



THE JAMAICA EARLY CHILDHOOD CURRICULUM GUIDE

FOR CHILDREN

FOUR

AND

FIVE

**GETTING READY
FOR LIFE**

THE JAMAICA EARLY CHILDHOOD
CURRICULUM GUIDE

FOR CHILDREN

Four and Five
Getting Ready for Life

The Dudley Grant Memorial Trust in collaboration with the Ministry of Education and the Early Childhood Commission

The Jamaica Early Childhood Curriculum Guide: Four and Five Getting Ready for Life

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INTRODUCTION

The first written Jamaican pre-school curriculum for children four to six years old was completed in 1973 through the Project for Early Childhood Education (PECE), directed by Mr. D.R.B. Grant and funded by the Bernard van Leer Foundation. The “PECE Curriculum Manual”, as it was called, was a very detailed instructional guide comprising 24 volumes totaling 4,988 pages. It provided a step-by-step approach for presenting content from traditional subject areas. The detailed format was necessary as the majority of para-professional teachers in the basic schools then, were inexperienced and lacked in-depth knowledge of essential child development and education principles and practices. The manual served as a guide in the fortnightly workshops presented by a core of teacher trainers to develop the teaching skills of the para-professional teachers.

In 1979, based on the findings of a survey carried out by the Early Childhood Unit of the Ministry of Education, a curriculum review and revision process was initiated, and in 1983 the new “Readiness Curriculum for Four and Five Year Olds” was introduced into early childhood institutions. The revised curriculum format was much less detailed and prescriptive, allowing the increasingly better trained teachers greater flexibility in interpreting and implementing the curriculum. The new “Readiness” curriculum replaced the subject-based structure of the PECE Manual with an integrated curriculum approach, a model that places more emphasis on skills development across children’s developmental domains through integrated and developmentally appropriate activities organized around themes familiar to the children. Both the PECE and the Readiness Curriculum continued to be used in early childhood programmes up until the development of this present Jamaican Early Childhood Curriculum Guide for Children Birth to Five Years. This new curriculum is presented in two volumes. Part 1 is the curriculum for children from birth to three years old, and Part 2 is the curriculum for children four and five years old. The curriculum in its entirety represents the first national effort to provide an early childhood curriculum for children from birth to five years old.

THE CURRICULUM FRAMEWORK

One important aim of early childhood curricula is to help children to achieve the broad developmental goals and outcomes considered desirable within their particular community. In this regard, representatives of 19 Caribbean countries met in Barbados in 2001 to identify desirable learning outcomes for young Caribbean children by the end of the early childhood period. The group identified the following six desirable learning outcomes or qualities for young Caribbean children:

Wellness – a child who is healthy, strong and well adjusted. The child will be physically well developed with good motor coordination and will feel generally good about himself or herself.

Communication – a child who is an effective communicator. The child will understand and use language appropriately

Valuing Culture – a child who values his or her own culture and that of others. The child will appreciate, value and respect the many aspects of his or her own culture as well as that of others.

Intellectual Empowerment – a child who is a critical thinker and an independent learner. The child will be aware of how to gather, process and use information to solve problems and also to understand what happens in the wider environment.

Respect for Self, Others and the Environment – a child who respects self, others and the environment. The child will understand the difference between acceptable and unacceptable behaviours; will be able to express empathy for others and build positive, respectful relationships with others; the child shows concern for the environment.

Resilience – a child who has coping skills. The child will show persistence with challenging tasks, take risks and use acceptable social skills to cope with difficulties.

Children are likely to achieve the above qualities or learning outcomes by the end of the preschool stage if their environment provides activities and experiences that support such development over time. The adults who are an important part of the environment, whether at home or school, must be sensitive to the developing needs of the young children for whom they provide care and guidance. In the case of day care, children perhaps spend more of their waking hours within centres than at home and are usually cared for by more than one caregiver. Part 1, the curriculum for infants and toddlers, focuses on the development of the skills that children are capable of learning at that stage of their development. It represents a set of interactive activities and experiences based on child development knowledge, that is, what the child can do now and what the next step is (*see Curriculum Guide for Children – Birth to Three is Key*). Part 2, the curriculum for children four and five years old, is designed to encourage integrated, play-based learning, as children continue to explore and discover the world around them and

develop skills in the various developmental domains. The curriculum is built on the principle that children learn best when content from various disciplines along with skills from the developmental domains are integrated in line with the children's holistic view and experience of the world (See Conceptual Framework Principle # 6).

The Thematic Integrated Curriculum

The integrated curriculum places equal emphasis on advancing children's skills in all the domains of development, viz: personal, socialemotional skills and spirituality (affective domain), aesthetic or expressive skills (creative domain), intellectual and language skills (cognitive domain) and fine and gross motor skills (psychomotor domain). The domains of development are constantly interacting with and affecting each other. For example, a child who is unhappy and has low self-esteem (affective domain) is less likely to perform well academically (cognitive domain) than a child who is happy and satisfied with self. Similarly a child who is physically undernourished or sick (psychomotor domain) is less likely to cope academically (cognitive domain) than one who is well developed and healthy.

The curriculum for older toddlers (two to three years old) up to the five-year-olds is presented in thematic integrated units. Children are exposed to different themes of interest and relevance to their own life experiences on an ongoing basis. To facilitate and support children's learning and skill building, the environment must change to reflect each new theme in terms of the appropriateness of the learning materials and hands-on learning experiences provided. As children explore each theme, they are provided with opportunities to learn in a variety of ways and to develop skills in all the developmental domains. They can engage in mentally stimulating and challenging activities that increase their literacy, numeracy, critical thinking and general knowledge skills; practise social skills during interaction in small and large groups with their peers and adults; engage in aesthetic activities including drawing, painting, constructing, singing, dancing, dramatizing and reciting; engage in physical sports and games; refine and master gross and fine motor skills, experiment, explore and discover the properties of many things in their world. Play is the core learning process of the integrated curriculum, and this is based on the belief that children must enjoy learning and should always be engaged in meaningful, fun experiences that target the acquisition of desired skills and learning outcomes as identified in the curriculum framework.

In summary, this integrated approach to curriculum is developmentally appropriate for use with young children as it

- helps children make the connections and linkages across traditional subject disciplines and thus subscribes to the holistic nature of

knowledge about the world

- promotes children’s active involvement in planning and implementing curriculum activities
- makes allowance for a range of activities, skills and levels of performance as children engage in exploring various themes
- lends itself to many opportunities for children’s creative expressions, allowing for individual learning styles and multiple intelligences
 - facilitates the flow of meaningful activities across blocks of time in the daily schedule. Scheduling that supports integrated learning is organized in large blocks of time rather than in the short periods used in the subject-based curriculum approach.

Children can pursue more meaningful learning when they are able to complete a task and are not forced to endure frequent transitions from one discrete lesson to another, such as leaving a science lesson unfinished to move on to a mathematics lesson.

SCHEDULING FOR THE INTEGRATED CURRICULUM

The traditional subject-based approach to scheduling of learning activities is inappropriate for use with the integrated curriculum. In this curriculum approach, children must have the opportunity to learn in ways that are in harmony with how they think, view and experience the world. More appropriate is the “block of time” approach in which essential elements of the day that offer numerous “teachable moments” are provided for. These elements will include: arrival and greetings, free self-selected play, clean-up and transitions, devotion, circle time, mealtimes, guided learning activities (similarity to “windows”), outdoor play, rest periods, experience of the aesthetics and creative arts, books and story sharing.

