

The Jamaica Early Childhood Curriculum

Age 3 Scope and Sequence Checklist

Name of Child (First/Surname):

Gender:

Child Health Development Passport #:

Age of Child on Last Birthday:

Name of ECI:

ECI Address:

Parish:

Region:

ECI ID#:

Class Name:

Name of ECP (First/Surname):

Name of ECP (First/Surname):

Start Date of Checklist:

Goals:

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

Age 3	Term 1		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date

<p>1. Co-ordinate movements of the upper and lower limbs and whole body with growing awareness of up/down directions and starting/stopping movements</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Walk in a straight or curved line</i> b. <i>Do jumping jacks</i> c. <i>Swing on monkey bars</i> d. <i>Mimic animal movements.</i> e. <i>Follow instructional games such as “Simon Says” or “One, Two, Three, Red Light”</i> 			
<p>2. Improve coordination of gross motor skills</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Run</i> b. <i>Jump</i> c. <i>Kick</i> d. <i>Climb</i> e. <i>Push/Pull</i> f. <i>Balance</i> 			
<p>3. Respond spontaneously to music and other sounds with gestures and movements</p> <p>For example:</p>			

<p>a. <i>Music: clapping, snapping fingers, tapping, bobbing head, dancing</i></p> <p>b. <i>Other sounds: make clucking sounds with tongue, clapping, snapping fingers, stomping feet, tapping objects</i></p>			
<p>4. Manipulate objects and materials with hands and fingers</p> <p><i>For example:</i></p> <p>a. <i>Tear</i></p> <p>b. <i>Free-paste</i></p> <p>c. <i>Use playdough</i></p> <p>d. <i>String jumbo beads</i></p> <p>e. <i>Build/stack blocks</i></p> <p>f. <i>Use peg-boards</i></p> <p>g. <i>Engage in sand/water play</i></p>			
<p>5. Establish hand preference</p> <p><i>For example:</i></p> <p>a. <i>Use preferred hand when writing or drawing whilst the other hand supports the paper</i></p> <p>b. <i>One hand is used more when reaching for or picking up objects</i></p> <p>c. <i>One hand appears more skilled than the other in carrying out tasks</i></p>			
<p>6. Put objects in sequence</p> <p><i>For example:</i></p>			

<p>a. <i>Order picture cards to tell a story or task such as building a sand castle or brushing teeth</i></p> <p>b. <i>Order numbered or alphabetized blocks</i></p>			
<p>7. Recognize differences between boys and girls</p> <p><i>For example:</i></p> <p>a. <i>Name, identify and distinguish the different body parts of boys and girls</i></p>			
<p>8. Talk about their bodies, functions of some body parts, “body rules” and ways of caring for themselves</p> <p><i>For example:</i></p> <p>a. <i>Function: I use my ears to listen, I use my mouth to talk and eat, etc.</i></p> <p>b. <i>Body Rules: I cover my mouth when I cough, yawn or sneeze</i></p> <p>c. <i>Caring for body: I use a rag to bathe, etc.</i></p>			
<p>9. Begin to display self-regulation and on-task behaviours</p> <p><i>For example:</i></p> <p>a. <i>Child is able to calm down after something upsetting or exciting</i></p> <p>b. <i>Child is able to focus on a task</i></p>			
<p>10. Begin to talk about feelings and match them with facial expressions</p> <p><i>For example:</i></p>			

<p>a. <i>The child expresses the state of his/her emotion and it is evident on his/her face</i></p> <p>b. <i>Identify the emotion picture card that represents how he/she is feeling, and talk about his/her feelings</i></p>			
<p>11. Begin to explain how things they say or do can have different results</p> <p><i>For example:</i></p> <p>a. <i>The child is able to explain simple cause and effect relationships - "If I do not pack up toys when I am done with them, then I will not be able to ..."</i></p> <p>b. <i>The child knows that songs or jingles (used as transitional activities by the teacher) signal a change in activity</i></p>			

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Goals:

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

Age 3	Term 1		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Hear and understand nearly everything that is said to them (hearing difficulties may become evident at this stage)			

<p><i>For example:</i></p> <p>a. <i>Follow simple instructions given by an adult</i></p> <p>b. <i>Respond to name being called by adults and peers</i></p>			
<p>2. Respond when called by name</p> <p><i>For example:</i></p> <p>a. <i>Look in the direction of the voice</i></p> <p>b. <i>Answer to his/her name</i></p>			
<p>3. Recognize common everyday sounds and begin to use understandable speech</p> <p><i>For example:</i></p> <p>a. <i>Begin speaking in complete sentences</i></p> <p>b. <i>Engage in conversations with adults and peers</i></p>			
<p>4. Use six or more words in a sentence</p> <p><i>For example:</i></p> <p><i>Begin speaking in complete sentences using six or more words</i></p>			

