

THE JAMAICA EARLY CHILDHOOD CURRICULUM

SCOPE AND SEQUENCE

FOR CHILDREN

FOUR AND FIVE YEARS



The Jamaica Early Childhood Curriculum

Scope and Sequence

For Children Four and Five Years

The Dudley Grant Memorial Trust in Collaboration with the Ministry of Education and the Early Childhood Commission

The Jamaica Early Childhood Curriculum Scope and Sequence For Children Four and Five Years

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Editor: Cecille Maye-Hemmings

Graphic designers:

Cover design: Suzette Royal/Neil Buckle

Page layout: Neil Buckle

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Background to Early Childhood Curriculum Development in Jamaica

The care and education of young children in group settings emerged in Jamaica in response to the need of working parents in the post-World War II era of rapid industrialization and employment opportunities away from home. Early childhood informal “schools” were usually set up by home-based grandmothers, aunts or neighbours, on verandahs, in backyards or other available spaces and provided largely custodial care of children and limited educational content, e.g. rote learning of rhymes and Bible verses.

The first recognizable “basic school” as we know it today, was established in 1938 by Rev. Henry Ward in Islington, St. Mary. As the number of these schools increased throughout Jamaica, so did the need for organized training of the mostly untrained teachers. In 1967, Mr. Dudley Grant of the Institute of Education, University of the West Indies at Mona, initiated the Project for Early Childhood Education (PECE) with support from the Bernard van Leer Foundation. The aim of this project was to develop a curriculum manual for use with four- to five-year-olds in basic schools and to provide complementary on-going training of teachers in the use of the curriculum and its accompanying resources.

The first written Jamaica pre-school curriculum was completed in 1973 through the collaborative effort of a team of teacher trainers led by Mr. Grant himself. The “PECE Manual”, as it was called, was a very detailed instructional guide comprising 24 volumes totaling 4,988 pages. It provided a step-by-step approach for presenting content from traditional subject areas. The detailed format was considered necessary because the teachers were inexperienced and lacked in-depth knowledge of essential child development and education principles and practices. Regular fortnightly workshops by the teacher trainers were established to develop the teaching skills of the para-professional teachers, while familiarizing them with the use of the curriculum manual.

In 1979, a survey carried out by the Early Childhood Unit of the Ministry of Education, revealed that the on-going fortnightly training workshops were reaping rewards as teachers were becoming increasingly better trained and better qualified for their teaching roles. The teachers themselves called for the PECE manual to be reviewed and rewritten in a format that was much less prescriptive and allowed greater flexibility in interpreting and implementing the curriculum in their individual classrooms. Subsequently, the curriculum was redesigned and redeveloped in 1983 into two volumes: Readiness Programme for 4 Year Olds and Readiness Programme for 5 Year Olds. The new “Readiness” curriculum replaced the subject-based structure of the PECE manual with an integrated curriculum approach.

This model placed more emphasis on skills development across the child’s developmental domains through an integrated programme of appropriate activities organized around themes familiar to the children. While some teachers welcomed the more flexible format of the revised curriculum, others thought that too many of the resource ideas contained in the PECE manual had been lost to the cause of producing a smaller document. This was seen as a disadvantage for newer and less experienced teachers.

In 1990, a survey commissioned by the Early Childhood Unit of the Ministry of Education was undertaken by the University of the West Indies-based Centre for Early Childhood Education (CECE), which later became the Dudley Grant Memorial Trust, to establish the extent to which both the PECE and the “Readiness” manuals were being used in pre-primary schools throughout Jamaica. The survey also gathered ideas and recommendations for redesigning the Readiness curriculum to represent a better balance between the detail of the older PECE manual and the flexibility of the “Readiness” manual. This is one of the considerations that informed the current re-design of the curriculum.

In Jamaica, organized programmes for children from birth to three years only emerged after the development of a curriculum for four- to five-year-olds, as children in this age group were mostly cared for within the home setting. In the 1950s the Child Welfare League operated a few day care centres that provided mainly custodial and health care for infants. Over the decades of development of the Jamaican early childhood system, day care provisions have lagged behind that of basic and other pre-schools in coverage, public financing and resources, caregiver training and adequacy of learning environments. Services for the birth to three-year-old age cohort are still largely provided by private owners. Day care centres experienced their highest peak in development during the 1970s when the incumbent government instituted policies in support of organized, publicly funded day care centres to facilitate working mothers. However, only a few day care centres in the country are publicly funded.

Although this much needed attention brought about improvement in the quality of facilities and training of personnel at the time, there was no national focus on curriculum for birth to three-year-olds, and institutions operated independently of each other in this regard. The situation with regard to curriculum for birth to three-year-olds remains the same today, in spite of the growing recognition of the importance of the first three years of a child’s development, and the variety of programme models that now exist, such as centre-based programmes, home-based nurseries, and other early stimulation programmes. The re-design of the curriculum will result in the development of the first national early childhood curriculum for birth to three-year-olds, and a revised curriculum for the four and five-year-olds.

The documents

The Jamaica Early Childhood Curriculum for Children Birth to Five Years is comprised of four documents.

Document 1 is the Conceptual Framework which outlines the purpose, rationale and guiding philosophical principles of the curriculum and also the developmental goals and learning outcomes desired for Jamaican children. It also provides the rationale for the development of the curriculum guide for birth to three years, and the review of the curriculum for four and five-year-olds. A synopsis of child development theories that have influenced the curriculum development process is presented in the Appendix.

Document 2 is the Scope and Sequence which comprises the developmental objectives children would be expected to achieve by the end of each age phase. The development of skills in the four (4) developmental domains; cognitive, affective, creative and psychomotor are reflected in the learning outcomes within this document. The learning outcomes are detailed under the headings: wellness; effective communication; valuing culture; intellectual empowerment; respect for self, others and the environment; and resilience.

Document 3 is the Curriculum Guide which early childhood practitioners will use in the planning, preparation and implementation of daily programme activities. The guide is divided into two parts.

Part 1 – Birth to Three is Key presents foundation curriculum for the birth to age three stage. It explains the developmentally appropriate concepts, skills and activities for children at this stage. Part II – Four and Five: Getting Ready for Life builds on this foundation, and includes important elements of appropriate curriculum for the four and five year olds. The component parts and structure of the curriculum are explained in each guide to facilitate easy interpretation and use by practitioners. Also included are aspects of daily curriculum implementation processes such as scheduling the day, thematic unit planning and lesson planning, organizing for instruction, and helpful strategies for practitioners and parents.

Document 4 is the Resource Book which acts as a supplement to the Curriculum Guide and provides additional developmentally appropriate activities for the various age groups.

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The Dudley Grant Memorial Trust, as the lead coordinating agency for the national Early Childhood Curriculum Project, wishes to acknowledge with great appreciation the contribution and hard work of all the participating individuals, groups and agencies.

The task involved the revision of the existing curriculum guide for the four- and five-year-old age groups and the development of a guide for the birth to three-year-old age cohorts. Development of the supporting documents such as the Scope and Sequence and the Conceptual Framework for the age-range birth to five years was also a vital part of the process.

Many Early Childhood professionals have contributed to the development of these documents. While it would be difficult to mention everyone by name, we must acknowledge some key individuals and groups who made significant inputs into the production of the documents.

We acknowledge the leadership, coordination and curriculum writing contributions of Dr. Rose Davies, Senior Lecturer at the Institute of Education, University of the West Indies and chief consultant to the Project.

We thank especially the following outstanding contributors:

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INTRODUCTION TO THE EARLY CHILDHOOD CURRICULUM SCOPE AND SEQUENCE

The Jamaica Early Childhood Curriculum, Scope and Sequence for Children: Four to Five Years, is a document outlining developmental objectives for children within the age range. The document will help practitioners at different levels of the early childhood education to see the alignment of instructional planning and children's development.

