

THE JAMAICA EARLY CHILDHOOD CURRICULUM

SCOPE AND SEQUENCE

FOR CHILDREN

Birth to Three Years



The Jamaica Early Childhood Curriculum Scope and Sequence

For Children Birth to Three Years

The Dudley Grant Memorial Trust in Collaboration with the Ministry of Education

The Jamaica Early Childhood Curriculum Scope and Sequence For Children Birth to Three Years

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CONTENTS

Preface	IV
Acknowledgement	VII
Introduction	1
Birth to 24 months	
- Wellness	4
- Effective Communication	6
- Valuing Culture	8
- Intellectual Empowerment	9
- Respect for self, others and the environment	10
- Resilience	11
Two Year Olds	
- Wellness	13
- Effective Communication	15
- Valuing Culture	17
- Intellectual Empowerment	18
- Respect for self, others and the environment	20
- Resilience	21
Three Year Olds	
- Wellness	23
- Effective Communication	25
- Valuing Culture	27
- Intellectual Empowerment	28
- Respect for self, others and the environment	30
- Resilience	32

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 in 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.

ACKNOWLEDGEMENTS

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:

- Mrs. Joyce Jarrett for her vision and enormous generosity in sharing her time and expertise in the revision and development of the birth to two-year-old section of the Curriculum Guide;
- Mrs. Eugena Robinson for her significant contribution in the development of the Curriculum Guide;
- Dr Donna Chin Fatt for her special contribution in reviewing the Scope and Sequence document and writing aspects of the Curriculum Guide;
- Mrs. Lorna Thompson for her commitment, leadership and expertise in the areas of curriculum development and numeracy;
- Mrs. Jennifer Silvera for her commitment, contribution and expertise in the area of literacy;
- The Education Officers and Administrators of the Ministry of Education, in particular partners in the Early Childhood Resource Centres and in the Early Childhood, Core Curriculum and Special Education Units;
- The parents, early childhood practitioners and children who provided pictures and gave valuable feedback throughout the curriculum development process;

- The Early Childhood Commission; HEART/NCT-VET; Social Conflict and Legal Reform Project; UNICEF; McCam Child Development Centre; Shortwood, Sam Sharpe and St. Joseph's Teachers' Colleges; Ministry of Health; PALS; CHASE Fund and the Barita Foundation;
- Members of the George Brown College, Toronto, Canada for their assistance in reviewing the documents;
- Members of the Review Teams for their guidance and time;
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- Members of the Technical Monitoring Committee for their support and leadership.

INTRODUCTION TO THE EARLY CHILDHOOD CURRICULUM SCOPE AND SEQUENCE

The Jamaica Early Childhood Curriculum, Scope and Sequence for Children: Birth to 3 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.

In the section that addresses the period of birth to 24 months, the developmental objectives are written across age groups: Birth – 6 months; 6 – 12 months; 12 – 18 months and 18 – 24 months because these age ranges represent spans of significant changes as the child develops. In the sections that address the two and three-year-olds, the developmental objectives are written across the three terms in the academic year. This will facilitate the development of skills and show their progression in the appropriate sequence.

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.



BIRTH TO 24 MONTHS

BIRTH TO 24 MONTHS

WELLNESS

DEVELOPMENTAL OBJECTIVES

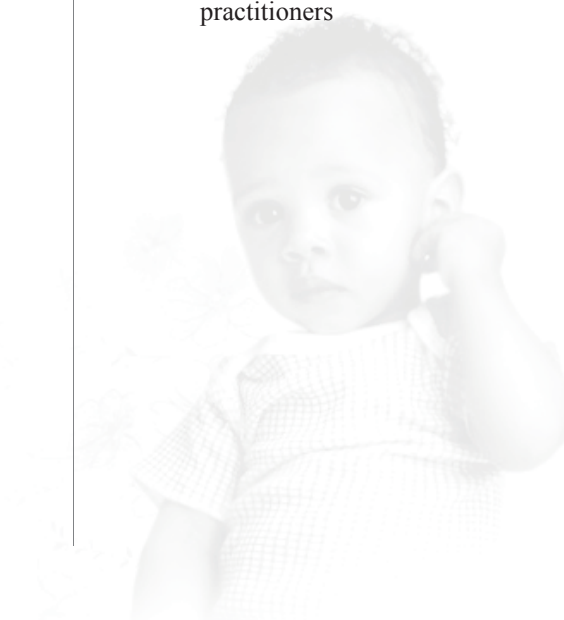
BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Hold up head for a moment • Extend and kick legs • Roll from back to side • Sit with support for a short period • Move head from side to side • Track moving objects horizontally • Bring hand to mouth • Takes swipe at dangling objects with hands • Reach for and grasp objects • Cry when hungry or uncomfortable • Rest, feed, sleep well 	<ul style="list-style-type: none"> • Sit unsupported • Pull self to stand • Crawl • Stand and sit on own • Walk with support • Toss and throw objects • May take first steps on own • Tries to feed self • Hold objects between finger and thumb • Use both hands to clap/bang/hold • Turn pages of a stiff book • Use cloth book • Kick a big ball 	<ul style="list-style-type: none"> • Take 1 or 2 steps on own • Remove shoes • Kick large balls • Carry large objects • Walk up steps holding rail • Ride toys without pedals • Climb rails • Push and pull objects • Build with large blocks • Scribble with large crayon • Use large paintbrush • Turn pages of a book • Use a spoon • Do finger-plays 	<ul style="list-style-type: none"> • Gradually gain control of whole body and movement • Wash own hands • Walk steadily • Push/pull/drag • Throw and bring back objects • Steer wheeled toys • Run, jump, kick a ball • Walk up and down stairs with assistance • Become more coordinated in the use of their hands, e.g. open/close, play with nesting and stacking toys, undo snaps, • Stack building blocks, screw/unscrew • Pack sand; pour water • Pull zippers • Draw pictures

