

The Jamaica Early Childhood Curriculum

Age 3 Scope and Sequence Checklist

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 small muscles and hand-eye coordination
2. Children who demonstrate a positive disposition toward life and others and assume responsibility for their own actions
3. Children who demonstrate increasing control of small muscles and hand-eye coordination
4. Children who demonstrate a positive disposition toward life and others and assume responsibility for their own actions

Age 3	Term 2		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
<p>1. Carry out movements of the upper and lower limbs and whole body with increasing balance and coordination especially in climbing, catching, throwing and changing directions</p> <p><i>For example:</i></p> <p>a. <i>Climb up a monkey bar</i></p> <p>b. <i>Throw a ball</i></p> <p>c. <i>Change directions when running while maintaining their balance</i></p>			
<p>2. Perform simple movement sequences</p> <p><i>For example:</i></p> <p>a. <i>Perform locomotor activities such as running, tiptoeing, galloping, jumping jacks</i></p> <p>b. <i>Perform non locomotor activities such as bending and twisting body in place</i></p> <p>c. <i>Perform choreographed movement dance</i></p>			
<p>3. Carry out movements with awareness of space and position, e.g. in, on, out, inside, outside, up, down, beside, around</p> <p><i>For example:</i></p>			

<ul style="list-style-type: none"> a. <i>Go in the box</i> b. <i>Go out the door</i> c. <i>Go inside the circle</i> d. <i>Go up the monkey bar</i> e. <i>Go down the slide</i> f. <i>Go beside the chair and then around and around the chair</i> 			
<p>4. Continue to strengthen muscles in fingers and hands and develop greater hand-eye coordination, e.g. using pencils, markers, paints, paintbrushes, templates, beads, blocks, puzzles, lids, playdough, sand, water, glue, paper</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Firmly grip large/small objects</i> b. <i>Begin to master holding and using pencils and brushes</i> c. <i>Use manipulatives appropriately</i> 			
<p>5. Put objects in sequence, e.g. shapes, pictures, symbols</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Place sequencing cards in correct order, such as 'Grow a plant' or 'Brush your teeth'</i> b. <i>Place alphabet blocks in alphabetical order</i> c. <i>Make patterns with shapes; circle, triangle, etc.</i> 			
<p>6. Begin to show curiosity and interest in themselves and others</p> <p>For example:</p> <p><i>Ask relevant questions based on things occurring in the environment. For example, "Will I be able to cook when I am an adult?"</i></p>			

<p>7. Continue to talk about “body rules” and caring for themselves and their environment both at home and school</p> <p>For example:</p> <p><i>Describe routines and say the importance of these routines. For example, I brush my teeth every day to keep them clean.</i></p>			
<p>8. Show interest in exploring and expressing preferences, e.g. how things look, smell, sound, feel, taste</p> <p>For example:</p> <p><i>Distinguish likes from dislikes. For example, my favourite food is chicken because it tastes really nice or I do not like the way that banana smells.</i></p>			
<p>9. Follow instructions and begin to do as others in a group</p> <p>For example:</p> <p><i>a. Obey simple instructions upon command and are able to work with peers</i></p> <p><i>b. Work with a classmate to pack away all the blocks in the classroom</i></p>			
<p>10. Become more adjusted to school life and routines</p> <p>For example:</p> <p><i>a. When the practitioner begins to sing the “Pack Up” song, child begins to pack away resources</i></p> <p><i>b. Aware of classroom schedule and responds to transitional activities</i></p>			

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Start Date of Checklist:

Goals:

1. Children who develop receptive, expressive and creative language skills
2. Children who develop basic concepts of print and readiness skills for reading and writing

