

The Jamaica Early Childhood Curriculum
Age 4 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:

Age 4	Term 2		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Demonstrate greater coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity; begin to jump rope, hop on alternating foot, turn, somersault. Show increasing confidence and skill in using play equipment; kick, catch\throw with increasing sense of aim and direction <i>For example:</i> <i>a. Jump hopscotch</i>			

<p>b. <i>Run a race</i></p> <p>c. <i>Play catch</i></p> <p>d. <i>Play football</i></p> <p>e. <i>Skip with one or both feet</i></p>			
<p>2. Follow instructions requiring quick reaction; judge well in physical placement, direction and timing</p> <p>For example:</p> <p>a. <i>Catch a large ball thrown</i></p> <p>b. <i>Throw a ball through hoop</i></p> <p>c. <i>Run, crawl through a tunnel and jump in and out of a hula hoop</i></p>			
<p>3. Continue to engage in imaginative and creative play indoors and outdoors</p> <p>For example:</p> <p>a. <i>Take on and play the role of known characters</i></p> <p>b. <i>Use imagination to play with objects such as a doll, playdough, blocks, cardboard boxes etc.</i></p>			
<p>4. Demonstrate greater coordination and control in fine motor skills</p> <p>For example:</p> <p>a. <i>Assemble puzzles of up to 12 pieces</i></p> <p>b. <i>String beads</i></p> <p>c. <i>Use scissors to cut along straight and curved lines</i></p>			
<p>5. Continue a sequence of lines, symbols, shapes and patterns</p> <p>For example:</p> <p>a. <i>Create necklaces, bracelet using beads</i></p> <p>b. <i>Complete given patterns using blocks</i></p>			

<p>6. Use spatial relationships correctly, e.g. before, behind, beside, over, around, under, left, right</p> <p>For example:</p> <ul style="list-style-type: none"> a. Follow simple instruction to place or retrieve items (put the book in your bag) b. Follow simple directional instructions (Stand behind Mark in the line, stand behind the chair, beside the chair and go around the chair, etc.) c. Use appropriate preposition to describe position of items 			
<p>7. Exercise increased control and safety when using materials, toys, tools; use a spoon, fork, dinner knife</p> <p>For example:</p> <ul style="list-style-type: none"> a. Climb monkey bars with care b. Use swings correctly and remains safe when getting on/ off and when walking to/from c. Use cutlery safely 			
<p>8. Continue to print letters, numerals, symbols with increased sense of spacing, formation, left to right orientation</p> <p>For example:</p> <ul style="list-style-type: none"> a. Write his/her own name b. Write four numerals in a line c. Use spacing between words appropriately 			
<p>9. Like to succeed and try new things, activities, adventures; continue to show curiosity and interest in exploring different tastes, textures and states; comment on preferences</p> <p>For example:</p>			

<p>a. <i>Initiate play with new objects/ materials in and outside the classroom</i></p> <p>b. <i>Talk openly about likes and dislikes</i></p> <p>c. <i>Participate in new games</i></p> <p>d. <i>Use materials in new ways (towel as a blanket, a spoon as a microphone, etc.)</i></p>			
<p>10. Demonstrate growing sense of trust and confidence, pride and satisfaction in independent activity and products</p> <p><i>For example:</i></p> <p>a. <i>React to accomplishment and loss using appropriate facial expressions and body language</i></p> <p>b. <i>Volunteer to participate in activities</i></p>			
<p>11. Exercise greater self-control but still need adult help; demonstrate competence in self-help skills and chores</p> <p><i>For example:</i></p> <p>a. <i>Attempt to tie shoelaces and those of peers, button and unbutton clothes, unzip/zips</i></p> <p>b. <i>Seek/accept assistance from others when having difficulty</i></p>			
<p>12. Follow instructions and do as others in the group; show interest in fair play but are apprehensive about competitive activities</p> <p><i>For example:</i></p> <p>a. <i>Take turns in games</i></p> <p>b. <i>Offer playmate/peer opportunities to play</i></p> <p>c. <i>Show little interest in games where the winners are limited to a few children</i></p>			
<p>13. Show increasing ability to adopt to different situations</p> <p><i>For example:</i></p>			

