

# The Jamaica Early Childhood Curriculum

## Age 5 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 5	Term 1		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Continue to demonstrate greater motor coordination, self-control, speed, agility in all previously acquired gross motor skills including  <i>For example:</i> <i>a. Marching</i> <i>b. Skipping</i> <i>c. Galloping</i>			

<p>2. Continue to engage in imaginative and creative play indoors and outdoors</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Role play</li> <li>b. Miming</li> </ul>			
<p>3. Continue to join in-group activities that require team effort</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Race (three-legged race)</li> <li>b. Football</li> <li>c. Cricket</li> <li>d. Basketball</li> <li>e. Netball</li> <li>f. Tug of war</li> <li>g. Puzzles</li> </ul>			
<p>4. Demonstrate increasing mastery in gross motor skills needed in sporting activities</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Football</li> <li>b. Cricket</li> <li>c. Dancing</li> <li>d. Swimming</li> </ul>			
<p>5. Demonstrate increasing mastery in fine motor skills</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Forming letters</li> <li>b. Numbers</li> <li>c. Shapes</li> <li>d. Using scissors</li> <li>e. Completing intricate puzzles</li> <li>f. Using computer keyboard</li> </ul>			
<p>6. Disassemble and reassemble objects. Build 3 dimensional block structures</p> <p><b>For example:</b></p>			

<p>a. <i>Use building blocks to construct structures around them</i></p> <p>b. <i>Pull apart toys and put them back together</i></p>			
<p>7. Freely choose and try out new tasks</p> <p><b><i>For example:</i></b></p> <p>a. <i>Threading activities (using straws and cardboard tubes)</i></p> <p>b. <i>Create craft using tissue rolls to make a binocular</i></p>			
<p>8. Demonstrate increasing competence in self-help skills and chores at home and school</p> <p><b><i>For example:</i></b></p> <p>a. <i>Button his or her shirt</i></p> <p>b. <i>Clean his or shoes</i></p> <p>c. <i>Ties his or shoe laces</i></p> <p>d. <i>Put away toys and other materials.</i></p> <p>e. <i>Sweeps the classroom</i></p> <p>f. <i>Wipe of the tables after snack and lunch time</i></p>			
<p>9. Tell their phone number, address and other personal information</p> <p><b><i>For example:</i></b></p> <p>a. <i>Tell his other full name (first/surname)</i></p> <p>b. <i>Recite parent(s) phone number</i></p>			

<p><i>c. Tells parents' name</i></p>			
<p>10. Demonstrate strong sense of belonging and being a member of a group</p> <p><b><i>For example:</i></b></p> <p><i>a. Feeling accepted: make friends, cooperate with others.</i></p> <p><i>b. Expresses thoughts and ideas freely.</i></p>			
<p>11. Demonstrate ability to successfully enter into play situations with peers</p> <p><b><i>For example:</i></b></p> <p><i>a. Play with other children freely</i></p> <p><i>b. Enjoy indoor and outdoor play</i></p>			
<p>12. Acknowledge the importance of having adequate rest, sleep and physical activity</p> <p><b><i>For example:</i></b></p> <p><i>a. Plays with friends during playtime</i></p> <p><i>b. Take a nap during designated time.</i></p> <p><i>c. Sleeps without being told</i></p>			

<p>13. Demonstrate improved judgment of space and distance in games, sports and use of equipment</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Play in personal space</i></li> <li><i>b. Avoid accidents during play</i></li> <li><i>c. Play games and follow rules e.g. jump in a square</i></li> <li><i>d. Run in own lane</i></li> </ul>			
<p>14. Suggest ways in which accidents can be avoided</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Walk and do not run especially in the classroom.</i></li> <li><i>b. Take turns</i></li> <li><i>c. Follow instructions</i></li> </ul>			

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**Term 1**

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Name of ECI:

ECI Address:

Parish:

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Class Name:

Name of ECP (First/Surname):

Name of ECP (First/Surname):

Start Date of Checklist:

Age 5	Term 1		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Achieved/Date
1. Create and use sentences that make statements, ask questions and show excitement  <i>For example:</i> a. My name is ... b. What is your name? c. Where are we going? d. I can't wait to ... e. I am so glad for ...			

