

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 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 3		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
<p>1. 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</p> <p>For example:</p> <p>a. Imitate animal movements e.g. crawl, waddle, hop</p> <p>b. Play catch and throw ball games</p> <p>c. Jump and climb over small obstacles</p>			
<p>2. Start, stop, change direction and respond to signals while carrying out movements with increased awareness of space and position</p> <p>For example:</p> <p>a. Play “Simon Says” or “Hokey Pokey” using directional words</p> <p>b. Move forward and backward like an animal</p> <p>c. Play football</p>			

<p>3. Continue to perform simple movement sequences and respond spontaneously to rhythm, music and other sounds</p> <p><i>For example:</i></p> <p><i>a. Do simple movements to music</i></p> <p><i>b. Use masks to pretend play being animals; moving their bodies like animals to different musical rhythms e.g. fast, slow</i></p> <p><i>c. Perform choreographed dance movement</i></p> <p><i>d. Follows the movement of peers</i></p>			
<p>4. Continue to strengthen muscles in fingers and hands and develop greater hand-eye</p>			

<p>coordination, e.g. using pencils, markers, paintbrushes, templates, beads, blocks, puzzles, lids, pegs, playdough, sand, water, glue, paper, spoon and fork</p> <p>For example:</p> <p><i>a. Use playdough to create at least 2 farm animals</i></p> <p><i>b. Assemble 10 piece puzzles of farm animals</i></p> <p><i>c. Make a face puzzle using discarded materials depicting a zoo animal</i></p> <p><i>d. Join dots to create a picture of different animals</i></p>			
<p>5. Continue a sequence of objects, pictures, shapes and symbols in a variety of combinations</p> <p>For example:</p> <p><i>a. Sequence simple pictures to create a scene</i></p> <p><i>b. Follows AB patterns (pictures, shapes, symbols)</i></p>			
<p>6. Identify, tear and paste simple shapes and patterns</p> <p>For example:</p> <p><i>a. Cut and name/paste zoo animals in scrap book</i></p>			
<p><i>b. Tear and paste pictures of fish that live in rivers</i></p> <p><i>c. Identify shapes and patterns during tearing and pasting activities</i></p>			

<p>7. Display individuality and make choices; like to be independent; do things for themselves; help with simple tasks</p> <p><i>For example:</i></p> <p><i>a. Assist with packing away toys</i></p> <p><i>b. Practice self-help skills</i></p> <p><i>c. Carry out class duties as assigned</i></p>			
<p>8. Begin to talk about keeping safe, e.g. at home, in school, when around water</p> <p><i>For example:</i></p> <p><i>'The water is really deep, I'm not going in it' ;children discuss safety at home, e.g. not going near the stove, not going outside without an adult and not talking to strangers.</i></p>			
<p>9. Continue to practise basic personal hygiene</p> <p><i>For example:</i></p> <p><i>a. Demonstrate ways of taking care of their body</i></p> <p><i>b. Children wash hands often</i></p> <p><i>c. Children use tissue for runny noses, coughing, etc.</i></p> <p><i>d. Children wash their faces as needed</i></p>			
<p>10. Play well with others</p>			

<p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Actively participate in cooperative games</i> <i>b. Share toys</i> <i>c. Take turns</i> <i>d. Children are kind, gentle and friendly with peers</i> 			
<p>11. Exercise greater self-control but still need adult help/support</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Show simple animal movements with greater self-control</i> <i>b. Complete tasks given with little assistance</i> <i>c. Listen to stories for 5- 10 minutes</i> <i>d. Can wait their turn during learning experiences</i> 			

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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 3		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Use appropriate vocabulary most of the time <i>For example:</i>			

<p>a. Respond correctly to questions asked</p> <p>b. Actively participate in class discussion</p> <p>c. Use courtesy words such as please, thank you, may I</p>			
<p>2. Describe simple pictures (including ones they have drawn), objects, shapes, events</p> <p>For example:</p> <p>a. Make simple oral sentences using pictures</p> <p>b. Picture read at least one simple story, using Standard Jamaican English</p> <p>c. Use pictures of animals to tell a story</p> <p>d. Children can describe pictures they have drawn</p>			
<p>3. Use Standard Jamaican English for comparatives, e.g. “bigger”, and to indicate the plural and past tense</p> <p>For example:</p> <p>a. Compare the size of three zoo animals using big, bigger and biggest</p> <p>b. During circle time children are able to compare and indicate who is tall or taller</p>			
<p>4. Make eye contact with a speaker</p>			