<p>a. <i>Able to do activities outside of routine without becoming flustered or resistant</i></p> <p>b. <i>Follow instructions during fire drills and other disaster drills</i></p>			
<p>14. Resolve conflict with assistance, if needed</p> <p><i>For example:</i></p> <p>a. <i>Approach trusted adult or peer for advice</i></p> <p>b. <i>Make trusted adult aware of concerns</i></p>			
<p>15. Accept rules and limits</p> <p><i>For example:</i></p> <p>a. <i>Child is able to obey class rules</i></p> <p>b. <i>Know when to stop engaging in an activity, especially if a peer is bothered by the activity</i></p>			
<p>16. Perform specific movements to the beat of music; enjoy music and movements activities, rhythm and songs</p> <p><i>For example:</i></p> <p>a. <i>Move body in a variety of directions</i></p> <p>b. <i>Lift arms to a particular rhythm</i></p> <p>c. <i>Bend to a particular rhythm</i></p> <p>d. <i>Stretch to a particular rhythm</i></p>			
<p>17. Participate in activities to develop body balance and control</p> <p><i>For example:</i></p> <p>a. <i>Play hopscotch</i></p> <p>b. <i>Walk in a straight/ curved line</i></p> <p>c. <i>Stand/hop on one leg</i></p> <p>d. <i>Gallop with control</i></p>			
<p>18. Improve skill in holding and controlling scissors for cutting</p>			

For example:

- a. Hold scissors with control*
- b. Cut large pieces of paper*
- c. Cut along a fold/ drawn line*

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Start Date of Checklist:

Age 4	Term 2		
	Developmental Objective: Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Enjoy the use of “big” words and “trying out” language with nonsense and silly phrases; make longer sentences <i>For example:</i> <i>a. Use familiar words in daily speech to describe events or objects</i> <i>b. Attempt to use new words in phrases or sentences</i>			

<p>2. Enjoy telling jokes; initiating and participating in conversations; speak audibly to a varied audience</p> <p>For example:</p> <p>a. <i>Voluntarily engages in conversations with teacher and peers</i></p> <p>b. <i>Is able to have fun while using oral language to communicate, such as, telling jokes</i></p>			
<p>3. Listen attentively, respond to and evaluate what was heard; express positive and negative feelings verbally</p> <p>For example:</p> <p>a. <i>Listen while others speak</i></p> <p>b. <i>Use words to express how he or she feels about information presented to him or her</i></p>			
<p>4. Describe events and situations, share personal and meaningful experiences and relate events in stories to own personal experiences</p> <p>For example:</p> <p>a. <i>Share experiences they have had, such as, going to the beach or to church</i></p> <p>b. <i>Associate experiences with stories that are read</i></p>			
<p>5. Apply thought and language to problem-solve and categorize</p> <p>For example:</p> <p>a. <i>Ask related questions to assist in solving problems</i></p> <p>b. <i>Construct simple sentences and questions related to problem</i></p>			

<p>6. Speak Standard Jamaican English (SJE) with guidance</p> <p>For example:</p> <p>a. Construct simple sentences using Standard Jamaican English</p> <p>b. Ask simple questions using Standard Jamaican English</p>			
<p>7. Enjoy expressive and discovery activities; telling stories of own experiences and events</p> <p>For example:</p> <p>a. Engage in pretend play activities</p> <p>b. Engage in role play activities</p> <p>c. Engage in storytelling activities</p>			
<p>8. Demonstrate appreciative and attentive listening</p> <p>For example:</p> <p>a. Listen when others are speaking</p> <p>b. Is able to recall parts of information shared orally</p> <p>c. Body language is positive (smile, nod, clap, etc.) when listening to others</p>			
<p>9. Show willingness to take turns and share in conversation; participate in guided discussion</p> <p>For example:</p> <p>a. Wait his or her turn</p> <p>b. Willingly participates in discussions</p>			
<p>10. Ask many” why” questions</p> <p>For example:</p> <p><i>Demonstrates curiosity in learning about his or her environment. Child may ask questions such as, “Why should I eat my vegetables?”</i></p>			
<p>11. Identify rhyming words</p> <p>For example:</p>			