- *Arrival* – this is an opportunity for practitioners to get to know children and their parents better as they receive and greet them warmly and initiate discussion.
- *Free play* – during this period the environment is adequately prepared with a wide range of activities that children can choose to engage in, e.g. table-top games and puzzles, book area, blocks, Dress-up Corner, Shop Corner and so on.
- *Devotion* – this is traditionally done in Jamaican schools. At the early childhood level, this exercise should be fairly brief and the emphasis should be on character building and development of positive values and attitudes, e.g. caring, sharing, kindness, and honesty.

- *Circle time/group time* – this is the first opportunity of the day for children to meet as a group and offers potential for a wide range of learning activities. It is a good time to introduce new concepts to the whole group, concepts that may be followed up further in smaller group sessions.
- *Guided learning* – this period provides practitioners with the opportunity to focus on the learning needs of individuals and small groups of children. Children generally continue to engage in skill-building activities that reinforce concepts previously introduced, or to learn new ones. The strategy of “grouping” can be effectively applied here as the emphasis is on small group activity. For example, while the practitioner engages one small group in a particular teacher-initiated activity, e.g. literacy or numeracy skill-building, other small groups of children can work with self-correcting or self-directed activities requiring minimal oversight by the adult.
- *Transition periods* – there are several transition periods throughout the day as children shift from one type of activity to another. Children should be given adequate notice that an activity is about to change and then be encouraged through songs, jingles and poems to engage in cleaning up activities, using an element of fun.
- *Mealtimes* – children might have one or more snack periods depending on the length of the day, as well as a main meal. This period offers good opportunity to share important learning about health, nutrition and cleanliness, e.g. how to properly wash and dry hands before handling food. Children can also be guided in proper etiquette and how to be kind to each other. As far as possible, adults should sit and eat with the children and help them practise their social skills.
- *Outdoor play* – barring inclement weather or other individual circumstances, this is a “non-negotiable” daily activity period. Young children **must have** daily opportunities to exercise their muscles and release pent-up energy. It is inappropriate **practice to keep children confined** indoors all day as this promotes the development of unhealthy habits such as excessive TV watching, laziness and lack of interest in exercise.
- *Rest time* – all young children need quiet periods of rest throughout the course of a day. This period can be enhanced by playing soothing music that induces sleep.
- *Creative activities* – on a daily basis children should have the opportunity to experience the creative arts, e.g. drawing and painting, constructing, dancing, singing or storytelling.

FORMAT OF THE THEMATIC INTEGRATED CURRICULUM

Themes are organized relative to the three terms of the academic school year. Generally, for the respective four- and five-year-old age groups, two themes are explored over each school term. The suggested duration of a theme is five weeks, based on the standard ten weeks per school term. However, some flexibility can be exercised depending on the nature of the theme being developed. In the curriculum guide for four- and

five-year-olds, themes are frequently divided into two or more sub themes with suggested time frames for coverage. Again, practitioners must exercise good judgement and flexibility in determining whether the suggested time frames should be reduced or increased, based on the children’s engagement and level of interest in a particular theme. Themes and sub themes are planned to provide developmentally appropriate content related to the thematic focus. The selection of activities is guided by the scope and sequence outline for the age group and seeks to integrate the skill development and knowledge facts into hands-on experiences for children. The themes covered for the four- and five-year-olds include the following:

| 4-Year-Olds | | 5-Year-Olds | |
|-------------|----------------------------------------------------|-------------|----------------------------------------------------------------------|
| Term 1: | Celebrating Me Celebrations | Term 1: | Our Country Jamaica - Our People Our Country Jamaica - Our People |
| Term 2: | Plants Transportation | Term 2: | Transportation Sports |
| Term 3: | People in Our Community People in Our Community | Term 3: | Jamaica Land We Love The Weather |

The curriculum guide is formatted in a landscape orientation across two pages. This enables the user to see, at a glance, all the necessary information that should guide curriculum planning, process and practice. These include the **age cohort, school term, theme, sub theme and suggested duration** (of sub theme). On the left side of the double page, arranged in three columns are the sub headings: **Concepts and Content, Suggested Learning Activities, Vocabulary and Sight Words**. On the right side of the double page, also arranged in two columns, are the sub headings: **Practitioner Strategies** which includes *Preparing for Learning* and *Interacting with and Supporting Children*. The second column has subheadings: **Look, Listen, Note** and **Involving Parents**.

Developmental Objectives

The appropriate developmental objectives for each age group, as outlined in the relevant Scope and Sequence Document, are presented as an introduction to the two themes to be covered in each school term. The objectives are intentionally not included within the double-page layout of the guide so as to avoid any attempt by users to align objectives with content, concepts, skills and activities on a page. The developmental objectives are outlined for an entire school term rather than on a monthly or weekly basis. This is because of how children develop naturally. Within any school term, each child will achieve different objectives at different points in time, through participating in activities different from those of his or her peers.

Although this curriculum attempts to offer a comprehensive developmental programme for children, it is by no means “all-inclusive”. Indeed, practitioners are encouraged to make additions and adjustments as he or she becomes more familiar with the themes, and consideration is given to factors such as variation in learning environments, availability of materials and resources, parent and community involvement, number of children in the group and so on. Practitioners are therefore encouraged to use this document as a **guide** in planning and **not** as the plan itself. Special emphasis is placed on the development of age appropriate numeracy and literacy concepts and skills as these areas continue to present challenges within the Jamaican education system. The emphasis is on helping young children to develop healthy and positive attitudes and dispositions toward learning in these particular areas. Hence, it is expected that daily programme schedules will allocate specific times for opening “windows” of opportunity for children to learn specific age appropriate literacy and numeracy concepts (see appendix for early literacy and numeracy learning standards).

Concepts and Content

This section provides the theme-related content and concepts that can be appropriately introduced to the age group. Content focus for specified periods (one week, two weeks, three weeks or more) is determined by the nature of the sub themes and the children’s level of engagement with them. The information provided in the column is **not intended** to be “**taught from top to bottom and from page to page**”. Content information is provided only to ensure that accurate facts are presented to children by the practitioners, in learning about different topics. Practitioners will use the facts to develop their own unit and lesson plans. Once the content and related concepts have been introduced to children, practitioners should use every opportunity to repeat and reinforce this information as children learn best when they hear, see and engage new knowledge and skills over and over again. Practitioners are advised to use the curriculum guide as their primary source of information and guidance in planning integrated lesson units. However, they also have the freedom to add or reduce concepts and content as necessary for effectiveness.

Suggested Learning Activities

The activities suggested in this section are specially selected for their potential to expose children to experiences that will help them to learn new concepts and develop a wide range of skills, e.g. psychomotor, cognitive or social-emotional.

As previously stated, emphasis is placed on early literacy and numeracy activities for which a strong foundation is necessary, given the problems related to these areas in the wider society. In planning weekly activities, practitioners should aim to provide variety in the kinds of experiences children are exposed to. They must aim to provide balance in integrating skills from the intellectual/perceptual, aesthetic/creative, social-emotional and psychomotor areas into the carefully chosen activities included in each planned unit. Practitioners should also be creative and add new and appropriate interesting activities, songs, stories and so on, which might not be included in the curriculum guide.

Vocabulary

This section highlights the new or familiar vocabulary emerging from the exploration of themes and sub themes, that children should be encouraged to learn to use in conversation. Practitioners should make an effort to continue to reinforce the use of newly learned words in daily verbal interactions. Some practitioners might consider some words too “big” for children to understand and use appropriately. But children are very adept at learning the contextual use of words and should not be prevented from so doing on account of the imposed limitations on vocabulary use. **The vocabulary list is not intended for and should never be used as a spelling list.**

Sight Words

These are high frequency words which children will encounter. Recognition of these words will enhance the children’s reading fluency. It is recommended that practitioners reinforce these words using flash cards, word walls and memory games. Children can be encouraged to learn to spell the words in these lists.