<p><i>For example:</i></p> <p>a. <i>Does not look away from the person speaking to him/her</i></p> <p>b. <i>Say hello to peers while looking directly at their face and wait on a response</i></p>			
<p>5. Continue to relate stories and experiences</p> <p><i>For example:</i></p> <p>a. <i>Retell the story books in their own words</i></p> <p>b. <i>Talk about what makes their pet special and how they care for pets Talk freely about going to the supermarket, market, riding on the bus etc.</i></p>			
<p>6. Enjoy using new and unusual words</p> <p><i>For example:</i></p> <p>a. <i>Use the same word repeatedly</i></p> <p>b. <i>Ask questions about a word repeatedly</i></p> <p>c. <i>Appear to enjoy using new words</i></p>			
<p>7. Continue to enjoy singing songs; listening to stories and repeating simple rhymes,</p>			

<p>jingles and finger-plays, especially those with silly or nonsense words</p> <p><i>For example:</i></p> <p><i>Children can be heard singing favourite songs, rhymes, jingles, etc. and doing the actions for these songs.</i></p>			
<p>8. Demonstrate left to right orientation.</p> <p><i>For example:</i></p> <p><i>a. Turn pages left to right</i></p> <p><i>b. Picture read stories from left to right</i></p>			
<p>9. Recognize print in various settings and contexts</p> <p>For example:</p> <p><i>a. Point out and attempt to read road signs</i></p> <p><i>b. Attempt to read print on food packages</i></p>			
<p>10. Continue to read and interpret environmental print</p> <p><i>For example:</i></p> <p><i>a. Read environmental print such as restaurants, gas stations, supermarkets, traffic signs, schools, etc.</i></p> <p><i>b. Read print on juice boxes, snack packages, billboard signs, etc.</i></p>			

<p>11. Build listening and oral vocabulary of words and sounds</p> <p><i>For example:</i></p> <p><i>a. Name 5 objects beginning with the /a/ sound</i></p> <p><i>b. Colour 5 pictures beginning with the /c/ sound</i></p> <p><i>c. Match beginning letter sounds with objects</i></p>			
<p>12. Continue to show preference for particular stories and books</p> <p><i>For example:</i></p> <p><i>a. Select favourite story book</i></p> <p><i>b. Read the same books over and over again</i></p>			

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Goals:

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

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

<p>1. Recognize and appreciate others in their class and school; anticipate routines and discuss activities associated with school</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Create a postcard showing appreciation for the teacher</i> <i>b. Help a peer in need</i> <i>c. Share with a peer</i> <i>d. During small group activity children share, why they like the persons in their class and the school community (cook, principal, janitor, security guard)</i> <i>e. Children understand what activities come next from the classroom schedule</i> <i>f. Children participate in classroom routines without conflict</i> 			
<p>2. Continue to enjoy expressive activities</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Listen to the story of “Shaggy Parrot and the Reggae Band” and dance to the music</i> <i>b. Children participate in ring games</i> <i>c. Children are observed expressing themselves in the dramatic play centre</i> 			
<p>3. Continue to imitate behaviours related to religious and cultural practices such as saying prayers, singing songs, etc.</p> <p><i>For example:</i></p>			

<p><i>a. Listen to and show appreciation for folklore from other countries</i></p> <p><i>b. Sing/Play Jamaican ring games</i></p> <p><i>c. Participate in cultural songs</i></p> <p><i>d. Children participate in devotion, praying before meals)</i></p> <p><i>e. Children participate in national holiday traditions at school</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 an awareness of time, past, present and future
4. Children who develop an understanding of and ability to apply measurements terms
5. Children who develop scientific knowledge, skills and methods
6. Children who develop an appreciation for music and movement; respond and move to the music
7. Children who use a variety of media and materials for expression

Age 3	Term 3		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
<p>1. Begin to recognize patterns among objects such as round things, soft things, animals, things found in the water</p> <p>For example:</p> <p>a. Create own AB, ABC and ABB patterns with blocks/legos, beads, fudge sticks etc.</p> <p>b. Copy AB, ABC and ABB patterns with blocks/legos, beads, fudge sticks etc.</p> <p>c. Sort objects in different ways, such as 'hard things' soft things' 'colour' 'shape' ,etc.</p>			
<p>2. Count the number of objects in a given set</p> <p>For example:</p> <p>a. Count and circle the number of shapes in each set</p> <p>b. Count objects in a given set, by pointing to each object and assigning each object the next number name until each object has been counted once. (one to one correspondence)</p>			

