

The Jamaica Early Childhood Curriculum

Age 5 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):

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Start Date of Checklist:

Age 5	Term 3		
	Developmental Objective: Wellness		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Engage in imaginative and creative play indoors and outdoors; join in independent group activities that involve coordination, speed and balance <i>For example:</i> a. Shows and tell activity			

<p><i>b. Uses puppets, dolls, stuff animals and objects to tell make-believe stories</i></p> <p><i>c. Demonstrates skills in activities (running, skipping, throwing and catching)</i></p> <p><i>d. Jumps over obstacles when running</i></p>			
<p>2. Imitate movement of things in the environment, such as a bird flying, a tree swaying, etc.</p> <p><i>For example:</i></p> <p><i>Demonstrates skills in activities such as crawling, swimming, sliding like a snake, flying and swaying in the wind.</i></p>			
<p>3. Demonstrate increasing dexterity in fine motor coordination; trace and draw geometric forms, symbols, write letters and numerals; use appropriate spacing in writing; manipulating materials- playdough, scissors; put small items such as Lego blocks together</p> <p><i>For example:</i></p> <p><i>a. Uses crayons, pencils, scissors, stringing beads, buttoning and lacing</i></p> <p><i>b. Manipulates playdough to make shapes, letters and objects</i></p>			
<p>4. Use a computer mouse and keyboard with increasing skill</p> <p><i>For example:</i></p>			

<ul style="list-style-type: none"> a. <i>Right and left clicks the computer mouse</i> b. <i>Clicks on shapes, words, letters and objects on the computer</i> c. <i>Clicks on letters and symbols on the keyboard</i> 			
<p>5. Produce drawings with increasing amount of detail</p> <p>For example:</p> <p><i>Drawing the nose, ear, fingers, hair, eyebrows and clothes on human or animal figures.</i></p>			
<p>6. Continue to exercise increased control and safety when using materials, toys and tools</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Uses scissors without causing injury</i> b. <i>Refrains from playing with a pencil or using in an uncontrolled way that may cause injury to self or others</i> 			
<p>7. Continue to enjoy expressive activities including music and movement</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Movement: ring games, role play, express self through dance</i> b. <i>Music: identify rhythmic patterns, sing along, songs and sounds, playing of instrument</i> c. <i>Follow directions (slide to the left and place hands on knees)</i> 			

<p>8. Use conflict resolution strategies, showing ability to discuss feelings, and ability to discuss feelings, and ability to self-regulate</p> <p>For example:</p> <ul style="list-style-type: none"> a. Calms down after something upsetting or exciting b. Uses writing, drawing, painting, and colouring to express self c. Focuses on a task until completion 			
<p>9. Demonstrate increasing awareness of self, acknowledging personal strengths and weakness</p> <p>For example:</p> <ul style="list-style-type: none"> a. The child is caring, kind and helpful to others b. Shows empathy, taking turns and asking for help c. Shows independence and express apology 			
<p>10. Continue to demonstrate curiosity about themselves, others and the world around them</p> <p>For example:</p> <p><i>The child pursues interest in other topics and activities (exploration and asking questions).</i></p>			
<p>11. Display increasing self-confidence when interacting with other</p> <p>For example:</p>			

<p><i>a. The child is willing to try new activities with other children</i></p> <p><i>b. The child is willing to assert himself where necessary during interactions</i></p>			
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Age 5	Term 3		
	Developmental Objective: Effective Communication		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
<p>1. Give and receive information in conversation, using appropriate courtesies</p> <p><i>For example:</i></p> <p style="margin-left: 40px;">a. Expresses him/ her verbally and non-verbally at appropriate intervals during conversation</p> <p style="margin-left: 40px;">b. The child uses words such as “please, thank you, and excuse me”</p>			

<p>2. Extend courtesies to others, such as introduce, welcome and thank visitors with increasing confidence</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child greets others and uses words such as “please, thank you, excuse me and you are welcome”</i> b. <i>Child compliments others, for example: “good job”</i> 			
<p>3. Listen to and describes various concepts; ask for and seek clarification</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child describes how things work and what is happening</i> b. <i>The child will ask when, why and how questions</i> c. <i>Describes concepts, for example: “fast, faster and fastest”</i> d. <i>The child asks for help when unsure or stuck on a task (I am trying but I am stuck, “Can you help me”)</i> 			
<p>4. Recall and use previous knowledge and information for problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Assemble puzzles</i> b. <i>Constructs a building with blocks</i> c. <i>Follows patterns</i> d. <i>memory games</i> e. <i>Uses his/her senses to reach logical conclusions (solving riddles and mysteries, and finding items in treasure hunts)</i> 			