Practitioner Strategies

Preparing for Learning

This section suggests specific tasks and precautions that practitioners can undertake in order to provide safe, stimulating and enriching learning environments and experiences for the children. This involves being resourceful in making and/or sourcing materials that are needed for a particular thematic unit, as well as seeking support from parents and community to enrich and infuse “life” into the curriculum.

Supporting Children

This section relates mostly to the affective elements of the curriculum. The emphasis is on the ways practitioners can promote positive self concept and self esteem in children and help them to develop positive and pro-social attitudes and values. This requires that practitioners individualize interactions with each child, paying particular attention to children’s social-emotional and special needs. It is important to note that although suggested actions and principles in this column might appear in writing only once, they should **always** be reinforced and applied every day that practitioners interact with individual children.

Look, Listen, Note

In this section, suggestions are provided as to what to observe and monitor in assessing children's progress. The assessment suggestions are related to the concepts, content and skills emphasized in each unit plan. Practitioners are encouraged to use a variety of assessment procedures to monitor children's progress, to include checklists, rating scales, observations and recording anecdotal comments.

Involving Parents

This section provides suggestions for how practitioners might involve parents and families in supporting their children's learning both at home and at school. Parents are also provided with simple and useful tips on how to deal with specific issues or promote development of specific skills in their children.



4-YEAR-OLDS

Term 1

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Use upper and lower limbs and whole body with increasing competence and skill in balance, direction, speed, use of space, throwing/catching and locomotor activity
- › Engage in imaginative and creative play indoors and outdoors; begin to participate in group games
- › Perform longer and more challenging movement sequences, e.g. dance, choreographed pieces
- › Establish hand preference
- › Demonstrate greater coordination and control in fine motor skills, e.g. hold pencil/crayon/paintbrush correctly, do lacing, use safety scissors, dress/undress dolls and stuffed toys
- › Begin to understand concept of right and left; though confusing at times
- › Copy and print letters, numerals and symbols that are meaningful to them; identify and print first name, then both names; begin to learn their phone number, address and other personal information
- › Display self-regulation in on-task behaviours, independence, self confidence, respond to praise
- › Develop sense of responsibility for own actions
- › Show interest in gender differences, e.g. boy or girl, caring for self, and making healthy choices
- › Demonstrate strong sense of belonging

COMMUNICATION

If provided with the appropriate opportunities children will

- › Show enjoyment while being read to
- › Engage in turn-taking during discussions and in using materials; listen courteously and in a supportive manner
- › Tend to be expansive in exploring use of language; play/experiment with words and sounds; like to use new/strange/silly words
- › Speak in sentences increasing in complexity in structure; tend to be more talkative; want to explain everything; express thoughts intelligibly ›
Ask, understand and respond to simple “how,” “when” and “why” questions
- › Model the use of Standard Jamaican English (SJE) with guidance
- › Receive and deliver messages; listen to and complete at least 2 or 3 formal instructions accurately ›
Understand spatial concepts, e.g. in front of, behind, before, beside, far, near, above and below ›
Speak clearly and fluently
- › Use talk, objects and actions as symbols to express experiences and events

4-YEAR-OLDS

Term 1

Developmental Objectives

COMMUNICATION (cont'd)

Enjoy participating in activities involving language games, playing with sounds, picture matching games, categorizing, “go-together” pictures and objects, puppetry, show and tell, sharing news

FOUR-YEAR-OLDS (Developmental Objectives)

- › Name the capital and common forms of letters
- › Print names correctly
- › Recognize and reproduce sequences and patterns among objects, pictures and symbols
- › Select reading material according to special interest; show positive disposition to handling books
- › Talk about a picture, describing actions and objects; sequence about 2 to 4 pictures to tell a story; interpret pictures and read predictable picture text ›
- › Locate, say and pronounce some sight words
- › Recognise and produce words that rhyme
- › Read and interpret environmental print
- › Sequence words to make a sentence; sequence words to make phrases
- › Join dots in sequence to form pictures, symbols, letters, numerals; trace letters and numerals
- › Write basic lines and curves; form symbols, letters, numerals ›
- › Create text by drawing and/or using emergent writing

VALUING CULTURE

If provided with the appropriate opportunities children will

- › Show awareness of and appreciation for different music, song, dance, art and crafts, stories, food, language and clothes, e.g. Jamaican folk and reggae music ›
- › Continue to imitate behaviours related to religious and cultural practices such as saying prayers, singing songs, etc. ›
- › Enjoy participating in activities that involve role-playing, wearing masks and costumes
- › Sing the National Anthem
- › Recognize and name some of the national Heroes/Heroine
- › Name the Prime Minister
- › Learn to value and respect all Jamaicans of different race and culture

4-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT

FOUR-YEAR-OLDS (Developmental Objectives)

If provided with the appropriate opportunities children will

- › Follow up to three instructions given at one time
- › Seek answers to “who,” “what,” “why,” “where” and “what if” questions
- › Develop basic skills in numeracy, literacy and oracy
- › Participate in activities to develop pre-numeracy skills in sorting and classifying, ordering and sequencing, and patterning
- › Explore aspects of capacity, volume, area, spatial relationships and weight through play activities involving liquids (e.g. water) and solids (e.g. sand) ›
Sort, identify, name simple geometric shapes, including circle, square, triangle, rectangle; copy shapes and combine more than two geometric forms in drawing and construction
- › Use non-standard units to measure lengths, e.g. hand span and paper clips; use mathematical language to express length, e.g. long and short
- › Use non-standard units to measure capacity, e.g. plastic containers and juice boxes; use mathematical language to express capacity, e.g. full and empty ›
Explore and talk about the passing of time during daily activities and routines; associate special days, events and celebrations with time-related concepts; begin to understand present, past, future
- › Use senses through interactive activities to investigate and learn about self, objects, others and the environment
- › Express interest and curiosity in own family and home and those of others
- › Talk about self, friends and family; recognize similarities and differences among each other; talk about and share own experiences, feelings and preferences
- › Follow classroom routines; begin to understand the purpose of classroom procedures; use materials in appropriate ways; continue to respect and care for classroom materials and environment
- › Enjoy participating in music and movement activities involving sounds, rhythms, music, songs, rhymes, jingles, actions and other creative gestures and expressions ›
Experiment with distinguishing and creating sounds and sound patterns by clapping, tapping, stomping, using percussion instruments, etc.
- › Begin to experiment with using different media and materials in various forms of expression
- › Begin to observe straight and curved lines in the environment
- › Practise holding and controlling scissors for cutting
- › Begin to make representational drawings of objects, people and scenes from the environment
- › Participate in expressive activities, such as singing, dancing and dramatic play about own and others’ experiences, and about a range of feelings such as joy, sorrow, disappointment, wonder, etc.
- › Begin to demonstrate socially acceptable ways of expressing gratitude to God, parents, teachers, friends and others
- › Talk about, sing songs and share in stories about spiritual leaders such as Jesus as a friend of children › Turn the pages of books

4-YEAR-OLDS

Term 1

Developmental Objectives

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

FOUR-YEAR-OLDS (Developmental Objectives)

If provided with the appropriate opportunities children will

- › Develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success ›
Demonstrate more independence and sense of responsibility
 - › Express a strong need for love, attention and affirmation from parents, teachers and all practitioners
- › Initiate interactions; relate to others, including siblings, friends, group members and classmates – sharing, taking turns, helping, caring, assuming responsibility, etc.
 - › Recognize and relate appropriately to others who are different from them in any way
 - › Demonstrate an understanding of and practise social norms in appearance and expression, e.g. personal grooming, hygiene
 - › Show respect for each other's privacy; show respect towards others and their property
 - › Begin to display responsible behaviour and self-control at school, home and in the community
- › Participate in games and activities to develop self-awareness and individuality; begin to demonstrate a sense of trust and confidence in self, own efforts and others
 - › Show respect for nature, living things and recycling