<p>3. Recognize numerals and number symbols up to 9</p> <p>For example:</p> <p>a. <i>Play fishing game, e.g. fish for numerals to match the given number set</i></p> <p>b. <i>When shown, children can name numerals and number symbols up to 9</i></p>			
<p>4. Understand time concepts “now”, “soon”, “later”. Explore the passing of time during daily activities</p> <p>For example:</p> <p><i>Past, soon, and future time concepts become clearer for children 3 years old and older. Children can make the difference between “before” and “after” in clear directions. Here are a few examples:</i></p> <p>1. <i>We’ll go outside after circle time.</i></p> <p>2. <i>Put on your socks, before your shoes.</i></p> <p>3. <i>We will soon go to the market.</i></p> <p>4. <i>Later on tonight, we will watch your favourite movie.</i></p>			
<p>5. Begin to make comparisons among objects, pictures and symbols that have been observed</p> <p>For example:</p> <p>a. <i>Match at least three colours of a variety of objects in and around the home</i></p> <p>b. <i>Sort objects based on size, colour and shape</i></p>			

<p>6. Continue to show curiosity and interest in different sounds, smells, tastes, textures</p> <p>For example:</p> <p>a. Create sound collages</p> <p>b. Children are willing to touch and taste items</p> <p>c. Children can identify different sounds in the environment</p>			
<p>7. Demonstrate awareness of aspects of the weather</p> <p>For example:</p> <p>a. Act out the finger play “April Clouds” and tell how they feel on rainy days</p> <p>b. During circle time, children are able to describe the weather conditions</p> <p>c. Children are able to identify the various types of clothes and shoes to wear during different weather conditions</p>			
<p>8. Identify a circle, a square and a triangle</p> <p>For example:</p> <p>a. When asked, child is able to colour the circle red, the triangle blue and the square yellow</p> <p>b. When asked, children can identify shapes within the classroom</p>			
<p>9. Perform with increasing confidence activities that involve estimating and using non-standard measurements</p>			

<p><i>For example:</i></p> <p><i>a. Use non-standard measurements (hand-span, handful, crayons, etc.) e.g. how many crayons tall are you</i></p> <p><i>b. A child tries to determine if he is taller than another child by standing next to the child and comparing heights.</i></p> <p><i>c. A child uses a balance scale to find out which of two rocks is heavier.</i></p>			
<p>10. Participate in activities that develop basic concepts of quantity, space, time and non-numeral concepts such as more, many, plenty, some, none</p> <p><i>For example:</i></p> <p><i>a. Use terms “more than”, “less than” appropriately</i></p> <p><i>b. Child communicates during free play, “I want more, she’s got more blocks than me”.</i></p> <p><i>c. Child communicates during small group activity, “we have the same” when</i></p>			

<p><i>referring to pineapple slices taste test.</i></p> <p><i>d. Child gives away two cars and communicates that he has less.</i></p> <p><i>e. Child counts dolls, “one, two, three, four” and communicates, “there are four dolls”.</i></p>			
<p>11. Demonstrate awareness of sounds in the environment; recognize and respond to slow and fast rhythms and tempo</p> <p><i>For example:</i></p> <p><i>a. Demonstrate curiosity and interest in different smells, tastes, sounds, etc.</i></p> <p><i>b. While using instruments, children can demonstrate fast and slow movements and rhythms</i></p>			
<p>12. Begin to use a variety of media to draw, paint, print, model, make collages</p> <p><i>For example:</i></p> <p><i>a. Paint rocks or dip rocks in paint of their choice of colour</i></p> <p><i>b. Draws animals using paint or crayons</i></p> <p><i>c. Use trashables to make models (animals, animal homes, shapes, etc.)</i></p>			
<p>13. Participate in role-playing and improvisation</p>			

<p><i>For example:</i></p> <p><i>a. Role-play at least one scene e.g. A Day at the Farm</i></p> <p><i>b. Child role plays, washing clothes on wash day</i></p> <p><i>c. Child imitates the Practitioner/Caregiver</i></p>			
<p>14. Continue to recognize and distinguish among colours in the environment and begin to show a preference for specific colours</p> <p><i>For example:</i></p> <p><i>a. Identify primary colours correctly</i></p> <p><i>b. Children can identify the colour of the sky, grass, cars, buildings, homes, river, beach, etc.</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 3		
	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. Demonstrate being a member of a group, e.g. helping to clean up, waiting for turns, sharing materials, obeying rules and carrying out individual duties</p> <p><i>For example:</i></p> <p><i>a. Take turns using class materials</i></p> <p><i>b. Sing “This is the way I clean up” while throwing garbage in the bin</i></p> <p><i>c. Cooperate in group activities</i></p>			
<p><i>a. Take turns using class materials</i></p> <p><i>b. Sing “This is the way I clean up” while throwing garbage in the bin</i></p> <p><i>c. Cooperate in group activities</i></p>			
<p>2. Continue to practise ways of showing respect for others’ feelings, their wishes and what they have to say</p> <p><i>For example:</i></p> <p><i>a. Develop an understanding of personal space</i></p> <p><i>b. Obey rules</i></p> <p><i>c. Listens to others feelings and thoughts</i></p>			
<p><i>a. Develop an understanding of personal space</i></p> <p><i>b. Obey rules</i></p> <p><i>c. Listens to others feelings and thoughts</i></p>			
<p>3. Continue to practise ways of showing feelings of kindness and consideration for others</p> <p><i>For example:</i></p> <p><i>a. Assist others when in danger</i></p>			