<p><i>f. Experiments with an idea (mix 2/3 colours to get one colour)</i></p>			
<p>5. Predict and represent outcomes for stories; suggest alternative versions</p> <p>For example:</p> <p><i>a. Tells what he/she thinks will happen at the end</i></p> <p><i>b. Tells what he/she thinks should have happened next in a story</i></p> <p><i>c. Uses picture cards to tell story-placing cards in sequence (I wake up, brush my teeth then go to school)</i></p>			
<p>6. Dramatize events in a story; enact role of any selected character</p> <p>For example:</p> <p><i>a. The child pretends to be a character in a story</i></p> <p><i>b. Mimics the role of the teacher or family members</i></p> <p><i>c. Pretends to be an animal (lion, dog, cat, etc.)</i></p>			
<p>7. Follow and give increasingly complex instructions</p> <p>For example:</p> <p><i>a. The child uses five or more words in sentences such as “Can I have my lunch or May I use the bathroom, please?”</i></p> <p><i>b. Follows three directions that are unrelated to one another such as “Clap your hands, walk to the door, and sit down”</i></p>			

<p>8. Participate in discussions and make predictions about what is seen and heard on printed and electronic media</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Contributes to discussions on topic</i> <i>b. Engages in picture reading and tell what is happening.</i> <i>c. Read sentences or story books and explain what they are saying, asking and what's happening</i> <i>d. The child listens to the story and tells what he/she thinks</i> 			
<p>9. Interpret pictures, photographs, diagrams and other forms of visual presentation</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. The child is able to explain what the picture is saying or asking</i> <i>b. The child knows that diagrams or photographs have different meanings for different activities (the circle is a shape to colour while it can represent the face of the clock or a person)</i> 			
<p>10. Continue to show enjoyment while being read to</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Participates in the story.</i> <i>b. Expresses thoughts and feelings about the story</i> <i>c. Talks about their favourite character/s or scenes.</i> <i>d. Identifies characters in stories</i> 			

<p>11. Identify likenesses and differences in symbols, shapes, letters, words and sentences with increasing attention to details</p> <p>For example:</p> <ul style="list-style-type: none"> a. Shows the differences and similarities between objects, pictures, etc. b. Completes the sentence by filling the missing word (“I am a -- boy” 			
<p>12. Engage in a variety of activities for enhancing greater listening and speaking, reading and writing skills; participate in letter/word games with increasing challenge and complexity</p> <p>For example:</p> <ul style="list-style-type: none"> a. The child scans and tells letters/words and pictures left to right b. Shows patterns, says rhymes, tongue twisters and identifies sequences of events c. Retell stories 			
<p>13. Produce and sequence a larger number of pictures and creative expressions to tell a story</p> <p>For example:</p> <ul style="list-style-type: none"> a. Uses words and detail pictures to tell a story b. Uses panorama to tell a sequence of events c. Fits ten or more pieces of puzzles to tell a story 			

<p>14. Share creative expressions with others and talk about own writing</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child expresses his/her writing or drawings</i> b. <i>Identifies words that represent how he/she feels and thinks</i> 			
<p>15. Use phonics and other word attack strategies with increasing skill</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child is able to decode words or break them down in syllables (cat= c-a-t)</i> b. <i>Matches words to pictures</i> 			
<p>16. Identify and use more complex patterns in word families</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child recognizes a specific letter or letter blend at the beginning, middle or ending of a word</i> b. <i>Uses “L” in the beginning, middle or ending (lip, pillow and pill)</i> c. <i>The child uses letters “st” to form words (st-op, st-amp, st-and, etc.)</i> 			
<p>17. Engage in information gathering activities; use books as a resource to find answers to questions</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>The child observes his/her environment for evidence</i> b. <i>Reads books and looks at pictures independently</i> c. <i>Asks adults or the computer devices questions to get answers</i> 			