Purpose of Scope and Sequence

The purpose of the Scope and Sequence document is to clearly identify the range of skills and concepts children of specific age groups will be expected to learn. Appropriate sequencing of a curriculum is a very important aspect of its development. If it is accepted that children in their process of maturation and learning follow a distinct pattern of progressing from basic to increasingly complex abilities, then what they are expected to learn must be presented to them in a similar sequence.

The Scope and Sequence document is valuable to the process of planning and developing a curriculum for the following reasons:

- a) It brings some measure of organisation to the overall curriculum.
- b) It presents material in a sequence that is suitable for the different developmental levels and needs of the children.
- c) It provides a basis for the ongoing assessment of children's developmental progress.
- d) It makes accountability in terms of what children are learning an easier exercise.

Learning Outcomes/Goals and Developmental Objectives

The skills from the cognitive and language, affective, creative and psychomotor domains are specified under the Learning Outcomes: Wellness, Effective Communication, Intellectual Empowerment, Valuing Culture, Respect for Self, Others and the Environment; and Resilience.

- Wellness – a child who is healthy, strong and well adjusted. The child will be physically well developed with good motor coordination and will feel generally good about him/herself.
- Effective Communication – a child who is an effective communicator. The child will understand and use language appropriately.

- Valuing Culture – a child who values his/her own culture and that of others. The child will appreciate, value and respect the many aspects of his/her own culture as well as that of others.
- Intellectual Empowerment - a child who is a critical thinker and an independent learner. The child will be aware of how to gather, process and use information to solve problems and also to understand what happens in the wider environment.
- Respect for self, others and the environment – a child who respects self, others and the environment. The child understands the difference between acceptable and unacceptable behaviours; is able to express empathy for others and build positive, respectful relationships with others; the child shows concern for the environment.
- Resilience – a child who has coping skills. The child will show persistence with challenging tasks, take risks and use acceptable social skills to cope with difficulties.

The developmental objective indicates measurable terms, what children should be able to do within a lesson. They are derived from the learning outcomes and reflect what is to be achieved during a specified age group.

It is important for early childhood practitioners to note that all developmental objectives represent the skills and abilities *generally* achievable by children within a specified age group, however, it is accepted that some children might learn particular skills earlier or later than others in their age group.



4-YEAR-OLDS

4-YEAR-OLDS

Term 1

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Use upper and lower limbs and whole body with increasing competence and skill in balance, direction, speed, use of space, throwing/catching and locomotor activity
- › Engage in imaginative and creative play indoors and outdoors; begin to participate in group games
- › Perform longer and more challenging movement sequences, e.g. dance, choreographed pieces
- › Establish hand preference
- › Demonstrate greater coordination and control in fine motor skills, e.g. hold pencil/crayon/paintbrush correctly, do lacing, use safety scissors, dress/undress dolls and stuffed toys
- › Begin to understand concept of right and left; though confusing at times
- › Copy and print letters, numerals and symbols that are meaningful to them; identify and print first name, then both names; begin to learn their phone number, address and other personal information
- › Display self-regulation in on-task behaviours, independence, self confidence, respond to praise
- › Develop sense of responsibility for own actions
- › Show interest in gender differences, e.g. boy or girl, caring for self, and making healthy choices
- › Demonstrate strong sense of belonging

COMMUNICATION

If provided with the appropriate opportunities children will

- › Show enjoyment while being read to
- › Engage in turn-taking during discussions and in using materials; listen courteously and in a supportive manner
- › Tend to be expansive in exploring use of language; play/experiment with words and sounds; like to use new/strange/silly words
- › Speak in sentences increasing in complexity in structure; tend to be more talkative; want to explain everything; express thoughts intelligibly
- › Ask, understand and respond to simple “how,” “when” and “why” questions
- › Model the use of Standard Jamaican English (SJE) with guidance

4-YEAR-OLDS

Term 1

Developmental Objectives

COMMUNICATION (cont'd)

- › Receive and deliver messages; listen to and complete at least 2 or 3 formal instructions accurately
- › Understand spatial concepts, e.g. in front of, behind, before, beside, far, near, above and below
- › Speak clearly and fluently
- › Use talk, objects and actions as symbols to express experiences and events
- › Enjoy participating in activities involving language games, playing with sounds, picture matching games, categorizing, “go-together” pictures and objects, puppetry, show and tell, sharing news
- › Print names correctly
- › Recognize and reproduce sequences and patterns among objects, pictures and symbols
- › Select reading material according to special interest; show positive disposition to handling books
- › Talk about a picture, describing actions and objects; sequence about 2 to 4 pictures to tell a story; interpret pictures and read predictable picture text
- › Locate, say and pronounce some sight words
- › Read and interpret environmental print
- › Sequence words to make a sentence; sequence words to make phrases
- › Join dots in sequence to form pictures, symbols, letters, numerals; trace letters and numerals
- › Write basic lines and curves; form symbols, letters, numerals

VALUING CULTURE

If provided with the appropriate opportunities children will

- › Show awareness of and appreciation for different music, song, dance, art and crafts, stories, food, language and clothes, e.g. Jamaican folk and reggae music
- › Continue to imitate behaviours related to religious and cultural practices such as saying prayers, singing songs, etc.
- › Enjoy participating in activities that involve role-playing, wearing masks and costumes
- › Sing the National Anthem
- › Recognize and name some of the national Heroes/Heroine
- › Name the Prime Minister
- › Learn to value and respect all Jamaicans of different race and culture

4-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- › Follow up to three instructions given at one time
- › Seek answers to “who,” “what,” “why,” “where” and “what if” questions
- › Develop basic skills in numeracy, literacy and oracy
- › Participate in activities to develop pre-numeracy skills in sorting and classifying, ordering and sequencing, and patterning
- › Explore aspects of capacity, volume, area, spatial relationships and weight through play activities involving liquids (e.g. water) and solids (e.g. sand)
- › Sort, identify, name simple geometric shapes, including circle, square, triangle, rectangle; copy shapes and combine more than two geometric forms in drawing and construction
- › Use non-standard units to measure lengths, e.g. hand span, paper clip, etc; use mathematical language to express length, e.g. long/short
- › Use non-standard units to measure capacity, e.g. plastic containers, juice boxes, etc; use mathematical language to express capacity, e.g. full/empty
- › Explore and talk about the passing of time during daily activities and routines; associate special days, events and celebrations with time-related concepts; begin to understand present, past, future
- › Use senses through interactive activities to investigate and learn about self, objects, others and then environment
- › Express interest and curiosity in own family and home and those of others
- › Talk about self, friends and family; recognize similarities and differences among each other; talk about and share own experiences, feelings and preferences
- › Follow classroom routines; begin to understand the purpose of classroom procedures; use materials in appropriate ways; continue to respect and care for classroom materials and environment
- › Enjoy participating in music and movement activities involving sounds, rhythms, music, songs, rhymes, jingles, actions and other creative gestures and expression
- › Experiment with distinguishing and creating sounds and sound patterns by clapping, tapping, stomping, using percussion instruments, etc.
- › Begin to experiment with using different media and materials in various forms of expression
- › Begin to observe straight and curved lines in the environment
- › Practise holding and controlling scissors for cutting
- › Begin to make representational drawings of objects, people and scenes from the environment
- › Participate in expressive activities, such as singing, dancing and dramatic play about own and others’ experiences, and about a range of feelings such as joy, sorrow, disappointment, wonder, etc.
- › Begin to demonstrate socially acceptable ways of expressing gratitude to God, parents, teachers, friends and others
- › Talk about, sing songs and share in stories about spiritual leaders such as Jesus as a friend of children