<p><i>b. Play with peers willingly</i></p> <p><i>c. Shares toys</i></p> <p><i>d. Gives hugs to those in need</i></p> <p><i>e. Provides a space for a peer at the table</i></p>			
<p>4. Begin to find sharing easier and begin to negotiate terms</p> <p><i>For example:</i></p> <p><i>a. Help to keep the classroom clean by participating in classroom job duties</i></p> <p><i>b. Negotiate with peers for toys, position on a line, etc.</i></p>			
<p>5. Continue to display a growing sense of trust and confidence in the learning environment</p> <p><i>For example:</i></p> <p><i>a. Take part in discussions</i></p> <p><i>b. Able to make choices in the learning environment</i></p> <p><i>c. Able to access a variety of learning materials in the classroom</i></p>			
<p>6. Continue to show curiosity and interest in nature and exploring their environment; especially in the unique features of and caring for different animals</p>			

<p><i>For example:</i></p> <p><i>a. Role play how to take care of pets</i></p> <p><i>b. Children are able to discuss farm animals, their purpose and how we care for them</i></p> <p><i>c. Role play taking pet animals to the veterinarian</i></p> <p><i>d. Practise bathing toy animals following the proper procedures</i></p>			
<p>7. Enjoy experiencing nature in various ways; develop an awareness of caring for their environment</p> <p><i>For example:</i></p> <p><i>a. Role play how to care for animals within their environment</i></p> <p><i>b. Understands why we no longer use scandal bags</i></p> <p><i>c. Disposes of garbage correctly</i></p> <p><i>d. Understands how to conserve water</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 3		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
<p>1. Begin to express fear, anger, joy, sadness, affection, excitement, enthusiasm and disappointment in socially acceptable ways</p> <p>For example:</p> <p>a. Match how they are feeling with given pictures</p> <p>b. Express how they are feeling through facial expressions</p> <p>c. Children's feelings and actions are displayed in socially acceptable ways e.g. fear/sadness in a child is displayed by crying and seeking an adult for a hug</p>			
<p>2. Make their preferences known; make personal choices to reflect a sense of self</p> <p>For example:</p> <p>a. Make decisions to express their own preferences such as favourite animal</p>			

<p><i>b. Talk freely about how they feel when they are hurt</i></p> <p><i>c. Children remind others of their name</i></p> <p><i>d. Selects learning centres to play in</i></p> <p><i>e. Children express preferences for foods, activities and toys</i></p>			
<p>3. Display a sense of trust in the learning environment and recognize that adults in this environment can be helpful and available when needed</p> <p><i>For example:</i></p> <p><i>a. Ask for help when in need</i></p> <p><i>b. Children are allowed to make choices in the learning environment</i></p> <p><i>c. Timetables are followed and children are able to transition smoothly</i></p> <p><i>d. Classroom routines and rituals are predictable for children</i></p>			
<p>4. Understand “Who is a stranger”? Talk about the dangers of going away with a stranger</p> <p><i>For example:</i></p>			

<p>a. <i>Talk about two dangers of going off with strangers</i></p> <p>b. <i>Tell what to do when approached by a stranger</i></p> <p>c. <i>State in their own words what they would do if they were approached by a stranger</i></p>			
<p>5. Continue to develop an awareness of the consequences of own actions</p> <p><i>For example:</i></p> <p>a. <i>Demonstrate right from wrong</i></p> <p>b. <i>Children know that when they pack away the toys, the practitioner/caregiver will praise them and they will receive a sticker</i></p> <p>c. <i>Children’s body language and verbal responses indicate their awareness of consequences of own actions</i></p>			
<p>6. Talk about and begin to practise “body rules” in caring for self</p> <p><i>For example:</i></p> <p>a. <i>Children discuss self-care skills for their bodies e.g. cleansing of body and hair</i></p> <p>b. <i>Practise eating healthy foods</i></p> <p>c. <i>Practise oral hygiene – brushing teeth after meals</i></p> <p>d. <i>Practise washing hands</i></p>			