<p>18. Present information to an audience using a variety of media and modes</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Uses objects for show and tell</i> b. <i>Listens and observes then retell</i> c. <i>Smells, tastes, and touches then describe</i> 			
<p>19. With increasing detail, give instructions for a simple recipe</p> <p>For example:</p> <p><i>Shares the steps and ingredients needed to create simple recipes for a favourite sandwich or juice.</i></p>			
<p>20. Prepare various kinds of text, e.g. invitations, greeting cards, letters and posters</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Uses paper and paint to make cards, posters</i> b. <i>Uses crayons or markers to make an invitation for a birthday party</i> c. <i>Prints/writes letters and numbers legibly</i> 			
<p>21. Read and interpret various texts, e.g. picture books, concept books and story books</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Uses words, detailed pictures and stories to convey meaning and understanding.</i> b. <i>Shows concept of “slow, slower and slowest”</i> c. <i>Identifies a sentence and use “full stop”</i> 			

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Start Date of Checklist:

Age 5	Term 3		
	Developmental Objective: Valuing Culture		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Demonstrate an appreciation for folklore <i>For example:</i> <i>a. Identifies our native language- Jamaican patios</i> <i>b. Shows Jamaicans dance</i> <i>c. Describes the national dish and other food we love to eat</i> <i>d. Identifies important buildings, people, cities and towns in Jamaica</i>			

<p>e. <i>Shows how Jamaicans celebrate. Independence and other events</i></p>			
<p>2. Recite the National Pledge and sing the National Anthem; recognize and discuss the National symbols, National dish</p> <p><i>For example:</i></p> <p>a. <i>Says the National Pledge and sing the National Anthem</i></p> <p>b. <i>Identify the National symbols (flag, tree, flower, bird, fruit and coat of arm)</i></p> <p>c. <i>Describes the National dish (cake and salt fish)</i></p> <p>d. <i>Tells the importance of the National symbols</i></p>			
<p>3. Show increasing appreciation for local culture and awareness of cultures, e.g. celebration of holidays such as Diwali and Chinese Lunar New Year</p> <p><i>For example:</i></p> <p>a. <i>Tells about other culture (dance, dress and food)</i></p> <p>b. <i>Shares what they like about Chinese Lunar New Year</i></p>			
<p>4. Talk about masks, costumes used in Jamaican traditional celebrations and dances</p> <p><i>For example:</i></p> <p>a. <i>identify items used to make costume for Jamaican celebrations</i></p> <p>b. <i>create a mask on their own</i></p> <p>c. <i>show their favourite dance move</i></p>			
<p>5. Develop knowledge and appreciation of local industries such as tourism, farming, fishing, music and others</p>			

<p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Shares their experiences at places visited in Jamaica</i> <i>b. Tells what they like about our music (reggae and dancehall)</i> <i>c. Tells what happen to the seed when it's planted</i> <i>d. Tells who supplies the foods we eat</i> 			
<p>6. Demonstrates interest in caring for the environment and our country Jamaica</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. The child cleans up the surrounding and properly disposes of garbage</i> <i>b. The child is willing to take care of trees, plants, flowers, animals, etc.</i> 			
<p>7. Understand the concept “Independence” and suggest when, why and ways in which Independence is celebrated</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. The child shares his/her experience about independence</i> <i>b. Tells why we celebrate independence</i> <i>c. Shows objects related to independence</i> 			
<p>8. Discuss individual rights and responsibilities and some basic civic values as they relate to being Jamaican citizens</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Tells their rights (food, clothing, shelter, education, play, a name, they should not be beaten etc.)</i> <i>b. Tells what happens if someone takes away any of their rights (the</i> 			

<p><i>person is charged a fee and or spend time in prison)</i></p> <p>c. <i>Shows kindness to others (including children with disabilities & different cultural backgrounds)</i></p>			
<p>9. Observe and carry out practices of national protocol, e.g. standing at attention for the National Anthem, appropriate use of the Jamaican flag</p> <p><i>For example:</i></p> <p>a. <i>shows how to stand at attention for the National Anthem</i></p> <p>b. <i>Tells the importance of Jamaican flag</i></p> <p>c. <i>Draws and colour the Jamaican flag</i></p> <p>d. <i>Tells how to care for the Jamaican flag</i></p>			
<p>10. Continue to develop an awareness of persons who have excelled in performance and contribution to our country, Jamaica</p> <p><i>For example:</i></p> <p>a. <i>Tells why there are National Heroes and Heroine</i></p> <p>b. <i>Tells who is their favourite outstanding Jamaican and why</i></p> <p>c. <i>Draws two of their favourite outstanding Jamaican</i></p>			