<p>5. Follow a simple instruction</p> <p>For example:</p> <p>a. <i>Raise hand to answer questions</i></p> <p>b. <i>Join lines to enter/exit classroom</i></p>			
<p>6. Enjoy singing songs, listening to stories and repeating simple rhymes, jingles and finger-plays</p> <p>For example:</p> <p>a. <i>Attempt to sing along to familiar songs</i></p> <p>b. <i>Participate in finger-play activities</i></p>			
<p>7. Listen and respond to environmental sounds, music, and recorded sounds</p> <p>For example:</p> <p>a. <i>Identify and describe a variety of sounds from the environment (e.g. animals, vehicles, machines)</i></p> <p>b. <i>Reproduce and mimic the source of some of these sounds, such as 'vroom vroom' while playing with a toy car</i></p>			
<p>8. Discriminate between different kinds of sound</p> <p>For example:</p> <p>a. <i>Recognize loud/soft sounds</i></p> <p>b. <i>Recognize high/low pitch</i></p>			

<p>9. Understand that pictures and symbols can represent real objects</p> <p><i>For example:</i></p> <p>a. <i>Match pictures to real items by association</i></p> <p>b. <i>Draw pictures to represent real objects(The drawings may or may not look like the object being represented)</i></p>			
<p>10. Recognize that print has meaning</p> <p><i>For example:</i></p> <p>a. <i>Point to text and asks what it says.</i></p> <p>b. <i>Pretend to write by scribbling on paper</i></p> <p>c. <i>Hold a book correctly (If book is upside down, child will turn it right side up before looking through it)</i></p> <p>d. <i>Understand that books are read from front to back and from left to right (Will turn the pages in the correct direction)</i></p>			
<p>11. Enjoy looking at books with pictures</p> <p><i>For example:</i></p> <p>a. <i>Express interest in stories being told/read</i></p> <p>b. <i>Picture read story books</i></p> <p>c. <i>Reads the same books over and over</i></p>			

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Goals:

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

Age 3	Term 1		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. State general facts about self <i>For example:</i>			
a. <i>Communicate age, gender, achievements, favourite colour or food, etc.</i>			
2. Begin to talk about own interests and hobbies			

<p>For example:</p> <ul style="list-style-type: none"> a. <i>Communicate likes and dislikes</i> b. <i>Initiate conversations about running, dancing, painting, drawing, etc.</i> 			
<p>3. Begin to imitate behaviours related to religious, cultural and national practices</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Participate in devotional activities</i> b. <i>Having discussions about National Heroes etc.</i> c. <i>Play ring games, chiney skip, etc.</i> 			
<p>4. Enjoy expressive activities, singing and dancing</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Actively participate in role play or pretend play</i> b. <i>Actively participate in singing and dancing activities</i> 			
<p>5. Express interest in similarities and differences between self and others</p> <p>For example:</p>			

<p>a. <i>Talk to parents/siblings about their friends like and dislike and make comparisons to self</i></p>			
<p>b. <i>If a child says that a peer's wheelchair makes him look like a robot, you can say, "Some people use wheelchairs to get around, some people use their feet. Both are able to go where they want to go! But people in wheelchairs are people just like you."</i></p> <p>c. <i>Adults should encourage children's natural tendency to notice differences, and let children know that it is okay to make observations about persons and the world.</i></p>			

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Goals:

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

Age 3	Term 1		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Yet Achieved / Date

<p>1. Manipulate, sort and sequence objects using different characteristics</p> <p>For example:</p> <p>a. <i>Manipulate/Sort: long/short, more/less, different sizes, same/different, big/ small</i></p> <p>b. <i>Sequence: create a pattern using shapes or colours</i></p>			
<p>2. Understand basic concepts of number, size, space/distance, relationships, simple shapes</p> <p>For example:</p> <p>a. <i>Number: number name, quantity, numeral</i></p> <p>b. <i>Size: same or different, (big, small)</i></p> <p>c. <i>Space/distance: identifying objects near or far, in or out</i></p> <p>d. <i>Simple shapes: how many sides, recognize shapes in the environment, use shapes to form a pattern</i></p> <p>e. <i>Relationship: Understand objects are over/beside/under/in/out/near, etc.</i></p>			
<p>3. Begin to show awareness of time concepts and sequence, and associate these with events</p> <p>For example:</p>			

