

The Jamaica Early Childhood Curriculum

Age 4 Scope and Sequence Checklist

Term 1

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):

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Start Date of Checklist:

Age 4	Term 1		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Use upper and lower limbs and the whole body with increasing competence and skill in balance, direction, speed, use of space, throwing/catching and locomotor activity <i>For example:</i> a. Upper Limbs – catch, bounce, juggle and throw a ball, stretch and swing, sway arms (backward, forward or sideways), rotate, push			

<p><i>ups, grasp objects, push and pull objects</i></p> <p>b. <i>Lower Limbs – walking (straight line or zig-zag), running, jumping, hopping, skipping, standing, balancing (on one-leg or both legs), squatting, bending</i></p> <p>c. <i>Whole Body - rolling, crawling, climbing, dancing</i></p>			
<p>2. Engage in imaginative and creative play indoors and outdoors; begins to participate in group games</p> <p><i>For example:</i></p> <p>a. <i>Outdoor Games - Hide and Seek, 1,2,3 Red Light, I Spy, Musical Chairs, Hop Scotch, Role Play, Ring Games</i></p> <p>b. <i>Indoor Games – Snakes and Ladders, Bingo, Role Play</i></p>			
<p>3. Perform longer and more challenging movement sequences, e.g. dance, choreographed pieces</p> <p><i>For example:</i></p> <p>a. <i>Dance Piece – cultural dance (Maypole, Bruckins, Dinki-Mini)</i></p> <p>b. <i>Action Songs – ‘Father Abraham’, ‘Head, Shoulders, Knees and Toes’, ‘Chubby Checker’</i></p>			
<p>4. Establish hand preferences</p> <p><i>For example:</i></p> <p><i>Right-hand or left-hand use when using pencils or crayons and when collecting or reaching for objects.</i></p>			
<p>5. Demonstrate greater coordination and control in fine motor skills</p> <p><i>For example:</i></p> <p><i>Fine Motor Activities – cutting, pasting, painting (using fingers or brush),</i></p>			

<p><i>writing, colouring, tracing, lacing, zipping, buttoning, tying, plating, bead stringing, or use safety scissors.</i></p>			
<p>6. Begin to understand the concept of right and left; though confusing at times</p> <p><i>For example:</i></p> <p><i>Follow directions 'turn to your right/left' and 'raise your right/left hand', etc.</i></p>			
<p>7. Copy and print letters, numerals and symbols that are meaningful to them; identify and print first name, then both names; begin to learn their phone number, address and other personal information</p> <p><i>For example:</i></p> <p>a. <i>Trace letters of first name, form letters of first name (play dough, sand, strips of paper). Attempt tracing and forming letters of surname</i></p> <p>b. <i>Copy and print numerals 1-7 (play dough, tracing, cut outs)</i></p> <p>c. <i>Know personal information; date of birth, parents name, home address/street/district, parent(s) phone numbers</i></p>			
<p>8. Display self-regulation in on-task behaviours, independence, self-confidence, response to praise</p> <p><i>For example:</i></p> <p>a. <i>Completing tasks in allotted time</i></p> <p>b. <i>Follow instructions/class rules</i></p> <p>c. <i>Display self-help skills, e.g. opening a juice/water bottle</i></p> <p>d. <i>Active participation in group/individual activities</i></p> <p>e. <i>Celebrate achievement and repeat desired actions</i></p>			

<p>9. Develop a sense of responsibility for own actions</p> <p>For example:</p> <ul style="list-style-type: none"> a. Apologize for wrong actions b. Display socially accepted behaviours (say please or thank you) c. Shows empathy 			
<p>10. Show interest in gender differences, e.g. boy or girl, caring for self and making healthy choices</p> <p>For example:</p> <ul style="list-style-type: none"> a. Identify similarities or differences in a boy and a girl b. Self-Care - wash hands (before and after eating, after using the restroom) brush teeth (in the morning, after meals and before bedtime), bathing c. Healthy Choices – eating fruits and vegetables 			
<p>11. Demonstrate a strong sense of belonging</p> <p>For example:</p> <p><i>Feeling accepted: make friends, cooperate with others, express thoughts/ideas freely.</i></p>			

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Age 4	Term 1		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Show enjoyment while being read to <i>For example:</i> a. Listen attentively to a short story b. Ask questions about a story c. Request to see and touch illustrations d. Recall the story in their own words e. Make inferences and draw conclusions			

