



The Jamaica Early Childhood Curriculum
Age 4 Scope and Sequence Checklist
Term 3

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 3		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Continue to demonstrate increasing skills in coordination, self-control, balance, speed and agility in carrying out movements of the upper and			

<p>lower limbs and for locomotor activity, including marching, skipping and galloping</p> <p>For example:</p> <p>a. <i>Upper Limbs – catch a ball with both hands, bounce a ball, throw a ball, stretch, swing and sway arms (backward, forward or sideways) grasp, push and pull objects</i></p> <p>b. <i>Lower Limbs – balance on one-leg or both legs, squat, bend, kick a ball, dribble a ball</i></p> <p>c. <i>Locomotor – walk along pathways (straight, curved and zig-zag), run, jump, hop, skip, march, gallop</i></p>			
<p>2. Show increasing confidence and skill in the use of climbing indoor/outdoor equipment</p> <p>For example:</p> <p>a. <i>Climb independently (monkey bar/ jungle gym, slide)</i></p> <p>b. <i>Take on new climbing challenges by finding different routes to climb and navigate on jungle gym</i></p>			
<p>3. Follow instructions in carrying out independent and group activities involving coordination, imagination and creativity</p> <p>For example:</p> <p>a. <i>Use building blocks to create items from his/her experiences</i></p> <p>b. <i>Use classroom resources for pretend play</i></p>			

<p>c. <i>Follow instructions and work on a classroom mural with peers</i></p>			
<p>4. Judge physical placement, direction and timing with increasing accuracy</p> <p>For example:</p> <p>a. <i>Fit objects into place based on similar characteristics such as size, shape on a puzzle</i></p> <p>b. <i>Play a game of hide and seek-count to ten and then start searching once he/she thinks everyone has hidden. Say where each person was found</i></p> <p>c. <i>Provide predications about what will happen due to placement of objects such as a ball will roll down if placed on a slope</i></p>			
<p>5. Adjust direction in movements; follow straight, curved and zigzag pathways</p> <p>For example:</p> <p>a. <i>On large picture cards or charts, trace curved or zig-zag pathways</i></p> <p>b. <i>Follow sensory paths that go in different directions</i></p>			
<p>6. Participate in activities requiring improved competencies, aim and direction</p> <p>For example:</p> <p>a. <i>Kick a ball in mid-air</i></p>			

<p>b. <i>Throw a ball overhead</i></p> <p>c. <i>Throw bean bags into a container from varying distances</i></p>			
<p>7. Participate in ring games</p> <p>For example: <i>“Brown Girl in the Ring”, “Dandy Shandy”, “What Can You Do, Punchinella Likkle Fella?”, “Simon Says”, “Stucky Freezy”, “Stucky Ketchy”, “Mother May I” etc.</i></p>			
<p>8. Demonstrate increased competency and control in hand-eye coordination, e.g. lacing, using a pair of scissors and using construction toys</p> <p>For example:</p> <p>a. <i>Cut paper in an approximate straight line causing the blades to go up and down using a child safe scissors</i></p> <p>b. <i>Fit pieces of a toy together</i></p> <p>c. <i>Start lacing his/her shoe</i></p>			
<p>9. Include more detail in drawings, paintings, etc.</p> <p>For example:</p> <p>a. <i>Draw pictures of people that have at least three of the following features: head, eyes, nose, trunk, legs, hands, feet, hair, arms, and mouth</i></p> <p>b. <i>Draw scenes from a story</i></p>			
<p>10. Print letters and numerals, copy shapes, sequences and patterns</p> <p>For example:</p> <p>a. <i>Write letters in their names</i></p>			