4-YEAR-OLDS

Term 1

Developmental Objectives

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- › Develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Demonstrate more independence and sense of responsibility
- › Express a strong need for love, attention and affirmation from parents, teachers and all practitioners
- › Initiate interactions; relate to others, including siblings, friends, group members and classmates – sharing, taking turns, helping, caring, assuming responsibility, etc.
- › Recognize and relate appropriately to others who are different from them in any way
- › Demonstrate an understanding of and practise social norms in appearance and expression, e.g. personal grooming, hygiene
- › Show respect for each other's privacy; show respect towards others and their property
- › Begin to display responsible behaviour and self-control at school, home and in the community
- › Participate in games and activities to develop self-awareness and individuality; begin to demonstrate a sense of trust and confidence in self, own efforts and others
- › Show respect for nature, living things and recycling

RESILIENCE

If provided with the appropriate opportunities children will

- › Demonstrate a basic understanding of right and wrong; help to construct set of class rules
- › Try new things and take risks; talk about dangers of play and activities which could be hazardous
- › Express moods and emotions in socially acceptable ways
- › Demonstrate the ability to cope with frustration, anger, rejection, grief, etc. in socially acceptable ways
- › Repeat and be able to give personal information such as own home address, telephone number, parents' names, etc. in case of an emergency
- › Express negative and positive feelings verbally

4-YEAR-OLDS

Term 2

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Demonstrate greater coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity; begin to jump rope, hop on alternating foot, turn somersault. Show increasing confidence and skill in using play equipment; kick, catch/throw with increasing sense of aim and direction
- › Follow instructions requiring quick reaction; judge well in physical placement, direction and timing
- › Continue to engage in imaginative and creative play indoors and outdoors
- › Demonstrate greater coordination and control in fine motor skills, e.g. fit puzzles of up to 12 pieces, use scissors to cut along straight and curved lines
- › Continue a sequence of lines, symbols, shapes and patterns
- › Use spatial relationships correctly, e.g. before, behind, beside, over, around, under, left, right
- › Exercise increased control and safety when using materials, toys, tools; use a spoon, fork, dinner knife
- › Continue to print letters, numerals, symbols with increased sense of spacing, formation, left to right orientation
- › Like to succeed and try new things, activities, adventures; continue to show curiosity and interest in exploring different tastes, textures and states; comment on preferences
- › Demonstrate growing sense of trust and confidence, pride and satisfaction in independent activity and products
- › Exercise greater self-control but still need adult help; demonstrate competence in self-help skills and chores
- › Follow instructions and do as others in the group; show interest in fair play but are apprehensive about competitive activities
- › Show increasing ability to adapt to different situations
- › Resolve conflict with assistance, if needed
- › Accept rules and limits
- › Perform specific movements to the beat of music; enjoy music and movement activities, rhythm and songs
- › Participate in activities to develop body balance and control
- › Improve skill in holding and controlling scissors for cutting

4-YEAR-OLDS

Term 2

Developmental Objectives

COMMUNICATION

If provided with the appropriate opportunities children will

- › Enjoy the use of “big” words and “trying out” language with nonsense and silly phrases; make longer sentences
- › Enjoy telling jokes, initiating and participating in conversations; speak audibly to a varied audience
- › Listen attentively, respond to and evaluate what was heard; express positive and negative feelings verbally
- › Describe events and situations, share personal and meaningful experiences and relate events in stories to own personal experiences
- › Apply thought and language to problem-solve and categorize
- › Speak Standard Jamaican English (SJE) with guidance
- › Enjoy expressive and discovery activities; telling stories of own experiences and events
- › Demonstrate appreciative and attentive listening
- › Show willingness to take turns and share in conversation; participate in guided discussion
- › Ask many “why” questions
- › Identify rhyming words
- › Use compound sentences joined by “and,” “but,” “or,” “so,” “because”
- › Write letters with appropriate formation and directionality. Begin with high-frequency letters in upper and lower case; write letters of own name; begin to write a few words
- › Suggest the theme of a story or poem they have heard
- › Begin to use plural pronouns and tenses correctly
- › Begin to form letters and numerals correctly
- › Show preference for books: that are adventurous/silly; about giants, monsters, Brer Anancy, animals in people roles, machines; that have poetry, especially funny and nonsense words; with complex illustrations; with small/hidden objects on a page; with beautiful colours, patterns and stories about children
- › Relate sequence of events; use present and past tense
- › Sequence words to make longer sentences

4-YEAR-OLDS

Term 2

Developmental Objectives

VALUING CULTURE

If provided with the appropriate opportunities children will

- › Recognize and participate in a variety of national, and ethnic traditions and cultural practices, e.g. Festival, Carnival, Food Festivals
- › Participate in cultural activities of school, church and community
- › Demonstrate socially acceptable behaviours, e.g. stand appropriately when singing the National Anthem and saying the National Pledge
- › Discuss food associated with different ethnic Jamaican communities or groups
- › Recognize and name some of the national emblems/symbols/traditions, e.g. national flower, tree, dish

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- › Grasp concepts of past, present and future, but not duration of time
- › Begin to express information in various ways, e.g. models, drawings, paintings, pictures, text
- › Participate in activities to develop pre-numeracy skills in sorting, classifying, ordering, sequencing and patterning
- › Sort objects into groups/sets according to shape, size, number of sides
- › Sort, identify, name, describe simple geometric shapes, e.g. circle, square, triangle, rectangle
- › Use non-standard units, e.g. pencils and hand span to measure and record the length of objects; use mathematical language to express length
- › Explore the concept of weight using a variety of objects to express heavy and light
- › Use non-standard units to measure and record capacity; e.g. plastic containers of various sizes; use mathematical language to express capacity
- › Demonstrate understanding of daily routines, e.g. breakfast before lunch or washing hands before meals
- › Show curiosity and interest in different sounds, smells, tastes, textures found indoors and outdoors
- › Recognize and discuss different means of moving people and things from one place to another
- › Demonstrate an awareness of aspects of the weather, e.g. describe the day as being sunny, cloudy or rainy
- › Examine and discuss various types of machines and electronic tools
- › Identify and describe sounds made by different sources, e.g. water, motor vehicles, lawnmower
- › Identify basic needs of all living things; differentiate between living and non-living things

4-YEAR-OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Sow seeds and observe their growth; record changes in growth of plants
- › Observe and discuss the characteristics of plants
- › Differentiate between plants and animals
- › Understand and follow classroom routines and procedures
- › Identify important places in the community
- › Associate events with time-related concepts, e.g. ice cream on Fridays, gifts for Christmas, Valentine's day, Mother's/ Father's day, birthdays
- › Use a variety of percussion instruments to respond to rhythms in jingles, finger-plays, rhymes, poems, stories
- › Experiment with creating sounds, sound patterns and rhythms by clapping, tapping, stomping, etc.
- › Pick up a beat in song, rhyme, poem for a number of locomotor activities, e.g. walking, sliding, tip-toeing
- › Distinguish between high and low sounds (pitch)
- › Recognize and respond to slow and fast rhythms and tempo
- › Paint on a variety of surfaces
- › Show awareness of straight and curved lines
- › Complete lacing cards on own
- › Use different media and materials in collage work; crush, tear and fold paper to make collages
- › Make representational drawings and paintings of objects, people and scenes from the environment
- › Use pieces of wood and other materials to create objects
- › Differentiate colours in the environment
- › Talk about and express creatively a range of feelings such as joy, sorrow, disappointment, wonder in response to daily happenings and experiences
- › Continue to participate in expressive activities such as singing, dancing, puppetry and dramatic play
- › Share examples of how home, school and community express care and concern
- › Display some measure of honesty, fairness, curiosity and empathy; distinguish right from wrong