RESILIENCE

If provided with the appropriate opportunities children will

- › Demonstrate a basic understanding of right and wrong; help to construct set of class rules
- › Try new things and take risks; talk about dangers of play and activities which could be hazardous
- › Express moods and emotions in socially acceptable ways
- › Demonstrate the ability to cope with frustration, anger, rejection, grief, etc. in socially acceptable ways
- › Repeat and be able to give personal information such as own home address, telephone number, parents' names, etc. in case of an emergency ›
Express negative and positive feelings verbally

4-YEAR-OLDS

FOUR-YEAR-OLDS (Developmental Objectives)

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Am Special | Suggested Duration: 1 Week |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | | VOCABULARY |
| <ul style="list-style-type: none"> > I am special; there is no one else like me > I am special to many people, e.g. my family, my friends, my teachers and others who love me > I can show people they are special to me with a special hello, hug, smile > My name is special. It was chosen for me. It tells who I am | <p>> <i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> identify their own name cards listen to/share, talk about stories related to being special; sing songs along with percussion instruments, repeat rhymes, poems and prayers about being special and loved bring in pictures of themselves with their families and talk about their families/family events; create a mural with the family pictures; make models of family members from playdough or clay discuss how families are unique tell their full name; count the number of names they have; count number of people in their immediate families identify their first name and last name take snapshots of different groups in the class, talk about each child being special to the group or class role-play and practise ways of showing each other they are special/role-play introducing self to others; use SJE speech pattern, e.g. What is your name? My name is _____; I am _____ engage in play with dolls and give dolls their own special names | | <p>(Not to be used as a list for spelling)</p> <p>special name people family friend teacher love hello hug smile your is am I</p> |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Am Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Am Special

Preparing for Learning

- › Prepare name cards for each child and fix to desk or table
- › Provide additional books on being special in the Book Corner
- › Source children's family pictures
- › Be prepared and familiarize yourself with the words of songs, poems, rhymes, prayers, etc; record the tune/accompaniment to songs to guide singing
- › Provide adequate percussion instruments so every child will receive one
- › Prepare number cards and display them at the children's level for their use and reference

Interacting with and Supporting Children

- › Be patient with the children as they develop self confidence
- › Greet each child by name, using gentle tones
- › Learn the proper pronunciation of everyday words and of children's names
- › Model SJE speech patterns
- › Use various strategies to encourage participation of all children
- › Highlight instances when children act appropriately – give praise
- › Explain how and why the practitioner's name is special

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- identify own name cards?
- participate in activities?
- repeat poems, rhymes and prayers?
- tell their first and last names?
- count the number of names they have?
- use SJE speech pattern appropriately?
- tell the number of people in the immediate family?

INVOLVING PARENTS

Ask parents to

- collect and send in pictures of their child and their family
- tell children how or why their names were chosen
- assist with taking and printing pictures of the whole class and class groups, if they can
- supply pictures from magazines, calendars, posters, etc.

4-YEAR-OLDS

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|----------------------|-------------------------------|-------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Am Special |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Am Special | |
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| <ul style="list-style-type: none"> > I can identify my own <i>name</i> > I can write my own name > I can call other children by their names > Names have different beginning sounds; names can be <i>long</i> or <i>short</i> > The name Latoya begins with the /l/ sound: we can also hear the /l/ sound at the beginning of Lambert, Lianna, love > Many other words begin with the /l/ sound > The /l/ sound is represented by the letter “L” “l”; the capital letter is written “L” and the common letter is written “l” | <ul style="list-style-type: none"> > <i>Children will engage in a wide range of activities in which they can</i> > > identify/recognize own name cards > try to write own first name > play memory games to learn other children’s names say rhymes and jingles using children’s names; sing name songs using percussion instruments and/or clap hands, stomp feet, snap fingers, do actions, etc. to produce/repeat a rhythm > share stories using own or other children’s names for the characters; play games using each child’s name, e.g. “I spy” and “Grab bag” > sort name cards in two categories: long and short names > identify names beginning with the /l/ sound, e.g. names of classmates and family members; look for other words that begin with the /l/ sound in the classroom, e.g. light, leaf and leg > practise forming the letter “L” “l” in the air and with body formations; trace, form, write the letter “L” “l” using a variety of materials, e.g. playdough, wet or dry sand, bottle caps, lacing, paints, big markers and crayons, cord or wool, sand paper, cut-out shapes and glue | <p><i>(Not to be used as a list for spelling)</i></p> <p>name short long capital common lower case light leaf leg</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Am Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Am Special

Preparing for Learning

- › Provide name cards/tags/labels etc; use these for a variety of activities daily
- › Use correct formation of the letter “L” “I” when preparing name cards, tags, charts, captions, etc; reinforce left to right directionality
- › Provide a wide assortment of listening games and activities to reinforce recognition of particular sounds, especially the /l/ sound
- › Routinely sing the alphabet song with children
- › Post large sheets of paper on the wall for children to scribble on freely
- › Prepare alphabet tiles/cards for the classroom walls
- › Label objects in the classroom, e.g. door, chair, clock and table

Interacting with and Supporting Children

- › Be sure that each child is positioned (posture) appropriately for writing and that the jumbo marker/crayon/pencil is held correctly; demonstrate letter formation; repeat directions and model with your back towards the children
- › Provide lots of unruled paper for children to write on
- › Do not force any child to use the right hand; allow for individual right-handedness or left-handedness
- › Confirm the correct pronunciation of each child’s name with his/her parent if in doubt; discourage any laughter at or “making fun of” others’ names; help children appreciate and respect everyone’s name

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- recognize their names in print?
- write their first name?
- sort name cards according to length (long/short names)?
- identify and recognize words beginning with the /l/ sound? -
- make the /l/ sound?
- suggest at least one word beginning with the /l/ sound? -
- make the association between the beginning /l/ sound and the letter “L” “I”?
- form the letter “L” “I” with correct directionality (top to bottom, left to right)?

INVOLVING PARENTS

Encourage parents to

- play listening games with their children
- help their children identify the /l/ sound in words
- provide crayons, pencils, paper to encourage children to try to write the letters in their first names

Provide parents with ideas of activities to reinforce their children’s hand-eye coordination.

4-YEAR-OLDS

| Term 1 | | THEME: CELEBRATING ME | SUB THEME: I Am Special |
|----------------------|--|-------------------------------|-------------------------|
| CONCEPTS AND CONTENT | | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Am Special |
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| <ul style="list-style-type: none"> › Some names begin with the /t/ sound, e.g. <i>Tia</i>, › <i>Tanya and Tommy</i> › I know other words that begin with the /t/ sound, e.g. <i>telephone, teacher, table</i> › The /t/ sound is represented by the letter “T” “t”; the capital letter is written “T” and the common letter is written “t” › I can count from 1 to 20 › I can identify groups of things as “more” or “less” | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › listen to stories and identify words with the /t/ sound › dramatize nursery rhymes, e.g. “Tom Thumb” and “Little Tommy Tucker” › take in for Show and Tell, one favourite toy to introduce to the group › participate in listening games and identify, recognize, make the /t/ sound at the beginning of words › practise forming the letter “T” “t” in the air and with body formations; trace, form, write the letter “T” “t” using a variety of materials such as sand, playdough, crayons › count number of children whose names begin with “T” and “L”; say which group has “more” or “less” <p>children</p> | <p><i>(Not to be used as a list for spelling)</i></p> <p>top bottom left right more less capital common trace telephone teacher table</p> |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Am Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4–YEAR–OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Am Special

Preparing for Learning

- › Develop, with the children, the rules for Circle Time and Show and Tell; reinforce courtesies and social graces when listening and speaking
- › Label items in the classroom

Interacting with and Supporting Children

- › Listen keenly to what each child is willing to share during discussions and encourage the group to listen, especially when there's a soft-spoken or shy speaker
- › Guide and model appropriate SJE speech patterns and grammar
- › Encourage children to say positive things; to avoid hurting others' feelings

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- identify, recognize and make the /t/ sound?
- identify and recognize words beginning with the /t/ sound?
- suggest at least one word beginning with the /t/ sound? - make the association between the beginning /t/ sound and the letter "T" "t"?
- form the letter "T" "t" with correct directionality (top to bottom, left to right)?