Age 3	Term 2		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
<p>1. Increase vocabulary; recognize and name additional objects, people and places in their environment</p> <p><i>For example:</i></p> <p>a. Recognize labelled/unlabelled items in the learning space such as; chairs, tables, doors, etc.</p> <p>b. Recognize and name places/items around them such as: KFC, Church etc.</p> <p>c. Children discuss experiences and use new words to express their thoughts</p>			
<p>2. Ask, understand and respond to simple “who”, “what” and “where” questions</p> <p><i>For example:</i></p> <p>Ask simple questions Place a book on the table then ask, ‘where is the book’, ‘who has the book’ ‘ what is in my hand ‘, etc.</p>			
<p>3. Continue to enjoy singing songs, listening to stories (repeatedly) and repeating simple rhymes, jingles, finger-plays and poems</p>			

<p>For example:</p> <ul style="list-style-type: none"> a. <i>Participate and show appreciation when age appropriate stories are being read</i> b. <i>Sing and repeat rhymes and jingles</i> c. <i>Move body to the rhythm of songs, rhymes, jingles and finger-plays</i> 			
<p>4. Begin to describe pictures and simple functions of objects</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Tell what they see in a picture</i> b. <i>Say 'I brush my hair with a brush', 'I drink my juice from a cup'</i> 			
<p>5. Relate simple stories from pictures and/ or books</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Answer 'who and what' questions related to a story that was read to them</i> b. <i>Name the lead or other characters in the story</i> c. <i>Can retell a story in sequence</i> 			
<p>6. Participate in visual and auditory recall activities</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Do or say specific activities from an activity that was previously done with them. For example; practitioner may ask the child to; hop like a kangaroo or bark like a dog.</i> b. <i>Participate in a memory game of match like picture cards</i> 			

<p>7. Identity likenesses and differences in pictures, objects, shapes, symbols, letters, sounds, words</p> <p><i>For example:</i></p> <p><i>Child may touch a red triangle and a red square, and should be able to state that both objects are alike because they are red but different in shape, as one is a triangle and the other is a square.</i></p>			
<p>8. Recognize print in various settings and context</p> <p><i>For example:</i></p> <p><i>Child is able to recognize print within the classroom/school and environmental print while out in the community/public.</i></p>			

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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 3	Term 2		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Continue to enjoy expressive activities, e.g. role-playing, singing, dancing, puppetry <i>For example:</i>			

<p>a. <i>Participate in simple choreography dance moves such as; clapping hands and wiggling legs to the sound of Jamaican songs (or songs from other cultures).</i></p>			
<p>2. Show interest in own family and that of others; talk about family members and activities</p> <p>For example:</p> <p>a. <i>Participate in show and tell activities by sharing a picture of a family member</i></p> <p>b. <i>The practitioner should encourage the child to talk freely about the picture (The practitioner may ask who, what, when, where simple open-ended questions</i></p>			
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<p>3. Continue to imitate behaviours related to religious and cultural practices, e.g. saying prayers, singing songs, saying poems</p> <p>For example:</p> <p>a. <i>Mimic the behaviours of significant adults around them who participate in religious and cultural practices</i></p> <p>b. <i>Say a simple prayer</i></p> <p>c. <i>Attempt to recite the National Pledge and Anthem</i></p>			
<p>b. <i>Say a simple prayer</i></p> <p>c. <i>Attempt to recite the National Pledge and Anthem</i></p>			
<p>4. Express preferences in foods, music, songs</p> <p>For example:</p> <p>a. <i>Name specific items that he/she likes, e.g., I love ice-cream</i></p> <p>b. <i>Sing favourite songs e.g. "I am a Promise."</i></p> <p>c. <i>Talks openly about favourite foods and songs</i></p>			
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Goals:

1. Children who learn for information gathering, understanding of events and experiences, application to real situations and problem solving
2. Children who develop an understanding and ability to apply simple mathematical language
3. Children who develop awareness of time, past, present and future
4. Children who develop an understanding of and ability to apply measurements terms
5. Children who develop scientific knowledge, skills and methods
6. Children who develop an appreciation for music and movement; respond and move to music
7. Children who use a variety of media and materials for expression