<p>2. Respond to a story with discussion and questions about the characters and plot</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Telling the title of the story</i></li> <li>b. <i>Naming story characters</i></li> <li>c. <i>Talking about a character's motives</i></li> <li>d. <i>Retelling the story in their own words</i></li> </ul>			
<p>3. Listen and respond to texts through a variety of media and activities</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>During story time</i></li> <li>b. <i>Show and tell</i></li> <li>c. <i>Role play</i></li> </ul>			
<p>4. Predict and represent outcomes for stories</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Dramatize events in a story</i></li> <li>b. <i>Enact the role of any selected character</i></li> <li>c. <i>Suggest alternative versions of and outcomes for stories</i></li> </ul>			
<p>5. Follow complex instructions</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Close the book, pick it up and put it on the chair</i></li> <li>b. <i>Tap your head, snap your fingers and stomp your feet</i></li> </ul>			
<p>6. Ask questions to seek clarification</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>What did you say?</i></li> <li>b. <i>What should I do?</i></li> <li>c. <i>Where should I go?</i></li> </ul>			

<p>7. Continue to engage in two-way conversations</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Take turns in a discussion</li> <li>b. Listen to a speaker without interrupting</li> </ul>			
<p>8. Recall and use previous knowledge and information for problem-solving</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Recall where items are stored</li> <li>b. Retrace own steps to locate items</li> <li>c. Complete a problem using prior knowledge on a particular matter</li> <li>d. Predict how a story will end</li> </ul>			
<p>9. Continue to interpret pictures, photographs, diagrams and other forms of presentation with adult assistance</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Picture discussion</li> <li>b. Plotting a bar/pictograph</li> <li>c. Show and tell</li> </ul>			
<p>10. Begin to introduce, welcome and thank visitors with adult supervision</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. My name is ...</li> <li>b. What is your name?</li> <li>c. It's nice to meet you.</li> <li>d. Thank you for...</li> </ul>			
<p>11. Repeat rhymes, jingles, verses, poems, etc.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Nursery rhymes</li> </ul>			



<ul style="list-style-type: none"> <li><i>b. Bible verses</i></li> <li><i>c. Transition songs</i></li> <li><i>d. Finger plays</i></li> </ul>			
<p>12. Participate in choral speaking activities</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Prayers</i></li> <li><i>b. National pledge</i></li> <li><i>c. Poems</i></li> <li><i>d. Nursery rhymes</i></li> </ul>			
<p>13. Continue to show enjoyment while being read to</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Listening attentively</i></li> <li><i>b. Looking at the pictures</i></li> <li><i>c. Asking questions about the story</i></li> <li><i>d. Laughing</i></li> <li><i>e. Smiling</i></li> </ul>			
<p>14. Continue to identify likenesses and differences in symbols, shapes, letters words and sentences</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Comparing shapes, letters, words and sentences</i></li> <li><i>b. Telling similarities and differences with symbols</i></li> </ul>			
<p>15. Continue to comprehend and use complex sentences</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Answer “How, Why, What</i></li> </ul>			

<p><i>questions</i></p> <p><i>b. Infer thoughts based on a story</i></p>			
<p>16. Produce or sequence a number of pictures or creative expressions to tell a story</p> <p><b><i>For example:</i></b></p> <p><i>a. Repeat actions in sequence</i></p> <p><i>b. Arrange story picture cards to retell a story</i></p>			
<p>17. Engage in a variety of activities for composing creative expressions to tell a story</p> <p><b><i>For example:</i></b></p> <p><i>a. Using props</i></p> <p><i>b. Dramatic play</i></p> <p><i>c. Adding sentences to complete a story</i></p>			
<p>18. Use pictures and other forms of expression to relate experiences</p> <p><b><i>For example:</i></b></p> <p><i>a. Create drawings, murals, art pieces</i></p> <p><i>b. Role play experiences</i></p>			