<p>b. <i>Copy shapes, patterns and sequences of items</i></p> <p>c. <i>Print numerals on their own</i></p>			
<p>11. Use a computer mouse to point and click</p> <p><i>For example:</i></p> <p><i>Manipulate a mouse or touch pad, move it around and click on selected objects.</i></p>			
<p>12. Be energetic and enthusiastic</p> <p><i>For example:</i></p> <p>a. <i>Share experiences and stories</i></p> <p>b. <i>Expressing laughter and happiness</i></p> <p>c. <i>Participate freely in a myriad of music and movement activities e.g. Clap and stomp to the rhythm of music</i></p>			
<p>13. Begin to understand right from wrong</p> <p><i>For example:</i></p> <p>a. <i>Apologise when he/she hurts another child</i></p> <p>b. <i>Does not repeat the negative behaviour</i></p>			
<p>14. Follow instructions and participate as a member of a group; discuss with others who should do what in group activity</p> <p><i>For example:</i></p> <p>a. <i>Participate in making a pictograph</i></p> <p>b. <i>Bake a cake with peers</i></p>			

<p>c. <i>Follow instructions for a group game and tell each other what should be done</i></p>			
<p>15. Display understanding of concepts of honesty and fair play</p> <p><i>For example:</i></p> <p>a. <i>Follows the rules of a game</i> b. <i>Waits patiently for his/her turn</i></p>			
<p>16. Demonstrate a strong sense of belonging</p> <p><i>For example:</i></p> <p>a. <i>Talk about the school they attend, and where they are from (country, community, family or ethnicity)</i> b. <i>Use expressions such as “my mommy, my daddy, my grandma or my grandpa”</i></p>			
<p>17. Resolve conflict with help if needed</p> <p><i>For example:</i></p> <p><i>Brings situations involving conflict (fighting for a toy) to the attention of the teacher once it escalates.</i></p>			
<p>18. Demonstrate curiosity about themselves, others and the world around them; talk freely about themselves and others</p> <p><i>For example:</i></p> <p>a. <i>Ask questions about the world around them</i> b. <i>Observe and talk about the persons they see around their</i></p>			

<p><i>community and their experiences</i></p> <p><i>c. Talk about their body parts and make comparisons e.g. height, colour of eyes, who has the shortest hair etc.</i></p>			
<p>19. Be persistent in wanting their questions answered</p> <p><i>For example:</i></p> <p><i>Ask a question repeatedly if not satisfied that it is adequately answered.</i></p>			
<p>20. Occupy self for longer periods of time</p> <p><i>For example:</i></p> <p><i>a. Spend noticeably more time with games and puzzles than a year ago</i></p> <p><i>b. Get up from play less often and can become engrossed</i></p>			
<p>21. Play roles of familiar adults in their daily environment</p> <p><i>For example:</i></p> <p><i>a. Pretend-play being community workers etc.</i></p> <p><i>b. Role play family member roles, e.g. mother cooking dinner</i></p>			
<p>22. Understand that some people differ in various ways</p> <p><i>For example:</i></p> <p><i>a. Talk about differences among peers and people</i></p> <p><i>b. Appreciate differences in others</i></p>			
<p>23. Understand that some people are different because of their</p>			

<p>physical ability, race, size and shape</p> <p>For example:</p> <p>a. <i>Use comparative adjectives such as shorter, taller to describe people</i></p> <p>b. <i>Recognise differences such as hair colour, eye colour and physical limitations in people</i></p>			
<p>24. Express unwillingness at being touched by unauthorized persons</p> <p>For example:</p> <p>a. <i>Pull away from or push away unauthorised persons who invade personal space and touch him/her</i></p> <p>b. <i>Freeze or becomes awkward when touched by unauthorized adult</i></p> <p>c. <i>Say “do not touch me” to unauthorized adults who do</i></p> <p>d. <i>Report uncomfortable touch to an adult he/she trusts</i></p>			
<p>25. Begin to understand basic differences between healthy and unhealthy choices and preferences</p> <p>For example:</p> <p>a. <i>Understand the differences between healthy and unhealthy foods</i></p> <p>b. <i>Talk about what happens when the body doesn’t get enough rest</i></p> <p>c. <i>Like to brush his/her teeth to keep teeth and gums healthy</i></p> <p>d. <i>Wash hands as a healthy choice for our bodies</i></p>			

