

## The Jamaica Early Childhood Curriculum

### Age 2 Scope and Sequence Checklist

#### Term 2

Name of Child (First/Surname):

Gender:

Child Health Development Passport #:

Age of Child on Last Birthday:

Name of ECI:

ECI Address:

Parish:

Region:

ECI ID#:

Class Name:

Name of ECP (First/Surname):

Name of ECP (First/Surname):

Start Date of Checklist:

Goals:

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

Age 2	Term 2		
	<b>Developmental Objective: Wellness</b>		
<b>If provided with the appropriate opportunities children will:</b>	<b>Achieved /Date</b>	<b>Somewhat Achieved /Date</b>	<b>Not Yet Achieved /Date</b>
	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>
1. Walk on tiptoes			
<i>Children are able to walk on tiptoes for six seconds or more.</i>			

2. Jump in the air and on and off large objects			
<i>Children jump in the air and on/off from structures such as the bottom of a slide or stairs.</i>			
3. Catch a large ball			
<i>Children are able to catch a large ball in their arms/hands.</i>			
4. Walk up and down stairs by self, alternating feet			
<i>Children alternate feet while walking up and down stairs.</i>			
5. Run around obstacles			
<i>Children run around planned obstacles on the playground or indoor space.</i>			
6. Assemble simple large puzzles			
<i>Children are able to assemble large puzzles without assistance.</i>			
7. Thread large beads and fasten large buttons			
<i>Children can thread large beads and fasten large buttons without assistance.</i>			
8. Hold pencil and crayon with thumb and fingers			
<i>Children are observed holding a jumbo pencil or jumbo crayon with thumb and fingers.</i>			
9. Use scissors to snip			
<i>Children can hold scissors and snip paper.</i>			
10. Express pride and satisfaction in their increasing independence and ability to do things for themselves, e.g. use toilet with assistance			
<i>Children call on ECPs to look at what they have accomplished. Children appear happy, excited and eager to share their</i>			

<i>independence and ability to do things on their own.</i>			
11. Identify some gender differences			
<i>Child is able to identify three or more differences.</i>			
12. Identify some body parts			
<i>Child is able to identify four or more body parts.</i>			

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Goals:

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

Age 2	Term 2		
	<b>Developmental Objective: Effective Communication</b>		
<b>If provided with the appropriate opportunities children will:</b>	<b>Achieved /Date</b>	<b>Somewhat Achieved /Date</b>	<b>Not Yet Achieved /Date</b>
	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>
1. Identify the relationship between one object and			

<p>another, e.g. television and remote, plate and cutlery</p> <p><i>Children are able to associate at least three like objects e.g. shoes/socks, crayon/paper and dog/bone.</i></p>			
<p>2. Enjoy story sharing</p> <p><i>Children sit for at least five minutes to listen to a story. Children listen attentively and react to the stories.</i></p>			
<p>3. Enjoy more complex word games, rhymes, songs and interactive games with adults</p> <p><i>Children are observed participating in interactive games and songs with adults.</i></p>			
<p>4. Understand and use “me”, “mine”, and “I”</p> <p><i>When children are included in conversations with adults, their linguistic and interactional abilities are strengthened. Children learn to understand and use pronouns (I, Me, Mine) to communicate possession and belongings of items such toys, food, clothing, etc.</i></p>			
<p>5. Look at person with whom they are talking</p> <p><i>When speaking, children look at peers and adults.</i></p>			
<p>6. Know the names of many familiar objects and toys and will use the words with intended meaning</p> <p><i>Children are observed throughout the day naming familiar objects, stating the names and use for the objects correctly.</i></p>			
<p>7. Use words to express self effectively</p> <p><i>Children are understood clearly when expressing themselves to adults and peers.</i></p>			

<p>8. Ask “why?” frequently</p> <p><i>“Why” questions reflect a child’s curiosity and desire to understand the world around them. This understanding can support a child’s sense of security and self-confidence, so answering all “why” questions are important as well as the positive response from adults. Children ask “why” questions three or more times.</i></p>			
<p>9. Use simple sentences, e.g. My name is...</p> <p><i>Children ask one to three-word questions, such as "Go bye-bye?."</i></p>			
<p>10. Continue to expand vocabulary</p> <p><i>Children continue to build their vocabulary bank from 50 words to up to a minimum of 200 words, to as many as 1,000 words.</i></p>			
<p>11. Follow more than one direction in sequence</p> <p><i>Children can follow a two-step direction e.g. clean up the toys and sit on the mat for circle time.</i></p>			

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Goals:

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

Age 2	Term 2		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved /Date	Somewhat Achieved /Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Begin to respond to music  <i>Children move their bodies to the sounds and rhythm of music.</i>			

<p>2. Begin to show an interest in other children and their similarities and differences</p> <p><i>Children develop friendships and begin to express what they have in common, as well as their differences, with their friends, e.g. body parts, family structure, foods and toys.</i></p>			
<p>3. Begin to share materials with others, though hesitantly</p> <p><i>Children share toys and other items with their peers. Encourage children to share by offering praise when a child shares: "Did you see the smile on Tashsa's face when you gave her the ball? She really liked that".</i></p>			