<p>19. Share creative expressions with others and talk about their own writing</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Sentences</i></li> <li><i>b. Drawings</i></li> <li><i>c. Stories</i></li> </ul>			
<p>20. Continue to effectively use phonics to “sounds-out” words along with other word attack strategies</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Sound out the word</i></li> <li><i>b. Syllabication</i></li> <li><i>c. Picture clues</i></li> <li><i>d. Word connection</i></li> <li><i>e. Familiar letter chunks</i></li> </ul>			
<p>21. Identify some sight words</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. I</i></li> <li><i>b. He/she/we/you/they</i></li> <li><i>c. Girl/boy</i></li> <li><i>d. Am</i></li> <li><i>e. Was</i></li> </ul>			

<p>22. Continue to identify patterns in word families</p> <p><b><i>For example:</i></b></p> <p>a. __ at</p> <p>b. __ an</p> <p>c. __ oat</p>			
<p>23. Continue to give instructions; explain how to do or make things</p> <p><b><i>For example:</i></b></p> <p>a. <i>Following a recipe</i></p> <p>b. <i>Following directions</i></p> <p>c. <i>Explain how to complete a puzzle</i></p>			
<p>24. Reproduce oral patterns of speech with increasing complexity</p> <p><b><i>For example:</i></b></p> <p>a. <i>Participate in sing along, dialects, poems</i></p> <p>b. <i>Participate in making speeches, greetings and vote of thanks</i></p>			
<p>25. Clap to the rhythm of words and phonemes.</p> <p><b><i>For example:</i></b></p> <p>a. <i>Syllabication</i></p>			

<p>26. Correctly use plurals, pronouns and tenses; correct own grammar and language use</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>For sentences correctly e.g. present and past tense</i></li> <li>b. <i>Use words such as. was, were</i></li> <li>c. <i>Make sentences using pronouns, e.g. I am a boy</i></li> <li>d. <i>Form plural of words, e.g. boys</i></li> </ul>			
<p>27. Identify selected initial blends</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>bl</i></li> <li>b. <i>st</i></li> <li>c. <i>fr</i></li> </ul>			
<p>28. Blend phonemes (individual letter sounds) to make words</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>c-a-t</i></li> <li>b. <i>p-e-n</i></li> <li>c. <i>p-i-g</i></li> <li>d. <i>l-o-g</i></li> <li>e. <i>b-u-s</i></li> </ul>			

<p>29. Identify and explain symptoms when they are unwell</p> <p><b><i>For example:</i></b></p> <p><i>a. My tummy hurts</i></p> <p><i>b. My mouth feels dry</i></p> <p><i>c. I feel hot</i></p>			
<p>30. Improvise given scenarios and retell the event in sequential order; suggest changes</p> <p><b><i>For example:</i></b></p> <p><i>a. Retell stories, events</i></p> <p><i>b. Describe routines ( brushing teeth, dressing them themselves)</i></p>			

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Name of ECP (First/Surname):

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Start Date of Checklist:

Age 5	Term 1		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/Date	Not Achieved/Date
1. Demonstrate preferences for play with same gender; have best friends  <i>For example:</i> a. Play with their best friend b. Play freely as boys with boys or girls with girls			
2. Participate in sports and cultural activities School, church and community  <i>For example:</i> a. Sports day b. Jamaica day c. Community events d. Christmas parties			

<p>3. Become familiar with the accomplishments of Jamaican athletes, musicians and other performers</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Identify athletes in media</i></li> <li>b. <i>Talk about favourite athletes</i></li> <li>c. <i>Identify popular entertainers</i></li> </ul>			
<p>4. Continue to enjoy and participate in stories, songs, etc. about people and events from their own and other countries</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Role-play scenes for cultural stories</i></li> <li>b. <i>Singing cultural songs - “De Ribba Ben Come Dung”, “Linstead Market”</i></li> <li>c. <i>Sing cultural songs from other countries or ethnic groups</i></li> </ul>			
<p>5. Recognize and appreciate similarities and differences among themselves</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Respect others’ opinion</i></li> <li>b. <i>Recognize different things about themselves and others; skin tone, eye colour, hair texture</i></li> </ul>			
<p>6. Continue to understand and behave respectfully towards cultural practices and religious that are different from theirs</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <i>Show appreciation for different religious practices by Muslims, Christians, Hindus and Jews</i></li> <li>b. <i>Observe and participate in new cultural experiences</i></li> </ul>			