4-YEAR-OLDS

Term 2

Developmental Objectives

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- › Continue to develop a sense of self-worth and self-confidence; take pride in own work and effort. Feel good about self; feel that they can succeed and experience success
- › Continue to demonstrate more independence and sense of responsibility
- › Continue to express a strong need for love, attention, affirmation from parents, teachers and all practitioners
- › Function appropriately as a member of a group, sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful
- › Participate in group games and cooperative play› Show curiosity about how and why things happen; how they work and suggest explanations
- › Begin to accept responsibility for own actions and behaviour
- › Continue to use courtesies and polite expressions, e.g. excuse me, thank you, you are welcome, please
- › Display appropriate and responsible social behaviours in relation to the environment
- › Continue to practise social norms in appearance, personal grooming, hygiene practices, and polite expressions
- › Give basic care under supervision to pets and plants in their environment
- › Investigate and discuss similarities and differences in their environment
- › Continue to empathize with and support peers who are visually impaired, hearing impaired, or who are otherwise challenged
- › Express fear, anger, affection, excitement, enthusiasm, and disappointment in socially acceptable ways
- › Continue to express self through a variety of media in arts/crafts, music, games and dramatic play
- › Continue to listen courteously and in a supportive manner and share personal experience, stories and events
- › Continue to use materials in appropriate ways; care for materials in use; put away materials before starting new activity
- › Participate in games and activities to develop self awareness and individuality; begin to develop trust and confidence in self, own efforts and others
- › Suggest ways of showing love, care and affection to others
- › Resolve conflict without fighting
- › Continue to demonstrate ways of expressing gratitude to God, parents, friends and others
- › Continue to display responsible behaviour and self control at school, home and in the community

4-YEAR-OLDS

Term 2

Developmental Objectives

RESILIENCE

If provided with the appropriate opportunities children will

- › Recognize the dangers of playing in the street or places frequented by vehicular traffic
- › Demonstrate knowledge of road safety rules
- › Make decisions and solve problems in a group setting
- › Continue to develop a sense of responsibility for own actions
- › Make decisions based on an understanding of right from wrong; express positive and negative feelings
- › Show increasing ability to adapt to different situations
- › Develop awareness of the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc
- › Recall what to do in an emergency
- › Show understanding of safe and unsafe practices
- › Persevere in completing tasks



4-YEAR-OLDS

Term 3

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Continue to demonstrate increasing skills in coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity, including marching, skipping and galloping
- › Show increasing confidence and skill in the use of climbing indoor/outdoor equipment
- › Follow instructions in carrying out independent and group activities involving coordination, imagination and creativity
- › Judge physical placement, direction and timing with increasing accuracy
- › Adjust direction in movements; follow straight, curved and zigzag pathways
- › Participate in activities requiring improved competencies, aim and direction, e.g. kicking a ball in mid-air and throwing a ball overhead
- › Participate in ring games
- › Demonstrate increased competency and control in hand-eye coordination, e.g. lacing, using a pair of scissors and using construction toys
- › Include more detail in drawings, paintings, etc.
- › Print letters and numerals, copy shapes, sequences and patterns
- › Use a computer mouse to point and click
- › Be energetic and enthusiastic
- › Begin to understand right from wrong
- › Follow instructions and participate as a member of a group; discuss with others who should do what in group activity
- › Display understanding of concepts of honesty and fair play
- › Demonstrate a strong sense of belonging
- › Resolve conflict with help if needed
- › Demonstrate curiosity about themselves, others and the world around them; talk freely about themselves and others
- › Be persistent in wanting their questions answered
- › Occupy self for longer periods of time
- › Play roles of familiar adults in their daily environment
- › Understand that people differ in various ways
- › Understand that some people are different because of their physical ability, race, size and shape
- › Express unwillingness at being touched by unauthorized persons
- › Begin to understand basic differences between healthy and unhealthy choices and preferences

4-YEAR-OLDS

Term 3

Developmental Objectives

COMMUNICATION

If provided with the appropriate opportunities children will

- › Tell, retell and make up, explain, interpret and act out stories
- › Adapt and create own games, songs and stories
- › Describe experiences, events and objects with some detail
- › Use present, past and future tenses in conversation and in relating experiences and events; speak Standard Jamaican English (SJE) with guidance
- › Demonstrate understanding that stories have a beginning, middle and end
- › Introduce self and others, welcome and thank others
- › Understand time concepts such as “late at night,” “early this morning,” “next week” and “once upon a time”
- › Engage in conversation with other children as well as with adults
- › Engage in group decision-making
- › Seek explanation of “why” and “how”
- › Begin to master some basic rules of grammar, e.g. past tense, plurals and comparatives
- › Use appropriate language to express basic understanding of number, size, weight, colour, texture, distance, position and time
- › Use exaggeration and words such as “enormous,” “huge” and enjoy extremes in their voices, e.g. shouting, whispering and telling ‘secrets’
- › Construct longer and more complex sketches
- › Identify a specific shape from among superimposed shapes
- › Predict cause and effect relationships and guess story outcomes; use future tense
- › Sequence a series of three to six pictures to tell a story or to tell a process
- › Write simple words, phrases and sentences
- › Talk about where they live, where other people live and what they do
- › Sequence words to make sentences of a story
- › Express preference for
 - picture books
 - traditional literature
 - myths, fables, fairy tales, poetry



4-YEAR-OLDS

Term 3

Developmental Objectives

VALUING CULTURE

If provided with the appropriate opportunities children will

- › Begin to show awareness of and interest in images projected in media, e.g. television, newspapers
- › Develop an awareness of different sub-cultures in the community, e.g. Rastafarian and Maroon
- › Participate in national celebrations held in school, community and country
- › Understand that families live in communities; demonstrate an appreciation for differences in people who live in the community
- › Enjoy participating in activities involving music, rhythms, rhymes, puppetry and storytelling
- › Talk about ways in which national events such as Independence Day and Heroes' Day are celebrated
- › Develop familiarity with the National Flag
- › Talk about ways each person can be a good member of family, community and country
- › Talk about other cultural celebrations such as Lunar New Year and Divali

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- › Recognize and enjoy rhythm songs and rhymes
- › Begin using a wide range of movements and extending the coverage of physical space during movement
- › Paint on a variety of surfaces
- › Continue to use different media and materials in collage work and other forms of expression
- › Develop more control in using scissors and other materials, tools and equipment
- › Distinguish between and produce straight and curved lines
- › Continue to make representational drawings of objects, people and scenes from the environment
- › Illustrate events, people, stories and objects related to theme through painting, drawing and creating collages
- › Create and use masks, puppets and other props
- › Talk about own creative efforts and those of others

4-YEAR-OLDS

Term 3

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Participate in dramatic play/activities which focus on a wide range of community helpers
- › Use role-play and improvisation to demonstrate the importance of community helpers and to appreciate their contribution to the community
- › Participate in role-playing activities and improvisation to develop practical problem-solving techniques
- › Begin to assume the role of a character in a story and in role; give reasons for the choices made by that character