<p>11. Review significant aspects of the lives and accomplishments of the National Heroes and Heroine of Jamaica</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Creates a short story about one of the National Heroes and Heroine</i> <i>b. Shares their experience about their trip to the National Heroes Park</i> <i>c. Tells if they would like to be a National Hero or Heroine</i> 			
<p>12. Reviews rules and responsibilities at home and school; identify some rules and laws of our country</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>a. Tells why we have rules / laws in schools and in our country</i> <i>b. Tells what happens if they don't obey rules</i> <i>c. Shares school rules</i> <i>d. Shares the rules of Jamaica (what will happen if you steal, kill, hide a weapon in your suitcase when travelling to another country, stab someone etc.)</i> 			

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Start Date of Checklist:

Age 5	Term 3		
	Developmental Objective: Intellectual Empowerment		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved /Date	Not Yet Achieved /Date
1. Use money appropriately; recognize the value of most Jamaican coins and notes <i>For example:</i> <i>The child purchases items from the shopping centre using the correct coin or note.</i>			

<p>2. Use non-standard and standard units to measure length, height, perimeter and capacity</p> <p>For example:</p> <p><i>Child uses strings, fudge sticks, or his/her palm length etc. to measure a constant item such as a desk, the distance around the teacher's table etc.</i></p>			
<p>3. Use a variety of scales to weight objects</p> <p>For example:</p> <p><i>Child uses the balance scale in the shop centre to weight items found around their classroom.</i></p>			
<p>4. Recognize the three states of all things, i.e. solid, liquid or gas; observe and experiment with materials as they change through mixing, heating, freezing</p> <p>For example:</p> <p><i>a. Participates in experiment that shows how liquid turn to solid</i></p> <p><i>b. Mixes colours to come up with primary, secondary and tertiary</i></p> <p><i>c. Tells the difference between hot and cold by adding heat by the sun or fire</i></p>			
<p>5. Differentiate between day and night</p> <p>For example:</p> <p><i>Child discusses differences between day and night and is able to indicate that the sun is out when it is day and the moon is out when it is night.</i></p>			

<p>6. Observe and classify materials and objects that sink and float in water</p> <p><i>For example:</i></p> <p>a. <i>Participates in experiments to show items that sink and items that float</i></p> <p>b. <i>Observe and make predictions of items that sink and items that float</i></p> <p>c. <i>Group items that sink and items that float in water</i></p>			
<p>7. Recognize and predict weather patterns; use appropriate terms to describe different kinds of weather and discuss how each affects our daily life</p> <p><i>For example:</i></p> <p>a. <i>The child recognizes and discusses common weather patterns; summer, winter, spring and fall</i></p> <p>b. <i>Participates in a show & tell activity by telling how the weather pattern shown affects their daily life</i></p>			
<p>8. Identify and describe different weather conditions such as the thunder, lightning, wind, clouds, rainbow and others; record information the weather</p> <p><i>For example:</i></p> <p>a. <i>Draws weather conditions they experience.</i></p> <p>b. <i>Describes the weather conditions and how they affect them.</i></p> <p>c. <i>share the sources of water</i></p> <p>d. <i>Tells the uses of water</i></p>			

<p>9. Discuss sources and uses of water; discuss some ways of conserving water</p> <p>For example:</p> <ul style="list-style-type: none"> a. Tells how to save water b. Discusses why we should conserve water c. Role plays the process of water conservation 			
<p>10. Identify location and direction based on the compass points, i.e. north, south, east and west; use compass points and appropriate terms when giving direction</p> <p>For example:</p> <ul style="list-style-type: none"> a. Jumps to the right then to the left b. Shows north, south, east and west on the map c. Says says which direction an item is located (“The book is in the west direction on the teacher's table”) d. Walks to the south of the classroom e. Points to the east of the classroom 			
<p>11. Produce and interpret simple floor plans</p> <p>For example:</p> <ul style="list-style-type: none"> a. Children use play dough to replicate/copy a simple floor plan b. Identify different sections of the floor plan 			