<p><i>Is able to identify words that have the same ending sounds, such as mat & cat, hen & pen.</i></p>			
<p>12. Use compound sentences joined by “and,” “but,” “or,” “so,” “because”</p> <p><i>For example:</i></p> <p><i>Construct sentences such as, “My mother is at work, but my father is at home.” “We cannot go out to play because the rain is falling.”</i></p>			
<p>13. Write letters with appropriate formation and directionality. Begin with high-frequency letters in upper and lower case; write letters of own name; begin to write a few words</p> <p><i>For example:</i></p> <p>a. <i>Write letters of the alphabet in lower and upper case</i></p> <p>b. <i>Begin to write his or her name</i></p> <p>c. <i>Begin to write simple words he or she is familiar with</i></p>			
<p>14. Suggest the theme of a story or poem they have heard</p> <p><i>For example:</i></p> <p>a. <i>Be able to identify some of the main points from a story or poem</i></p> <p>b. <i>Be able to tell what a story or a poem is about after listening to it</i></p>			
<p>15. Begin to use plural pronouns and tenses correctly</p> <p><i>For example:</i></p> <p><i>Attempt to construct sentences that are grammatically correct, such as, “We jump on the sack.”</i></p>			
<p>16. Begin to form letters and numerals correctly</p> <p><i>For example:</i></p> <p>a. <i>Form letters of the alphabet with little or no support</i></p>			

<p><i>b. Form numerals with little or no support</i></p>			
<p>17. Show preference for books that are adventurous\ silly; about giants, monsters, Brer Anancy, animals in people roles, machines; that have poetry, especially funny and nonsense words; with complex illustrations; with small\ hidden objects on page; with beautiful colours, patterns and stories about children</p> <p>For example:</p> <p><i>a. Select and use a variety of books available in the learning environment</i></p> <p><i>b. Show that he or she has favourite books in the learning environment</i></p>			
<p>18. Relate sequence of events; use present and past tense</p> <p>For example:</p> <p><i>a. Recount events in the order they happened, such as, “This morning I took a bath then got dressed for school.”</i></p> <p><i>b. Demonstrate an understanding of when to use present and past tense verbs, such as: This morning I walked to school. I am looking at my teacher.”</i></p>			
<p>19. Sequence words to make longer sentences</p> <p>For example:</p> <p><i>a. Arrange simple words to construct longer sentences</i></p> <p><i>b. When asked to make a long sentence using five flash card words, the child was able to complete the activity</i></p>			

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Age 4	Term 2		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Recognize and participate in variety of national and ethnic traditions and cultural practices, e.g. Festival, Carnival, Food Festivals <i>For example:</i> <i>a. Participate in school's cultural activities</i> <i>b. Sing parts of Jamaican traditional songs</i> <i>c. Recites parts of creole poems</i>			

<p>d. <i>Develop hand crafting skills in designing items from local materials such as river beads, coconut shell/leaves, crocus bag and pieces of cloth</i></p>			
<p>2. Participate in cultural activities of school, church and community</p> <p>For example:</p> <p>a. <i>Sing cultural songs, recite short poems</i></p> <p>b. <i>Enjoy Christmas, Independence or Easter rituals</i></p>			
<p>3. Demonstrate socially acceptable behaviours</p> <p>For example:</p> <p>a. <i>Stand appropriately when singing the National Anthem and saying the National Pledge</i></p> <p>b. <i>Use social graces</i></p>			
<p>4. Discuss food associated with different ethnic Jamaican communities or groups</p> <p>For example:</p> <p>a. <i>Identify a variety of foods by names</i></p> <p>b. <i>State preference for different foods</i></p> <p>c. <i>Talk about food associated with different ethnic groups, such as roti and dal- Indian Cuisine</i></p>			
<p>5. Recognize and name some of the national emblems\symbols\traditions, e.g. national flower, tree, dish</p> <p>For example:</p> <p><i>Be able to identify and name the national symbols such as theignum Vitae national flower, Blue Mahoe, national tree, Ackee & Saltfish, national dish, black, green, gold-national flag.</i></p>			

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Age 4	Term 2		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Grasp concepts of past, present and future, but not duration of time <i>For example:</i> <i>Correctly use some terms associated with time when sharing experiences, such as, "Tomorrow I will go to the dentist."</i>			
2. Begin to express information in various ways <i>For example:</i>			