BIRTH TO 24 MONTHS

WELLNESS (contd)

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Thrive healthily when both their nutritional and emotional needs are met 	<ul style="list-style-type: none"> • Explore uses of own body; gradually gain control of whole body and make purposeful movements • Pull objects out of container • Let objects go voluntarily • Poke with index finger 	<ul style="list-style-type: none"> • Show an increasing desire to do things on their own; begin to display strong sense of independence 	<ul style="list-style-type: none"> • Dress and undress self • Enjoy parallel play • Demonstrate strong desire to do things on their own, e.g. drink from a cup; dress/undress self • Continue to display preference for routines • Show preference for those around them, e.g. favour attention from particular practitioners



BIRTH TO 24 MONTHS

EFFECTIVE COMMUNICATION

DEVELOPMENTAL OBJECTIVES

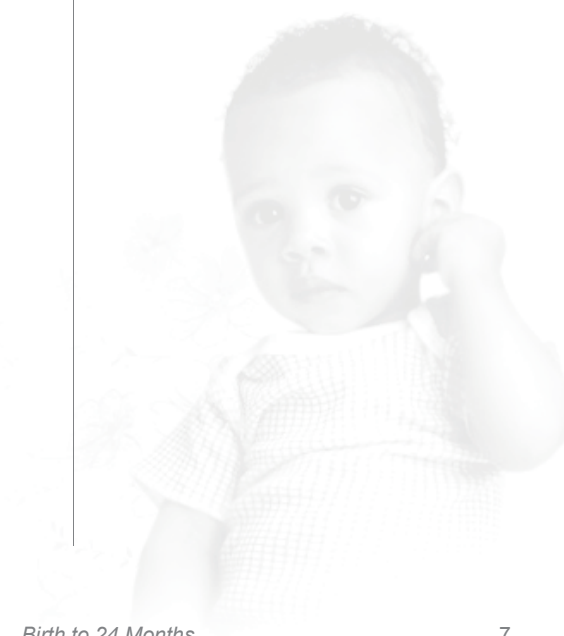
BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Become aware of own sounds and those of the environment • Make different sounds to indicate needs • Start cooing • Respond to others' speech and voice; are startled by unexpected noises • Smile and make other social contact with familiar others • Show curiosity and interest in what's going on • Use their voice to express a range of emotions, e.g. pleasure, fear, anger • Show preference for familiar others and fear of strangers • Respond to mother's or primary caregiver's tone of voice; enjoy being talked with 	<ul style="list-style-type: none"> • Associate some sounds with objects and people • Listen when spoken to • Respond to their name • Listen for a few minutes to rhymes and songs • Focus on playing with a toy • Focus on adults' face, expressions and gestures • Use exclamations such as "oh! oh!" • Tries to imitate words • Focus on adult's face, expressions and gestures • Respond to simple verbal request • Make a variety of sounds • Make two- or three-syllable sounds • Imitate speech sounds 	<ul style="list-style-type: none"> • Understand some frequently used words • Enjoy being read and sung to • Enjoy interactive games and activities • Continue to use one word sentences, e.g. "up" for lift me up • Look at books and points to familiar pictures • Make long babble sentences • Say some simple words clearly • Enjoy listening to music, singing and vocalizing; say nursery rhymes • Combine sounds and gestures to make wants known 	<ul style="list-style-type: none"> • Show interest in texture, shapes, size, colour of object • Point to and name at least 3 body parts • Know more words, • Use words to make wants known; make 3-word sentences • Enjoy listening to simple stories, especially with repetition • Look at and picture-read books • Begin to understand "me", "you" • Carry out simple instructions • Imitate adult tone of voice and speech

