

**The Jamaica Early Childhood Curriculum
Age 5 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 5	Term 2		
	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 or skills including marching, skipping, galloping <i>For example:</i> <i>a. Catch a large ball with both hands</i> <i>b. Walk on tip toes</i> <i>c. Balancing</i>			

<p>2. Continue to engage in imaginative and creative play indoors and outdoors</p> <p>For example:</p> <p>a. <i>Imaginative play: dramatize scene from a story, dramatic play (dress up)</i></p> <p>b. <i>Creative play: painting, playing a musical instrument, dancing to a beat</i></p>			
<p>3. Enjoy independent and group/team activities</p> <p>For example:</p> <p>a. <i>Independent activities: puzzles, colouring a picture, lacing</i></p> <p>b. <i>Team activity: playing a ring game, tug-o-war</i></p>			
<p>4. Continue to imitate movement of things in the environment such as trees, animals etc. with increasing confidence</p> <p>For example:</p> <p>a. <i>Make animal sounds</i></p> <p>b. <i>Imitate trees swaying in the wind</i></p>			
<p>5. Drop a ball and kick it before it falls to the ground</p> <p>For example:</p> <p><i>Children are able to hold a ball, drop the ball and kick it before it falls to the ground.</i></p>			
<p>6. Use a bat to hit a ball</p> <p>For example:</p> <p><i>Children are able to hold a bat and use it to hit a ball.</i></p>			
<p>7. Develop basic gymnastic skills</p> <p>For example:</p> <p>a. <i>Cart wheels/somersaults</i></p>			

<p>b. <i>Tumbling</i></p>			
<p>8. Copy shapes</p> <p>For example:</p> <p>a. <i>Copy circle, triangle, rectangle, oval, and heart;</i></p> <p>b. <i>Combine more than two geometric forms in drawing and construction</i></p>			
<p>9. Write most letters of the alphabet in upper and lower case</p> <p>For example:</p> <p>a. <i>Write upper case letters A B C</i></p> <p>b. <i>Write lower case letters a b c d</i></p>			
<p>10. Use computer keyboard with increasing familiarity</p> <p>For example: <i>Children are observed using the computer keyboard, mouse, screen appropriately and with care and confidence.</i></p>			
<p>11. Draw scenes that includes more details and objects</p> <p>For example:</p> <p>a. <i>Draw a house with windows and doors</i></p> <p>b. <i>Draw a garden with flowers</i></p> <p>c. <i>Draw the sun and clouds in the sky</i></p>			
<p>12. Exercise increased control and safety when using materials, toys, and tools</p> <p>For example:</p> <p>a. <i>Use a child safety scissors to cut paper in an almost straight line</i></p> <p>b. <i>Apply glue to paper</i></p>			
<p>13. Disassemble and reassemble objects</p> <p>For example:</p>			

<p><i>Pull apart toys with detachable parts such as blocks, trucks and dolls then put them together again.</i></p>			
<p>14. Build 3-dimensional block structures</p> <p>For example:</p> <p>a. <i>Build a tower</i></p> <p>b. <i>Build a city</i></p> <p>c. <i>Build a vehicle, ship, airplane</i></p>			
<p>15. Join in expressive activities,</p> <p>For example:</p> <p>a. <i>Singing, dancing and story-telling</i></p> <p>b. <i>Painting, drawing, decorating</i></p>			
<p>16. Choose and try out new tasks; discuss with other children how tasks can be done</p> <p>For example:</p> <p>a. <i>Pour water in container to show different measurements to peers</i></p> <p>b. <i>Use magnet to move metal objects and discuss with peers</i></p>			
<p>17. Demonstrate increasing competence in self-help skills and chores at home and school</p> <p>For example:</p> <p>a. <i>Buttoning, unbuttoning and zipping clothes</i></p> <p>b. <i>Dress and undress oneself without assistance most times</i></p>			
<p>18. State their telephone number, address and other personal information about self, home and school</p> <p>For example:</p> <p>a. <i>State age, state name</i></p> <p>b. <i>State name of mother father/guardian</i></p> <p>c. <i>State telephone number of mother/father/guardian</i></p> <p>d. <i>State name of school</i></p>			