<p>a. <i>Identify foods by names</i></p> <p>b. <i>Create models with playdough</i></p> <p>c. <i>Draws and paints pictures</i></p>			
<p>3. Participate in activities to develop pre-numeracy skills</p> <p>For example:</p> <p>a. <i>Sorting</i></p> <p>b. <i>Classifying</i></p> <p>c. <i>Ordering</i></p> <p>d. <i>Sequencing and Patterning</i></p>			
<p>4. Sort objects into groups\sets according to shape, size, number of sides</p> <p>For example:</p> <p>a. <i>Sorting objects, such as packing all red blocks together</i></p> <p>b. <i>Grouping all shapes with three sides together</i></p>			
<p>5. Sort, identify, name, describe simple geometric shapes, e.g. circle, square, triangle</p> <p>For example:</p> <p>a. <i>Recognize and name basic shapes</i></p> <p>b. <i>Talk about basic shapes, such as, "The circle is round". "The square has four sides".</i></p>			
<p>6. Use non-standard units of measurement. Use mathematical language to express length</p> <p>For example:</p> <p>a. <i>Use pencils, paper clips and hand span to measure and record the length of objects, "My book is 6 paper clips tall"</i></p> <p>b. <i>Use mathematical language such as, 'The blue pencil is longer than the red pencil'</i></p>			

<p>7. Explore the concept of weight using a variety of objects to express heavy and light</p> <p>For example:</p> <p><i>Use balance scales and estimation to measure/compare common objects such as a shoe, small toy, fudge stick ,ball, etc.</i></p>			
<p>8. Use non-standard units to measure and record capacity; Use mathematical language to express capacity</p> <p>For example:</p> <p><i>a. Use plastic containers of various sizes to compare quantities</i></p> <p><i>b. Use mathematical language such as, ‘This cup holds more juice than that cup’</i></p>			
<p>9. Demonstrate understanding of daily routines</p> <p>For example:</p> <p><i>a. Breakfast before lunch or washing hands before meals</i></p> <p><i>b. Devotion on arrival at school</i></p>			
<p>10. Show curiosity and interest in different sounds, smells, tastes, textures found indoors and outdoors</p> <p>For example:</p> <p><i>a. Ask questions about different sounds, smells, tastes and textures</i></p> <p><i>b. Enjoy sensory play with different textures</i></p>			
<p>11. Recognize and discuss different means of moving people and things from one place to another</p> <p>For example:</p>			

<p><i>a. Talk about different types of transportation, e.g. “The ship sails on the water”, “The aeroplane flies in the sky”</i></p> <p><i>b. Tell why transportation is important</i></p>			
<p>12. Demonstrate an awareness of aspects of the weather</p> <p>For example:</p> <p><i>a. Describe the day as being sunny, cloudy or rainy</i></p> <p><i>b. Talk about different items of clothing worn based on the weather</i></p>			
<p>13. Examine and discuss various types of machines and electronic tools</p> <p>For example:</p> <p><i>a. Disassemble/assemble toys/objects</i></p> <p><i>b. Discuss machines and tools, e.g. ‘The wheels on the bicycle goes around and around’ ‘The scissors can cut the paper’</i></p>			
<p>14. Identify and describe sounds made by different sources, e.g. water, motor, vehicles, lawnmower</p> <p>For example:</p> <p><i>a. Talk about sounds made by water, motor vehicles, toilet flushing, animals, etc.</i></p> <p><i>b. Use sound words, ‘The car goes vroom, vroom’ ‘The cow says moo, moo’</i></p>			
<p>15. Identify basic needs of all living things; differentiate between living and non-living</p> <p>For example:</p> <p><i>a. Show an interest in caring for plants and pets in the classroom</i></p>			

<p><i>b. Describe how he or she cares for plants and pets at home</i></p>			
<p>16. Sow seeds and observe their growth; record changes in growth of plants</p> <p>For example:</p> <p><i>a. Engage in planting of seeds</i></p> <p><i>b. Recording the changes seen as a plant grows</i></p>			
<p>17. Observe and discuss the characteristics of plants</p> <p>For example:</p> <p><i>a. Name some parts of a plant</i></p> <p><i>b. State differences seen in plants</i></p>			
<p>18. Differentiate between plants and animals</p> <p>For example:</p> <p><i>a. Compare characteristics of plants and animals</i></p> <p><i>b. Share similarities of plants and animals, 'plants grow and animals grow too'</i></p>			
<p>19. Understand and follow classroom routines and procedures</p> <p>For example:</p> <p><i>a. Assist with clean-up activities</i></p> <p><i>b. Raise hand and wait turn</i></p> <p><i>c. Form a line to wash hands/collect materials</i></p>			
<p>20. Identify important places in the community</p> <p>For example:</p> <p><i>Share experiences about going to school, church, shops and other places in their communities.</i></p>			
<p>21. Associate events with time-related concepts</p>			