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Age 4	Term 3		
	Developmental Objective: Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Tell, retell and make up, explain, interpret and act out stories <i>For example:</i> <i>a. Listen to, retell and dramatize stories</i> <i>b. Extend stories to have a different ending</i> <i>c. Interpret various parts of a story</i>			
2. Adapt and create own games, songs and stories			

<p>For example:</p> <p>a. <i>Create songs and sing and dance to them</i></p> <p>b. <i>Willingly participate in games and songs</i></p> <p>c. <i>Make-up own stories</i></p>			
<p>3. Describe experiences, events and objects with some detail</p> <p>For example:</p> <p>a. <i>Discuss different kinds of communities, e.g. farming, fishing</i></p> <p>b. <i>Recall in detail, a school function or a celebratory event attended</i></p>			
<p>4. Use present, past and future tenses in conversation and in relating experiences and events; speak Standard Jamaica English(SJE) with guidance</p> <p>For example:</p> <p>a. <i>Talk about their own experiences after going on a field trip, about what they saw in the community using words ending in -s, -ed and -ing</i></p> <p>b. <i>Construct simple sentences in Standard Jamaican English</i></p>			
<p>5. Demonstrate understanding that stories have a beginning, middle and end</p> <p>For example:</p> <p>a. <i>Help to build stories by adding sentences</i></p> <p>b. <i>Recall what happened at different stages of a story</i></p> <p>c. <i>Produce a suitable ending for a story</i></p>			

<p>d. <i>Comments on stories by saying things like: "That is a sad ending." "May I begin the story"</i></p>			
<p>6. Introduce self and others, welcome and thank others</p> <p>For example:</p> <p>a. <i>Practice using social graces such as "please, thank you" at the appropriate times</i></p> <p>b. <i>Introduce self, for example "I am Emile and this is my little sister, Nia"</i></p> <p>c. <i>Introduce family members to others, e.g. This is my mommy.</i></p>			
<p>7. Understand time concepts such as "late at night," "early this morning," "next week" and "once upon a time"</p> <p>For example:</p> <p>a. <i>Look at pictures, books, posters of scenes and make up own stories about what is happening using "once upon a time"</i></p> <p>b. <i>Talk about what happened at different times of the day or what is planned for different times, "I ate porridge for breakfast this morning" "Last night I ate chicken for my dinner"</i></p>			
<p>8. Engage in conversation with other children as well as with adults</p> <p>For example:</p> <p><i>Interact with community members at the barber, cashier at the supermarket, vendor/ worker at school and play mates.</i></p>			

<p>9. Engage in group decision-making.</p> <p>For example:</p> <ul style="list-style-type: none"> a. Ask the group questions such as “what if we did it this way?” or makes statements such as “I think this piece should go here” b. Assist with creating class rules c. Share ideas for classroom and school events 			
<p>10. Seek explanation of “why” and “how”</p> <p>For example:</p> <ul style="list-style-type: none"> a. Visit fire station and interview firefighters b. Ask teachers and other adults why things happen and how things work c. Develop curiosity for things around them 			
<p>11. Begin to master some basic rules of grammar, e.g. past tense, plurals and comparatives</p> <p>For example:</p> <ul style="list-style-type: none"> a. Answer questions about activities in full sentences using appropriate tenses such as , ‘I saw...’ ‘I went to..’ b. Make comparisons (-er, -est) c. Use plural words when communicating 			
<p>12. Use appropriate language to express basic understanding of number, size, weight, colour, texture, distance, position and time</p> <p>For example:</p>			