<p>19. Talk freely about where they live and where other people live</p> <p>For example:</p> <p>a. Name landmarks</p> <p>b. Name community and parish</p>			
<p>20. Continue to resolve conflict with assistance if needed</p> <p>For example:</p> <p>a. Being apologetic</p> <p>b. Walk away from conflicts</p> <p>c. Tell teacher about the conflict</p>			
<p>21. Display self-confidence when interacting with others</p> <p>For example:</p> <p>a. Make eye contact</p> <p>b. Erect posture</p>			
<p>22. Discuss the importance of having adequate rest, sleep and physical activity</p> <p>For example:</p> <p>a. State the benefits of rest, sleep and physical activities</p> <p>b. Encourage others to rest during play</p> <p>c. Talk about enjoying physical activities</p>			
<p>23. Display reasonable judgement of space and distance in sports, games and athletic activities involving use of equipment</p> <p>For example:</p> <p>a. Throw a ball in a box/ using lanes in a race</p> <p>b. Engage in three legged race</p>			

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Start Date of Checklist:

Age 5	Term 2		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Use various types of sentences <i>For example:</i> <i>Statements, questions and exclamations.</i>			
2. Listen and respond to texts through a variety of media and activities <i>For example:</i> <i>a. Answer questions from story heard</i> <i>b. Sing-a-long to songs</i>			
3. Predict and represent outcomes for stories; dramatize events in a story <i>For example:</i>			

<p>a. <i>Roleplay stories</i> b. <i>Add sentences to complete stories</i></p>			
<p>4. Follow and give complex instructions</p> <p><i>For example:</i> <i>Follow a three step direction- take the book from your bag, place the book on the teacher's desk, then return to your seat.</i></p>			
<p>5. Understand and describe various concepts</p> <p><i>For example:</i> a. <i>Over and under</i> b. <i>Up, down</i> c. <i>In and out, etc.</i></p>			
<p>6. Ask for and seek clarification</p> <p><i>For example:</i> a. <i>On assigned activity</i> b. <i>To locate an item</i></p>			
<p>7. Exercise appropriate behaviour when engaged in conversation</p> <p><i>For example:</i> a. <i>Take turns in a discussion</i> b. <i>Listen to a speaker without interruption</i></p>			
<p>8. Recall and use previous knowledge and information for problem solving</p> <p><i>For example:</i> <i>Differentiate between sizes such as big, bigger, biggest.</i></p>			
<p>9. Interpret pictures, photographs, diagrams and other forms of presentations with or without adult assistance</p> <p><i>For example:</i> a. <i>Create story from pictures seen</i> b. <i>Role-play scenes from pictures/photograph/diagrams</i></p>			

<p>10. Use appropriate courtesies in interacting with others</p> <p>For example:</p> <p>a. Greetings – good morning, good afternoon</p> <p>b. Express gratitude – thank you</p> <p>c. Farewell – goodbye, see you soon</p>			
<p>11. Participate in choral speaking activities</p> <p>For example:</p> <p><i>Rhymes, jingles, verses and poems.</i></p>			
<p>12. Express pleasure when being read to</p> <p>For example:</p> <p>a. Smiling/laughing</p> <p>b. Asking questions</p> <p>c. Looking intensely at the book/speaker</p> <p>d. Cuddling with reader</p>			
<p>13. Continue to identify likenesses and differences in symbols, shapes, letters, words and sentences</p> <p>For example:</p> <p><i>Children are able to express likenesses and differences in symbols and letters from books, in the classroom and the outdoor environment. Children discuss likenesses and differences in words and sentences.</i></p>			
<p>14. Continue to engage in a variety of activities for enhancing listening, speaking, reading and writing skills with increased challenge</p> <p>For example:</p> <p>a. Simon says</p> <p>b. Reciting poems/jingles/nursery rhymes</p> <p>c. Recognizing sight words</p> <p>d. Letter formation</p>			