<p>2. Engage in turn-taking during discussions and using materials; listen courteously and in a supportive manner</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Use social graces (please, thank you, excuse me) appropriately</i> b. <i>Respect the opinion and property of others</i> c. <i>Wait their turn</i> 			
<p>3. Tend to be expansive in exploring use of language; play and experiment with words and sounds; like to use new, strange or silly words</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Use newly acquired words in its correct context</i> b. <i>Use nonsensical words during playtime</i> 			
<p>4. Speak in sentences increasing in complexity in structure; tend to be more talkative; want to explain everything; express thoughts intelligibly</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Use complete sentences in expressing themselves</i> b. <i>Use descriptive words (adjectives) appropriately</i> 			
<p>5. Ask, understand and respond to simple “how,” “when” “why” questions</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Show curiosity in topics of interest</i> b. <i>Ask probing questions about previously discussed topics</i> c. <i>Answer questions appropriately when asked</i> 			

<p>6. Model the use of Standard Jamaican English (SJE) with guidance</p> <p>For example:</p> <p>a. Use simple sentences in response to questions</p> <p>b. Use simple sentences to share information about themselves (name, gender and age)</p>			
<p>7. Receive and deliver messages; listen to and complete at least 2 or 3 formal instructions accurately</p> <p>For example:</p> <p>Follow two and three step instructions, such as “Please take up that pencil and put it on the table”, “Touch your nose, whisper your name and draw a circle in the air”.</p>			
<p>8. Understand spatial concepts, e.g. in front of, behind, before, beside, far, near, above and below</p> <p>For example:</p> <p>a. Form lines while maintaining order (devotional exercise, break, lunch, dismissal time and outdoor activities)</p> <p>b. Use and show understanding of prepositional concepts while engaged in daily activities, such as ‘Mark is in front of me in the line’ ‘I am behind Mark in the line’</p>			
<p>9. Speak clearly and fluently</p> <p>For example:</p> <p>a. Use simple sentences to express thoughts</p> <p>b. Enunciate spoken words</p>			

<p>10. Use talk, objects and actions as symbols to express experiences and events</p> <p><i>For example:</i></p> <p>a. <i>Recall events and experiences in a logical sequential order</i></p> <p>b. <i>Use a combination of words to express thoughts</i></p> <p>c. <i>Participate in show and tell exercises</i></p>			
<p>11. Enjoy participating in activities involving language games, playing with sounds, picture matching games, categorizing, “go-together” pictures and objects, puppetry, show and tell, and sharing news</p> <p><i>For example:</i></p> <p>a. <i>Match pictures with words</i></p> <p>b. <i>Create stories using preferred pictures and images</i></p> <p>c. <i>Willingly and excitedly participate in show and tell</i></p> <p>d. <i>Participate in discussions</i></p>			
<p>12. Print names correctly</p> <p><i>For example:</i></p> <p><i>Writes first and last name.</i></p>			
<p>13. Recognize and reproduce sequences and patterns among objects, pictures and symbols</p> <p><i>For example:</i></p> <p>a. <i>Follow and create patterns using objects or pictures</i></p> <p>b. <i>One to one correspondence</i></p>			
<p>14. Select reading material according to special interest; show positive disposition to handling books</p>			

<p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Select reading materials independently</i> b. <i>Return books to their original place after use</i> c. <i>Handle books with care as pages are turned gently and by the lower corner</i> 			
<p>15. Talk about pictures, describing actions and objects; sequence about 2 to 4 pictures to tell a story; interpret pictures and read predictable picture text</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Tell stories in their own words using pictures</i> b. <i>Share simple descriptive sentences about pictures and stories</i> c. <i>Can sequence 2 to 4 pictures of a familiar story</i> 			
<p>16. Locate, say and pronounce some sight words</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Read and repeat simple sight words</i> b. <i>Repeat 1, 2 and 3 letter words from a pre-primer sight list</i> 			
<p>17. Sequence words to make sentences; sequence words to make phrases</p> <p><i>For example:</i> <i>Create simple sentences using 3 to 5 words.</i></p>			
<p>18. Join dots in sequence to form pictures, symbols, letters, and numerals; trace letters and numerals</p> <p><i>For example:</i> <i>Trace dot letters, pictures and numerals.</i></p>			