<p><i>For example:</i></p> <p>a. <i>Ice cream on Fridays, Gifts for Christmas, Valentine’s Day Candy, Cake for Birthdays</i></p> <p>b. <i>Rest time after outdoor play</i></p>			
<p>22. Use a variety of percussion instruments to respond to rhythms in jingles, finger-plays, rhymes, poems, stories</p> <p><i>For example:</i></p> <p>a. <i>Replicate sound heard by beating a drum, shaking a maraca, hitting a xylophone, etc.</i></p> <p>b. <i>Create sound patterns by oneself</i></p>			
<p>23. Experiment with creating sounds, sound patterns and rhythms</p> <p><i>For example:</i></p> <p>a. <i>Clapping</i></p> <p>b. <i>Tapping</i></p> <p>c. <i>Snapping fingers</i></p> <p>d. <i>Stomping</i></p>			
<p>24. Pick up a beat in a song, rhyme, poem for a number of locomotor activities</p> <p><i>For example:</i></p> <p>a. <i>Walking</i></p> <p>b. <i>Sliding</i></p> <p>c. <i>Tiptoeing</i></p>			
<p>25. Distinguish between high and low sounds (pitch)</p> <p><i>For example:</i></p> <p>a. <i>Lowers voice when asked to</i></p> <p>b. <i>Adjust pitch in responding in different situations (laughing loudly on the playground and using quiet voice in class)</i></p>			

<p>26. Recognize and respond to slow and fast rhythms and tempo</p> <p>For example:</p> <p>a. <i>Move to a game of Simon Says or musical chairs</i></p> <p>b. <i>Dance to a variety of music</i></p>			
<p>27. Paint on a variety of surfaces</p> <p>For example:</p> <p>a. <i>Create greeting cards on colourful paper for special celebrations (Birthday, Father's Day)</i></p> <p>b. <i>Paint on plastic bubble sheets</i></p> <p>c. <i>Paint on the sidewalk using brushes and buckets of water</i></p> <p>d. <i>Paint on canvas</i></p>			
<p>28. Show awareness of straight and curved lines</p> <p>For example:</p> <p>a. <i>Remind peer to move over so they can join the circle</i></p> <p>b. <i>Walk in line to transition from one activity to another</i></p> <p>c. <i>Can identify the circles and straight lines that forms the letters of the alphabet, letters in their names and words</i></p>			
<p>29. Complete lacing cards on own</p> <p>For example:</p> <p><i>Use steady hands to complete a lacing task.</i></p>			
<p>30. Use different media and materials in collage work</p> <p>For example:</p> <p>a. <i>Crushed, torn and folded paper</i></p>			

<p>b. <i>Yarn</i></p> <p>c. <i>Old newspapers</i></p> <p>d. <i>Pencil shavings</i></p> <p>e. <i>Leaves</i></p>			
<p>31. Make representational drawings and paintings</p> <p><i>For example:</i></p> <p><i>Draw or paint images of people, animal, scenes from environment or objects.</i></p>			
<p>32. Use pieces of wood and other materials to create objects</p> <p><i>For example:</i></p> <p>a. <i>Buildings & Towers</i></p> <p>b. <i>Cars & Trucks</i></p> <p>c. <i>Hearts</i></p> <p>d. <i>People</i></p> <p>e. <i>Body Parts (hands and feet)</i></p>			
<p>33. Differentiate colours in the environment</p> <p><i>For example:</i></p> <p><i>Use appropriate colour to describe plants, cars, animals, etc.</i></p>			
<p>34. Talk about and express creatively a range of feelings in response to daily happenings and experiences</p> <p><i>For example:</i></p> <p>a. <i>Express joy, sorrow, disappointment, wonder, fear, etc.</i></p> <p>b. <i>Express happiness while talking about going to the beach, express wonder at a paper plane that he/she made gliding</i></p>			

<p>35. Continue to participate in expressive activities</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Singing</i> b. <i>Dancing</i> c. <i>Puppetry</i> d. <i>Dramatic Play</i> 			
<p>36. Share examples of how home, school and community express care and concern</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Talk about what happens when there is a fire in the community</i> b. <i>Describe how teacher and peers assist a classmate who is not feeling well</i> c. <i>Share how their grandmother is happy to see them when they get home from school and always gives them a hug and a snack</i> 			
<p>37. Display some measure of honesty, fairness, curiosity and empathy; distinguish right from wrong</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Is willing to try new activities</i> b. <i>Ask questions</i> c. <i>Respond positively to peers who are not feeling well</i> d. <i>Choose to do what is right</i> 			