<p>15. Produce or sequence a number of pictures to tell a story</p> <p>For example:</p> <p>a. <i>Order numbers</i></p> <p>b. <i>Order pictures into a story</i></p>			
<p>16. Engage in a variety of activities for composing creative writing and expression; use pictures and other forms of expression to demonstrate creativity</p> <p>For example:</p> <p>a. <i>Create a story using pictures and words</i></p> <p>b. <i>Create diorama from stories</i></p>			
<p>17. Share and talk about their own creative expression</p> <p>For example:</p> <p><i>Show and tell about artistic creations, dance and music.</i></p>			
<p>18. Continue to effectively use phonics and other word attack strategies</p> <p>For example:</p> <p>a. <i>Identifying simple sight words, such CVC words or word families</i></p> <p>b. <i>Break words into syllables</i></p>			
<p>19. Continue to identify patterns in a set of words</p> <p>For example:</p> <p>a. <i>Using rhyming words and word families</i></p> <p>b. <i>Identify like patterns in a set of words</i></p>			
<p>20. Document and prepare information collected in a variety of ways for presentation and sharing with others</p> <p>For example:</p> <p>a. <i>Using a pictograph</i></p> <p>b. <i>Organize pictures in scrap book</i></p> <p>c. <i>Mural of information</i></p>			

<p><i>d. 3 dimensional presentation</i></p>			
<p>21. Continue to give, write and follow more complex instructions</p> <p>For example:</p> <p><i>a. Write recipes</i></p> <p><i>b. Give directions to go somewhere</i></p>			
<p>22. Understand and use speech patterns with increasing complexity; correctly; use singular, plural, nouns, pronouns and tenses</p> <p>For example:</p> <p><i>Throughout the day children are observed understanding and use speech patterns with increasing complexity (the ECP is to record examples from each child).</i></p>			
<p>23. Spontaneously correct own grammar and language use</p> <p>For example:</p> <p><i>Repeat speech with correct use of words.</i></p>			
<p>24. Identify and count syllables in words</p> <p>For example:</p> <p><i>Clap to syllables in the word such as “trans/por/ta/tion”.</i></p>			
<p>25. Identify selected initial blends</p> <p>For example:</p> <p><i>a. bl, gl, (bl-ock, gl-obe words)</i></p> <p><i>b. cl, cr (cl-ock ,cr-ab words)</i></p> <p><i>c. fl, fr (fl-y, fr-og words)</i></p>			
<p>26. Manipulate phonemes in words</p> <p>For example:</p>			

<i>Blending and segmenting of words using flash cards, picture cards, work sheets, flip books, etc.</i>			
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Age 5	Term 2		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Participate in cultural activities in school, church and community <i>For example:</i> <i>a. Jamaica Day Celebrations</i> <i>b. Peace Day</i> <i>c. Christmas Programmes</i>			
2. Recognize and participate in a variety of national, regional and ethnic traditions and cultural practices <i>For example:</i> <i>a. Singing National Anthem</i> <i>b. Reciting National Pledge</i>			

<p>3. Participate in sports and other athletic activities of school, church and community</p> <p>For example:</p> <ul style="list-style-type: none"> a. Sports Day b. Inter school Champs c. Inter school football d. Inter school netball e. Community Fun Day 			
<p>4. Develop team spirit for co-operative and competitive sports and games</p> <p>For example:</p> <ul style="list-style-type: none"> a. Create opportunities for other team members to participate b. Share material during a game c. Praise team members for their efforts 			
<p>5. Develop greater familiarity with the accomplishments of athletes, artists, musicians, and other performers</p> <p>For example:</p> <ul style="list-style-type: none"> a. Identify pictures of sportsmen/women e.g. Usain Bolt, Shelly-Ann Fraser-Pryce b. Famous Jamaicans e.g. Bob Marley 			
<p>6. Continue to enjoy and participate in stories and songs about people and events in Jamaica</p> <p>For example:</p> <p><i>Actively participate in music and movement activities e.g. folk songs.</i></p>			
<p>7. Recognize national symbols</p> <p>For example:</p> <ul style="list-style-type: none"> a. National flag b. National Coat of Arms c. National Anthem d. National Pledge e. National Heroes/ Heroine 			

<p>8. Know and can recite the National Pledge</p> <p>For example: <i>Children can recite the National Pledge.</i></p>			
<p>9. Know and can recite the National Anthem</p> <p>For example: <i>Children can recite the National Anthem.</i></p>			
<p>10. Observe rules and protocols in respect of national symbols</p> <p>For example: <i>Stand at attention during National Pledge and National Anthem.</i></p>			
<p>11. Discuss food associated with different ethnic Jamaican communities or groups</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Indian food - roti and curry, dahl</i> b. <i>Chinese food – sweet and sour meats, chop suey, noodles</i> c. <i>African food – Bammy, Toto, Dukuno</i> d. <i>European food – cupcakes, biscuits, tea</i> 			