<p>19. Write basic lines and curves; form symbols, letters, and numerals</p> <p><i>For example:</i></p> <p>a. <i>Write straight and curved lines</i></p> <p>b. <i>Use straight and curved lines to form numerals, letters and symbols</i></p>			
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Age 4	Term 1		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved /Date	Somewhat Achieved /Date	Not Yet Achieved/Date
1. Show awareness of, and appreciation for different music, song, dance, art and craft, stories, food, language and clothes <i>For example:</i> <i>a. Music: Jamaican folk and reggae music- Bob Marley, Mento, Ska, Gospel, R & B, Hip Hop, Classical</i> <i>b. Dance: Bruckins, Dinki-Mini, Kumina, Dancehall</i> <i>c. Art and craft: tie-dying, weaving (paper, cloth, straw), screen</i>			

<p><i>printing, beading, painting (brush, straw, sponge, finger), moulding, sculpting, pottery, paper mache, etc.</i></p> <p><i>d. Food: Jamaica National dish (Ackee and Saltfish), National fruit (Ackee), jerk chicken, cake, dunkunoo, drops, grater cake, pudding, gizzarda etc. African/Indian/Chinese/Eur-o-pean food or dishes</i></p> <p><i>e. Stories/ Language: creole, dub poetry, folklores/ tales: Anansi stories</i></p> <p><i>f. Costumes: Out of Many One People, Costumes, Bandana, Jamaican costumes, Jamaica National Heroes/Heroine</i></p>			
<p>2. 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. Saying prayers during Devotion e.g. reciting The Lord’s Prayer , special assemblies, before and after eating e.g. Grace before and after meal</i></p> <p><i>b. Singing songs: National Anthem, Cultural songs (Jamaica Is An Island, This is Land of my Birth), Christmas Carols, Heritage Songs, etc.</i></p> <p><i>c. Role playing: Observing Easter, Passover, Birth of Jesus, Heritage, etc.</i></p>			
<p>3. Enjoy participating in activities that involve role-playing, wearing masks and costumes</p>			

<p>For example:</p> <p>a. <i>Hosting: birthday parties, Christmas parties, wedding ceremonies</i></p> <p>b. <i>Wearing masks: heroes, characters of stories e.g. Anansi, Community Helpers, All About Me, Masks, Emotions and Feelings, etc.</i></p> <p>c. <i>Costumes such as: Jonkonnu, National heroes, story characters: bride, groom, policeman, teacher, etc.</i></p>			
<p>4. Sing the National Anthem</p> <p>For example:</p> <p>a. <i>Children are observed saying the National Anthem</i></p> <p>b. <i>National anthem is recited daily during assembly, Heritage week, Special ceremonies</i></p> <p>c. <i>Children are taught and display the correct stance: - Feet together hands by your side, standing at attention</i></p> <p>d. <i>Show respect for National Anthem by maintaining correct stance</i></p>			
<p>5. Recognize and name some of the national Heroes and Heroine</p> <p>For example:</p> <p>a. <i>Say the names of the National Heroes and Heroine</i></p> <p>b. <i>Repeat Jingles or poems about the Heroes and Heroine</i></p> <p>c. <i>Associate the pictures with the names: through Heritage Centre and Heritage Displays</i></p>			
<p>6. Name the Prime Minister</p>			

<p><i>For example:</i></p> <p>a. <i>Say the name of the Prime Minister</i></p> <p>b. <i>Associate the picture with the name of the Prime Minister</i></p>			
<p>7. Learn to value and respect all Jamaicans of different races and cultures</p> <p><i>For example:</i></p> <p><i>Explore different races: dress, food, music, traditions, language through watching videos, show and tell, setting up displays.</i></p>			

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Age 4	Term 1		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Yet Achieved/ Date
1. Follow up to three instructions given at one time <i>For example:</i> a. State first name, middle name and last name. b. Follow instructions given in an action song, e.g. 'Father Abraham'			
2. Seek answers to "who," "what," "why," "where" and "what if" questions <i>For example:</i>			