<ul style="list-style-type: none"> a. <i>Weigh different amounts of items in a standard scale and say which is less or more</i> b. <i>Compare objects using words such as big or small</i> c. <i>Judge weight of different quantities by hand and describe using terms such as heavy or light</i> d. <i>Describe the colour and texture of everyday objects (red, blue, bumpy, smooth, rough)</i> e. <i>Talk about position and distance using expressions such as near, far, middle, end, under</i> 			
<p>13. Use exaggeration on words such as “enormous,” “huge” and enjoy extremes in their voices</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Uses different intonations and expressions for different moods and states when sharing activities and experiences</i> b. <i>Express excitement in speech regarding huge/enormous objects</i> c. <i>Whisper information that they do not want to be heard by others</i> 			
<p>14. Construct longer and more complex sentences</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Use longer sentences to convey information</i> b. <i>Use complex sentences to describe persons, places, things, actions, etc.</i> 			

<p>15. Identify a specific shape from among superimposed shapes</p> <p>For example:</p> <p><i>a. Pick a circle from among other similar and different shapes that may be more obvious than the circle</i></p> <p><i>b. Point to a specific shape when asked</i></p> <p><i>c. Identify shapes seen in everyday life (from a building, vehicles, etc.)</i></p>			
<p>16. Predict cause and effect relationships and guess story outcomes; use future tense</p> <p>For example:</p> <p><i>a. Listen to a story and predict the next event</i></p> <p><i>b. Give probable causes as to why events occur</i></p>			
<p>17. Sequence a series of three to six pictures to tell a story or to tell a process</p> <p>For example:</p> <p><i>a. Place related pictures, story cards in sequential order and retell stories</i></p> <p><i>b. Retell the process for washing hands</i></p> <p><i>c. Retell the process for working in a learning centre</i></p>			

<p>18. Write simple words, phrases and sentences</p> <p>For example:</p> <p>a. Write simple one vowel words such as cat, pin, and dog</p> <p>b. Construct written sentences with two or three words with assistance, such as, My name is., My address is, My favourite colour is...</p>			
<p>19. Talk about where they live, where other people live and what they do</p> <p>For example:</p> <p>Say “I live in Havendale,” “We live in Jamaica,” “John lives in Montego Bay.” “She is a Nurse”.</p>			
<p>20. Sequence words to make sentences of a story</p> <p>For example:</p> <p>Sequence word cards to tell a simple story.</p>			
<p>21. Express preference for</p> <ul style="list-style-type: none"> - picture books - traditional literature - myths, fables, fairy tales, poetry <p>For example:</p> <p>a. Chooses some types of books over others during reading time</p> <p>b. Talk about their favourite type of book and say why</p>			

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Age 4	Term 3		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Begin to show awareness of and interest in images projected in media, e.g. television, newspapers <i>For example:</i> <i>a. Pretend to read from newspapers, magazines and books</i> <i>b. Share and ask questions about current affairs</i> <i>c. Recite advertisements frequently heard on television/radio</i>			

<p>2. Develop an awareness of different sub-cultures in the community, e.g. Rastafarian and Maroon</p> <p>For example:</p> <p><i>Be aware of the different customs and practices of each group, such as hairstyles, colours of significance, diet, location (Accompong Town, Moore Town etc.), contribution to Jamaica, etc.</i></p>			
<p>3. Participate in national celebrations held in school, community and country</p> <p>For example:</p> <p><i>Participate in activities such as Jamaica Day and Heritage Week celebration.</i></p>			
<p>4. Understand that families live in communities; demonstrate an appreciation for differences in people who live in the community</p> <p>For example:</p> <p>a. <i>Understand that there are different types of families and all family structures are different</i></p> <p>b. <i>Understand that people in their community go to different schools and different churches</i></p>			
<p>5. Enjoy participating in activities involving music, rhythms, rhymes, puppetry and storytelling</p> <p>For example:</p> <p>a. <i>Sing simple songs and jingles</i></p> <p>b. <i>Recite nursery rhymes</i></p> <p>c. <i>Retell the story in his/her own words, use a puppet to aid telling a story</i></p>			