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Age 5	Term 2		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Investigate and expand knowledge about self, others and the environment <i>For example:</i> <i>a. Talk freely about themselves</i> <i>b. Talk freely about plants and animals in the environment</i>			
2. Express their knowledge using a variety of media. <i>For example:</i> <i>a. Role play real life experiences</i> <i>b. Show and tell</i> <i>c. Movement and dance</i>			

<p>3. Apply information and vocabulary to a new situation or context</p> <p>For example:</p> <p>a. <i>Express views and concerns</i></p> <p>b. <i>Share opinions</i></p>			
<p>4. Select samples of work for display and give reasons for their selection</p> <p>For example:</p> <p>a. <i>Show best work</i></p> <p>b. <i>Talk about best work</i></p> <p>c. <i>Praise his/her work</i></p>			
<p>5. Use pictographs to represent information</p> <p>For example:</p> <p><i>Represent information such as favourite pets, fruit, ice-cream flavour, sports, days of sunshine, etc. on a pictograph.</i></p>			
<p>6. Classify objects and number into groups or sets; write numerals and read and write number names up to 20</p> <p>For example:</p> <p>a. <i>Group blocks by colours</i></p> <p>b. <i>Read and write numeral names</i></p>			
<p>7. Use patterns to solve mathematical problems</p> <p>For example:</p> <p><i>Children look for items, numbers that are repeated or a series of events that repeat and are able to solve the problem.</i></p>			
<p>8. State the place value of each digit in two-digit number</p> <p>For example:</p> <p><i>Using a place values chart; with the number 48, children are able</i></p>			

<p><i>to state the value of 8 ones and 4 tens.</i></p>			
<p>9. Count in ones up to 100</p> <p>For example: <i>During transitions, children are observed counting in ones up to 100.</i></p>			
<p>10. Make sets and bundles of materials in groups of 5 and 10 to 100</p> <p>For example: <i>Children are able to use manipulatives to create sets and bundles of groups of 5, 10, 15, etc.</i></p>			
<p>11. Count in twos up to 20</p> <p>For example: <i>During a Guided Learning activity, children are observed counting in twos up to 20.</i></p>			
<p>12. Use drawings to show, model and solve problems</p> <p>For example: <i>During Creative Activity, a child is able to draw a picture about a pet cat getting stuck in a tree, share their drawings with the group and talk about how they got the cat out of the tree.</i></p>			
<p>13. Read, write and use ordinal numbers 1st to 10th</p> <p><i>We use ordinal numbers to define their position. The numbers 1st(First), 2nd(Second), 3rd(Third), 4th(Fourth), 5th(Fifth), 6th(Sixth), 7th(Seventh), 8th(Eighth), 9th(Ninth)</i></p>			

<p><i>and 10th(Tenth) tell the position of persons on line in a bank (all of them are ordinal numbers).</i></p> <p>For example: <i>Children are able to read ordinal numbers from a chart, write them on paper and use them, as for example, while standing in line to go outside, a child states the ordinal numbers for the first ten children on line.</i></p>			
<p>14. Recognize and use the zero concept</p> <p>For example: <i>Children understand the meaning of the zero concept during a game of “How many are left”? Children can also identify the number zero.</i></p>			
<p>15. Use symbols to show comparison (=,<,>)</p> <p>For example: <i>Children use symbols to show comparison in pictographs, venn diagrams, T- charts, etc.</i></p>			
<p>16. Combine and partition sets to solve problems</p> <p><i>Partitioning gives children a different way of visualising maths problems, and helps them work out large sums in their head. Children are taught this method before they learn to add numbers in columns.</i></p> <p>For example: <i>Children partition sets using clothespins, bottle tops, dominoes, etc.</i></p>			
<p>17. Identify and name shapes</p>			