BIRTH TO 24 MONTHS

EFFECTIVE COMMUNICATION (contd)

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
	<ul style="list-style-type: none"> • Enjoy games and finger-plays • Enjoy being read to • Show more social behaviours; Clap hands, say bye-bye, blow a kiss • Respond to “No” sometimes • Use one word sentence, e.g. ‘Ball’ (while holding it) meaning I have a ball 	<ul style="list-style-type: none"> • Point to and name objects • Put words together, e.g. want juice 	<ul style="list-style-type: none"> • Make up and down writing and circular strokes



BIRTH TO 24 MONTHS

VALUING CULTURE

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Respond to various kinds of music • Gaze at and show preference for faces over all other visual stimulations • Respond and begin to imitate others' actions and behaviours, e.g. playing peek-a-boo, finger-plays • Recognize and react to unfamiliar persons 	<ul style="list-style-type: none"> • Have a sense of belonging, e.g. to family, daycare centre • Know the difference between familiar others and strangers • Observe others, especially family members and daycare workers • Are familiar with a wider group of toys, objects and people 	<ul style="list-style-type: none"> • Want to be included in daycare centre and family activities • Play simple imitative games • Observe and imitate others • Use items and symbols related to culture • Enjoy listening to and moving their bodies to music 	<ul style="list-style-type: none"> • Enjoy dress-up and pretend play • Have a greater awareness of self • Listen to stories for a short while and do some of the actions from the story • Imitate the actions of those they see around them in activities, including dancing • Enjoy music & movements, songs, jingles, rhymes

BIRTH TO 24 MONTHS

INTELLECTUAL EMPOWERMENT

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Focus and concentrate on familiar faces and imitate movement of these faces • Focus on high-contrast objects, e.g. brightly coloured toys • Make associations, e.g. crying brings attention • Explore things by tasting them; put all objects in mouth • Stretch to reach objects not within reach, e.g. mobiles • React to a variety of sounds, e.g. voices, high pitched and low pitched sounds • Become interested in mirrors and in looking at themselves 	<ul style="list-style-type: none"> • Show interest in wider group of toys, objects, people surroundings • Become aware that people and things have names • Show preference and signs of decision-making, e.g. playing with a particular toy, liking certain foods • Study objects intensely; analyse one toy/object at a time and determine what to do with it, e.g. squeezing, banging, etc. • Explore objects in many different ways, e.g. banging, shaking, dropping, and throwing • Briefly look for objects which have been dropped • Find hidden objects • Look at correct picture when a common object is named 	<ul style="list-style-type: none"> • Search for objects • Locate hidden objects • Explore effect of own actions on things, e.g. light switch; repeat activities that have interesting effects • Show interest in mechanisms, e.g. flash light • Enjoy pretend games, simple puzzles, water/sand play, interactive play • Use trial and error to solve problems e.g. fitting pieces of puzzles • Show details in favourite picture books or on objects • Favour one hand over other • Try to undress self 	<ul style="list-style-type: none"> • Follow two-step directions • Use same word for all similar objects, e.g. “doggie” for all animals with four legs • Match pictures and objects • Identify some animal sounds • Take things apart and try to put them together • Solve simple problems, e.g. climbing on chair to reach high objects, remove an obstacle out of their way • Point to big or little objects • Understand the meaning of 2 • Identify, point to, name familiar things such as dog, ball, baby from book being read • Become adventurous in their explorations

BIRTH TO 24 MONTHS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> • Use their developing physical skills and other ways to make social contact and gain attention of others • Express pleasure vocally and physically when eye contact is made • Show preferences for familiar people • Respond to different tones • Show interest in others around them particularly children • Love attention and affection 	<ul style="list-style-type: none"> • Show growing awareness of self • Become aware of influence of self on others • Show different emotions, e.g. pleasure, annoyance, anger • Initiate interaction with familiar others • Show interest in things around them and in the environment • Know strangers from familiar others. Show fear • Want to be included in activities • Imitate speech sounds and gestures 	<ul style="list-style-type: none"> • Enjoy exploring objects on their own and with others • Enjoy imitating and mimicking others • Show interest in other toddlers, play beside other children but do not interact with them • Display affection, show concern for others' feelings • Become attached to preferred toys and other objects • Show interest in animals and other objects in the environment • Become assertive; show strong desire to do things on own; show satisfaction with own accomplishments, say "no" often • Display attention-seeking behaviour, e.g. tantrums 	<ul style="list-style-type: none"> • Show desire to be independent and do things by self • Try to comfort others in distress • Play by self for increasing period of time • Become aware of how others feel about them, e.g. through adult tone of voice, manner, treatment • Imitate the behaviours of adults and those around them; role play family roles • Express strong feelings and preferences • Enjoy looking at self in mirror. • Begin to understand the value of : <ul style="list-style-type: none"> - sharing - waiting turns