<p>7. Respond to and show appreciation for music of different cultural and ethnics communities</p> <p><b>For example:</b></p> <p>a. <i>Identify music from different ethnic groups/cultures.</i></p> <p>b. <i>Participate in cultural dance</i></p>			
<p>8. Show awareness of foods, fess, festivals or celebrations of other cultures</p> <p><b>For example:</b></p> <p>a. <i>Know the different celebrations of different ethnic groups. (Chinese New Year, Dwali).</i></p>			
<p>9. Recognize national symbols, dress, anthem, pledge, heroes, song, flag, foods</p> <p><b>For example:</b></p> <p>a. <i>Know The National Symbols; The National Tree, Fruit, Flower, Bird, Flag and Anthem</i></p> <p>b. <i>Know that there are six (6) National Heroes and one (1) Heroine and recognize them</i></p>			
<p>10. Know and sing the National Anthem</p> <p><b>For example:</b></p> <p>a. <i>Knowing the words to the National Anthem</i></p> <p>b. <i>Sing the National Anthem to the appropriate tune and rhythm</i></p>			
<p>11. Know and can recite the national pledge</p> <p><b>For example:</b></p> <p><i>Recite the National Pledge correctly</i></p>			

<p>12. Observe and exhibit rules in respect of national symbols and protocols</p> <p><b><i>For example:</i></b></p> <p><i>a. Singing of the National Anthem while standing at attention</i></p> <p><i>b. Repeating the National Pledge while placing his/her left hand across his/her right breast</i></p>			

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Start Date of Checklist:

Age 5	Term 1		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Achieved/ Date
<p>1. Continue to investigate and expand knowledge about self, others and the environment</p> <p><i>For example:</i></p> <p style="margin-left: 40px;"><i>a. Ask probing questions about things in the environment</i></p> <p style="margin-left: 40px;"><i>b. Describe self, others and places</i></p>			

<p><i>c. Show curiosity about others and the environment</i></p>			
<p>2. Continue to express themselves using a variety of media</p> <p><b><i>For example:</i></b></p> <p><i>a. Drawing, painting, colouring</i></p> <p><i>b. Role play</i></p> <p><i>c. Animation</i></p>			
<p>3. Continue to apply known or new information to a new situation</p> <p><b><i>For example:</i></b></p> <p><i>a. Use new vocabulary words appropriately in sentences</i></p> <p><i>b. Complete mathematical sentences using object and numerals</i></p>			
<p>4. Select samples of work for display and give reasons for their selection</p> <p><b><i>For example:</i></b></p> <p><i>a. Participates in Show and Tell</i></p> <p><i>b. Display their favourite artwork</i></p> <p><i>c. Talk freely about owns display</i></p>			

<p><i>d. Defend the quality of their work</i></p>			
<p>5. Continue to use pictographs to represent information</p> <p><b><i>For example:</i></b></p> <p><i>Create and interpret pictographs.</i></p>			
<p>6. Continue to classify objects and numbers in groups or sets up to 20. Write numerals, read and write number names up to 20</p> <p><b><i>For example:</i></b></p> <p><i>a. Sort, match, and organize objects.</i></p> <p><i>b. Write numerals 0 -20</i></p> <p><i>c. Read number names 0-20</i></p>			
<p>7. Continue to use patterns to solve problems</p> <p><b><i>For example:</i></b></p> <p><i>a. Create ABAB patterns</i></p> <p><i>b. Recognize ABAB patterns</i></p> <p><i>c. Fill in missing letters or numerals in a sequence</i></p>			
<p>8. Count by ones (1) and twos (2) up to twenty (20)</p> <p><b><i>For example:</i></b></p> <p><i>a. Skip count by ones up to 20</i></p> <p><i>b. Hop count by twos up to 20</i></p>			

<p>9. Make sets of and bundle materials into groups of 2, 5 and 10</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Create and identify groups or bundles of 2, 5 and 10</li> <li>b. Create bundles of 5 cars</li> <li>c. Create group of 10 bottle caps</li> </ul>			
<p>10. Continue to use drawings to show, model and solve problems</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Draw familiar things such as house, school, church, plants</li> <li>b. Connect dots to complete pictures</li> </ul>			
<p>11. Create and write simple mathematical sentences and understand their meaning</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. <math>5 + 3 = 8</math></li> <li>b. <math>10 - 3 = 7</math></li> </ul>			
<p>12. Continue to use ordinal numbers 1<sup>st</sup> to 5<sup>th</sup></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a. Able to use ordinal numbers of children in line</li> <li>b. Able to recite ordinal numbers using five books</li> </ul>			