Age 3	Term 2		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
<p>1. Begin to accept suggestions and follow simple directions</p> <p><i>For example:</i></p> <p>a. Follow two part commands, e.g. child puts away toys in the box and places box on shelf</p> <p>b. Follow instructions given and does not look to peers to work out what they need to do</p> <p>c. When asked to clean up, children are able to accept the warning and clean-up at the assigned time</p>			
<p>2. Begin to develop logical thinking</p> <p><i>For example:</i></p> <p>a. Tell stories or share information in sequential order. For example, share what happened to the pigs in the beginning of the story “The Three Little Pigs” and what happened to the wolf at the end</p> <p>b. Understand connections “I need to eat to help me grow strong”</p> <p>c. Laugh at funny things</p>			
<p>3. Match objects one-to-one (one to one correspondence) and members of one set with members of another set</p> <p><i>For example:</i></p>			

<p>a. <i>Child touches each object in time and says the numeral name aloud</i></p> <p>b. <i>Understand the quantity of a set and the name associated with the quantity by matching six apples to the numeral 6.</i></p>			
<p>4. Express curiosity about objects, people, places and events</p> <p><i>For example:</i></p> <p>a. <i>Show interest by talking about others, places and events</i></p> <p>b. <i>Ask questions about their observations of people, places and events</i></p>			
<p>5. Observe, talk about and sort things that are the same and things that are different</p> <p><i>For example:</i></p> <p>a. <i>Sort objects with similar shape, colour and those that are different sizes</i></p> <p>b. <i>Is descriptive in sharing similarities and differences in things</i></p>			
<p>6. Continue to show interest in different sounds, smells, tastes, textures</p> <p><i>For example:</i></p> <p>a. <i>Use their senses to tell sweet/sour foods and rough/smooth objects</i></p> <p>b. <i>Listen to loud/soft sounds and tell the difference</i></p>			

<p>7. Continue to understand basic concepts of time and time sequence, number, size, space, distance</p> <p>For example:</p> <p>a. <i>Understand that “ we eat breakfast in the morning and dinner in the evening” or “the table is near the chair” and “the bird is far away in the sky”</i></p> <p>b. <i>Understand the activities on the classroom schedule and transitions smoothly between activities</i></p> <p>c. <i>Able to discuss the size of people and things</i></p>			
<p>8. Distinguish among quantities such as “many (plenty), few (some), none”</p> <p>For example:</p> <p>a. <i>Show and tell that a set with two balls is few and a set with nine balls has many.</i></p>			
<p>9. Draw and talk about a circle</p> <p>For example:</p> <p><i>Hold a large writing instrument to make a circle and then describing it as a shape that is round and has no sides.</i></p>			
<p>10. Distinguish, match, and name colours in the environment</p> <p>For example:</p> <p>a. <i>‘The leaves are green just like my slippers’.</i></p> <p>b. <i>‘The stoplight has a red circle’</i></p>			

<p>11. Talk about self, family, and others; identify and name family members</p> <p>For example:</p> <p>a. <i>My name is Jay, I am a boy.</i></p> <p>b. <i>I live with my mom and my dad</i></p> <p>c. <i>My dad's name is Jack and he is a policeman."</i></p>			
<p>12. Sing songs, share in stories about spiritual leaders such as Jesus as a friend of children</p> <p>For example:</p> <p>a. <i>Participate in worship and devotion</i></p> <p>b. <i>Sing songs s such as, "Jesus loves the little children" or "God made me special."</i></p>			
<p>13. Enjoy participating in music and movement activities</p> <p>For example:</p> <p>a. <i>Recite songs and do appropriate actions. For example, sing and clap if they hear the song "If You are Happy and You Know It Clap Your Hands."</i></p>			

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Goals:

1. Children who develop knowledge of acceptable behaviour and social skills
2. Children who understand and appreciate the views and feelings of others and building relationships
3. Children who care for and protect the environment