<p>d. <i>Ask and answer questions about a puppet show/story</i></p>			
<p>6. Talk about ways in which national events such as Independence Day and Heroes' Day are celebrated</p> <p><i>For example:</i></p> <p>a. <i>Tell the months in which Independence Day and Heroes' Day are celebrated</i></p> <p>b. <i>Share reasons for these celebrations</i></p> <p>c. <i>Share what is usually worn at these celebrations</i></p>			
<p>7. Develop familiarity with the National Flag</p> <p><i>For example:</i></p> <p>a. <i>Recognize the Jamaican Flag in the environment</i></p> <p>b. <i>Name the colours of the Jamaican Flag</i></p>			
<p>8. Talk about ways each person can be a good member of family, community and country</p> <p><i>For example:</i></p> <p>a. <i>Respect individuals and their opinion</i></p> <p>b. <i>Share how they can care for family and community members</i></p>			
<p>9. Talk about other cultural celebrations such as Lunar New Year and Diwali</p> <p><i>For example:</i></p> <p>a. <i>Name at least one celebration from other cultures</i></p>			

<p>a. <i>Share their experience with other cultural celebrations</i></p> <p>b. <i>Talk about the types of clothing worn during Diwali and Lunar New Year</i></p>			
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Start Date of Checklist:

Age 4	Term 3		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Recognize and enjoy rhythm songs and rhymes <i>For example:</i> <i>Recite/ sing nursery rhymes/songs.</i>			
2. Begin using a wide range of movements and extending the coverage of physical space during movement <i>For example:</i>			

<p>a. <i>Run, hop or jump in a straight line in a given space</i></p> <p>b. <i>Dance to familiar music</i></p>			
<p>3. Paint on a variety of surfaces</p> <p><i>For example:</i></p> <p><i>Use various colours to create painting on paper, cardboard, paper plates, wall or floor.</i></p>			
<p>4. Continue to use different media and materials in collage work and other forms of expression</p> <p><i>For example:</i></p> <p>a. <i>Create mosaic of animals, plants, letters of the alphabet</i></p> <p>b. <i>Use strips of paper from magazines, newspapers to create a collage</i></p>			
<p>5. Develop more control in using scissors and other materials, tools and equipment</p> <p><i>For example:</i></p> <p>a. <i>Manipulate scissors to cut on a straight line</i></p> <p>b. <i>Use paint brush to paint on a given surface</i></p> <p>c. <i>Manipulate jumbo pencil to write</i></p>			
<p>6. Distinguish between and produce straight and curved lines</p> <p><i>For example:</i></p> <p>a. <i>Compare straight and curved lines</i></p> <p>b. <i>Trace curved, horizontal, vertical and diagonal lines</i></p>			
<p>7. Continue to make representational drawings of objects, people and scenes from the environment</p>			

<p><i>For example:</i></p> <p><i>a. Make drawings of their family members</i></p> <p><i>b. Draw themselves at school</i></p> <p><i>c. Draw pictures of their friends</i></p>			
<p>8. Illustrate events, people, stories and objects related to theme through painting, drawing and creating collages</p> <p><i>For example:</i></p> <p><i>a. Paint/colour a scene of a sunny day</i></p> <p><i>b. Draw scenes from a story</i></p> <p><i>c. Create a collage of their favourite character from a story</i></p>			
<p>9. Create and use masks, puppets and other props</p> <p><i>For example:</i></p> <p><i>a. Use paper bag to make a puppet for role play</i></p> <p><i>b. Create a mask to represent a character at home with parents</i></p> <p><i>c. Make STOP sign for role play</i></p>			
<p>10. Talk about, own creative efforts and those of others</p> <p><i>For example:</i></p> <p><i>a. Praise other students' work</i></p> <p><i>b. Talk freely about their own creation</i></p> <p><i>c. Display their own work</i></p>			
<p>11. Participate in dramatic play/ activities which focus on a wide range of community helpers</p> <p><i>For example:</i></p> <p><i>a. Role play scenes of various community helpers such as a nurse or fire fighter</i></p>			