<p>For example:</p> <ul style="list-style-type: none"> a. Circle b. Triangle c. Oval d. Square e. Rectangle 			
<p>18. Use geometric templates to create patterns and pictures</p> <p>For example: <i>Children use geometric templates to create houses, vehicles, animals, buildings, shapes, etc.</i></p>			
<p>19. Classify 2-D shapes (polygons) according to common characteristics</p> <p>For example:</p> <ul style="list-style-type: none"> a. Size b. Sides c. Corners 			
<p>20. Construct and interpret simple pictographs and bar-graphs</p> <p>For example: <i>Children create graphs and are able to describe information from the graph.</i></p>			
<p>21. Name and use the days of the week and months of the year in sequence</p> <p>For example:</p> <ul style="list-style-type: none"> a. Repeat the days of the week b. Understands Friday is the last day of the week for school and Mondays begins the new school week c. Repeat the months of the year d. Understands birth month e. Understands that Christmas is in December f. Understands that school is closed for holiday in July and August 			
<p>22. Perform addition and subtraction without regrouping</p>			

<p>For example:</p> <p>a. Add simple numbers without renaming</p> <p>b. Subtract simple numbers without renaming</p>			
<p>23. Match time on the clock with an event</p> <p>For example:</p> <p>a. Lunch time</p> <p>b. Rest time</p> <p>c. Story time</p> <p>d. Dismissal</p>			
<p>24. Match events to calendar dates such as sports day, birthdays</p> <p>For example:</p> <p>Children can identify birthday on a calendar, Show and Tell days, and special holidays.</p>			
<p>25. Tell time on the hour</p> <p>For example:</p> <p>Children are able to say time in hour shown on a clock.</p>			
<p>26. Read dates from the calendar</p> <p>For example:</p> <p>Children are able to read time from a calendar.</p>			
<p>27. Use money in role-play or pretend activities</p> <p>For example:</p> <p>Buy items from peers using money during role play and dramatic play activities.</p>			
<p>28. Recognize the value of some Jamaican coin and paper money</p> <p>For example:</p> <p>During circle time, children recognize and discuss the value of some</p>			

<i>Jamaican coins and paper money.</i>			
<p>29. Use non-standard units to measure length and height of objects, distance and perimeter of objects</p> <p>For example:</p> <p>a. <i>Use a string to measure table</i></p> <p>b. <i>Use craft sticks to measure books</i></p>			
<p>30. Describe, compare and classify objects according to an increasing number of characteristics</p> <p>For example:</p> <p>a. <i>Size</i></p> <p>b. <i>Colour</i></p> <p>c. <i>Mass</i></p> <p>d. <i>Shape</i></p>			
<p>31. Use various types of machines and electronic tools appropriately</p> <p>For example:</p> <p>a. <i>Cassette recorder</i></p> <p>b. <i>Video recorder</i></p> <p>c. <i>Television</i></p> <p>d. <i>Computer</i></p>			
<p>32. Identify the basic needs of all living things</p> <p>For example:</p> <p>a. <i>Water</i></p> <p>b. <i>Food</i></p> <p>c. <i>Clothing</i></p> <p>d. <i>Shelter</i></p>			
<p>33. Differentiate between living and non-living things</p> <p>For example:</p> <p>a. <i>Name fish as living</i></p> <p>b. <i>Name sticks as non-living</i></p>			
<p>34. Discuss the types, forms and importance of transportation</p>			

<p>For example:</p> <p>a. Land</p> <p>b. Air</p> <p>c. Water</p>			
<p>35. Produce and interpret simple floor plans and maps, including inserting and locating places, indicating directions, locations and landmark</p> <p>For example:</p> <p>a. Identify their community on a map</p> <p>b. Name direction; right, left</p>			
<p>36. Continue to enjoy participating in music and movement activities</p> <p>For example:</p> <p>Children dance when music is played and express positive feelings.</p>			
<p>37. Move creatively to rhythm and beat</p> <p>For example:</p> <p>Children move their bodies to the rhythms and beats.</p>			
<p>38. Explore dance movements with others using a wide range of motions and extending the coverage of space</p> <p>For example:</p> <p>Children try dance movements and motions with others.</p>			
<p>39. Recall, imitate and create own simple rhythm patterns by clapping, tapping, or playing a variety of percussion instruments</p> <p>For example:</p> <p>Children are able to recall movements, follow other movements and keep a rhythm using their hands or instruments.</p>			