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- › Begin to develop and demonstrate a sense of trust in God, parents, teachers, friends and others
- › Continue to use materials in appropriate ways
- › Continue to respect and care for classroom environment and materials
- › Put away used materials before starting another activity
- › Adhere to rules and show respect for authority; recognize authority which is clear, fair and deserving of respect
- › Continue to develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Continue to demonstrate more independence and sense of responsibility
- › Continue to express a strong need for love, attention and affirmation from parents and practitioners
- › Display appropriate and responsible social behaviours in relation to the environment
- › Continue to display an understanding of and practise social norms in appearance and expression, e.g. personal grooming
- › Display strong sense of belonging – to family, group, school, community
- › Show awareness and appreciation of roles of different people in the community
- › Continue to listen courteously and in a supportive manner and share personal experience stories and events
- › Continue to empathize with and support peers who are visually impaired, hearing impaired or who are otherwise challenged
- › Continue to express fear, anger, affection, excitement, enthusiasm and disappointment in socially acceptable ways



4-YEAR-OLDS

Term 3

Developmental Objectives

RESILIENCE

If provided with the appropriate opportunities children will

- › Continue to demonstrate the ability to cope with frustration, anger, disappointment, rejection, grief, etc. in socially acceptable ways
- › Continue to use and express self through a variety of media in art/crafts, music, games, dramatic play, etc.
- › Begin to resolve conflict without fighting
- › Be assertive about their needs and desires
- › Continue to develop a sense of responsibility for own actions
- › Continue to make decisions based on right from wrong
- › Express positive and negative feelings
- › Continue to show increasing ability to adapt to different situations
- › Continue to develop an awareness of the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc.
- › Recall what to do in an emergency; recognize when in need of help and when to seek adult attention
- › Discuss the dangers of play activities which could be hazardous, such as hiding in abandoned appliances and car trunks; climbing to unsafe heights; imitating dangerous stunts such as those seen on television; and throwing stones
- › Select safe places to play



5-YEAR-OLDS

5-YEAR-OLDS

Term 1

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- Continue to demonstrate greater motor coordination, self-control, agility in all previously acquired gross motor skills including marching, skipping, galloping
- Continue to engage in imaginative and creative play indoors and outdoors, involving others
- Continue to join in-group activities that require team effort
- Demonstrate increasing mastery in gross motor skills needed in sporting activities such as football, cricket, dancing, swimming and the like
- Demonstrate increasing mastery in fine motor skills, e.g. forming letters, numbers, shapes, using scissors, completing intricate puzzles, using the computer keyboard.
- Disassemble and reassemble objects. Build 3 dimensional block structures
- Freely choose and try out new tasks
- Demonstrate increasing competence in self-help skills and chores at home and school
- Tell their phone number, address and other personal information
- Demonstrate strong sense of belonging and being a member of a group
- Demonstrate ability to successfully enter into play situations with peers
- Acknowledge the importance of having adequate rest, sleep and physical activity
- Demonstrate improved judgement of space and distance in games, sports and use of equipment
- Suggest ways in which accidents can be avoided

COMMUNICATION

If provided with the appropriate opportunities children will

- If provided with the appropriate opportunities children will
- Create and use sentences that make statements, ask questions and show excitement
- Respond to a story with discussion and questions about the characters and plot

5-YEAR-OLDS

Term 1

Developmental Objectives

COMMUNICATION (cont'd)

- Listen and respond to texts through a variety of media and activities
- Predict and represent outcomes for stories; dramatize events in a story; enact the role of any selected character; suggest alternative versions of and outcomes for stories
- Follow complex instructions
- Ask questions to seek clarification
- Continue to engage in two-way conversations; take turns in a discussion, listen to a speaker without interrupting
- Recall and use previous knowledge and information for problem-solving
- Continue to interpret pictures, photographs, diagrams and other forms of presentation with adult assistance
- Begin to introduce, welcome and thank visitors with adult supervision
- Repeat rhymes, jingles, verses, poems, etc.
- Participate in choral speaking activities
- Continue to show enjoyment while being read to
- Continue to identify likenesses and differences in symbols, shapes, letters, words and sentences
- Continue to comprehend and use complex sentences
- Produce or sequence a number of pictures or creative expressions to tell a story
- Engage in a variety of activities for composing creative writing and expression
- Use pictures and other forms of expression to relate experiences
- Share creative expressions with others and talk about own writing
- Continue to effectively use phonics to “sound-out” words along with other word attack strategies
- Identify some sight words
- Continue to identify patterns in word families
- Continue to give instructions; explain how to do or make things, e.g. recipes, directions
- Reproduce oral patterns of speech with increasing complexity
- Clap to the rhythm of words and phonemes (syllabication)
- Correctly use plurals, pronouns and tenses; correct own grammar and language use
- Identify selected initial blends
- Blend phonemes (individual letter sounds) to make words
- Identify and explain symptoms when they are unwell
- Improvise given scenarios and retell the event in sequential order; suggest changes

5-YEAR-OLDS

Term 1

Developmental Objectives

VALUING CULTURE

If provided with the appropriate opportunities children will

- Demonstrate preferences for play with same gender; have best friends
- Participate in sports and cultural activities of school, church and community
- Become familiar with the accomplishments of Jamaican athletes, musicians and other performers
- Continue to enjoy and participate in stories, songs, etc. about people and events from their own and other countries
- Recognize and appreciate similarities and differences among themselves
- Continue to understand and behave respectfully towards cultural practices and religions that are different from theirs
- Respond to and show appreciation for music of different cultural and ethnic communities
- Show awareness of foods, dress, festivals or celebrations of other cultures
- Recognize national symbols, dress, anthem, pledge, heroes, song, flag, foods
- Know and sing the National Anthem
- Know and can recite the national pledge
- Observe and exhibit rules in respect of national symbols and protocols

5-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- Continue to investigate and expand knowledge about self, others and the environment
- Continue to express themselves using a variety of media
- Continue to apply known or new information to a new situation
- Select samples of work for display and give reasons for their selection
- Continue to use pictographs to represent information
- Continue to classify objects and numbers into groups or sets up to 20. write numerals, read and write numbers names up to 20
- Continue to use number patterns to solve problems
- Count by ones (1) and twos (2) up to twenty (20)
- Make sets of and bundle materials in groups of 2, 5 and 10
- Continue to use drawings to show, model and solve problems
- Create and write simple mathematical sentences and understand their meaning
- Continue to use ordinal numbers 1st, to 5th
- Use symbols to show comparison (equal, less than, greater than)
- Use the number line appropriately for activities that include comparing numbers, sequencing numbers, and skip counting
- Combine and partition sets to solve problems
- Make sets using pictures and objects up to 20
- Identify and name shapes, including circle, triangle, star, square, rectangle, oval, heart, using templates for creating patterns and pictures
- Classify 2-D shapes and 3-D objects
- Begin to construct and interpret simple pictographs/ bar graphs related to themes and own experiences
- Perform addition and subtraction with regrouping
- Perform addition and subtraction without renaming
- Name and use days of the week and months of the year in sequence
- Continue to associate events with time-related concepts, e.g. use the calendar for field trips, ice cream days, sports days, Open Day, birthday
- Match time on the clock, on the hour with an event
- Read dates from the calendar

5-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- Use money in role-playing activities
- Recognize the value of some Jamaican coins and paper money
- Use both non-standard and standard units to measure length and height of objects as well as distance
- Differentiate between living and non-living things
- Identify the basic needs of living things
- Describe, compare and classify objects according to an increasing number of characteristics and details
- Learn about various types of machines and electronic tools, e.g. cassette recorder, video recorder and television, computer, in appropriate ways
- Discuss the types, forms and importance of transportation used to move people and things from one place to another
- Explore a wide range of movements both independently and with others, in using space
- Recall, imitate and create own simple rhythmic patterns by clapping, tapping and playing a variety of percussion instruments
- Perform specific movements to musical beats; begin to create a sequence of movements in response to different stimuli, e.g. rhythmic clapping and beating of a drum
- Recognize and enjoy rhythm in songs and rhymes
- Continue to use choral expression to develop memory, concentration and self-expression; participate in class/group programmes
- Learn simple dances; perform dances and recite choral verses; sing songs
- Participate in expressive activities and dramatic play about experiences that demonstrate honesty, fairness, acceptance, feeling left out, trustworthiness, loyalty, obedience
- Use a variety of media to draw, paint, print
- Draw, paint and print to depict emotions
- Use recycled materials to make costumes and props to be used in dramatic activities
- Engage in activities that emphasize conservation and recycling
- Be able to maintain attention and concentration for longer periods