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Goals:

Children who develop a positive disposition towards learning for:

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

Age 2	Term 2		
	Developmental Objective: Intellectual Empowerment		
<b>If provided with the appropriate opportunities children will:</b>	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:

<p>1. Differentiate one smell from others</p> <p><i>Children can express the smell of two or more scents e.g. banana, pineapple.</i></p>			
<p>2. Discriminate one texture from others</p> <p><i>Children can describe the difference between two or more textures e.g. soft, hard, rough, smooth.</i></p>			
<p>3. Discriminate one basic shape from others</p> <p><i>Children can describe the difference between two or more shapes e.g. square, circle, rectangle, triangle.</i></p>			
<p>4. Discriminate one size from other (big/little, tall/short)</p> <p><i>Children can describe the difference between two or more sizes of objects such as crayons and balls, as well as the difference in each other e.g. small/large. Children can describe the difference in size by expressing amounts, e.g. few/lots.</i></p>			
<p>5. Discriminate between at least two colours</p> <p><i>When asked, children can describe the difference between two or more colours.</i></p>			
<p>6. Enjoy looking at one book repeatedly</p> <p><i>Children are observed looking at one book repeatedly throughout the day and other days.</i></p>			
<p>7. Show preference for using one hand</p> <p><i>Child is observed repeatedly showing preference for using one hand to hold a crayon, cup, pick up an item, etc.</i></p>			

8. Hold cup with one hand to drink <i>Child is observed holding a cup with one hand.</i>			
9. Participate in creative activities such as drawings, construction, painting <i>During creative activity and free play, children participate in arts and crafts and other open ended learning activities.</i>			
10. Draw horizontal and vertical lines <i>Children can be seen using crayons, pencils and paper to draw horizontal and vertical lines.</i>			
11. Repeat at least two nursery rhymes, jingles, simple poems and verses and finger plays <i>Children can repeat two or more favourite rhymes, finger plays, jingles, etc.</i>			
12. Match identical or corresponding pictures or objects <i>The identification of patterns and relationships help children to learn about early representation and problem solving, as well as enhancing fine motor skills. Children are able to match like or related object e.g. matching games.</i>			
13. Follow simple directions <i>Children are able to follow simple directions throughout the day.</i>			

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Goals:

Children who respect self, others and the environment through:

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

Age 2	Term 2		
	<b>Developmental Objective: Respect for self, others and environment</b>		
<b>If provided with the appropriate opportunities children will:</b>	<b>Achieved/Date</b>	<b>Somewhat Achieved/Date</b>	<b>Not Yet Achieved /Date</b>
	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>	<b>Anecdotal Note:</b>
1. Show pride in developing self-help skills			

<p><i>Children ask adults to look at what they can do.</i></p>			
<p>2. Engage in play alongside but not with other children</p> <p><i>Children are observed playing alongside other children with different toys and other objects.</i></p>			
<p>3. Follow one to two simple rules</p> <p><i>Children follow class rules such as sharing, inside voices and clean up after playing.</i></p>			
<p>4. Begin to recognize own limits</p> <p><i>While on the playground, a child determines if they can reach to climb the monkey bars.</i></p>			
<p>5. Develop awareness of different ways of expressing feelings</p> <p><i>Children are able to differentiate the ways of expressing feelings. During a circle time activity, children can express how being happy, sad or angry feels.</i></p>			
<p>6. Display cautious curiosity toward strangers and new situations</p> <p><i>Children express interest ( focus on strangers, listen to what strangers are saying, show keen interest in new experiences and situations).</i></p>			
<p>7. Participate in associative play with familiar play partners</p> <p><i>Young children start to play with or next to other children doing similar play activities. During associative play, two year olds start to take an interest in the other children and what they're doing. Seeing children playing with trucks, another child goes and sits beside those children playing with trucks and plays with their own truck.</i></p>			

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Goal:

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

Age 2	Term 2		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
	Anecdotal Note:	Anecdotal Note:	Anecdotal Note:
1. Follow routines and schedules  <i>Child is able to follow the class schedule without concerns and participates in classroom routines.</i>			

<p>2. Begin to exhibit self-control</p> <p><i>Children are observed waiting their turn, following a direction or alerting the ECP instead of hitting a peer.</i></p>			
<p>3. Follow simple rules</p> <p><i>Children are observed following rules such as walking feet, inside voices and caring for peers.</i></p>			
<p>4. Respond to having adequate preparation for change</p> <p><i>Children respond positively when given transitional warnings for clean-up, moving from outdoor play to indoor play and arrival and departure activities.</i></p>			
<p>5. Make choices between two things or options</p> <p><i>Child selects between two learning centres, toys, books, food options, etc.</i></p>			
<p>6. Begin to anticipate what might happen when actions are taken</p> <p><i>Children understand directions and prepare for such, as preparing for lunch by proceeding to washing hands, standing in place for a game to begin, sitting with anticipation of listening to a story.</i></p>			