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Age 4	Term 2		
	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. Continue to develop a sense of self-worth and self-confidence; take pride in own work and effort. Feel good about self; feel that they can succeed and experience success <i>For example:</i> <i>a. Try his or her best to complete assigned tasks</i>			

<p><i>b. Praise him or herself for work done correctly</i></p> <p><i>c. Smile when he/she sees their artwork on the wall</i></p>			
<p>2. Continue to demonstrate more independence and sense of responsibility</p> <p><i>For example:</i></p> <p><i>a. Complete activities without assistance</i></p> <p><i>b. Attempt to clean up after self</i></p> <p><i>c. Attempt to perform self-care activities</i></p>			
<p>3. Continue to express a strong need for love, attention, affirmation from parents, teachers and all practitioners</p> <p><i>For example:</i></p> <p><i>a. Hug teacher, peers and parents</i></p> <p><i>b. Seek praise for accomplishments</i></p> <p><i>c. Asks, if he/she did a good job of cleaning up</i></p>			
<p>4. Function appropriately as a member of a group</p> <p><i>For example:</i></p> <p><i>a. Sharing,</i></p> <p><i>b. Listening</i></p> <p><i>c. Cooperating, taking turns</i></p> <p><i>d. Negotiating disputes</i></p> <p><i>e. Being considerate and helpful</i></p>			
<p>5. Participate in group games and cooperative play</p> <p><i>For example:</i></p> <p><i>a. Taking turns</i></p> <p><i>b. Negotiating</i></p> <p><i>c. Display social skills</i></p>			

<p>6. Show curiosity about how and why things happen; how they work and suggest explanations</p> <p>For example:</p> <p>a. Ask “why” questions</p> <p>b. Explore their environment with objects</p>			
<p>7. Begin to accept responsibility for own actions and behaviour</p> <p>For example:</p> <p>a. Apologize for inappropriate behaviour</p> <p>b. Accept punishment/rewards</p> <p>c. Body language reflects acceptance of actions (head down, frowned face, approaching with a hug of “I’m sorry”</p>			
<p>8. Continue to use courtesies and polite expressions</p> <p>For example:</p> <p>Say excuse me, thank you, you are welcome, please, etc.</p>			
<p>9. Display appropriate and responsible social behaviours in relation to the environment</p> <p>For example:</p> <p>a. Keep the environment clean</p> <p>b. Care for plants and animals</p> <p>c. Conserve water when using the pipe</p>			
<p>10. Continue to practise social norms in appearance, personal grooming, hygiene practices, and polite expressions</p> <p>For example:</p> <p>a. Remember to wash hands before and after certain tasks</p> <p>b. Ask for assistance to button, zip or tie laces</p>			

<p>c. <i>Brush hair after waking up from naptime</i></p>			
<p>11. Give basic care, under supervision, to pets and plants in their environment</p> <p>For example:</p> <p>a. <i>Water plants and feed pets</i> b. <i>Clean up after and or wash/bathe pet</i></p>			
<p>12. Investigate and discuss similarities and differences in their environment</p> <p>For example:</p> <p>a. <i>Express pleasure in being outdoors</i> b. <i>Explore things, speak freely and ask questions about things in the environment</i></p>			
<p>13. Continue to empathize with and support peers who are visually impaired, hearing impaired, or who are otherwise challenged</p> <p>For example:</p> <p>a. <i>Looking out for and taking care of peers at play</i> b. <i>Assist peers with handwashing, buttoning and tying laces</i> c. <i>Seek assistance from adult for peer when needed</i></p>			
<p>14. Express a variety of emotions in various situations in socially acceptable ways</p> <p>For example:</p> <p>a. <i>Talk about fear, anger, affection, excitement, enthusiasm, and disappointment</i> b. <i>Express feelings/emotions through facial expressions and body language</i></p>			
<p>15. Continue to express self through a variety of media</p>			