BIRTH TO 24 MONTHS

RESILIENCE

DEVELOPMENTAL OBJECTIVES

BIRTH — 6 MONTHS	6 — 12 MONTHS	12 — 18 MONTHS	18 — 24 MONTHS
<ul style="list-style-type: none"> Express preference for some people and things over others Make different responses for moods, feelings and needs Respond to being comforted by primary caregiver Use crying to alert adult Comfort self in different ways, e.g. suck a thumb or pacifier Respond to being comforted by primary or “preferred/special” practitioner (caregiver) 	<ul style="list-style-type: none"> Display a sense of security and comfort in the presence of a familiar adult Express likes and dislikes through facial expressions and gestures and crying Continue to explore what they can do on their own and what they can do if given support Love to explore; may venture into unsafe situations 	<ul style="list-style-type: none"> Engage in risky behaviour through curiosity Begin to be aware of choices and their consequences Get adults’ attention when in need of help Show a strong sense of territory and possession 	<ul style="list-style-type: none"> Express preference for some people and things over others Respond to being comforted by primary caregiver Display different responses for moods, feelings and needs Use crying to alert adult Comfort self in different ways, e.g. suck a thumb or pacifier Enjoy skin to skin contact Need to be prepared for change



TWO-YEAR-OLDS



TWO-YEAR-OLDS

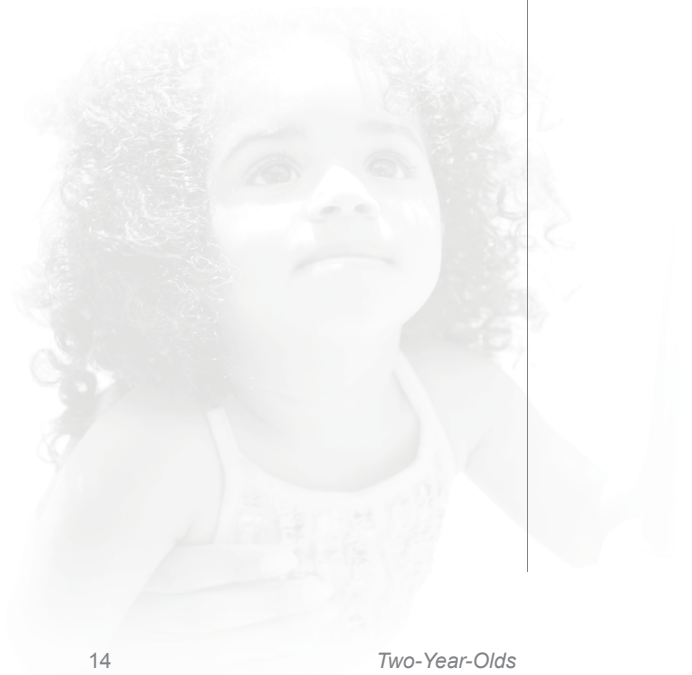
WELLNESS

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who demonstrate increasing control of large muscles and motor coordination	<ul style="list-style-type: none"> Go up and down stairs unassisted Kick a ball without falling over Engage in rough and tumble play Manipulate push and pull objects Pull zipper and laces to undress self Manipulate clay, playdough and finger paints Draw pictures with large pencils and jumbo crayons 	<ul style="list-style-type: none"> Walk on tiptoes Jump in the air and on and off large objects Catch a large ball Walk up and down stairs by self, alternating feet Run around obstacles Assemble simple large puzzles Thread large beads and fasten large buttons Hold pencil and crayon with thumb and fingers Use scissors to snip 	<ul style="list-style-type: none"> Catch large balls and throw Climb up and use slide and other outdoor play equipment independently Ride a tricycle Alternate feet when climbing stairs Assemble simple large puzzles more confidently Copy simple shapes
Children who demonstrate increasing control of small muscles and hand-eye coordination			

TWO-YEAR-OLDS

WELLNESS (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
	<ul style="list-style-type: none">Engage in a range of activities with energy, enthusiasm and joy	<ul style="list-style-type: none">Express pride and satisfaction in their increasing independence and ability to do things for themselves, e.g. use toilet with assistanceIdentify some gender differencesIdentify some body parts	<ul style="list-style-type: none">Begin to care for their bodiesBegin to practise safety habits