<p>Children should be able to answer questions such as:</p> <ol style="list-style-type: none"> a. <i>“Who do you like to play with?”</i> b. <i>“What is your name?”</i> c. <i>“What are you doing?”</i> d. <i>“What are you eating?”</i> e. <i>“What colour is this?”</i> f. <i>Where do you live?</i> g. <i>Where are you going?</i> h. <i>Why are you crying?</i> i. <i>What if I mix these two colours</i> 			
<p>3. Develop basic skills in numeracy, literacy and oracy</p> <p><i>For example:</i></p> <ol style="list-style-type: none"> a. <i>Numeracy - identify numerals 1-10 and estimate or measure the length of objects</i> b. <i>Literacy - identify letters and letter sounds, describe events and tell stories, picture reading, building vocabulary</i> c. <i>Oracy - sing songs, recite nursery rhymes, finger play and jingles</i> 			
<p>4. Participate in activities to develop pre-numeracy skills in sorting and classifying, ordering, sequencing, and patterning</p> <p><i>For example:</i></p> <ol style="list-style-type: none"> a. <i>Sort shapes, colours and sizes</i> b. <i>Classify objects into big or small, big, bigger, biggest, in or out categories</i> c. <i>Ordering and sequencing numbers or events, e.g. first, next, then and finally</i> d. <i>Recognize and copy patterns (puzzles)</i> 			
<p>5. Explore aspects of capacity, volume, area, spatial relationships and weight through play activities</p>			

<p>involving liquids (e.g. water) and solids (e.g. sand)</p> <p>For example:</p> <ol style="list-style-type: none"> a. <i>Capacity & Volume -fills a container using another smaller container and counts the number of smaller containers needed to fill the larger container</i> b. <i>Area - find two flat objects which look the same but are different sizes, such as leaves, cover them with blocks and count how many blocks it takes to cover each leaf</i> c. <i>Spatial Awareness - recognize up, down, above, beneath, top or bottom</i> d. <i>Weight - use balance scale to compare the weights of everyday objects (heavy, light) and record observations</i> 			
<p>6. Sort, identify, name simple geometric shapes, including circle, square, triangle, rectangle; copy shapes and combine more than two geometric forms in drawing and construction</p> <p>For example:</p> <ol style="list-style-type: none"> a. <i>Sorting games to classify geometric shapes, e.g. shapes bingo.</i> b. <i>Name and draw triangles, squares and rectangles.</i> c. <i>Draw objects using two or more geometric shapes</i> 			
<p>7. Use non-standard units to measure lengths, e.g. hand span, paper clip, etc; use mathematical language to express length, e.g. long or short</p> <p>For example:</p>			

<p>a. <i>Measure the length of a book using craft sticks</i></p> <p>b. <i>Record how many or less craft sticks used to measure an item</i></p> <p>c. <i>Compare the length of items measured</i></p>			
<p>8. Use non-standard units to measure capacity, e.g. plastic containers, juice boxes, etc; use mathematical language to express capacity, e.g. full or empty</p> <p><i>For example:</i></p> <p>a. <i>Pour liquids from one container to another</i></p> <p>b. <i>State observations: whether full or empty, how many cups full can the container hold</i></p>			
<p>9. Explore and talk about the passing of time during daily activities and routines; associate special days, events and celebrations with time-related concepts; begin to understand present, past, future</p> <p><i>For example:</i></p> <p>a. <i>Telling the time</i></p> <p>b. <i>Follow daily routines (knowing the different parts of the day's activity e.g. Circle Time, Guided Learning, Outdoor Play Time)</i></p> <p>c. <i>Recognise birthdays, special holidays (Christmas, Independence Day, etc.).</i></p> <p>d. <i>Explore baby pictures</i></p>			
<p>10. Use senses through interactive activities to investigate and learn about self, objects, others and the environment</p> <p><i>For example:</i></p> <p>a. <i>Seeing: nature walk- name or describe items seen in the environment</i></p>			

<p><i>b. Touching: Explore and describe various textures (smooth, rough, soft, hard)</i></p> <p><i>c. Hearing: Listen, respond and discriminate among different sounds in the environment (e.g. voices, noise, instruments, vehicles, birds)</i></p> <p><i>d. Smelling: smell items (e.g. smoke, fruits, perfume) describe odours: pleasant/unpleasant</i></p> <p><i>e. Tasting: Identify and describe different tastes (sweet, sour, bitter, salty)</i></p>			
<p>11. Express interest and curiosity in own family and home and those of others</p> <p><i>For example:</i></p> <p><i>a. Engage in show and tell about My Family, My Home, My Friends, etc.</i></p> <p><i>b. Role play activities done with family and friends such as shopping, church, watching television, play games, meal time, etc.</i></p>			
<p>12. Talk about self, friends and family; recognize similarities and differences among each other; talk about and share own experiences, feelings and preferences</p> <p><i>For example:</i></p> <p><i>a. Identify similarities and differences with names (first names or last names), height, gender, interests</i></p> <p><i>b. Describe family relationships</i></p> <p><i>c. Express feelings about their own experiences (likes or dislikes)</i></p>			