<p>12. Use a map of the school, immediate community and of Jamaica to locate specific areas of interest</p> <p>For example:</p> <p>a. <i>Children identify the parish in which they live on the map of Jamaica</i></p> <p>b. <i>Say something special about their parish or community</i></p>			
<p>13. Continue to associate events with time-related concepts, celebrations and activities at home and school and nationally</p> <p>For example:</p> <p><i>Children match activities or items with the different celebrations (e.g. Christmas with baby Jesus, Easter with the cross and eating bun and cheese).</i></p>			
<p>14. Describe the varying physical features of Jamaica</p> <p>For example:</p> <p>a. <i>Draws pictures showing aspects of the Jamaican features (the mountains, rivers, beaches flowers, bird, tree, etc.)</i></p> <p>b. <i>The child describes the features of Jamaica</i></p>			
<p>15. Participate in activities involving improvisation using voice and/or instrument</p>			

<p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Recites a short speech</i> b. <i>Say tongue twister</i> c. <i>Say a poem</i> d. <i>Read simple story books</i> e. <i>Plays the recorder, piano, guitar, etc.</i> 			
<p>16. Create own song and use a variety of melodies and instruments</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Create words for and sing their own song</i> b. <i>Make up a rhythm or beat</i> c. <i>Explore the music/sounds different instruments provide</i> 			
<p>17. Recall and imitate simple rhythmic patterns in a variety of ways</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>children sing and roleplay of simple rhythms</i> b. <i>steps to the rhythmic patterns in simple rhymes</i> 			
<p>18. Participate in class/group/individual choral expression or performance</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Children perform folk song “Carry Mi Ackee go a Linstead Market”</i> 			
<p>19. Use a variety of art medium in creative expressions such as art and crafts, movements, drama and the like</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>Completes a collage, drawing or painting</i> b. <i>Choreographs a dance movement</i> c. <i>Role plays characters in a story</i> 			

<p>20. Work collectively to create masks, puppets, costumes, instruments to be used in a whole class/group dramatic presentation; participate in role-play activities using a variety of props, costumes and materials</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Participates in a groups to create a macaroni necklace,</i> b. <i>Role-plays main idea from story</i> c. <i>Creates a paper puppet or mask</i> 			
<p>21. Discuss and use improvisation and other expressive forms to indicate the main idea found in folklore- poems, songs, stories, myths</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Retells Anancy stories creatively with main ideas</i> b. <i>Performs/discuss main ideas in a poem or song</i> 			
<p>22. Use found and recycled materials to make costumes and props to be used in dramatic activities while fostering a sense of conservation</p> <p>For example:</p> <p><i>Creates costumes for role-play from various materials.</i></p>			
<p>23. Talk, sing songs, retell and relate stories and poems about events from the bible and other books that demonstrate cultural and religious beliefs and practices</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Role-play stories from the bible</i> b. <i>Sing songs and rhymes from previous lessons and church</i> 			

<p>24. Continue to use all senses to investigate and expand knowledge about self, others and the environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Children participate in nature walks to explore their environment</i> b. <i>Children to explain what they see in the environment (bugs, ants, butterflies, bees, wasp, flowers, etc.)</i> c. <i>Describe various textures of the leaves, trees, bugs, etc.</i> d. <i>Tell the various sounds in the environment (voices, insect noise, instruments, vehicles, birds, etc.)</i> e. <i>Identify and describe what they smell (smoke fruits, perfume, etc.)</i> f. <i>Describe what they taste (sweet, salty, sour, bitter, fresh, etc.)</i> 			
<p>25. Continue to apply what is own (knowledge or experience) to a new situation/context; draw on everyday experiences and apply this knowledge to similar situations</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Role plays buying and selling grocery items at the shop centre. Children will be required to use money appropriately to make purchases</i> b. <i>Recall similar experiences shared by classmates, for example visiting the doctor or dentist</i> 			