<p><i>b. Tell at least one role of community helpers</i></p>			
<p>12. Use role-play and improvisation to demonstrate the importance of community helpers and to appreciate their contribution to the community</p> <p>For example:</p> <p>a. <i>Talk about the work of garbage collectors and their importance to a healthy environment</i></p> <p>b. <i>Role play the fireman at work during times of fire; say how they help us</i></p>			
<p>13. Participate in role-playing activities and improvisation to develop practical problem-solving techniques</p> <p>For example:</p> <p><i>Role play life experiences depicting conflict resolution.</i></p>			
<p>14. Begin to assume the role of a character in a story and in role; give reasons for the choices made by that character</p> <p>For example:</p> <p>a. <i>Role play character in a story</i></p> <p>b. <i>Talk about how you feel about the character in a story</i></p>			

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Age 4	Term 3		
	Developmental Objective: Respect for Self, Others and the Environment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Begin to develop and demonstrate a sense of trust in God, parents, teachers, friends and others <i>For example:</i> <i>a. Participate in devotional exercises</i> <i>b. Share thoughts with peers, teachers and others</i> <i>c. Participate in trust exercises</i>			

<p>2. Continue to use materials in appropriate ways</p> <p>For example:</p> <p>a. Use playdough to form letters in his or her name (first or last name)</p> <p>b. Use cut-out shapes to make a house or any object they like</p>			
<p>3. Continue to respect and care for the classroom environment and materials</p> <p>For example:</p> <p>a. Put away toys and other materials when finished using them</p> <p>b. Assist with the sweeping of the classroom</p> <p>c. Assist in wiping tables after break and lunch time</p> <p>d. Pack away books that are not being used</p> <p>e. Share materials such as pencils and crayons with peers</p>			
<p>4. Put away used materials before starting another activity</p> <p>For example:</p> <p>a. Clean up after completing a task</p> <p>b. Place unused materials in their correct spaces</p>			
<p>5. Adhere to rules and show respect for authority; recognize authority which is clear, fair and deserving of respect</p> <p>For example:</p> <p>a. Use kind words when talking to peers and others</p> <p>b. Show respect for teacher</p> <p>c. Respond appropriately to commands given by an adult</p>			

<p>6. Continue to develop a sense of self-worth and confidence; take pride in own work and effort; feel good about themselves; feel that they can succeed and experience success</p> <p>For example:</p> <p>a. <i>Display a smile when he or she receives praises and rewards for completing given tasks</i></p> <p>b. <i>Show confidence in performing activities and other given tasks</i></p>			
<p>7. Continue to demonstrate more independence and sense of responsibility</p> <p>For example:</p> <p>a. <i>Dress himself or herself without assistance</i></p> <p>b. <i>Pack away snacks in their lunch bag</i></p> <p>c. <i>Unzip/ unlock bags of snacks or school bags.</i></p> <p>d. <i>Complete given activities without assistance</i></p>			
<p>8. Continue to express a strong need for love, attention and affirmation from parents and practitioners</p> <p>For example:</p> <p>a. <i>Hug parents when happy</i></p> <p>b. <i>Show off new gifts/toys</i></p> <p>c. <i>Happy to show their own creation</i></p> <p>d. <i>Express gratitude when praised by smiling</i></p>			
<p>9. Display appropriate and responsible social behaviours in relation to the environment</p> <p>For example:</p>			

<p>a. <i>Dispose of garbage appropriately</i> b. <i>Show kindness and appreciation</i></p>			
<p>10. Continue to display an understanding of and practise social norms in appearance and expression, e.g. personal grooming</p> <p>For example:</p> <p>a. <i>Clean shoes without assistance</i> b. <i>Uses social graces</i> c. <i>Use the bathroom independently</i> d. <i>Washes hands when needed, without prompting or assistance</i></p>			
<p>11. Display strong sense of belonging- to family, group, school, community</p> <p>For example:</p> <p>a. <i>Share in special event in the community</i> b. <i>Express like for own school and family</i> c. <i>Participate in group activities in class</i></p>			
<p>12. Show awareness and appreciation of roles of different people in the community</p> <p>For example:</p> <p>a. <i>Talk about how the fire fighter protects us from fire</i> b. <i>Role play the garbage collector and say how they keep the environment clean</i></p>			
<p>13. Continue to listen courteously and in a supportive manner and share personal experience stories and events</p> <p>For example:</p> <p>a. <i>Talk freely about own experiences</i> b. <i>Talk about trips that he/she has gone on</i></p>			