<p><i>c. Able to identify ordinal numbers (1<sup>st</sup> to 5<sup>th</sup>) when asked</i></p>			
<p>13. Use symbols to show comparison (equal to, less than, greater than)</p> <p><b><i>For example:</i></b></p> <p><i>a. <math>6 &lt; 8</math></i></p> <p><i>b. <math>8 &gt; 6</math></i></p> <p><i>c. <math>10 = 5 + 5</math></i></p> <p><i>d. <math>10 = 10</math></i></p>			
<p>14. Use the number line appropriately for activities that include comparing numbers, sequencing numbers and skip counting</p> <p><b><i>For example:</i></b></p> <p><i>a. Compare numbers as smaller or larger on the number line</i></p> <p><i>b. Count by 2 on the number line</i></p>			
<p>15. Combine and partition sets to solve problems</p> <p><b><i>For example:</i></b></p> <p><i>a. Addition and subtraction</i></p> <p><i>b. Grouping and regrouping</i></p>			

<p>16. Make sets using pictures and objects up to 20</p> <p><b><i>For example:</i></b></p> <p>a. <i>Create Picture Bar Graph</i></p> <p>b. <i>Create Pictograph</i></p>			
<p>17. Identify and name shapes including:</p> <p><b><i>For example:</i></b></p> <p>a. <i>Geometric Shapes - Circle Triangle, Star, Square Rectangle, Oval, Heart Diamond</i></p> <p>b. <i>Reproduce Geometric shapes</i></p>			
<p>18. Classify 2-D shapes and 3-D shapes</p> <p><b><i>For example:</i></b></p> <p>a. <i>Circle, square, triangle, etc.</i></p> <p>b. <i>Cylinder, cube, cone</i></p>			
<p>19. Begin to construct and interpret simple pictographs/ bar graphs related to themes and own experiences</p> <p><b><i>For example:</i></b></p> <p>a. <i>Able to create and explain pictographs of an experience</i></p>			



<p><i>b. Able to create and explain bar graphs related to themes</i></p>			
<p>20. Perform addition and subtraction with regrouping</p> <p><b><i>For example:</i></b></p> <p><i>a. Add single digit numbers (0-9)</i></p> <p><i>b. Subtract single digit numbers (0-9)</i></p>			
<p>21. Perform addition and subtraction without renaming</p> <p><b><i>For example:</i></b></p> <p><i>a. <math>5 + 3 = 8</math></i></p> <p><i>b. <math>10 - 3 = 7</math></i></p>			
<p>22. Name and use days of week and months of the year in sequence</p> <p><b><i>For example:</i></b></p> <p><i>a. Name days of week in sequence</i></p> <p><i>b. Associates days of the week</i></p>			
<p>23. Continue to associate events with time-related concepts</p> <p>For example:</p> <p><i>a. National Heroes Day</i></p> <p><i>b. Christmas Day</i></p> <p><i>c. Boxing Day</i></p>			

<p>24. Match time on the clock, on the hour with an event</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Associate time with specific activities such as lunch time and dismissal</i></li> <li><i>b. Match time on clock for events that occur at home</i></li> </ul>			
<p>25. Read dates from the calendar</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Associate dates and events</i></li> <li><i>b. Uses ordinal numbering for reading dates from the calendar</i></li> </ul>			
<p>26. Use money in role-playing activities</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Identify the face value of money</i></li> <li><i>b. Recognize the cost of goods and services</i></li> </ul>			
<p>27. Recognize the value of some Jamaican coins and paper money</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Recognize the \$100 note</i></li> <li><i>b. Recognize the \$10 and \$20 coins</i></li> </ul>			