<p>26. Select samples of work for display and/or assessment and give reasons or their selection independently</p> <p>For example:</p> <p>a. Shows favourite work produced such as painting, drawing, writing, graphing, sculptures</p> <p>b. Tells why work done his/her favourite</p>			
<p>27. Use and interpret more complex and varied graphs to represent information</p> <p>For example:</p> <p>Uses graph to show their favourite fruit according to colour, size and shape.</p>			
<p>28. Write numerals and number names 1 to 20</p> <p>For example:</p> <p>a. Child counts from 1-20</p> <p>b. Child claps 20 times</p> <p>c. Child identifies number names 1-20</p> <p>a. Child uses the right numerals and number names 1 to 20</p>			
<p>29. Create and solve their own math problem</p> <p>For example:</p> <p>a. Child uses blocks to build a bridge</p> <p>b. Child shares 5 crayons between 6 friends</p>			
<p>30. Accurately state the place value and value of each digit in a two-digit number</p>			

<p>For example:</p> <ul style="list-style-type: none"> a. Uses beads to show one and two digits on spike abacus b. Uses units to represent one and two digit values c. Places number cards on charts to indicate the value of each digit 			
<p>31. Count in ones and twos up to 100; make sets of and bundle material in groups of 5, 10 and 20 to 100</p> <p>For example:</p> <ul style="list-style-type: none"> a. Counts from one up to hundred and also skip counts by twos using a chart b. Demonstrates counting to make sets and bundles of 5, 10 and 20 using straws, blocks and fudge sticks to 			
<p>32. Use the number line appropriately for activities that include comparing numbers, sequencing numbers, skip-counting, adding and subtracting</p> <p>For example:</p> <ul style="list-style-type: none"> a. Places numbers in order from smallest to largest b. Adds and subtracts one and two digits using a number line. c. Uses a number line to identify numerals and its correct quantity d. Compares more and less using a number line 			

<p>33. Combine and partition sets to solve more complex problems</p> <p>For example:</p> <p>a. Manipulates counters to form sets that solve simple problems. For example; a child may say - at lunch I ate 4 cherries and my friend ate 5 cherries, so we ate 9 cherries altogether. (ECP may scaffold this process by asking “How many cherries did both children eat altogether?”)</p>			
<p>34. Identify, name and trace shapes including circle, triangle, square, rectangle, oval, heart, diamond, star</p> <p>For example:</p> <p>a. Children trace shapes including circle, triangle, square, rectangle, oval, heart, diamond, star</p> <p>b. Children draw shapes including circle, triangle, square, rectangle, oval, heart, diamond, star</p>			
<p>35. Use templates to create patterns and pictures</p> <p>For example:</p> <p>a. Manipulates a variety of templates to create their own unique picture</p> <p>b. Creates a pattern using a sequence of templates</p>			

<p>36. Classify 2-D shapes according to common characteristics, e.g. size, sides, corners</p> <p>For example:</p> <p><i>Sorts blocks based on size/ number of sides seen on each block.</i></p>			
<p>37. Construct and interpreting simple pictographs, bar-graphs</p> <p>For example:</p> <p>a. <i>Creates a pictograph by pasting pictures of represent favourite fruits of their classmates</i></p> <p>b. <i>Identifies from pictograph which fruit is the favourite among their classmates</i></p> <p>c. <i>Create a bar-graph using crayons to represent how many crayons long each child's name is</i></p>			
<p>38. Perform addition and subtraction without regrouping and with regrouping</p> <p>For example:</p> <p><i>Use counters to show regrouping of numbers. For e.g. in adding 12 + 10 children will group numbers in tens and ones along with the necessary counters.</i></p>			
<p>39. Continue to name and use the days of the week and months of the year in</p>			

<p>sequence with increasing awareness of time</p> <p>For example:</p> <ul style="list-style-type: none"> a. Repeat jingles, songs and poems about days of the week and months of the year b. Observe the daily calendar for the days of the week and months of the year 			
<p>40. Tell time by the hour and half-hour</p> <p>For example:</p> <ul style="list-style-type: none"> a. Children use clocks to show hours and half hours b. Children repeat jingle to reinforce hour and half hour time (60 minutes 1 hour) 			
<p>41. Read dates from the calendar</p> <p>For example:</p> <p><i>Children identify the day, month and year seen on the calendar.</i></p>			
<p>42. Use money appropriately; recognize the value of most Jamaican coins and notes</p> <p>For example:</p> <ul style="list-style-type: none"> a. Children demonstrate the understanding of the value of money such as cost of items, checking change b. Understand the difference between notes and coins 			