TWO-YEAR-OLDS

EFFECTIVE COMMUNICATION

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who demonstrate understanding and respond appropriately in communicating	<ul style="list-style-type: none"> Identify object by words or gestures Enjoy participating in simple interactive games with adults Name familiar objects, parts of the body; tell own name 	<ul style="list-style-type: none"> Identify the relationship between one object and another, e.g. television and remote, plate and cutlery Enjoy story sharing Enjoy more complex word games, rhymes, songs and interactive games with adults Understand and use 'me', 'mine' and 'I' Look at person with whom they are talking Know the names of many familiar objects and toys and will use the words with intended meaning 	<ul style="list-style-type: none"> Enjoy read-along stories, rhymes games and songs Begin to enjoy interactive play with other children Know first and last names Continue to express self in short sentences Enjoy fantasy and nonsense words or funny words Continue to use pronouns 'I', 'you'

TWO-YEAR-OLDS

EFFECTIVE COMMUNICATION (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children will express themselves effectively through verbal and non-verbal communication	<ul style="list-style-type: none"> • Use words to express self to be understood by others • Ask questions especially 'why' • Repeat simple rhymes • Follow simple direction • Speak in short sentences and use plurals • Listen attentively for short periods • Respond to first name 	<ul style="list-style-type: none"> • Use words to express self effectively • Ask "why?" frequently • Use simple sentences, e.g. My name is • Enjoy rhymes and poems • Continue to expand vocabulary • Follow more than one direction in sequence 	<ul style="list-style-type: none"> • Use sentences with more complex structure • Continue asking many questions • Use plurals and some adjectives, e.g. pretty birds • Begin to carry out problem-solving

TWO-YEAR-OLDS

VALUING CULTURE

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who develop an awareness of who they are – a boy, a girl, a Jamaican	<ul style="list-style-type: none"> • Enjoy make-believe play with objects from own culture • Imitate familiar cultural experiences, e.g. saying grace before meal • Demonstrate sharing and caring for others • Experiencing cultural representations: Christmas time in Jamaica 	<ul style="list-style-type: none"> • Begin to respond to music • Being to show an interest in other children and their similarities and differences • Begin to share materials with others though hesitantly 	<ul style="list-style-type: none"> • Respond with greater coordination to different musical beats and rhythms • Recognize similarities and differences between themselves and others • Begin to imitate behaviours related to religious and cultural practices, such as saying prayers • Indulge in role-playing and pretend play • Imitate songs and music played by the media

TWO-YEAR-OLDS

INTELLECTUAL EMPOWERMENT

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who develop a positive disposition towards learning for:</p> <ul style="list-style-type: none"> information gathering through their senses understanding of events and experiences application to real situations and problem-solving creativity and imagination 	<ul style="list-style-type: none"> Discriminate between at least two smells, e.g. pleasant, unpleasant Discriminate between at least two textures, e.g. rough, smooth Discriminate between at least two basic shapes, e.g. circle, square Discriminate between at least two sizes, e.g. big, little Identify at least one of the primary colours Numeral and non-numeral concepts e.g. one, two; up, down; in, out; long,, short; round, square Demonstrate an understanding of oneness and twoness 	<ul style="list-style-type: none"> Differentiate one smell from others Discriminate one texture from others Discriminate one basic shape from others Discriminate one size from other (big/little, tall/short) Discriminate between at least two colours Enjoy looking at one book repeatedly Show preference for using one hand Hold cup with one hand to drink Participate in creative activities such as drawings, construction, painting Draw horizontal and vertical lines Repeat at least two nursery rhymes, jingles, simple poems and verses and finger plays 	<ul style="list-style-type: none"> Verbalize that smells are different Verbalize differences in textures Sort objects according to shape Sort objects according to size Discriminate one colour from others Develop longer attention span Enjoy creative activities, e.g. drawing, painting, construction Repeat nursery rhymes and jingles Ask 'why' questions repeatedly

TWO-YEAR-OLDS

INTELLECTUAL EMPOWERMENT (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
	<ul style="list-style-type: none"> • Enjoy participating in make-believe play • Identify foods with different taste, e.g. sweet and sour 	<ul style="list-style-type: none"> • Match identical or corresponding pictures or objects • Follow simple directions • Repeat at least two nursery rhymes, jingles, simple poems and verses and finger plays 	<ul style="list-style-type: none"> • Copy simple shapes, e.g. circle lines • Make block constructions • Assemble simple large puzzles • Repeat newly learnt words and names frequently • Show awareness of concept of time such as 'now' • Manipulate different media with greater awareness of shapes, forms, and textures. • Demonstrate greater hand eye coordination