<p><i>a. Lunch time</i></p> <p><i>b. Rest time</i></p> <p><i>c. Devotion/circle time activities</i></p> <p><i>d. Dismissal</i></p>			
<p>4. Learn by doing and through the senses</p> <p><i>For example:</i></p> <p><i>a. Nature walk</i></p> <p><i>b. Experiment: tasting, touching, hearing, seeing</i></p> <p><i>c. Action games</i></p>			
<p>5. Enjoy using a variety of materials, textures, colours, surfaces through art and craft experiences</p> <p><i>For example:</i></p> <p><i>a. Materials: cloths, beads, yarns, craft sticks, playdough etc.</i></p> <p><i>b. Textures: engage in collage and other craft activities with soft, hard, rough, smooth, etc</i></p> <p><i>c. Colours: mixing colours using crayons or paint</i></p> <p><i>d. Art and craft: clay and playdough ideas, 3D art and sculpture, etc</i></p>			
<p>6. Enjoy music and movement activities</p> <p><i>For example:</i></p> <p><i>a. Music: rhythmic patterns, sing along,</i></p>			

<p><i>nursery rhymes, playing of instruments</i></p> <p><i>b. Movement: ring games, choreographed movement pieces, role play (animals/machines), etc.</i></p>			
<p>7. Begin to participate in group activities and productions</p> <p><i>For example:</i></p> <p><i>a. Participate in role play of stories</i></p> <p><i>b. Show and tell</i></p> <p><i>c. indoor and outdoor activities</i></p> <p><i>d. Choreographed pieces</i></p>			

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Goals:

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

Age 3	Term 1		
	Developmental Objective: Respect for Self, Others and Environment		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Yet Achieved / Date

<p>1. Begin to develop a sense of trust in the learning/ school environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Communicate freely with practitioners and peers</i> b. <i>Actively participate in class activities and discussions</i> c. <i>Acknowledge caregivers and transition positively upon arrival</i> 			
<p>2. Use courtesies and polite expressions</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Use basic social graces appropriately such as ‘good morning, good afternoon, thank you, may I, please’, etc.</i> b. <i>Ask for items before using</i> c. <i>Return items such as toys and books to the correct place</i> 			
<p>3. Begin to develop an awareness that others are “real” and have feelings</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Use kind words to peers</i> b. <i>Acknowledge and try to assist peers who are injured during play</i> c. <i>Apologise to anyone he or she offends</i> 			

<p>4. Begin to have a sense of helping rather than hurting others and show emotion when others are in pain or discomfort</p> <p><i>For example:</i></p> <p>a. <i>Volunteer or assist with classroom duties.</i></p> <p>b. <i>Show empathy to classmates</i></p> <p>c. <i>Shares toys and other materials with classmates</i></p>			
<p>5. Begin to display emergent negotiation skills</p> <p><i>For example:</i></p> <p>a. <i>Communicate what he/she wants and why</i></p> <p>b. <i>Work well in teams</i></p> <p>c. <i>Demonstrate a favourable behaviour in order to get something he/she requested</i></p>			
<p>6. Begin to be aware of and obey rules of the classroom/ learning environment and the school</p> <p><i>For example:</i></p> <p>a. <i>Forms queues at appropriate times</i></p> <p>b. <i>Waits his/her turn</i></p> <p>c. <i>Encourage peers to follow class rules</i></p>			
<p>7. Explore and show appreciation for nature/ the environment</p> <p><i>For example:</i></p> <p>a. <i>Takes care of plants and animals</i></p> <p>b. <i>Dispose of garbage in bin</i></p> <p>c. <i>Clean up after him/herself</i></p>			

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Goals:

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

Age 3	Term 1		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Yet Achieved / Date

<p>1. Learn to exercise care in the learning/ school environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. Follow simple instructions b. Respect and be kind to others (including children with disabilities & different cultural background) c. Respect the environment (throw garbage in bins, use recyclable bags) d. Pack away toys when finished with them e. Show interest in learning f. Show empathy toward others g. Accept responsibility for actions (good or bad) such as being kind or arguing with others 			
<p>2. Seek/ call for help in an emergency or when in danger</p> <p>For example:</p> <ul style="list-style-type: none"> a. Role-play being in danger by showing what to do b. Ask for help when needed 			