coordination to different musical beats and rhythms | | | |
| <i>Children are observed participating in musical activities and displaying coordination to beats and rhythms.</i> | | | |

| | | | |
|---|--|--|--|
| <p>2. Recognize similarities and differences between themselves and others</p> <p><i>Children freely talk about similarities and differences about themselves and others such as body parts, toys, family members and pets.</i></p> | | | |
| <p>3. Begin to imitate behaviours related to religious and cultural practices, e.g. saying prayers,</p> <p><i>Children recall and demonstrate religious and cultural experiences e.g. devotion, saying grace, singing cultural/religious songs and making a presentation for Jamaica Day.</i></p> | | | |
| <p>4. Indulge in role-playing and pretend play</p> <p><i>Children play in the dramatic play centre and use props to pretend play and role-play such as a shop, on the farm, at the beach, cooking a meal, rocking a baby doll and driving a vehicle.</i></p> | | | |
| <p>5. Imitate songs and music played by media</p> <p><i>Children sing songs, repeat some words to the songs and dance to the songs played by media. Children display dance moves specific to songs played by media.</i></p> | | | |

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

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:

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 3 | | |
|---|---|------------------------|------------------------|
| | Developmental Objective: Intellectual Empowerment | | |
| If provided with the appropriate opportunities children will: | Achieved/Date | Somewhat Achieved/Date | Not Yet Achieved /Date |
| 1. Verbalize that smells are different | | | |
| <i>Children share the difference between smells of foods, e.g. 'That smells yucky, bad, nice, etc.'</i> | | | |

| | | | |
|---|--|--|--|
| <p>2. Verbalize differences in textures</p> <p><i>Children are able to describe smooth, rough, soft, hard, bumpy, squishy, fluffy etc., while touching the object with their hand or feet.</i></p> | | | |
| <p>3. Sort objects according to shape</p> <p><i>From a variety of objects/toys, children can separate those with the same shape into a group.</i></p> | | | |
| <p>4. Sort objects according to size</p> <p><i>From a variety of objects/toys, children can separate those with the same size into a group.</i></p> | | | |
| <p>5. Discriminate one colour from others</p> <p><i>Children are able to identify and name colours, e.g. 'That's a red ball' 'My cup is pink', etc. Upon instruction, children are able to separate blocks of a specific colour from a group of blocks, of different colours.</i></p> | | | |
| <p>6. Develop longer attention span</p> <p><i>Children are able to participate in activities for longer periods of time and remain focused and interested in the activity.</i></p> | | | |
| <p>7. Enjoy creative activities, e.g. drawing, painting, construction</p> <p><i>Children participate in creative and open-ended activities with a variety of craft materials that allow them to use their imagination.</i></p> | | | |
| <p>8. Repeat nursery rhymes and jingles</p> | | | |

| | | | |
|---|--|--|--|
| <p><i>Children are able to sing and chant favourite nursery rhymes and jingles.</i></p> | | | |
| <p>9. Ask “why” questions repeatedly</p> <p><i>Children consistently ask “why” questions followed by another “why” question.</i></p> | | | |
| <p>10. Copy simple shapes, e.g. circle</p> <p><i>Children are able to copy simple shapes such as circles and triangles.</i></p> | | | |
| <p>11. Make block structures</p> <p><i>Children are able build structures using blocks. Children are able to tell you the name of their structure and other special features.</i></p> | | | |
| <p>12. Assemble simple large puzzles</p> <p><i>Children are able to assemble large puzzles with 10-12 pieces.</i></p> | | | |
| <p>13. Repeat newly learnt words and names frequently</p> <p><i>Children are able to repeat new words from a story and new names of persons, places and things.</i></p> | | | |
| <p>14. Show awareness of concept of time such as “now”</p> <p><i>Children are able to understand and respond to the concept of time such as “now”- “It is time to clean up now and go outside.”</i></p> | | | |
| <p>15. Manipulate different media with greater awareness of shapes, forms and textures</p> <p><i>Children are able to use different media to create individual works of art.</i></p> | | | |
| <p>16. Demonstrate greater hand eye coordination</p> | | | |

| | | | |
|---|--|--|--|
| <p><i>Children are able to work with manipulatives such as lacing cards, build with cube blocks and use a magnifying glass to search for "I Spy" items.</i></p> <p><i>Children are also able to twist knobs, hold a thick crayon or marker, eat with a utensil.</i></p> | | | |
|---|--|--|--|