TWO-YEAR-OLDS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who respect self, others and the environment through:</p> <ul style="list-style-type: none"> • knowledge of limits and boundaries of acceptable behaviour • ability to capture the feelings of others • building relationships with others • caring for and protecting the environment 	<ul style="list-style-type: none"> • Begin to learn how to cope with emotions, e.g. happy and sad • Begin to respect routines and schedules • Begin to display good health practices • Begin to show interest in and care for others 	<ul style="list-style-type: none"> • Show pride in developing self help skills • Engage in play alongside but not with other children • Follow one to two simple rules • Begin to recognize own limits • Develop awareness of different ways of expressing feelings • Display cautious curiosity toward strangers and new situations • Participate in associative play with familiar play partners 	<ul style="list-style-type: none"> • Continue to increase competence in self-help skills • Show pride in things they make and do • Engage in activities that develop skills of co-operation and sharing • Begin to learn to take turns • Develop an awareness of others' rights • Model how to treat others by observing those familiar to them • Verbalize desires and feelings • Exploration of a wider range of play themes based on new experiences • Begin to anticipate what might happen when actions are taken

TWO-YEAR-OLDS

RESILIENCE

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who can face challenges , deal with problems, and make the most of change with confidence and positive attitude and changes with confidence	<ul style="list-style-type: none"> • Begin to display preferences for rituals, routines and schedules • Begin to learn to accept change • Demonstrate confidence and take risk • Begin to be aware of others feelings 	<ul style="list-style-type: none"> • Follow routines and schedules • Begin to exhibit self control • Follow simple rules • Respond to having adequate preparation for change • Make choices between two things or options • Begin to anticipate what might happen when actions are taken 	<ul style="list-style-type: none"> • Continue to follow routines and schedules • Demonstrate increasing self-control • Continue to recognize cause and effect relationships • Begin to recognize own limits • Have some difficulty co-operating and sharing with others • Display appropriate behaviour in responding to anticipated change • Anticipate what might happen when actions are taken • Begin to understand the impact of own behaviour on others



THREE-YEAR-OLDS

THREE-YEAR-OLDS

WELLNESS

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who demonstrate increasing control of small muscles and hand-eye coordination</p> <p>Children who demonstrate a positive disposition toward life and others and assume responsibility for their own actions</p>	<ul style="list-style-type: none"> • Co-ordinate movements of the upper and lower limbs and whole body with growing awareness of up/down directions and starting/stopping movements • Improve co-ordination of gross motor skills, e.g. run, jump, kick, climb, push/pull, balance • Respond spontaneously to music and other sounds with gestures and movements • Manipulate objects and materials with hands and fingers, e.g. tear, free-paste, use playdough, string jumbo beads, build/stack blocks, use peg-boards, engage in sand/water play • Establish hand preference • Put objects in sequence • Recognize differences between boys and girls 	<ul style="list-style-type: none"> • Carry out movements of the upper and lower limbs and whole body with increasing balance and coordination especially in climbing, catching, throwing, and changing direction • Perform simple movement sequences • Carry out movements with awareness of space and position, e.g. in, on, out, inside, outside, up, down, beside, around • 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 • Put objects in sequence, e.g. shapes, pictures, symbols • Begin to show curiosity and interest in themselves and others • Continue to talk about “body rules” and caring for themselves and their environment both at home and school 	<ul style="list-style-type: none"> • Demonstrate greater control and increased confidence in carrying out movements of the upper and lower limbs and whole body, e.g. climbing, jumping, catching, throwing • Start, stop, change direction and respond to signals while carrying out movements with increased awareness of space and position • Continue to perform simple movement sequences and respond spontaneously to rhythm, music and other sounds • Continue to strengthen muscles in fingers and hands and develop greater hand-eye coordination, e.g. using pencils, markers, paintbrushes, templates, beads, blocks, puzzles, lids, pegs, playdough, sand, water, glue, paper, spoon and fork • Continue a sequence of objects, pictures, shapes and symbols in a variety of combinations • Identify, tear and paste simple shapes and patterns

THREE-YEAR-OLDS

WELLNESS (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who demonstrate increasing control of small muscles and hand-eye coordination</p> <p>Children who demonstrate a positive disposition toward life and others and assume responsibility for their own actions</p>	<ul style="list-style-type: none"> • Talk about their bodies, functions of some body parts, “body rules” and ways of caring for themselves • Begin to display self-regulation and on-task behaviours • Begin to talk about feelings and match them with facial expressions • Begin to explain how things they say or do can have different results 	<ul style="list-style-type: none"> • Show interest in exploring and expressing preferences, e.g. how things look, smell, sound, feel, taste • Follow instructions and begin to do as others in a group • Become more adjusted to school life and routines 	<ul style="list-style-type: none"> • Display individuality and make choices; like to be independent; do things for themselves; help with simple tasks • Begin to talk about keeping safe, e.g. at home, in school, when around water • Continue to practise basic personal hygiene • Play well with others • Exercise greater self-control but still need adult help/support