INVOLVING PARENTS

- › Encourage parents to
 - read to children daily
 - listen to children as they relate their events from school
- › Hold a parent meeting to discuss the role they can play in early literacy

4-YEAR-OLDS

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|----------------------|--|--|-------------------------------|--|-------------------------|--|
| Term 1 | | | THEME: CELEBRATING ME | | SUB THEME: I Am Special | |
| CONCEPTS AND CONTENT | | | SUGGESTED LEARNING ACTIVITIES | | VOCABULARY | |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Am Special | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> > My <i>birthday</i> is special. > My birthday is on ____ Example: October 12 > There are 12 months in one year > Last year, I <i>was</i> 3 years old, now I <i>am</i> 4 years old, > next year I <i>will be</i> 5 years old > I can help to bake my birthday cake; I can measure and pour cups of milk, sift the flour, count the eggs and stir the cake mixture > I can count and put the candles on my cake; we have to be <i>very careful when lighting</i> candles; <i>fires</i> can be <i>dangerous</i> | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> > participate in activities, songs, dances, games and imaginative stories that highlight each child’s birth date; sequence and talk about the months of the year, use block/picture graphs, charts to display everyone’s birthday > use “was,” “am,” and “will be” appropriately in responses and discussions > participate in some games played at parties, e.g. musical chairs, ring games and gift-hunt; sing songs > discuss, share experiences, role-play party activities; express preferences for birthday party foods and activities; bake a cake > use candles to reinforce number concepts and introduce safety around fires | <p><i>(Not to be used as a list for spelling)</i></p> <p>birthday was am count measure pour cup sift before after fires dangerous January February March April May June July August September October November December</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Am Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4–YEAR–OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Am Special

Preparing for Learning

- › Provide additional materials for imaginative play and role-playing birthday party activities
- › Involve children in recording and interpreting information on picture graphs and charts; provide colourful strips and recycled materials
- › Prepare birthday charts, calendars and cards with the names of the months

Interacting with and Supporting Children

- › Make each “birthday child” feel special; aside from singing “Happy Birthday,” have him or her participate in activities in a special way, or wear a birthday badge or crown or place his or her name onto the birthday banner
- › Be open to and respect the children’s expressed differences; allow children, on their own, to express themselves
- › Provide the children with appropriate words and phrases as they participate in discussions, sharing and creative activities

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- use “was,” “am,” “will be,” appropriately in responses?
- say when are their birthdays?
- participate in cake-baking activities?

INVOLVING PARENTS

Encourage parents to

- come in, if possible, to celebrate their children’s birthday
- show how to bake a birthday cake and allow their children to participate
- share with their children special things that happened on the day they were born

4–YEAR–OLDS

| Term 1 | THEME:THEME: CELEBRATING ME CELEBRATING ME | SUB THEME: SUB THEME: I Look And Feel SpecialI Look And Feel Special | Suggested Duration: 2 Weeks |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY | |
| <ul style="list-style-type: none"> › I have <i>one</i> body with <i>many</i> different parts › I have one <i>head</i>, neck, nose, mouth, tongue; two eyes, ears, nostrils, hands, feet; four limbs (two <i>arms</i>, two legs); ten fingers, ten toes and many teeth › I have hair on my head; hair can be <i>short</i> or <i>long</i>, <i>kinky</i>, <i>curly</i>, <i>straight</i>; <i>black</i>, <i>brown</i>, <i>blonde</i>, <i>red</i>, <i>grey</i> › There are <i>many</i> parts on my <i>face</i>, e.g. forehead, nose, mouth, chin, eyes, <i>eyebrows</i>, <i>eyelids</i> and <i>eyelashes</i> › There are different ways of showing my feelings; my face shows how I feel: I smile when I am happy; I frown when I am upset or angry › I can <i>open</i> and <i>close</i> my mouth; in my mouth there are many white teeth, gums and a tongue; I have two ears, one on each side of my head › I have five fingers on each hand, and five toes on each foot; nails are on my fingers and toes; I must keep them clean and short › I can count and add on my fingers and toes | <p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › draw body outlines of each other; display the outlines; on outlines, colour in faces and clothes › observe and talk about similarities and differences, e.g. same, long and longer › use puppets, paper/cardboard dolls, soft/stuffed dolls to identify, name, place body parts in correct places; also use potato dolls or dolls that can come apart; assemble puzzles of parts of the body › count, sort, identify, name, recognize and place labelled pictures of various body parts onto charts or posters › use mathematical words, e.g. many, some, all, short and long; descriptions, e.g. curly, straight, in/on, open/closed in discussions and story-sharing › repeat rhymes and poems and sing songs about the body and its parts, e.g. the Skeleton Song (The head bone’s connected to the neck bone); listen to stories about the self use mirror to examine facial features; open and shut mouth and eyes, make a “paper plate” face observe, talk about and do some of the practices for caring for the body and its parts, e.g. washing and drying hands, brushing teeth, combing hair, sleeping and eating count different number combinations using their fingers, e.g. two fingers and two more fingers are four fingers all together | <p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>body many head arms short long curly straight kinky face open close on in eyebrows eyelashes eyelids red blonde black brown grey</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4–YEAR–OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

Preparing for Learning

- › Provide
 - at least one full-length mirror in the Home/Dress-up Corner;
 - several smaller hand mirrors
 - puzzles of the body
 - additional story books, pictures, posters, etc. on the body and caring for the body
 - adequate amounts of materials so children can explore and experiment on their own, e.g. paper plates, newsprint or brown paper, markers, glue, scissors and wool
 - a chart of the body with labelled parts
- › Prepare Art and Music Corners

Interacting with and Supporting Children

- › Encourage the children to use the correct name for each part of the body, help them with the proper pronunciation
- › Read stories to the children every day
- › Monitor when they are carrying out body care activities and note areas to be included for instructional planning
- › Model correct language structures for children, e.g. “My hair is long” instead of “My hair is tall”

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- identify and name most body parts?
- place picture of parts of the body in correct position on an outline?
- use their fingers in counting and combining numbers?
- use mathematical words appropriately in responses?
- use descriptive words appropriately?
- use comparative words correctly?