5-YEAR-OLDS

Term 1

Developmental Objectives

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- Show understanding of good moral judgement, e.g. that stealing and lying are wrong
- Continue to respect and support individual differences and persons with different abilities
- Develop team spirit through cooperative play in sports and games
- Show self-respect
- Establish positive relationships with other children and adults
- Show sensitivity to the needs and feelings of others
- Recognize and observe street safety rules
- Continue to use courtesies and social graces appropriately
- Continue to show appreciation for own work and that of others
- Function appropriately as a member of a group – sharing, listening, taking turns, cooperating, being considerate and helpful
- Demonstrate the ability to self regulate in conflict situations, articulating emotions and negotiating disputes
- Continue to resolve conflicts with assistance if needed
- Participate in an increasing number of activities and games with rules
- Cooperate with others while participating in individual, cooperative and competitive games, sports and other activities
- Display socially acceptable values and attitudes, e.g. willingness to show fairness, honesty, tolerance, trust, share and care
- Demonstrate trust in self, authority and others
- Practise social norms in appearance and expression, e.g. good hygiene, use of appropriate and polite expressions, personal grooming and dress code



5-YEAR-OLDS

Term 1

Developmental Objectives

RESILIENCE

If provided with the appropriate opportunities children will

- Persevere in completing tasks; exercise some patience and persist with learning challenges;
- Demonstrate increased awareness of safety in use of equipment and managing own self
- Exercise care in the learning/school environment and playground or playfield
- Call for help in an emergency or when in danger
- Recall and demonstrate how to use emergency telephone numbers
- Respond routinely to playground rules
- Show increased awareness of natural and other disasters such as hurricanes and earthquakes and learn age-appropriate responses to these
- Take appropriate measures when dealing with cuts and bruises
- Respond appropriately to minor accidents in their environment
- Deal with their emotions calmly, using the appropriate terms and without demonstrating negative behaviours

5-YEAR-OLDS

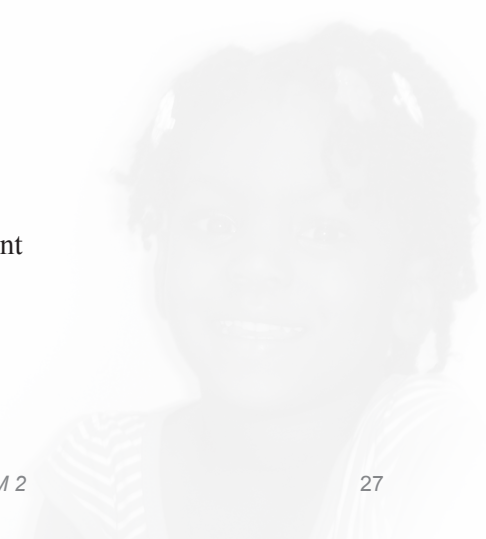
Term 2

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Continue to demonstrate greater motor coordination, self-control, speed, agility in all previously acquired gross motor or skills including marching, skipping, galloping
- › Continue to engage in imaginative and creative play indoors and outdoors
- › Enjoy independent and group/team activities
- › Continue to imitate movement of things in the environment such as trees, animals etc with increasing confidence.
- › Drop a ball and kick it before it falls to the ground
- › Use a bat to hit a ball
- › Develop basic gymnastic skills
- › Copy shapes, e.g. circle, triangle, rectangle, oval, and heart; combine more than two geometric forms in drawing and construction
- › Write most letters of the alphabet in upper and lower case
- › Use computer keyboard with increasing familiarity
- › Draw scenes that include more details and objects
- › Exercise increased control and safety when using materials, toys and tools
- › Disassemble and reassemble objects
- › Build 3-dimensional block structures
- › Join in expressive activities, e.g. singing, dancing and story-telling
- › Choose and try out new tasks; discuss with other children how tasks can be done
- › Demonstrate increasing competence in self-help skills and chores at home and school
- › State their phone number, address and other personal information about self, home and school
- › Talk freely about where they live and where other people live
- › Continue to resolve conflict with assistance if needed
- › Display self-confidence when interacting with others
- › Discuss the importance of having adequate rest, sleep and physical activity
- › Display reasonable judgement of space and distance in sports, games and athletic activities involving use of equipment



5-YEAR-OLDS

Term 2

Developmental Objectives

COMMUNICATION

If provided with the appropriate opportunities children will

- › Use various types of sentences, e.g. statements, questions and exclamations
- › Listen and respond to texts through a variety of media and activities
- › Predict and represent outcomes for stories; dramatize events in a story
- › Follow and give complex instructions
- › Understand and describe various concepts
- › Ask for and seek clarification
- › Exercise appropriate behaviour when engaged in conversation, e.g. take turns in a discussion, listen to a speaker without interruption
- › Recall and use previous knowledge and information for problem-solving
- › Interpret pictures, photographs, diagrams and other forms of presentations with or without adult assistance
- › Use appropriate courtesies in interacting with others, e.g. introduce, welcome and thank visitors with adult supervision
- › Participate in choral speaking activities, rhymes, jingles, verses and poems
- › Express pleasure in being read to
- › Continue to identify likenesses and differences in symbols, shapes, letters, words and sentences
- › Continue to engage in a variety of activities for enhancing listening, speaking, reading and writing skills with increased challenge
- › Produce or sequence a number of pictures to tell a story
- › Engage in a variety of activities for composing creative writing and expression; use pictures and other forms of expression to demonstrate creativity
- › Share and talk about their own creative expressions, e.g. drawings and writings with others
- › Continue to effectively use phonics and other word attack strategies
- › Continue to identify patterns in a set of words
- › Document and prepare information collected in a variety of ways for presentation and sharing with others
- › Continue to give, write and follow more complex instructions, e.g. how to do or make things, write recipes, and give directions to go somewhere
- › Understand and use speech patterns with increasing complexity; correctly use singular, plural, nouns, pronouns and tenses
- › spontaneously correct own grammar and language use
- › identify and count syllables in words
- › identify selected initial blends
- › manipulate phonemes in words, e.g. blending and segmenting

5-YEAR-OLDS

Term 2

Developmental Objectives

VALUING CULTURE

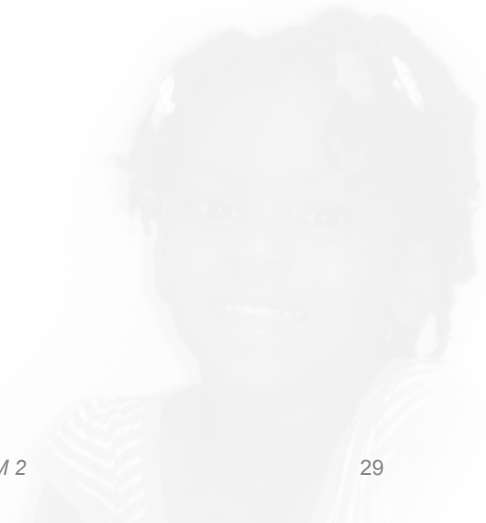
If provided with the appropriate opportunities children will