THREE-YEAR-OLDS

EFFECTIVE COMMUNICATION

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who develop receptive, expressive and creative language skills	<ul style="list-style-type: none"> Hear and understand nearly everything that is said to them (Hearing difficulties may become evident at this stage) 	<ul style="list-style-type: none"> Increase vocabulary; recognize and name additional objects, people and places in their environment 	<ul style="list-style-type: none"> Use appropriate vocabulary most of the time
Children who develop receptive, expressive and creative language skills	<ul style="list-style-type: none"> Respond when called by name Recognize common everyday sounds and begin to use understandable speech. Use six or more words in a sentence Use six or more words in a sentence Follow a simple instruction Enjoy singing songs, listening to stories and repeating simple rhymes, jingles and fingerplays Listen and respond to environmental sounds, music, and tape-recorded sounds Discriminate between different kinds of sound Understand that pictures and symbols can represent real objects 	<ul style="list-style-type: none"> Ask, understand and respond to simple “who,” “what” and “where” questions Continue to enjoy singing songs, listening to stories (repeatedly) and repeating simple rhymes, jingles, finger-plays and poems Begin to describe pictures and simple functions of objects Relate simple stories from pictures and/or books Participate in visual and auditory recall activities Identify likenesses and differences in pictures, objects, shapes, symbols, letters, sounds, words 	<ul style="list-style-type: none"> Describe simple pictures (including ones they have drawn), objects, shapes, events Use Standard Jamaican English for comparatives, e.g. “bigger”, and to indicate plural and past tense Make eye contact with a speaker Continue to relate stories and experiences Enjoy using new and unusual words Continue to enjoy singing songs; listening to stories and repeating simple rhymes, jingles and finger-plays, especially those with silly or nonsense words Demonstrate left to right orientation

THREE-YEAR-OLDS

EFFECTIVE COMMUNICATION (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who develop basic concepts of print and readiness skills for reading and writing	<ul style="list-style-type: none"> • Recognize that print has meaning. Enjoy looking at books with pictures • Enjoy looking at books with pictures 	<ul style="list-style-type: none"> • Recognize print in various settings and contexts 	<ul style="list-style-type: none"> • Recognize print in various settings and contexts • Continue to read and interpret environmental print • Build listening and oral vocabulary of words and sounds • Continue to show preference for particular stories and books

THREE-YEAR-OLDS

VALUING CULTURE

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who develop an awareness of and appreciation for own and other cultures</p> <p>Children who have pride in national and regional identity</p>	<ul style="list-style-type: none"> • State general facts about self • Begin to talk about own interests and hobbies • Begin to imitate behaviours related to religious, cultural and national practices • Enjoy expressive activities, singing and dancing • Express interest in similarities and differences between self and others 	<ul style="list-style-type: none"> • Continue to enjoy expressive activities, e.g. role-playing, singing, dancing, puppetry • Show interest in own family and that of others; talk about family members and activities • Continue to imitate behaviours related to religious and cultural practices, e.g. saying prayers, singing songs, saying poems • Express preferences in foods, music, songs 	<ul style="list-style-type: none"> • Recognize and appreciate others in their class and school; anticipate routines and discuss activities associated with school • Continue to enjoy expressive activities • Continue to imitate behaviours related to religious and cultural practices such as saying prayers, singing songs, etc.

THREE-YEAR-OLDS

INTELLECTUAL EMPOWERMENT

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who learn for information gathering, understanding of events and experiences, application to real situations and problem-solving</p> <p>Children who develop an understanding and ability to apply simple mathematical language</p> <p>Children who develop awareness of time, past, present and future</p> <p>Children who develop an understanding of and ability to apply measurement terms</p> <p>Children who develop scientific knowledge, skills and methods</p>	<ul style="list-style-type: none"> • Manipulate, sort and sequence objects using different characteristics • Understand basic concepts of number, size, space/distance, relationship, simple shapes • Begin to show awareness of time concepts and sequence, and associate these with events • Learn by doing and through the senses • Enjoy using a variety of materials, textures, colours, surfaces through art and craft experiences 	<ul style="list-style-type: none"> • Begin to accept suggestions and follow simple directions • Begin to develop logical thinking • Match objects one-to-one (one to one correspondence) and members of one set with members of another set • Express curiosity about objects, people, places and events • Observe, talk about and sort things that are the same and things that are different • Continue to show interest in different sounds, smells, tastes, textures • Continue to understand basic concepts of time and time sequence, number, size, space, distance 	<ul style="list-style-type: none"> • Begin to recognize patterns among objects such as round things, soft things, animals, things found in the water • Count the number of objects in a given set • Recognize numerals and number symbols up to 9 • Understand time concepts “now,” “soon,” “later.” Explore passing of time during daily activities • Begin to make comparisons among objects, pictures and symbols that have been observed • Continue to show curiosity and interest in different sounds, smells, tastes, textures • Demonstrate awareness of aspects of the weather • Identify a circle, a square and a triangle • Perform with increasing confidence activities that involve estimating and using non-standard measurements