INVOLVING PARENTS

Encourage parents to discuss with their children the special physical features of their family, e.g. height, skin colour and colour of eyes Ask parents and business places in the community to donate full-length mirrors, smaller hand mirrors and materials for body care Ask parents to collect and bring in string, cord, drinking straw and any assortment of materials that can be used for measuring; also seek donations of paper and cardboard Seek the assistance of parents, grandparents, other members of the community in making stuffed dolls

4-YEAR-OLDS

| | | | |
|----------------------|-------------------------------|------------------------------------|--|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special | |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY | |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
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| <ul style="list-style-type: none"> > The words <i>face, five, fingers</i> begin with the /f/ sound > The /f/ sound is represented by the letter “F” “f”; the capital letter is written “F” and the common letter is written “f” > I have my own special <i>fingerprints, handprints</i> and <i>foot prints</i>; everyone has special fingerprints > People are of different sizes, e.g. big, small, <i>tall, short, slim</i> or <i>fat</i> <p>We can measure each other to see who is <i>tall, taller</i> and <i>tallest, short, shorter</i> and <i>shortest</i></p> | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> > identify, recognize, make the /f/ sound; suggest words beginning with the /f/ sound; make the association between the /f/ sound and the letter “F” “f”; write the letter “F” “f” > use a magnifying glass to observe fingerprints and footprints > make prints with thumbs, fingers, hands and feet; display prints; make other prints using various objects, e.g. vegetables, sponge and rocks; observe animal paw prints > observe, discuss, record and display in a variety of ways similarities and differences in the <i>height</i> and <i>size</i> of each other > compare each other’s height using height charts or strips of paper or cord using the words tall, taller, tallest | <p><i>(Not to be used as a list for spelling)</i></p> <p>prints fingerprints handprints footprints long same different height size tall taller tallest slim fat people short shorter shortest face five finger</p> |

4-YEAR-OLDS

| | | |
|-------------------------|-----------------------|------------------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
| PRACTITIONER STRATEGIES | | LOOK, LISTEN, NOTE |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

Preparing for Learning

- › Be equipped with several magnifying glasses and/or improvised ones made from plastic bottles or plastic bags with water
- › Make a collection of materials that can be used as improvised units of measurement such as cord, string, paper clips, pencils, etc.
- › Provide a height chart, prepare a letter chart with pictures and words beginning with the letter “F” “f”

Interacting with and Supporting Children

- › Give only few brief, clearly stated instructions at a time
- › Label each child’s work; display their work attractively
- › Use positive words to reinforce the special features and characteristics of the children
- › Document and display children’s work

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- follow instructions?
- work cooperatively with others?
- talk about their observations of prints?
- identify words beginning with the /f/ sound?
- suggest at least one word beginning with the /f/ sound? - make the association between the beginning /f/ sound and the letter “F” “f”?
- form the letter “F” “f” with correct directionality (top to bottom, curved line)?

INVOLVING PARENTS

Encourage parents to

- help children to identify “F” “f” words in the environment
- look at the children’s displayed work with their children as display guides

4-YEAR-OLDS

| | | |
|----------------------|-------------------------------|------------------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special | |
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| <ul style="list-style-type: none"> > I can dress up for different occasions, e.g. for play, <i>parties, church</i> and <i>school</i> > I like to wear different clothes, e.g. <i>uniforms, pants, shorts, dress, skirt, shirt</i> and <i>hat</i>. I feel and look very special in my clothes > The words <i>hat, hand, head, Hannah</i> begin with the /h/ sound; the /h/ sound is represented by the letter “H” “h”; the capital letter is written “H” and the common letter is written “h” > _____ is my favourite <i>colour</i> because _____ | <ul style="list-style-type: none"> > <i>Children will engage in a wide range of activities in which they can</i> > role-play dressing up for different occasions > sort pictures of clothing for different occasions, e.g. school, church and games > participate in listening games to identify the /h/ sound > practise forming the letter “H” “h” in the air and with body formations; trace, form, write the letter “H” “h” > using a variety of materials > take pictures in different clothes and create a class photo album > count number of items in Dress up Corner and draw pictures to represent different number sets of shoes and clothing; write the matching numerals > listen to the story of Cinderella or one with similar theme; talk about sequence of the story and then dramatize aspects of the story from memory > draw, colour pictures of various items of clothing using various colours | <p><i>(Not to be used as a list for spelling)</i></p> <p>parties church school clothes uniform pants shirt skirt hat dress colour Hannah hand head</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: **CELEBRATING ME** SUB THEME: **I Look And Feel Special**

Preparing for Learning

- › Provide scrap books or photo albums
- › Have access to digital camera
- › Provide at least one full-length mirror
- › Provide additional dress-up clothes, headgear, footwear, costumes, uniforms, other materials and accessories
- › Provide various story books and special props for the Cinderella story

Interacting with and Supporting Children

- › Facilitate children’s enhanced learning during dramatic play
- › Encourage children to work with a partner or in small groups; monitor closely the interaction within groups and provide support and encouragement frequently
- › Encourage children to express individual preferences; avoid dominating with own/adult bias

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- listen attentively to the story?
- sequence events from the story?
- dramatize aspects of the story?
- count items and match the numeral?
- identify the letter “H” “h”? - form the letter “H” “h”?

Observe and note those children who need additional practice in hand-eye coordination, e.g. control of scissors and paper positioning

INVOLVING PARENTS

- › Encourage parents to take children out for special activities and role-play various events
- › Ask parents to collect and bring in clothes, costumes, uniforms, accessories and photographs

4-YEAR-OLDS

| | | |
|----------------------|-------------------------------|------------------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

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|--------|-----------------------|------------------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
|--------|-----------------------|------------------------------------|

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> › My feelings may change. I have different <i>feelings</i> throughout the day › Everybody has different feelings; we can be <i>happy, sad, angry, excited, afraid lonely or bored</i> › I can choose the way I show my feelings; there are proper ways and there are hurtful ways to show feelings; I should choose proper ways to express my feelings without hurting others › Instead of hitting someone who hits me, I can use words to say “I don’t like it when you hit me” | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › listen to stories, ask and respond to questions, share thoughts on being special › describe how they feel, using simple words › match the expressions on faces of people in pictures with their associated feelings › make face masks showing different facial expressions › look in a mirror at their facial expressions; draw pictures for a “feelings chart” to show facial expressions associated with different feelings › talk about their different feelings; sing songs about feelings, e.g. use puppets to show and role-play situations that bring out different feelings and dramatize how to express feelings appropriately | <p><i>(Not to be used as a list for spelling)</i></p> <p>afraid happy sad angry excited lonely bored feelings</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4–YEAR–OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

Preparing for Learning

- › Provide puppets, charts with facial expressions and emotions
- › Practise using helpful ways and words in the classroom; model the use of courtesies and good manners
- › Provide materials to make masks and puppets and supporting props

Interacting with and Supporting Children

- › Respond to each child's personal comments and views, especially when discussing their feelings and differences
- › Respond when each child talks about his or her feelings
- › listen carefully and be sensitive to what each child is saying; make eye contact when each child is willing to share; focus on what the child is saying
- › Encourage each child to share and talk about his or her feelings; use encouraging words such as, "Thank you for sharing that with us, Kevin"
- › Support children in their attempts at conflict resolution

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- identify and name different feelings?
- talk about their feelings?
- demonstrate their feelings with appropriate expressions?
- give at least one proper way of showing feelings?

INVOLVING PARENTS

- › Share with parents the theme/sub-themes/areas being studied in class and include them in helping children to use proper ways and words to show/express their feelings
- › Share with parents, at Open Day or PTA meetings, the use of helpful ways/words rather than hurtful ways/words to show feelings

4-YEAR-OLDS

| | | |
|----------------------|-------------------------------|------------------------------------|
| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> › I can use words to express my feelings, e.g. “I am <i>angry</i>,” › “I am <i>sad</i>,” “I am <i>afraid</i>” and “I am <i>sorry</i>” I should not express my feelings through hurtful actions, e.g. <i>fighting, shouting, hitting</i> and <i>teasing</i> | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › practise using kind words and courtesies › make a list of kind words and phrases that are useful and may be commonly used in the children’s environment, especially in the classroom and on the playground › role-play, listen to and make up stories, ask questions and give answers and talk about situations that make them have different feelings › describe some of the different feelings they have and suggest the kind words or actions that they might want to say or do instead of hurtful ones › distinguish between <i>kind</i> and <i>hurtful</i> words and actions and their consequences › practise using words to express their feelings to playmates during free play and other times | <p><i>(Not to be used as a list for spelling)</i></p> <p>kind hurtful teasing fighting shouting hitting sorry angry</p> |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

Preparing for Learning

- › Select or make up appropriate stories about and collect pictures/posters of familiar happenings that will arouse different feelings such as joy, excitement, anger and frustration
- › Provide picture story-books (along with posters, pictures, jigsaw puzzles etc.) about feelings for Reading Corner › When adding new books and materials to any of the activity corners be sure to introduce them to the children first, highlighting what is of particular importance and interest

Interacting with and Supporting Children

- › Help children to be able to make appropriate choices when showing their feelings; to choose helpful and not hurtful words or actions › Be sensitive to each child's feelings

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- make the connection between their choice of using kind or hurtful words/actions and the result/consequence?