- › Participate in cultural activities of school, church and community
- › Recognize and participate in a variety of national, regional and ethnic traditions and cultural practices
- › Participate in sports and other athletic activities of school, church and community
- › Develop team spirit for co-operative and competitive sports and games
- › Develop greater familiarity with the accomplishments of athletes, artists, musicians, and other performers
- › Continue to enjoy and participate in stories and songs about people and events in Jamaica
- › Recognize national symbols, e.g. flag or coat of arms, as well as National Anthem, Pledge, Heroes, Song, dress and foods
- › Know and can recite the National Pledge
- › Know and can sing the National Anthem
- › Observe rules and protocols in respect of national symbols
- › Discuss food associated with different ethnic Jamaican communities or groups

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- › Investigate and expand knowledge about self, others and the environment
- › Express their knowledge using a variety of media
- › Apply information and vocabulary to a new situation or context
- › Select samples of work for display and give reasons for their selection
- › Use pictographs to represent information
- › Classify objects and numbers into groups or sets; write numerals and read and write number names up to 20
- › Use patterns to solve mathematical problems
- › State the place value and value of each digit in a two-digit number
- › Count in ones up to 100



5-YEAR-OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Make sets and bundles of materials in groups of 5 and 10 to 100
- › Count in twos up to 20
- › Use drawings to show, model and solve problems
- › Read, write and use ordinal numbers 1st to 10th
- › Recognize and use the zero concept
- › Use symbols to show comparison ($=$, $<$, $>$)
- › Combine and partition sets to solve problems
- › Identify and name shapes, e.g. circle, triangle, square, rectangle, oval, heart and diamond
- › Use geometric templates to create patterns and pictures
- › Classify 2-D shapes (polygons) according to common characteristics, e.g. size, sides, corners
- › Construct and interpret simple pictographs and bar-graphs
- › Name and use the days of the week and months of the year in sequence
- › Perform addition and subtraction without regrouping
- › Match time on the clock with an event
- › Match events to calendar dates such as sports day, birthdays
- › Tell time on the hour
- › Read dates from the calendar
- › Use money in role-play or pretend activities
- › Recognize the value of some Jamaican coins and paper money
- › Use non-standard units to measure length and height of objects, distances and perimeter of objects
- › Describe, compare and classify objects according to an increasing number of characteristics
- › Use various types of machines and electronic tools appropriately, e.g. cassette recorder, video recorder television and computer
- › Identify the basic needs of all living things
- › Differentiate between living and non-living things
- › Discuss the types, forms and importance of transportation
- › Produce and interpret simple floor plans and maps, including inserting and locating places, indicating directions, locations and landmarks
- › Continue to enjoy participating in music and movement activities
- › Move creatively to rhythm and beat
- › Explore dance movements with others using a wide range of motions and extending the coverage of space

5-YEAR-OLDS

Term 2

Developmental Objectives

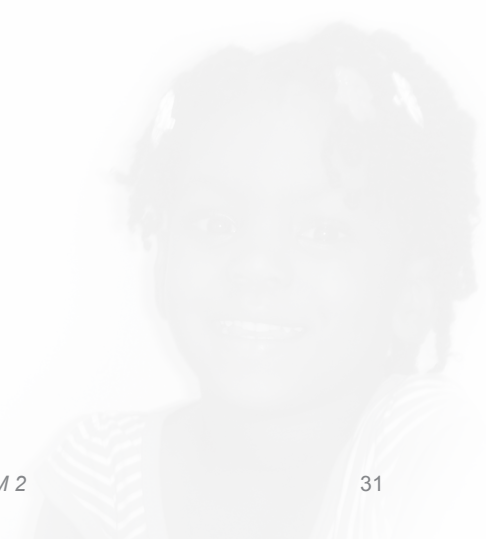
INTELLECTUAL EMPOWERMENT (cont'd)

- › Recall, imitate and create own simple rhythm patterns by clapping, tapping, or playing a variety of percussion instruments
- › Create a sequence of movements in response to different stimuli, e.g. sound, rhythm, poem or voice
- › Recognize and enjoy rhythms in songs and poems
- › Learn and perform simple dances
- › Participate in expressive activities and dramatic play
- › Use a variety of media to draw, paint, print
- › Draw, paint and print to depict emotions
- › Improvise given scenarios and retell the event in sequential order
- › Use found and recycled materials to make costumes and props to be used in dramatic activities

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- › Begin to demonstrate good moral judgement
- › Show respect for children of either gender
- › Play co-operatively with others in competitive and non-competitive sports, games and athletic activities
- › Develop team spirit
- › Show self-respect
- › Establish positive relationships with other children and adults
- › Show sensitivity to the needs and feelings of others
- › Respect and support persons with different abilities
- › Use courtesies and social graces
- › Work independently and co-operatively in groups
- › Show appreciation for own work and that of others
- › Follow rules in games, sometimes with prompting
- › Maintain attention on task for longer periods



5-YEAR-OLDS

Term 2

Developmental Objectives

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT (cont'd)

- › Function appropriately as a member of a group, e.g. sharing, listening, taking turns, cooperating, negotiating disputes and being considerate and helpful
- › Participate in an increasing number of activities and games with rules
- › Demonstrate respect for equipment, materials and the property of other persons
- › Display socially acceptable values and attitudes, e.g. fairness, honesty, tolerance, trust, sharing and caring
- › Demonstrate trust in self, authority and others
- › Be responsible, productive members of a team
- › Be able to engage effectively in cooperative learning
- › With assistance, practise social norms in appearance and expression, e.g. practice in hygiene, use of appropriate and polite expressions, personal grooming and dress code

RESILIENCE

If provided with the appropriate opportunities children will

- › Persevere in completing tasks.; exercise some patience and persist with learning challenges
- › Accept suggestions and/or other points of view in completing challenging tasks
- › Demonstrate awareness of safety in use of equipment and when playing contact sports and games
- › Exercise care in the learning environment and on the playground or playfield
- › Demonstrate an awareness of safety during play
- › Demonstrate how to seek or call for help in an emergency or when in danger
- › Use recognized danger response systems
- › Recall and demonstrate how to use emergency telephone numbers
- › Recognize the dangers of playing in the street or places frequented by vehicular traffic.
- › Discuss and demonstrate road safety rules
- › Respond routinely to all playground rules
- › Show increased awareness of natural and other disasters such as hurricanes and earthquakes, floods; learn age appropriate responses to these
- › Take precautionary measures when dealing with cuts and bruises
- › Recognize and observe road safety rules

5-YEAR-OLDS

Term 3

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Engage in imaginative and creative play indoors and outdoors; join in independent and group activities that involve co-ordination, speed and balance
- › Imitate movement of things in the environment, such as a bird flying, a tree swaying, etc.
- › Demonstrate increasing dexterity in fine motor coordination; trace and draw geometric forms, symbols; write letters and numerals; use appropriate spacing in writing; manipulate materials – playdough, scissors; put small items such as Lego blocks together
- › Use a computer mouse and keyboard with increasing skill
- › Produce drawings with increasing amount of detail
- › Continue to exercise increased control and safety when using materials, toys and tools
- › Continue to enjoy expressive activities including music and movement
- › Use conflict resolution strategies, showing ability to discuss feelings, and ability to self regulate
- › Demonstrate increasing awareness of self, acknowledging personal strengths and weaknesses
- › Continue to demonstrate curiosity about themselves, others and the world around them
- › Display increasing self confidence when interacting with others

COMMUNICATION

If provided with the appropriate opportunities children will

- › Give and receive information in conversation, using appropriate courtesies
- › Extend courtesies to others, such as introduce, welcome and thank visitors with increasing confidence
- › Listen to and describe various concepts; ask for and seek clarification
- › Recall and use previous knowledge and information for problem-solving
- › Predict and represent outcomes for stories; suggest alternative versions
- › Dramatize events in a story; enact the role of any selected character
- › Follow and give increasingly complex instructions