THREE-YEAR-OLDS

INTELLECTUAL EMPOWERMENT (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who develop an appreciation for music and movement; respond and move to music</p> <p>Children who use a variety of media and materials for expression</p>	<ul style="list-style-type: none"> • Enjoy music and movement activities • Begin to participate in group activities and productions 	<ul style="list-style-type: none"> • Distinguish among quantities such as “many (plenty), few (some), none” • Draw and talk about a circle • Distinguish, match and name colours in the environment • Talk about self, family and others; identify and name family members • Sing songs, share in stories about spiritual leaders such as Jesus as a friend of children • Enjoy participating in music and movement activities 	<ul style="list-style-type: none"> • Participate in activities that develop basic concepts of quantity, space, time and non-numeral concepts such as more, many, plenty, some, none • Demonstrate awareness of sounds in the environment; recognize and respond to slow and fast rhythms and tempo • Begin to use a variety of media to draw, paint, print, model, make collages • Participate in role-playing and improvisation • Continue to recognize and distinguish among colours in the environment and begin to show preference for specific colours

THREE-YEAR-OLDS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
Children who develop knowledge of acceptable behaviour and social skills	<ul style="list-style-type: none"> • Begin to develop a sense of trust in the learning/school environment • Use courtesies and polite expressions • Begin to develop an awareness that others are “real” and have feelings. • Begin to have a sense of helping rather than hurting others and show emotion when others are in pain or discomfort • Begin to display emergent negotiation skills 	<ul style="list-style-type: none"> • 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 • Identify and differentiate between good and bad emotions in self and others • Recognize and appreciate family members • Begin to develop an awareness of and respect for other children’s feelings, their wishes and what they have to say • Begin to practise showing feelings of kindness, affection and love in appropriate and socially acceptable ways • Continue using courtesies and polite expressions • Begin to understand being a member of a group, e.g. waiting turns and sharing materials 	<ul style="list-style-type: none"> • Demonstrate being a member of a group, e.g. helping to clean up, waiting turns, sharing materials, obeying rules and carrying out individual duties • Continue to practise ways of showing respect for others’ feelings, their wishes and what they have to say • Continue to practise ways of showing feelings of kindness and consideration for others • Begin to find sharing easier and begin to negotiate terms

THREE-YEAR-OLDS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT (contd)

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who understand and appreciate the views and feelings of others and building relationships</p> <p>Children who care for and protect the environment</p>	<ul style="list-style-type: none"> • Begin to be aware of and obey rules of the classroom/learning environment and the school • Explore and show appreciation for nature/the environment 	<ul style="list-style-type: none"> • Continue to develop awareness of and obey rules of the learning environment and school • Recognize when another child is feeling unwell and demonstrate sensitivity • Continue to express interest in, explore and show appreciation for nature and the environment 	<ul style="list-style-type: none"> • Continue to display a growing sense of trust and confidence in the learning environment • Continue to show curiosity and interest in nature and exploring their environment; especially in the unique features of and caring for different animals • Enjoy experiencing nature in various ways; develop awareness of caring for their environment

THREE-YEAR-OLDS

RESILIENCE

GOALS	DEVELOPMENTAL OBJECTIVES		
	TERM I	TERM II	TERM III
<p>Children who address difficulties, challenges and conflicts using a range of appropriate and acceptable social and coping skills</p> <p>Children who develop a disposition of persistence and perseverance, as well as a willingness to complete an unpleasant or challenging task or take risks</p> <p>Children who demonstrate safety behaviour</p>	<ul style="list-style-type: none"> Learn to exercise care in the learning/school environment Seek/call for help in an emergency or when in danger 	<ul style="list-style-type: none"> Begin to express self through a variety of media in music, art, crafts, games and role play Begin to learn how to cope with frustration, anger, rejection, grief, disappointment, etc. in socially acceptable ways Begin to link actions with consequences 	<ul style="list-style-type: none"> Begin to express fear, anger, joy, sadness, affection, excitement, enthusiasm and disappointment in socially acceptable ways Make their own preferences known; make personal choices to reflect sense of self Display sense of trust in the learning environment and recognize that adults in this environment can be helpful and available when needed Understand “Who is a stranger?” Talk about the dangers of going away with strangers Continue to develop awareness of consequences of own actions Talk about and begin to practise “body rules” in caring for self