<p>43. Use non-standard and standard units to measure length, height, perimeter and capacity</p> <p>For example:</p> <p>a. <i>Manipulates paper clips to measure the length of a pencil</i></p> <p>b. <i>Uses a piece of string/wool to measure the height of their classmates</i></p>			
<p>44. Use a variety of scales to weight objects</p> <p>For example:</p> <p><i>Experiments using a beam balance to determine which of two objects weighs more.</i></p>			
<p>45. Recognize the three states of all things, i.e. solid, liquid or gas; that they can observe and experiment with.</p> <p>For example:</p> <p>a. <i>Explain how liquid can turn into solid</i></p> <p>b. <i>Tell what is a gas</i></p> <p>c. <i>Explain the difference between solid and liquid</i></p>			

The Jamaica Early Childhood Curriculum

Age 5 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 5	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. Discuss ways of showing respect to all; especially those who seem different in any way <i>For example:</i>			

<ul style="list-style-type: none"> a. <i>Explains how they can help children with disabilities or those from different ethnicities, culture and backgrounds</i> b. <i>Show empathy to classmates</i> c. <i>Shares toys and other materials with classmates</i> 			
<p>2. Understand things from the viewpoint of others but confidently hold own point of view</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Communicates what he/she wants and why confidently.</i> b. <i>understand right from wrong</i> c. <i>Negotiates likes, dislikes, wants, needs etc.</i> d. <i>works well in teams</i> e. <i>Demonstrates leadership skills (display favourable behaviour, make own decisions)</i> 			
<p>3. Show care and concern for others, living things and objects in the environment</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Places garbage in bins</i> b. <i>Assists in keeping classroom clean</i> c. <i>Helps with the planting of flowers and trees</i> d. <i>Cares for pets/animals</i> 			

<p>4. Show appropriate self-respect</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Models polite behaviour and good manners.</i> b. <i>Shows gratitude or appreciation,</i> c. <i>Says please, thank you, excuse me, etc.</i> d. <i>Helps and praises others and self</i> 			
<p>5. Establish effective relationships with other children and adults</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Demonstrates kindness to peers</i> b. <i>Expresses empathy to peers and adults</i> c. <i>Helps peers who are struggling with a task</i> d. <i>Plays and have fun with peers</i> 			
<p>6. Show sensitivity to the needs and feelings of others</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Observes facial expressions to tell if others are sad, angry, hungry, happy, etc.</i> b. <i>Shows kindness to those who are sad, angry, hungry, etc.</i> c. <i>Expresses empathy</i> d. <i>Apologises to others if you hurt their feelings</i> 			

<p>7. Continue to use courtesies and social graces appropriately</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Greeting others (good morning / day evening, "how are you"</i> b. <i>Makes eye contact when speaking to others</i> c. <i>Apologises to others if you hurt their feelings</i> d. <i>Shows kindness to others</i> e. <i>Accepts praise from others</i> 			
<p>8. Continue to work independently and cooperatively in groups</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Works in groups to complete tasks and solves problems</i> b. <i>Expresses thoughts and ideas to others in a group</i> c. <i>Completes given tasks without assistance when required</i> d. <i>Waits for turn and listens to other children's feelings and opinions</i> 			
<p>9. Continue to show appreciation for own work and of others</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Praises others and self</i> b. <i>Completes a task on his/her own</i> 			

<p>10. Recognize there are different ways of solving problems peacefully</p> <p>For example:</p> <ul style="list-style-type: none"> a. Shows empathy. b. Listens to the points of view of others c. Controls emotions when angry 			
<p>11. Discuss individual rights and responsibilities and some basic civic values- as they relate to being Jamaican citizens</p> <p>For example:</p> <ul style="list-style-type: none"> a. Helping others in need b. Tell what happens if someone takes away any of their rights (the person is charged a fee and or spend time in prison) c. Show kindness to others (including children with disabilities & different cultural backgrounds) 			
<p>12. Display socially acceptable values and attitudes, e.g. willingness to show fairness, etc. to trust, share and care</p> <p>For example:</p> <ul style="list-style-type: none"> a. Shows likes and dislikes b. Explains what is trust c. Role plays sharing with others and caring for others 			

<p>13. Discuss the beauty of the environment; develop pride and sense of caring for the environment</p> <p><i>For example:</i></p> <p><i>a. Participates in nature walks and explores the school environment</i></p>			
<p><i>b. Plants a tree</i></p> <p><i>c. Cleans up the environment.</i></p> <p><i>d. Explain how a clean surrounding makes you feel.</i></p> <p><i>e. Expresses delight at beautiful scenery</i></p>			