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

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:

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 3 | | |
|--|--|-------------------------------|-------------------------------|
| | 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 |
| | | | |
| 1. Continue to increase competence in self-help skills | | | |
| | | | |

| | | | |
|---|--|--|--|
| <p><i>Children display skills such as walk up and down stairs while holding on, carry a large toy or several toys while walking, and pull pants up and down.</i></p> | | | |
| <p>2. Show pride in things they make and do</p> <p><i>Children share with others their accomplishments such as a drawing or talking about something they did that was successful.</i></p> | | | |
| <p>3. Engage in activities that develop skills of co-operation and sharing</p> <p><i>Children engage in activities that encourage sharing and co-operation such as playing a game, taking turns with a toy and sharing a favourite book.</i></p> | | | |
| <p>4. Begin to learn to take turns</p> <p><i>Children learn to take turns during show and tell at circle time, using the computer/tablet and taking turns to the bathroom/ washing hands at the sink.</i></p> | | | |
| <p>5. Develop an awareness of others' rights</p> <p><i>Children are able to respond to situations where a peer was crying because of what another peer did, support a peer that needed extra help or advocate for a peer that could not participate in an activity and recommend an alternative activity.</i></p> | | | |
| <p>6. Model how to treat others by observing those familiar to them</p> <p><i>Children demonstrate how to treat others based on how the ECP treats others as well as immediate family members. Children say please and thank you, they help a peer, they hold the door for a peer</i></p> | | | |

| | | | |
|--|--|--|--|
| <i>and they greet others upon entering a room.</i> | | | |
| 7. Verbalize desires and feelings <i>Children continue to verbalize needs and feelings throughout the day.</i> | | | |
| 8. Exploration of a wider range of play themes based on new experiences <i>Children use specific experiences from home/school/ community to explore role playing and pretend play in the classroom.</i> | | | |
| 9. Begin to anticipate what might happen when actions are taken <i>Children begin to understand what actions will take place when something happens such as it relates to the classroom schedule (line up song means time to form a line) and the classroom rules (sticker or praise is given when I use my quiet voice).</i> | | | |

The Jamaica Early Childhood Curriculum

Age 2 Scope and Sequence Checklist

Term 3

Name of Child (First/Surname):

Gender:

Child Health Development Passport #:

Age of Child on Last Birthday:

Name of ECI:

ECIID#:

Class Name:

Name of ECP (First/Surname):

Start Date of Checklist:

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 3 | | |
|--|-------------------------------------|------------------------|------------------------|
| | Developmental Objective: Resilience | | |
| If provided with the appropriate opportunities children will: | Achieved/Date | Somewhat Achieved/Date | Not Yet Achieved /Date |
| 1. Continue to follow routines and schedules <i>Children follow routines and schedules without concerns</i> | | | |
| 2. Demonstrate increasing self-control <i>Children are observed self-regulating their behaviours in acceptable ways, such as calm self down after being upset or to</i> | | | |

| | | | |
|---|--|--|--|
| <p><i>handle a challenging task without a tantrum.</i></p> | | | |
| <p>3. Continue to recognize cause and effect relationships</p> <p><i>Children recognize cause and effect relationships in daily activities, routines and rituals, such as "If I drink my milk, I will grow big and strong!" "If I clean up my toys, I can go play outside."</i></p> | | | |
| <p>4. Begin to recognize own limits</p> <p><i>Children begin to understand their limit when exploring new experiences such as gross motor activities, messy art activities and regulating behaviours. Help children feel in control and respected by giving them choices, such as 'Do you want to play with the ball or the truck?'</i></p> | | | |
| <p>5. Have some difficulty co-operating and sharing with others</p> <p><i>Children are observed having challenges with sharing, turn-taking and being kind to others.</i></p> | | | |
| <p>6. Display appropriate behaviour in responding to anticipated change</p> <p><i>Children remain positive during classroom transitions.</i></p> | | | |
| <p>7. Anticipate what might happen when actions are taken</p> <p><i>Children begin to understand what actions will take place when something happens such as it relates to the classroom schedule and the classroom rules.</i></p> | | | |

| | | | |
|--|--|--|--|
| 8. Begin to understand the impact of own behaviour on others | | | |
| <i>Children begin to understand their positive / negative behaviours will make their peers feel happy, sad, scared, etc.</i> | | | |