<p>40. Create a sequence of movements in response to different stimuli</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Drum rhythm</i> b. <i>Clapping</i> c. <i>Snapping</i> 			
<p>41. Recognize and enjoy rhythms in songs and poems</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Sing along</i> b. <i>Recite poems</i> c. <i>Smile</i> d. <i>Remain focused on songs and poems</i> 			
<p>42. Learn and perform simple dances</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Practice dance moves</i> b. <i>Perform dance moves</i> 			
<p>43. Participate in expressive activities and dramatic play</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Free play character roles</i> b. <i>Dress up freely</i> 			
<p>44. Use a variety of media to draw, paint, print</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Leaves</i> b. <i>Sand paper</i> c. <i>Straw</i> 			
<p>45. Draw, paint and print to depict emotions</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Draw and colour happy/sad face</i> b. <i>Select bright/dull colours to decorate pictures</i> 			
<p>46. Improvise given scenarios and retell the event in sequential order</p> <p>For example:</p>			

<p><i>Children are able to improvise given scenarios from stories and skits, as well as retell events from beginning to end.</i></p>			
<p>47. Use found and recycled materials to make costumes and props to be used in dramatic activities</p> <p><i>For example:</i> <i>Children use juice boxes to make cars, newspaper for hats and boxes for furniture.</i></p>			

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Start Date of Checklist:

Age 5	Term 2		
	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 demonstrate good moral judgement <i>For example:</i> <i>a. Sharing materials</i> <i>b. Caring about other's feelings</i> <i>c. Apologise independently when wrong</i>			
2. Show respect for children of either gender <i>For example:</i> <i>Say please and thank you when appropriate.</i>			

<p>3. Play co-operatively with others in competitive and non-competitive sports, games and athletic activities</p> <p>For example: <i>Follow the rules in a game.</i></p>			
<p>4. Develop team spirit</p> <p>For example: a. <i>Complete tasks in groups such as build a tower/complete a puzzle</i> b. <i>Participate in group sports</i></p>			
<p>5. Show self-respect</p> <p>For example: a. <i>Love one-self</i> b. <i>Dresses oneself for public according to cultural norms</i> c. <i>Takes pride in keeping clean</i></p>			
<p>6. Establish positive relationships with other children and adults</p> <p>For example: a. <i>Say good morning</i> b. <i>Use social courtesies such as please, thank you, you are welcome</i></p>			
<p>7. Show sensitivity to the needs and feelings of others</p> <p>For example: a. <i>Showing empathy</i> b. <i>Attend to others need/hurt</i> c. <i>Helps others</i></p>			
<p>8. Respect and support persons with different abilities</p> <p>For example: a. <i>Compliment classmates, helping a classmate to understand a task</i> b. <i>Assist a classmate to tie shoe lace</i> c. <i>Assist a classmate to get into his/her wheelchair</i></p>			
<p>9. Use courtesies and social graces</p> <p>For example:</p>			

<ul style="list-style-type: none"> a. <i>Good morning</i> b. <i>May I?</i> b. <i>You are welcome</i> c. <i>Please & Thank you</i> 			
<p>10. Work independently and co-operatively in groups</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Completing puzzles alone or with other children</i> b. <i>Participate in dramatic play with other children or alone</i> 			
<p>11. Show appreciation for own work and that of others</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Using phrases such as “Great job!” “I did it!” “High 5!” to describe work that is done well</i> b. <i>Showing off work with a smile or other positive facial expressions</i> 			
<p>12. Follow rules in games, sometimes with prompting</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Responding to “Simon Says”</i> b. <i>Fetching a ball at the appropriate time</i> 			
<p>13. Maintain attention on task for longer periods</p> <p>For example: <i>Remain on task for allotted time without distraction.</i></p>			
<p>14. Function appropriately as a member of a group</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Sharing</i> b. <i>Listening</i> b. <i>Taking turns</i> c. <i>Cooperating</i> d. <i>Negotiating disputes</i> e. <i>Being considerate and helpful assisting others</i> 			