<p>28. Use both non-standard and standard units to measure length and height of objects as well as distance</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Use craft sticks, string, paper clips to measure objects</i></li> <li><i>b. Use feet to measure distance</i></li> </ul>			
<p>29. Differentiate between living and non-living things</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Group living things (animals and plants)</i></li> <li><i>b. Group non-living things (pencil, eraser, books)</i></li> </ul>			
<p>30. Identify the basic needs of living things</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Share knowledge of basic needs for humans (water, food, shelter, etc.)</i></li> <li><i>b. Share knowledge of what plants need to live and thrive</i></li> </ul>			
<p>31. Describe, compare and classify objects according to an increasing number of characteristics and details</p>			

<p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Identify shapes, colours, size</i></li> <li><i>b. Recognize big and small, tall and short, long and short</i></li> </ul>			
<p>32. Learn about various types of machines and electronic tools</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Video recorder</i></li> <li><i>b. Television</i></li> <li><i>c. Computer</i></li> <li><i>d. Tablet</i></li> <li><i>e. Smart Phone</i></li> </ul>			
<p>33. Discuss the types, forms and importance of transportation used to move people and things from one place to another</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Land transportation - motor vehicles, motor bikes, bicycles, donkey, horse, camel</i></li> <li><i>b. Air transportation - aeroplane, helicopter, jet, air balloon</i></li> <li><i>c. Sea transportation - boat, ship, submarine, canoe, raft, jet ski</i></li> </ul>			
<p>34. Explore a wide range of movements both independently and with others, in using space</p>			

<p><b><i>For example:</i></b></p> <p>a. <i>Locomotor movements - running, hopping, galloping, jumping, skipping, dancing, etc.</i></p> <p>b. <i>Non-locomotor movements - bending, twisting, stretching, and swinging</i></p>			
<p>35. Recall, imitate and create own simple rhythmic patterns by</p> <p><b><i>For example:</i></b></p> <p>a. <i>Clapping, drumming, Tapping</i></p> <p>b. <i>Playing a variety of percussion instruments</i></p>			
<p>36. Perform specific movements to musical beats; begin to create a sequence of movements in response to different stimuli</p> <p><b><i>For example:</i></b></p> <p>a. <i>Rhythmic Clapping</i></p> <p>b. <i>Beating drums or table tops</i></p> <p>c. <i>Choreograph dance movements</i></p>			
<p>37. Recognize and enjoy rhythm in songs and rhythms</p> <p><b><i>For example:</i></b></p> <p>a. <i>Clapping, tapping</i></p> <p><i>Snapping fingers, stomping feet</i></p>			

<p><i>b. whole body movements to the rhythm</i></p>			
<p>38. Continue to use choral expression to develop memory, concentration and self-expression; participate in class/group programmes</p> <p><b>For example:</b></p> <p><i>a. Nursery rhymes, poems, tongue twisters, finger play, jingles</i></p> <p><i>b. Prayers, National Pledge and National Anthem</i></p>			
<p>39. Learn simple dances; perform dances and recite choral verses; sing songs</p> <p><b>For example:</b></p> <p><i>a. Perform traditional folk dances - Bruckins, Dinki Mini, Maypole,</i></p> <p><i>b. Perform popular dances - Jamaican dance moves, other Caribbean dance moves and International dance moves</i></p>			
<p>40. Participate in expressive activities and dramatic play about experiences that demonstrate honesty, fairness, acceptance, feeling left out, trustworthiness, loyalty, obedience</p> <p><b>For example:</b></p>			

<p>a. <i>Display honesty by returning items found.</i></p> <p>b. <i>Shows empathy and sympathy to classmates and friends</i></p> <p>c. <i>Obeys instructions given</i></p>			
<p>41. Use a variety of media to draw, paint, print</p> <p><b><i>For example:</i></b></p> <p>a. <i>Use chalk, paint brushes, pencil, crayons, pastels</i></p>			
<p>42. Draw, paint and print to depict emotions</p> <p><b><i>For example:</i></b></p> <p>a. <i>Happy scenes</i></p> <p>b. <i>Sad face</i></p>			
<p>43. Use recycled materials to make costumes and props to be used in dramatic activities</p> <p><b><i>For example:</i></b></p> <p>a. <i>Make masks, wands</i></p> <p>b. <i>Make puppets or dolls</i></p> <p>c. <i>Create cars or trucks</i></p>			