<p>13. Follow classroom routines; begin to understand the purpose of classroom procedure; use materials in appropriate ways; continue to respect and care for classroom materials and environment</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Follow class rules, follow instructions and participate in transition activities</i> b. <i>Engage in clean-up activities</i> c. <i>Perform assigned duties (Duty Roster, Material Monitor, Class Monitor)</i> 			
<p>14. Enjoy participating in music and movement activities involving sounds, rhythms, music, songs, rhymes, jingles, actions and other creative gestures and expressions</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Create songs, dance movements</i> b. <i>Participate in sing along, movement activities</i> c. <i>Role play rhymes and jingles</i> 			
<p>15. Experiment with distinguishing and creating sounds and sound patterns by clapping, tapping, stomping, using percussion instruments, etc.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Recognise loud, soft, high pitch, low pitch sounds</i> b. <i>Create sounds using hands to clap, feet to tap or stomp</i> c. <i>Copy musical patterns using clapping, tapping, stomping</i> d. <i>Use musical instruments or objects in the environment to recreate musical patterns. (hands, feet, triangles, symbols, maracas, drums, plastic bottle with beads, etc.)</i> 			

<p>16. Begin to experiment with using different media and materials in various forms of expression</p> <p>For example:</p> <ul style="list-style-type: none"> a. Use trashable materials to create artwork such as juice boxes, candy wrappers, etc. b. Use different techniques to create art such as tie- dye, etching, mosaic, etc. 			
<p>17. Begin to observe straight and curved lines in the environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. Describe items seen in the environment, such as the shape of the windows, doors, desks and any other items in the classroom, etc. b. Talk about objects seen in the environment, such as bus, truck and pedestrian lines 			
<p>18. Practise holding and controlling scissors for cutting</p> <p>For example:</p> <ul style="list-style-type: none"> a. Cut strips of paper b. Cut out shapes c. Cut cord, string or yarn 			
<p>19. Begin to make representational drawings of objects, people and scenes from the environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. Draw pictures portraying family members b. Draw pictures of items in the classroom and general school environment c. Create pictures of home d. Create pictures of a specific event, e.g. a day at the beach or birthday party 			

<p>20. Participate in expressive activities, such as singing, dancing and dramatic play about own and others' experiences, and about a range of feelings such as joy, sorrow, disappointment, wonder, etc.</p> <p><i>For example:</i></p> <p>a. <i>Participate in role play activities about their own experiences as well as others</i></p> <p>b. <i>Participate in songs and dances created by the group</i></p> <p>c. <i>Freely express their feelings such as joy or disappointment</i></p>			
<p>21. Begin to demonstrate socially acceptable ways of expressing gratitude to God, parents, teachers, friends and others</p> <p><i>For example:</i></p> <p>a. <i>Clasp hands and close eyes during prayer</i></p> <p>b. <i>Keep still during prayer</i></p> <p>c. <i>Saying 'Thank you!' upon the receipt of an item from a fellow classmate or adult</i></p>			
<p>22. Talk about, sing songs and share in stories about spiritual leaders such as Jesus as a friend of children</p> <p><i>For example:</i></p> <p>a. <i>Participate in devotional activities</i></p> <p>b. <i>Describe their understanding of Bible Stories</i></p>			

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	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
1. Develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success <i>For example:</i> a. Openly share thoughts and feelings b. Display activities or work done			
2. Demonstrate more independence and sense of responsibility			

<p><i>For example:</i></p> <p>a. <i>Make own decisions (which book to read, which pair of shoes to wear or suit of clothes)</i></p> <p>b. <i>Assist in putting papers in the bin; wiping off tables after snack or lunch</i></p>			
<p>3. Express a strong need for love, attention and affirmation from parents, teachers and all practitioners</p> <p><i>For example:</i></p> <p>a. <i>Expresses love by hugging, and smiling</i></p> <p>b. <i>Speaks lovingly to parents, teachers and ECPs</i></p> <p>c. <i>Kisses parents</i></p>			
<p>4. Initiate interactions; relate appropriately to others, including siblings, friends, group members and classmate-sharing, taking turns, helping, caring, assuming responsibility, etc.</p> <p><i>For example:</i></p> <p>a. <i>Express feelings (happy, sad, angry, excited, etc.)</i></p> <p>b. <i>Share toys</i></p> <p>c. <i>Show empathy towards others (including children with disabilities)</i></p>			
<p>5. Recognize and relate appropriately to others who are different from them in any way</p> <p><i>For example:</i></p> <p><i>Show respect to others and their choices.</i></p>			