<p>15. Participate in an increasing number of activities and games with rules</p> <p>For example:</p> <p>a. Follow the rules of a game</p> <p>b. Wait ones turn</p>			
<p>16. Demonstrate respect for equipment, materials and the property of other persons</p> <p>For example:</p> <p>a. Ask for permission to use items</p> <p>b. Return items that are borrowed</p> <p>c. Taking care of borrowed items</p> <p>d. Do not lend borrowed items to others</p>			
<p>17. Display socially acceptable values and attitudes</p> <p>For example:</p> <p>a. Fairness,</p> <p>b. Honesty,</p> <p>c. Tolerance,</p> <p>d. Trust,</p> <p>e. Sharing</p> <p>f. Caring</p>			
<p>18. Demonstrate trust in self, authority and others</p> <p>For example:</p> <p>a. Willingness to talk to adults about fears and insecurities,</p> <p>b. Try new tasks</p>			
<p>19. Be responsible, productive members of a team</p> <p>For example:</p> <p>a. Complete assigned tasks</p> <p>b. Adhere to rules of the group</p>			
<p>20. Be able to engage effectively in cooperative learning</p> <p>For example:</p> <p>a. Work cooperatively with peers</p> <p>b. Lead a group task</p> <p>c. Follow the leader of a group task</p>			

<p>21. With assistance, practice social norms in appearance and expression</p> <p><i>For example:</i></p> <p><i>a. Practice good hygiene</i></p> <p><i>b. Use of appropriate and polite expression</i></p> <p><i>c. Personal grooming and dress code is done according to norms</i></p>			
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**The Jamaica Early Childhood Curriculum
Age 5 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 5	Term 2		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Persevere in completing tasks; exercise patience and persist with challenging tasks <i>For example:</i> a. Stay on task b. Complete given task			
2. Accept suggestions and/or other points of view in completing challenging tasks <i>For example:</i> a. Respond well to corrections b. Use ideas from others to enhance work			

<p>3. Demonstrate awareness of safety in use of equipment and when playing contact sport and games</p> <p>For example: <i>Being mindful of others when throwing a ball.</i></p>			
<p>4. Exercise care in the learning environment and on the playground or playfield</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Observe the rules of the playground</i> b. <i>Understand the consequences of breaking the rules of the playground</i> 			
<p>5. Demonstrate an awareness of safety during play</p> <p>For example: <i>Identify obstacles and avoid them during play.</i></p>			
<p>6. Demonstrate how to seek or call for help in an emergency or when in danger</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Call 119/110</i> b. <i>Call principal or teacher for assistance</i> 			
<p>7. Use/recognize the danger response systems</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Pulling fire alarm in case of a fire</i> b. <i>Respond to fire drills</i> c. <i>Respond to earthquake drills</i> 			
<p>8. Recall and demonstrate how to use emergency telephone numbers</p> <p>For example: <i>Demonstrate calls to the police station on a toy telephone.</i></p>			

<p>9. Recognize the dangers of playing in the street or places frequented by vehicular traffic</p> <p>For example: <i>Does not attempt to play in streets used by vehicular traffic.</i></p>			
<p>10. Discuss and demonstrate road safety rules</p> <p>For example:</p> <p>a. <i>Use of the stoplights to cross the road</i></p> <p>b. <i>Look right, look left and look right again before crossing the street</i></p> <p>c. <i>Walk briskly across the street</i></p>			
<p>11. Respond routinely to all playground rules</p> <p>For example:</p> <p>a. <i>Plays in the correct areas on the playground</i></p> <p>b. <i>Avoids pushing other children</i></p> <p>c. <i>Waits for turn</i></p>			
<p>12. Show increased awareness of natural and other disasters such as hurricanes and earthquakes, floods; learn age appropriate responses to these</p> <p>For example:</p> <p>a. <i>Respond appropriately to an earthquake drill</i></p> <p>b. <i>b) Explain how to prepare for a hurricane</i></p>			
<p>13. Take precautionary measures when dealing with cuts and bruises</p> <p>For example:</p> <p>a. <i>Avoids touching blood with naked hands</i></p> <p>b. <i>Attempts to or asks for help to sanitise or protect injured area</i></p>			
<p>14. Recognize and observe road safety rules</p>			

<p><i>For example:</i> <i>a. Recognize the stop sign</i> <i>b. Use pedestrian crossing to cross the street</i></p>			
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