<p>44. Engage in activities that emphasize conservation and recycling</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Turn off pipes after use before walking away.</i></li> <li><i>b. Put empty receptacles or other refuse in their correct disposal bins.</i></li> <li><i>c. Turn off lights when not in use</i></li> </ul>			
<p>45. Be able to maintain attention and concentration for longer periods.</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Remain focused and on task</i></li> <li><i>b. Complete tasks</i></li> </ul>			



## The Jamaica Early Childhood Curriculum

### Age 5 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 5	Term 1		
	Developmental Objective: Respect for Self, Others and Environment		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Achieved/ Date
1. Show understanding of good moral judgement  <i>For example:</i> a. Stealing is wrong b. Lying is wrong c. Hand over items that do not belong to them			
2. Continue to respect and support individual differences and persons with different abilities			

<p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Assist a physically challenged individual</i></li> <li><i>b. Engage in activities that cater to all learning styles</i></li> </ul>			
<p>3. Develop team spirit through cooperative play in sports and games</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Take turns at kicking a ball</i></li> <li><i>b. Congratulates a team/player that wins a game</i></li> <li><i>c. Helps teammates when injured</i></li> </ul>			
<p>4. Show self-respect</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Dressing appropriately.</i></li> <li><i>b. Waiting your turn to speak.</i></li> <li><i>c. Love oneself</i></li> <li><i>d. Praise oneself</i></li> <li><i>e. Show appreciation for personal items</i></li> </ul>			
<p>5. Establish positive relationships with other children and adults</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Using courtesy words such as please, thank you, excuse me etc.</i></li> <li><i>b. Maintains positive attitude around other children- smiles, gentle voices, hugs, etc.</i></li> </ul>			

<p><i>c. Seeks support from adults and shows positive displays of affection</i></p>			
<p>6. Show sensitivity to the needs and feelings of others</p> <p><b><i>For example:</i></b></p> <p><i>a. Show empathy to a child who has lost an item</i></p> <p><i>b. Give hugs to reassure a classmate</i></p>			
<p>7. Recognize and observe street safety rules</p> <p><b><i>For example:</i></b></p> <p><i>a. Looking left, then right then left again before crossing the street with an adult</i></p> <p><i>b. Use the pedestrian to cross the street</i></p>			
<p>8. Continue to use courtesies and social graces appropriately</p> <p><b><i>For example:</i></b></p> <p><i>a. Say thank you when given an item</i></p> <p><i>b. Ask to be excused if a pathway is blocked by another person</i></p>			
<p>9. Continue to show appreciation for own work and that of others</p> <p><b><i>For example:</i></b></p> <p><i>a. Give a high five to a friend that completes their task</i></p> <p><i>b. Praise others work, e.g. “good job”</i></p> <p><i>c. Praise own work, e.g. “I did it!”</i></p>			

<p><i>d. Speak positively about an art piece created by oneself</i></p>			
<p>10. Function appropriately as a member of a group</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Sharing</i></li> <li><i>b. Listening</i></li> <li><i>c. Taking Turns</i></li> <li><i>d. Cooperating</i></li> <li><i>e. Being considerate and helpful</i></li> </ul>			
<p>11. Demonstrate the ability to self-regulate in conflict situation, articulating emotions and negotiating disputes</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Identify their dilemma.</i></li> <li><i>b. Apply problem solving skills where there is a dilemma.</i></li> <li><i>c. Talk freely about their feelings</i></li> <li><i>d. Manage their emotions positively</i></li> </ul>			
<p>12. Continue to resolve conflicts with assistance if needed</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. If someone steps on your toe, ask them nicely to apologize</i></li> <li><i>b. Call for assistance if the person refuses to take account for their actions</i></li> </ul>			