5-YEAR-OLDS

Term 3

Developmental Objectives

COMMUNICATION (cont'd)

- › Participate in discussions and make predictions about what is seen and heard on printed and electronic media
- › Interpret pictures, photographs, diagrams and other forms of visual presentation
- › Continue to show enjoyment while being read to
- › Identify likenesses and differences in symbols, shapes, letters, words and sentences with increasing attention to details
- › Engage in a variety of activities for enhancing greater listening and speaking , reading and writing skills; participate in letter/word games with increasing challenge and complexity
- › Produce and sequence a larger number of pictures or creative expressions to tell a story
- › Share creative expressions with others and talk about own writing
- › Use phonics and other word attack strategies with increasing skill
- › Identify and use more complex patterns in word families
- › Engage in information gathering activities; use books as a resource to find answers to questions
- › Present information to an audience using a variety of media and modes
- › With increasing detail, give instructions for a simple recipe
- › Prepare various kinds of text, e.g. invitations, greeting cards, letters and posters
- › Read and interpret various texts, e.g. picture books, concept books and story books

VALUING CULTURE

If provided with the appropriate opportunities children will

- › Demonstrate an appreciation for folklore
- › Recite the National Pledge and sing the National Anthem; recognize and discuss the National Symbols, National Dish
- › Show increasing appreciation for local culture and awareness of other cultures, e.g. celebration of holidays such as Divali and Chinese Lunar New Year
- › Talk about masks, costumes used in Jamaican traditional celebrations and dances
- › Develop knowledge and appreciation of local industries such as tourism, farming, fishing, music and others

5-YEAR-OLDS

Term 3

Developmental Objectives

VALUING CULTURE (cont'd)

- › Demonstrate interest in caring for the environment and our country Jamaica
- › Understand the concept “Independence” and suggest when, why and ways in which Independence is celebrated
- › Discuss individual rights and responsibilities and some basic civic values as they relate to being Jamaican citizens
- › Observe and carry out practices of national protocol, e.g. standing at attention for the National Anthem, appropriate use of the Jamaican flag
- › Continue to develop an awareness of persons who have excelled in performance and contribution to our country, Jamaica
- › Review significant aspects of the lives and accomplishments of the National Heroes and Heroine of Jamaica
- › Review rules and responsibilities at home and school; identify some rules and laws of our country

INTELLECTUAL EMPOWERMENT

If provided with the appropriate opportunities children will

- › Use money appropriately; recognize the value of most Jamaican coins and notes
- › Use non-standard and standard units to measure length, height, perimeter and capacity
- › Use a variety of scales to weigh objects
- › Recognize the three states of all things, i.e. solid, liquid or gas; observe and experiment with materials as they change through mixing, heating, freezing
- › Differentiate between day and night
- › Observe and classify materials and objects that sink and float in water
- › Recognize and predict weather patterns; use appropriate terms to describe different kinds of weather and discuss how each affects our daily life
- › Identify and describe different weather conditions such as thunder, lightning, wind, clouds, rainbow and others; record information about the weather
- › Discuss sources and uses of water; discuss some ways of conserving water
- › Identify location and direction based on the compass points, i.e. north, south, east, west; use compass points and appropriate terms when giving direction
- › Produce and interpret simple floor plans and maps
- › Use a map of the school, immediate community and of Jamaica to locate specific areas of interest
- › Continue to associate events with time-related concepts, celebrations and activities at home and school and nationally
- › Describe the varying physical features of Jamaica

5-YEAR-OLDS

Term 3

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Participate in activities involving improvisation using voice and/or instrument
- › Create own song and use a variety of melodies and instruments
- › Recall and imitate simple rhythmic patterns in a variety of ways
- › Participate in class/group/individual choral expression or performance
- › Use a variety of art medium in creative expressions such as art and crafts, movement, drama and the like
- › Work collectively to create masks, puppets, costumes, instruments to be used in a whole class/group dramatic presentation; participate in role-play activities using a variety of props, costumes and materials
- › Discuss and use improvisation and other expressive forms to indicate the main ideas found in folklore – poems, songs, stories, myths
- › Use found and recycled materials to make costumes and props to be used in dramatic activities while fostering a sense of conservation
- › Talk, sing songs, retell and relate stories and poems about events from the Bible and other books that demonstrate cultural and religious beliefs and practices
- › Continue to use all senses to investigate and expand knowledge about self, others and the environment
- › Continue to apply what is known (knowledge or experience) to a new situation/context; draw on everyday experiences and apply this knowledge to similar situations
- › Select samples of work for display and/or assessment and give reasons for their selection independently
- › Use and interpret more complex and varied graphs to represent information
- › Write numerals and number names 1 to 20
- › Create and solve their own math problems
- › Accurately state the place value and value of each digit in a two-digit number
- › Count in ones and twos up to 100; make sets of and bundle material in groups of 5, 10 and 20 to 100
- › Use the number line appropriately for activities that include comparing numbers, sequencing numbers, skip-counting, adding and subtracting
- › Combine and partition sets to solve more complex problems
- › Identify, name and trace shapes including circle, triangle, square, rectangle, oval, heart, diamond, star
- › Use templates to create patterns and pictures
- › Classify 2-D shapes according to common characteristics, e.g. size, sides, corners
- › Construct and interpret simple pictographs, bar-graphs
- › Perform addition and subtraction without regrouping and with regrouping
- › Continue to name and use the days of the week and months of the year in sequence with increasing awareness of time
- › Tell time by the hour and half-hour
- › Read dates from the calendar

5-YEAR-OLDS

Term 3

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Use money appropriately; recognize the value of most Jamaican coins and notes
- › Use non-standard and standard units to measure length, height, perimeter and capacity
- › Use a variety of scales to weigh objects
- › Recognize the three states of all things, i.e. solid, liquid or gas; observe and experiment with

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

- › Discuss ways of showing respect to all; especially those who seem different in any way
- › Understand things from the viewpoint of others but confidently hold own point of view
- › Show care and concern for others, living things and objects in the environment
- › Show appropriate self-respect
- › Establish effective relationships with other children and adults
- › Show sensitivity to the needs and feelings of others
- › Continue to use courtesies and social graces appropriately
- › Continue to work independently and co-operatively in groups
- › Continue to show appreciation for own work and that of others
- › Recognize there are different ways of solving problems peacefully
- › Discuss individual rights and responsibilities and some basic civic values – as they relate to being Jamaican citizens
- › Display socially acceptable values and attitudes, e.g. willingness to show fairness, etc. to trust, share and care
- › Discuss the beauty of the environment; develop pride and sense of caring for the environment



5-YEAR-OLDS

Term 3

Developmental Objectives

RESILIENCE

If provided with the appropriate opportunities children will

- › Suggest ways in which accidents can be avoided
- › Discuss natural disasters such as severe changes in the weather as in tropical storms, hurricanes and earthquakes
- › Demonstrate an awareness of what drugs are and their importance in health care
- › Distinguish between legal and illegal drugs; state some examples of each; state some of the dangers of using illegal drugs
- › Demonstrate how to seek or call for help in an emergency or when in danger
- › Recall and demonstrate how to use emergency telephone numbers
- › Demonstrate an awareness of the importance of immunization in the fight against diseases
- › Explain the importance of not playing with discarded syringes and needles
- › Discuss the need to move briskly to appointed “safe areas”
- › State the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives and plastic bags
- › Demonstrate an understanding of the danger of playing in water (without supervision)