The Jamaica Early Childhood Curriculum

Age 5 Scope and Sequence Checklist

Term 3

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 3		
	Developmental Objective: Resilience		
If provided with the appropriate opportunities children will:	Achieved/Date	Somewhat Achieved/Date	Not Yet Achieved/Date
1. Suggest ways in which accidents can be avoided <i>For example:</i>			

<ul style="list-style-type: none"> d. <i>Follows simple instructions</i> e. <i>Shares with others and waiting your turn</i> f. <i>Respects the environment (throw garbage in bins)</i> g. <i>Puts away toys when finished with them</i> h. <i>If angry, expresses anger in a way that does not cause harm to self or others</i> 			
<p>2. Discuss natural disasters such as severe changes in the weather as in tropical storms, hurricanes, and earthquakes</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Tells what is a disaster (tropical storms, hurricanes, and earthquakes)</i> b. <i>Shares ways to keep safe if there is a disaster</i> c. <i>Role plays helping someone after a disaster</i> 			
<p>3. Demonstrate an awareness of what drugs are and their importance in health care</p> <p>For example:</p> <ul style="list-style-type: none"> a. <i>Tells what they know about drugs (it's a chemical /medicine not a food)</i> b. <i>Tell the drugs they know about (cocaine, pain killers, alcohol, etc.)</i> c. <i>Tell if drugs keep us healthy</i> d. <i>Describe the things that keep us healthy</i> 			
<p>4. Distinguish between legal and illegal drugs; state some examples</p>			

<p>of each; state some of the dangers using illegal drugs</p> <p>For example:</p> <ul style="list-style-type: none"> a. Shares why drugs are good and not good for us b. Explains legal drugs (prescription drugs, cough medicine, painkillers, antibiotics, etc.) c. Explains why drugs are illegal (if you take too much of the legal drugs you can harm yourself, drug abuse; marijuana, ecstasy, cocaine, etc.) 			
<p>5. 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. Tell when someone needs help b. Tell the emergency numbers (police and fire) c. Role plays assisting someone in need of help 			
<p>6. Recall and demonstrate how to use emergency telephone numbers</p> <p>For example:</p> <ul style="list-style-type: none"> a. Tell what an emergency is and what is not b. Share the emergency telephone numbers c. Pretend to dial an emergency number and tell the person who answered what is happening or the emergency 			

<p>7. Demonstrate an awareness of the importance of immunization in the fight against diseases</p> <p>For example:</p> <ul style="list-style-type: none"> a. Shares experience visiting the clinic, nurse or doctor to receive injection b. Shares that our bodies or immune systems produce antibodies that fight against viruses/diseases c. Understand that when our immune system is weak we need a vaccine to help fight these viruses / diseases so it can be strong d. Explains that COVID-19/ the flu is a virus that weakens our immune system 			
<p>8. Explain the importance of not playing with discarded syringes and needles</p> <p>For example:</p> <ul style="list-style-type: none"> a. Tell what they know about syringes b. Role plays using a toy syringe c. Explain who uses a “real” syringe d. Say why they should not use a “real” one if they see it 			
<p>9. Discuss the need to move briskly to appointed “safe areas”</p>			

<p>For example:</p> <ul style="list-style-type: none"> a. Shows how to move fast, faster and fastest b. Tells how they would move if there is a fire nearby or there is an earthquake c. Follows simple instructions and move fast to a safe area. d. Role plays fire and or earthquake drills e. Discusses the importance of the fire and earthquake drills 			
<p>10. State the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives and plastic bags</p> <p>For example:</p> <ul style="list-style-type: none"> a. Tells what dangerous objects are (matches, electrical outlets, used syringe, knives and plastic bags) b. Tells what we should not play with dangerous objects c. Role plays what you would do if you see a dangerous object 			
<p>11. Demonstrate an understanding of the danger of playing in water (without supervision)</p> <p>For example,</p> <ul style="list-style-type: none"> a. Shares experience of being in a pool, at a river or the beach b. Tells why the pool, river or beach can be dangerous. c. Tells why we need a lifeguard d. Role plays playing safely at the pool, river or beach 			