<p>13. Participate in an increasing number of activities and games with rules</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Play simple games as a team</i></li> <li><i>b. Follow the rules of a game</i></li> <li><i>c. Participate in group tasks</i></li> </ul>			
<p>14. Cooperate with others while participating in individual, cooperative and competitive games, sports and other activities</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Display good attitude as a team member</i></li> <li><i>b. Compete as a member of a team</i></li> </ul>			
<p>15. Display socially acceptable values and attitudes</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Willingness to show fairness</i></li> <li><i>b. Honesty</i></li> <li><i>c. Tolerance</i></li> <li><i>d. Trust</i></li> <li><i>e. Share and Care</i></li> </ul>			
<p>16. Demonstrate trust in self, authority and others</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Freely express oneself in a conversation.</i></li> <li><i>b. Is confident in self</i></li> <li><i>c. Trust teacher's advice</i></li> </ul>			

<p><i>d. Trust parent's suggestions/directives</i></p> <p><i>e. Respond well to authority</i></p>			
<p>17. Practise social norms in appearance and expression</p> <p><b><i>For example:</i></b></p> <p><i>a. Good hygiene</i></p> <p><i>b. Use of appropriate and polite expressions</i></p> <p><i>c. Persona grooming</i></p> <p><i>d. Dress Code</i></p>			

## The Jamaica Early Childhood Curriculum

### Age 5 Scope and Sequence Checklist

#### Term 1

Name of Child (First/Surname):

Gender:

Child Health Development Passport #:

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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 5	Term 1		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/ Date	Somewhat Achieved/ Date	Not Achieved/ Date
<p>1. Persevere in completing task; exercise some patience and persist with learning challenges</p> <p><i>For example:</i></p> <p>a. Stay on task</p> <p>b. Keep trying though task is difficult</p> <p>c. Complete given task</p> <p>d. Wait their turn</p>			

<p>2. Demonstrate increased awareness of safety in use of equipment and managing own self</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Use instrument such as scissors carefully</i></li> <li><i>b. Store instruments/working tools safely</i></li> <li><i>c. Focus while using equipment that could cause harm</i></li> </ul>			
<p>3. Exercise care in the learning/school environment and playground or playfield</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Play in designated play area</i></li> <li><i>b. Use playground/equipment safely</i></li> <li><i>c. Follow rules during group activities</i></li> </ul>			
<p>4. Call for help in an emergency or when in danger</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Scream for help if necessary</i></li> <li><i>b. Report incidents that occur with teacher</i></li> <li><i>c. Talk with an adult if in danger</i></li> </ul>			
<p>5. Recall and demonstrate how to use emergency telephone numbers</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Recall emergency telephone numbers and demonstrate how to use them</i></li> <li><i>b. Recall parents telephone numbers</i></li> </ul>			



<p><i>c. Recall telephone number of emergency contact</i></p>			
<p>6. Respond routinely to playground rules</p> <p><b><i>For example:</i></b></p> <p><i>a. Follows safety rules</i></p> <p><i>b. Wait his/her turn</i></p> <p><i>c. Encourage peers to follow playground rules</i></p> <p><i>d. Packs away playground toys at appropriate times</i></p>			
<p>7. Show increased awareness of natural and other disasters such as hurricanes and earthquakes and learn age-appropriate responses to these</p> <p><b><i>For example:</i></b></p> <p><i>a. Talk freely about natural disasters</i></p> <p><i>b. Say how they would respond in case of an earthquake</i></p> <p><i>c. Share experiences of a hurricane and what to do if there is one</i></p> <p><i>d. Share conversations had with parents/family about responses to natural disasters while at home</i></p> <p><i>e. Participate in earthquake drills</i></p>			

<p>8. Take appropriate measures when dealing with cuts and bruises</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Report cuts and bruises to an adult</i></li> <li><i>b. Refrain from handling others cuts and bruises</i></li> </ul>			
<p>9. Respond appropriately to minor accidents in their environment</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Report accidents to an adult</i></li> <li><i>b. Move away from dangerous objects during minor accidents</i></li> <li><i>c. Share details involved in minor accidents</i></li> </ul>			
<p>10. Deal with their emotions calmly, using the appropriate terms and without demonstrating negative behaviours</p> <p><b><i>For example:</i></b></p> <ul style="list-style-type: none"> <li><i>a. Act positively when corrected</i></li> <li><i>b. Display good facial expressions and body language at all times</i></li> <li><i>c. Say, "I am sorry" if needed</i></li> </ul>			

<i>d. Use words such as “please and thank you”</i>			
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