INVOLVING PARENTS

- › Encourage parents to read stories to their children about feelings and talk about the emotions expressed by the characters
- › Invite the parents of those children who frequently use hurtful words and ways of showing their feelings to talk about and work out ways of helping the children make better choices
- › Have meeting for all parents to discuss behaviour guidance strategies

4-YEAR-OLDS

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| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Look And Feel Special | |
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| <ul style="list-style-type: none"> › I can use my <i>senses</i> to find out special things about myself; I can see things all around me › I can see <i>far</i> and near with my eyes › I can see <i>colours</i> (red, yellow, blue, green, orange, purple), <i>shapes</i> (circle, square, triangle, <i>rectangle</i>, <i>heart</i>) and objects of different <i>sizes</i> (big, little, tall, short, long, <i>fat</i>, <i>skinny</i>, <i>wide</i>, <i>narrow</i>) › I can read my name and some words around me; I can identify some of the letters in my name › I can close my eyes and <i>imagine</i> many things I can › remember things that are missing and look for things hidden or lost › Some people need glasses to see well; people who are <i>blind</i> cannot see | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › › listen to and discuss stories, sing songs, repeat rhymes, jingles, poems and finger-plays about the senses talk about taking care of the eyes › distinguish between far and near; play games such as “How green you are”, “I spy” › look at various objects and things around them through sunglasses, binoculars, magnifying glasses › look at own eyes in the mirror, describe the eye lids and eye balls › participate in art activities experimenting with colours, shapes and sizes › identify by sight own name, and that of others, some words in their environment; identify and write letters in their names and other words; distinguish some letters in their capital and common forms › › play picture card memory games and ‘What’s missing’ games › draw pictures to represent ideas from stories heard › identify an object by listening to the description with their eyes closed or blind-folded › talk about/role-play and participate in pretend play involving things they imagine they can see when eyes are closed practise games involving visual memory and figure ground | <p><i>(Not to be used as a list for spelling)</i></p> <p>senses near colours shapes sizes fat skinny wide narrow imagine look heart rectangle blind far long</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

Preparing for Learning

Provide

- a “Senses Chart” showing use of each of the five senses
- additional books on the senses in the Book Corner, magnifying glass, binoculars, sunglasses
- pictures, photographs, magazines, charts, posters for discussions on similarities, differences and other detailed observations
- a variety of art media, e.g. paint, crayons, stamps and chalk
- additional flashcards with the children’s names, words from their environment; begin to develop a print rich area
- objects and pictures for games in memory and figure ground

Interacting with and Supporting Children

- › Allow the children to use their imagination; seek their responses to “why...” “what if...” and “suppose...” questions; seek suggestions for different endings; encourage the children to imagine and guess
- › Accept and commend each child’s effort to form letters; do not compare children’s work
- › Encourage children to always write their own names on their work

Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- suggest at least one way the eyes are useful?
- distinguish between far and near?
- describe their observations in terms of colour, shape, size? - identify and read own names?
- identify, name and write the beginning letters of their names?
- identify, name and write letters “L” “I”, “T” “t”, “F” “f”, “H” “h”?
- identify the senses

INVOLVING PARENTS

Encourage parents to

- play games and participate in activities similar to those at school, especially for developing visual memory
- play games with their children as they begin to recognize sounds and words in their environment
- discuss the senses at home - let the children participate in cooking experiences, discussing sensory stimulation

4–YEAR–OLDS

| Term 1 | CELEBRATING ME THEME: CELEBRATING ME | SUB THEME: SUB THEME: I Can Do Special Things Special Things <small>Suggested Duration: 2 Weeks</small> | I Can Do Special Things |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY | |
| <ul style="list-style-type: none"> > I can hear <i>loud</i> and <i>soft</i> sounds with my <i>ears</i> > I can hear the same <i>sound</i> at the beginning of some words, e.g. <i>apple</i>, <i>Adam</i> > The words <i>apple</i> and <i>Adam</i> begin with the /a/ sound The /a/ sound is represented by the letter “A” “a”; the capital letter is written “A” and the common letter is written “a” > I can hear sounds which are near and far away > There are many sounds I can hear in the day, e.g. the motor of the refrigerator, toilet flushing, the traffic and school bell ringing > There are <i>sounds</i> I like, e.g. <i>music</i>, birds chirping and someone singing and sounds I do not like, e.g. screaming, loud noises and furniture scraping along the floor > I can hear a different sound at the beginning of some words; I can make the sound at the beginning of my name and <i>listen</i> for the same sound in other words; I can listen for words that sound the same > People who cannot hear are <i>deaf</i> > Some people wear <i>hearing aids</i> to help them hear > Many deaf people communicate by <i>signing</i> > | <ul style="list-style-type: none"> > <i>Children will engage in a wide range of activities in which they can</i> > > use a variety of percussion instruments and other objects to make loud and soft sounds; sing songs and repeat poems, jingles, rhymes in loud and soft tones > talk about caring for their ears > talk about what might happen if we listen to music that is too loud > distinguish between and classify sounds from far and near and suggest the sources and location of the sounds > listen to, identify and talk about different sounds heard in their environment and the sources of these sounds > listen to different types of music, e.g. religious, <i>classical</i>, <i>jazz</i>, folk, <i>reggae</i> and <i>calypso</i> > identify and sequence 3 levels of sounds from soft to loudest > distinguish between sounds they like (favourable/pleasing/pleasant sounds) and those they do not like (unfavourable/unpleasant sounds); express preferences > make and play musical instruments from discards > identify and make specific sounds heard at the beginning of different words; listen for rhyming words and alliteration in rhymes, poems, songs > practise forming the letter “A” “a” in the air; trace, form and write the letter “A” “a” using a variety of materials > participate in listening games to identify the /a/ sound | <p>(Not to be used as a list for spelling)</p> <p>listen ear loud soft music classical jazz reggae calypso deaf hearing aids signing sound apple Adam</p> | |