<ul style="list-style-type: none"> c. <i>Share experiences about own birthday party</i> d. <i>Look at a speaker, giving his/her undivided attention</i> e. <i>Displaying facial expressions while listening</i> 			
<p>14. Continue to empathize with and support peers who are visually impaired, hearing impaired or who are otherwise challenged</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Assist peers with activities</i> b. <i>Show empathy to peers (children with disabilities)</i> c. <i>Be patient when helping others who are otherwise challenged</i> 			
<p>15. Continue to express fear, anger, affection, excitement, enthusiasm and disappointment in socially acceptable ways</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Talking about his/her emotions</i> b. <i>Cry when unhappy</i> c. <i>Laughing/smiling when happy</i> d. <i>Hugging to show affection</i> e. <i>Playing to have fun</i> 			

The Jamaica Early Childhood Curriculum

Age 4 Scope and Sequence Checklist

Term 3

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 3		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved /Date
1. Continue to demonstrate the ability to cope with frustration, anger, disappointment, rejection, grief, etc. in socially acceptable ways <i>For example:</i> a. Talk about their feelings b. Describe how others may be feeling			
2. Continue to use and express self through a variety of media in			

<p>art/crafts, music, games, dramatic play, etc.</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Participate in music and dance</i> b. <i>Take on character roles</i> c. <i>Participate in creative activity</i> 			
<p>3. Begin to resolve conflict without fighting</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Figuring out what the other child wants and how that child might be feeling</i> b. <i>Manage his/her feelings in the moment by walking away</i> 			
<p>4. Be assertive about their needs and desires</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Asking for what he/she wants or needs</i> b. <i>Speaking up for himself/herself when it is necessary to do so</i> c. <i>Sharing his/her thoughts or feelings on a matter</i> 			
<p>5. Continue to develop a sense of responsibility for own actions.</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Do not blame others for what they have done</i> b. <i>Show empathy towards others</i> 			
<p>6. Continue to make decisions based on right from wrong</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Choose to do right things</i> b. <i>Correct/point out others who are doing wrong things</i> 			

<p>7. Express positive and negative feelings</p> <p>For example:</p> <p>a. Cry when sad or in pain</p> <p>b. Get excited when he/she is happy</p>			
<p>8. Continue to show increasing ability to adapt to different situations</p> <p>For example:</p> <p>a. Grieve over losses change has brought in his/her life</p> <p>b. Talk about his/her feelings related to the situation</p>			
<p>9. Continue to develop an awareness of the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc.</p> <p>For example:</p> <p>a. Avoid playing with matches, electrical outlets, knives and plastic bags</p> <p>b. Reports others seen playing with potentially dangerous objects</p> <p>c. Talk about why some objects are potentially dangerous</p>			
<p>10. Recall what to do in an emergency; recognize when in need of help and when to seek adult attention</p> <p>For example:</p> <p>a. Know parents telephone numbers</p> <p>b. Scream if help is needed</p> <p>c. Call an adult if help is needed</p> <p>d. Participate in fire and earthquake drills</p>			
<p>11. Discuss the dangers of play activities which could be hazardous, such as hiding in</p>			

<p>abandoned appliances and car trunks; climbing to unsafe heights; imitating dangerous stunts such as those seen on television; and throwing stones</p> <p>For example:</p> <p><i>Talk freely about the dangers of hazards and say why they are hazardous, such as 'I will not be able to breathe if I get locked in an old fridge', 'If I throw the stone it may hit someone in the eye', etc.</i></p>			
<p>12. Select safe places to play</p> <p>For example:</p> <p>a. <i>Choose to play on the playground, open spaces or in learning centres</i></p> <p>b. <i>Avoid playing in the classroom or beside hazardous objects</i></p>			