<p>6. Demonstrate an understanding of and practise social norms in appearance and expression, e.g. personal grooming and hygiene</p> <p><i>For example:</i></p> <p>a. <i>Taking care of the body by keeping it clean (washing hands and other body parts)</i></p> <p>b. <i>Combing hair, grooming nails, brushing of teeth (twice daily)</i></p> <p>c. <i>Wearing clean clothes</i></p>			
<p>7. Show respect for each other's privacy; show respect towards others and their property</p> <p><i>For example:</i></p> <p>a. <i>Sharing and taking turns</i></p> <p>b. <i>Listening to others (being kind and helpful)</i></p>			
<p>8. Begin to display responsible behaviour and self-control at school, home and in the community</p> <p><i>For example:</i></p> <p>a. <i>Packing away toys after each use</i></p> <p>b. <i>Following rules/procedures made by adults in the different settings</i></p> <p>c. <i>Keep home environment clean by helping with indoor/outdoor chores</i></p>			
<p>9. Participate in games and activities to develop self-awareness and individuality; begin to demonstrate a sense of trust and confidence in self, own efforts and others</p> <p><i>For example:</i></p> <p>a. <i>Develop problem solving skills (telling others to stop, go to another activity)</i></p> <p>b. <i>Play games such as Simon Says</i></p>			

<p><i>c. Participate in role play (practicing good manners at the table)</i></p>			
<p>10. Show respect for nature, living things and recycling</p> <p><i>For example:</i></p> <p><i>a. Place garbage in bins</i></p> <p><i>b. Sing songs and rhymes about recycling</i></p> <p><i>c. Assist in keeping classroom clean</i></p> <p><i>d. Help with the planting of flowers and trees</i></p> <p><i>e. When in public spaces, places trash in designated bins and encourages others to do the same</i></p>			

The Jamaica Early Childhood Curriculum

Age 4 Scope and Sequence Checklist

Term 1

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:

Age 4	Term 1		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Yet Achieved/ Date
1. Demonstrate a basic understanding of right and wrong <i>For example:</i> <i>a. Help to construct a set of class rules</i> <i>b. Differentiate between 'right' and 'wrong' picture cards that depict various scenarios such as fighting, littering, sharing, etc.</i> <i>c. Does not cut in line</i> <i>d. Accept wrong actions</i> <i>e. Apologise when wrong</i>			

<p>2. Try new things and take risks; talk about dangers of play and activities which could be hazardous</p> <p><i>For example:</i></p> <p>a. <i>Participate in unfamiliar play activities, such as climbing the monkey bars, tumble play, etc.</i></p> <p>b. <i>Talk freely about risky play activities (e.g. swinging high, climbing and jumping off monkey bars, etc.)</i></p> <p>c. <i>Recognize and refrain from engaging in dangerous play</i></p> <p>d. <i>Avoid playing with hazardous materials (sharp objects, chemicals, matches, etc.)</i></p>			
<p>3. Express moods and emotions in socially acceptable ways</p> <p><i>For example:</i></p> <p>a. <i>Identify, recognise and label their emotions</i></p> <p>b. <i>If happy, express happiness, if angry, express anger in a way that does not cause harm to self or others</i></p> <p>c. <i>Show empathy to peers</i></p>			
<p>4. Demonstrate the ability to cope with frustration, anger, rejection, grief, etc. in socially acceptable ways</p> <p><i>For example:</i></p> <p>a. <i>If angry, express anger in a way that does not cause harm to self or other</i></p> <p>b. <i>Maintain good posture when faced with frustration, anger, rejection or grief</i></p>			

<p>5. Repeat and be able to give personal information</p> <p><i>For example:</i></p> <p><i>Recall home address, telephone number, parents' and names.</i></p>			
<p>6. Express negative and positive feelings verbally</p> <p><i>For example:</i></p> <p><i>a. Respond appropriately to their peers' hurt and distress symptoms</i></p> <p><i>b. Identify, recognise and label their emotions and/or the emotions of others</i></p> <p><i>c. Share emotions when hurt</i></p> <p><i>d. Express likes or dislikes</i></p>			