Age 3	Term 2		
	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. Carry out simple responsibilities and duties, e.g. dress self, put away toys and materials, help to clear the table and clean up the learning environment			

<p>For example:</p> <ul style="list-style-type: none"> a. Complete activities such as packing away toys, buttoning and zipping their clothes b. Watering the plants c. Act as line leader 			
<p>2. Identify and differentiate between good and bad emotions in self and others</p> <p>For example:</p> <ul style="list-style-type: none"> a. Use facial expressions or words to show and tell how they feel b. Ask a peer, why are they so sad or mad c. Enjoy seeing a peer laugh and join in 			
<p>3. Recognize and appreciate family members</p> <p>For example:</p> <ul style="list-style-type: none"> a. Share who is mummy, daddy, sister, grandma/grandpa, etc., and tells their roles within the household b. Show affection for family members c. Smile when family members picks them up from school 			
<p>4. Begin to develop an awareness of and respect for other children's feelings, their wishes and what they have to say</p> <p>For example:</p> <ul style="list-style-type: none"> a. Demonstrate caring for peers when they are happy/sad b. Practice listening when others are speaking 			

<p>5. Begin to practise showing feelings of kindness, affection and love in appropriate and socially acceptable ways</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Help their peers and teachers</i> b. <i>Share toys</i> c. <i>Give hugs to peers</i> 			
<p>6. Continue using courtesies and polite expressions</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Tell and or display good manners confidently and comfortably</i> b. <i>Greet caregiver/parent in the morning with 'good morning' and at the end of the school day says 'goodbye'</i> c. <i>Use polite words such as: Thank you, You are welcome, Excuse me and I am sorry</i> 			
<p>7. Begin to understand being a member of a group, e.g. waiting turns and sharing materials</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Play and work together cooperatively</i> b. <i>Demonstrate sharing skills</i> c. <i>Wait their turn to use the bathroom</i> d. <i>Understand the class group or class they belong to, the class name and names of practitioners</i> 			
<p>8. Continue to develop awareness of and obey rules of the learning environment and school</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Tell classroom rules</i> b. <i>Show pictures that represent classroom rules and respond to these rules</i> 			

<p>9. Recognize when another child is feeling unwell and demonstrate sensitivity</p> <p><i>For example:</i></p> <p><i>Respond with soothing gestures such as a hug or a pat on the back, to another child who is crying/or is sick.</i></p>			
<p>10. Continue to express interest in, explore and show appreciation for nature and the environment</p> <p><i>For example:</i></p> <p><i>a. Demonstrate taking care of a plant or animal/pet</i></p> <p><i>b. Keep the school, home, community environment clean by disposing of garbage</i></p> <p><i>c. Start to recycle</i></p>			

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Goals:

1. Children who address difficulties, challenges and conflicts using a range of appropriate and acceptable social and coping skills
2. Children who develop a disposition of persistence and perseverance, as well as a willingness to complete an unpleasant or challenging task or take risks
3. Children who demonstrate safety behaviour

Age 3	Term 2		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
<p>1. Begin to express self through a variety of media in music, art, crafts, games and role play</p> <p>For example:</p> <ul style="list-style-type: none"> a. Draw/paint pictures to share their experiences b. Tell stories c. Create dance moves to a favourite song/jingle d. Sculpts e. Dramatize and engage in pretend play 			
<p>2. Begin to learn how to cope with frustration, anger, rejection, grief, disappointment, etc. in socially acceptable ways</p> <p>For example:</p> <ul style="list-style-type: none"> a. Persist on difficult tasks for increased lengths of time b. Practice established routines to manage emotions such as talking about the problem and taking deep breaths c. Identify solutions to simple problems 			
<p>3. Begin to link actions with consequences</p> <p>For example:</p> <p>Show an understanding that there are consequences for appropriate and</p>			

<i>inappropriate behaviours. For example, eating all my food/vegetables will not make me hungry; if they fight over a toy, the toy is put away for 10-30 minutes.</i>			
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