<p><i>For example:</i></p> <p><i>a. Use art and craft to tell stories</i></p> <p><i>b. Sing songs to express feelings</i></p> <p><i>c. Dramatic Play</i></p>			
<p>16. Continue to listen courteously and in a supportive manner and share personal experiences, stories and events</p> <p><i>For example:</i></p> <p><i>a. Show interest in what others have to say</i></p> <p><i>b. Expresses support to peers</i></p>			
<p>17. Continue to use materials in appropriate ways</p> <p><i>For example:</i></p> <p><i>a. Care for materials in use</i></p> <p><i>b. Put away materials before starting new activity</i></p> <p><i>c. Work in learning centres in accordance with the classroom rules</i></p>			
<p>18. Participate in games and activities to develop self-awareness and individuality; begin to develop trust and confidence in self, own efforts and others</p> <p><i>For example:</i></p> <p><i>a. Willingly be a part of a team</i></p> <p><i>b. Choose peers to be a part of the team</i></p> <p><i>c. Show effort in games and activities</i></p>			
<p>19. Suggest ways of showing love, care and affection to others</p> <p><i>For example:</i></p>			

<p><i>a. Express pleasure when good things happen to others</i></p> <p><i>b. Give hugs</i></p> <p><i>c. High fives</i></p> <p><i>d. Kiss your brain</i></p>			
<p>20. Resolve conflict without fighting</p> <p><i>For example:</i></p> <p><i>a. Try to remain calm in stressful situations.</i></p> <p><i>b. Talk to peers about how he or she is feeling</i></p> <p><i>c. Ask for teacher's assistance to help solve a problem</i></p>			
<p>21. Continue to demonstrate ways of expressing gratitude to God, parents, friends and others</p> <p><i>For example:</i></p> <p><i>a. Recite short prayers, scriptures</i></p> <p><i>b. Create gifts for parents (cards, artwork)</i></p> <p><i>c. Hug/high five, applause peers for efforts and accomplishments</i></p>			
<p>22. Continue to display responsible behaviour and self-control at school, home and in the community</p> <p><i>For example:</i></p> <p><i>a. Work independently at desk</i></p> <p><i>b. Stay on task</i></p> <p><i>c. Show adherence to rules and teacher's commands</i></p>			

The Jamaica Early Childhood Curriculum
Age 4 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:

Age 4	Term 2		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Recognize the dangers of playing in the street or places frequented by vehicular traffic <i>For example:</i> <i>a. Does not venture off the school premises</i> <i>b. Play in clear view of adult</i> <i>c. Can share the dangers of playing in the street</i>			

<p>2. Demonstrate knowledge of road safety rules</p> <p>For example:</p> <p><i>a. Talk about different ways they can keep safe while using the road</i></p> <p><i>b. Share stories/experiences of keeping safe on the road</i></p>			
<p>3. Make decisions and solve problems in a group setting</p> <p>For example:</p> <p><i>a. Provide explanations for actions done</i></p> <p><i>b. Offer solutions to problems</i></p>			
<p>4. Continue to develop a sense of responsibility for own actions</p> <p>For example:</p> <p><i>a. Pack away items after using them</i></p> <p><i>b. Secure personal items</i></p> <p><i>c. Care for classroom toys and furniture</i></p>			
<p>5. Make decisions based on an understanding of right from wrong; express positive and negative feelings</p> <p>For example:</p> <p><i>a. Demonstrate understanding of appropriate behaviours</i></p> <p><i>b. Apologize for inappropriate behaviours</i></p> <p><i>c. Label his or her feelings, for example “I am feeling sad.”</i></p>			
<p>6. Show increasing ability to adapt to different situations</p> <p>For example:</p> <p><i>a. Participate in fire drills</i></p>			

<p><i>b. Adapt to visitors in the classroom</i></p> <p><i>c. Able to maintain self-regulation during transitions</i></p>			
<p>7. Develop awareness of consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc.</p> <p>For example:</p> <p><i>a. Identify items that are unsafe for him or her to use</i></p> <p><i>b. Describe what may happen if he or she plays with unsafe objects,</i></p>			
<p>8. Recall what to do in an emergency</p> <p>For example:</p> <p><i>Talk about different steps to take if there are emergencies such as a fire or an earthquake.</i></p>			
<p>9. Show understanding of safe and unsafe practices</p> <p>For example:</p> <p><i>a. Take greater care climbing monkey bars, playing on playground</i></p> <p><i>b. Display care of using sharp objects (pencils, scissors)</i></p> <p><i>c. Able to express safe practices at school and home</i></p>			
<p>10. Persevere in completing tasks</p> <p>For example:</p> <p><i>a. Make several attempts at writing, constructing, buttoning, etc.</i></p> <p><i>b. Express willingness to try on own even when offered help</i></p> <p><i>c. Ask to save activity to continue at a later time</i></p>			