4–YEAR–OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare tape recordings of loud and soft sounds; sounds from the environment which are familiar to the children › Have available tape recordings of different types of music › Take the children on nature walks, around the school grounds or the immediate environs to listen to, identify, classify and talk about sounds › Provide appropriate and safe “trashables” for children to use in making instruments <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Be sensitive to those children who are hearing impaired and include activities for their involvement at all times › Keenly observe children’s responses during sound activities in order to detect possible hearing difficulties | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - distinguish between loud and soft sounds? - distinguish between sounds heard from afar and those nearby? - identify sounds and their sources? - identify the beginning sound of different words? - suggest words beginning with the /l/, /t/, /f/, /h/, sound? - reproduce the /a/ sound? - write the letter “A” “a”? <p>Make a class book or poster of musical instruments</p> <p style="text-align: center;">INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> - play listening games with their children - expose children to different kinds of music - follow up on any suspected hearing loss in children <p>Send home pictures of objects/activities that focus on a specific letter sound; parents and their children can suggest additional words that begin with the sound</p> |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Can Do Special Things |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |
| <ul style="list-style-type: none"> › I can <i>smell</i> with my <i>nose</i> › My <i>nose</i> has two <i>nostrils</i> › Our <i>nostrils</i> help us to breathe and should be kept clean and clear. › I like to smell some things, e.g. perfume and flowers; I do not like to smell some things, e.g. rotting objects › Some smells warn me of danger, e.g. <i>smoke</i>, something burning, chemicals › I can <i>taste</i> with my <i>tongue</i>; I can <i>taste</i> things that are sweet, sour or salty › There are things that I like to taste, e.g. ice cream, pineapple, banana and chips; and things I do not like to taste, e.g. cerasee tea, pepper › I can smell many scents, some things smell differently | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › talk about the care of their nose, e.g. blowing gently into tissue, not putting objects like peas, stones into the nostrils › identify, describe and classify smells/scents which are found to be pleasant and unpleasant; express own preferences › observe objects and pictures, and talk about smells that indicate danger, e.g. smoke or gas help to prepare a banana milk shake using various spices, e.g. vanilla, nutmeg talk about the pleasant aroma › help to pour half-cup of milk shake in own cup › identify, describe, talk about a variety of tastes and flavours they like and do not like › identify, describe, talk about a variety of smells, scents, fragrances and things that smell differently › participate in bean bag toss activity while naming scents › make a collage of their favourite things to eat from magazine pictures › make a graph from tasting 3 items - pick the one they like best › place pictures or real objects in the correct box, each labelled sweet, sour, salty | <p><i>(Not to be used as a list for spelling)</i></p> <p>smell nose nostrils smoke aroma spices vanilla nutmeg tongue mouth taste eat danger rotting</p> |

4-YEAR-OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide a variety of things to smell and taste which are neither dangerous nor risky (i.e. check for allergies among children) › Provide ingredients and blender to make banana shakes; plastic cups › Source additional books about the senses › Access any available posters, pamphlets, information about the senses › Prepare bean bag toss activity with shape of an open mouth; children will be able to toss bean bags into the mouth <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › While allowing the children to express their own preferences, encourage and guide them in listening and showing respect to others as they share their preferences › Be aware of children's allergies › Assist children in their conversations and discussions with appropriate words and descriptions | <p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify and describe different smells? - - throw bean bags through the opening? - classify tastes as sweet, sour, salty? <p style="text-align: center;">INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents to engage children in throwing and catching activities at home › Ask parents for items to be used in activities requiring smelling and tasting › Invite parents to assist with accompanying the children on nature walks around the immediate community and talk about scents they identify |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATING ME | SUB THEME: I Can Do Special Things |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |
| <ul style="list-style-type: none"> › I can use my hands and fingers to <i>touch</i> and <i>feel</i> things that are <i>hot, cold, warm, rough, smooth, furry, sharp, sticky, wet, dry</i>, etc. › I can do <i>many</i> things with my hands, e.g. draw, make signs, carry things and clean up my classroom › I can move from one place to another, e.g. run, walk, jump, climb, dance, slide, roll, skip and gallop; I can play in many ways, e.g. ring games, hopscotch, swing, catch, throw, kick; I should be careful when I play › Some people do not have any limbs and some cannot use their limbs › I can brush my <i>teeth</i> with my <i>toothbrush</i> › I should brush my teeth after I eat | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › identify, describe and classify things that are hot, cold, warm › demonstrate hygiene practices in caring for their tongue and teeth › create clapping and snapping patterns with their hands › identify, describe and classify objects according to texture › demonstrate hand-eye coordination and use of fine motor skills, e.g. cutting, pasting, tracing, colouring in, tearing, weaving › demonstrate use of gross motor skills in moving from one place to another, free play, organized games, etc.; › dance creatively to classical music and march to marching music › talk about and demonstrate taking care at play › imagine living without hands and feet and talk about what that would be like › discuss why some people lose their limbs, e.g. birth defects, sickness, accidents and unsafe play › discuss the need to make safe choices › identify each of their senses and say what they can do with each sense | <p><i>(Not to be used as a list for spelling)</i></p> <p>toothbrush teeth warm cold hot mouth throat skin touch feel smooth furry slippery sticky wet dry</p> |

4-YEAR-OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <p>Provide</p> <ul style="list-style-type: none"> - warm water and ice cubes for children to feel - music for children to move to - materials for children’s use in art and craft activities - finger-play activities <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Provide step-by-step guidelines in carrying out fine motor activities › Avoid doing too much for the children; allow the children to do the activities themselves › Allow an adequate amount of time for the children to complete each task › Help children to demonstrate understanding and tolerance towards others with disabilities › Take special care when dealing with hot objects | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify, describe or classify objects according to temperature, e.g. hot, cold, warm? - identify, describe or classify objects according to texture, e.g. rough, smooth or furry? <p>Observe and note each child’s performance in gross motor activities, organized and group games</p> <p style="text-align: center;">INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents to allow their children to help in chores at home, e.g. setting the table and collecting ingredients for preparing meals › Discuss foods and their senses with the children |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: SUB THEME: National Heroes DayNational Heroes Day | |
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| | | | Suggested Duration: 1 Week |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY | |
| <ul style="list-style-type: none"> › National Heroes Day is celebrated in the month of October › On this day we celebrate the bravery of our <i>national heroes</i> and <i>heroine</i> › The word <i>day</i> begins with the /d/sound. The /d/ sound is represented by the letter “D” “d”; the capital letter is written “D” and the common letter is written “d” A <i>hero</i> is someone who does something important or › <i>brave</i> for his or her country or to help others › We are <i>proud</i> of our <i>national</i> heroes and heroine because they were brave › We can also do things and behave in ways that make us feel <i>proud</i> of ourselves | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › tell the month in which National Heroes Day is celebrated › identify the /d/ sound in words such as day, daddy, and David › practise forming the letter “D” “d” using a variety of materials › talk about the meaning of the words hero, brave; tell and dramatize own stories about being brave › listen to and retell the story of David and Goliath, The Little Red Hen and other stories about <i>bravery</i>; also stories about our national heroes/heroine; make use of puppets for storytelling › talk about the things they do at home and at school that they feel proud about › say poems and rhymes about national heroes/heroine | <p><i>(Not to be used as a list for spelling)</i></p> <p>hero heroine brave proud national Jamaican country day bravery</p> | |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: National Heroes Day |
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| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE | |
| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Have calendar available for children to see sequence of months and days of the week › Practise the appropriate procedures for teaching letter sounds and formation of numerals and letters › Prepare appropriate props for use in telling stories such as puppets and clothing › Prepare word cards for words already learned, e.g. brave, hero and heroine <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Talk with children about what makes them feel afraid and what makes them feel brave › Reassure children about fears they have and encourage them to talk about these › Use positive terms to describe children’s pro-social behaviours and praise their efforts › Encourage children to be helpful to each other | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify the /d/ sound and form the letter “D” “d”? - match the names of heroes/heroine to their pictures? - identify similar and different words by sight? - demonstrate understanding of the words <i>brave</i> and <i>proud</i> based on their own shared stories? - repeat poems and rhymes about the national heroes/heroine? <p style="text-align: center;">INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents to assist in preparing and setting up classroom displays on the seven national heroes/heroine | |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: National Heroes Day |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |
| <ul style="list-style-type: none"> > Jamaica has <i>six</i> national heroes (<i>male</i>) and <i>one</i> heroine (<i>female</i>) > The word <i>six</i> ends with the /x/ sound; the /x/ sound is represented by the letter “X” “x” > The names of our national heroes are <ul style="list-style-type: none"> - <i>Paul Bogle</i> - <i>Sam Sharpe</i> - <i>George William Gordon</i> - <i>Marcus Garvey</i> - <i>Norman Manley</i> - <i>Alexander Bustamante</i> > > The name of our national heroine is <i>Nanny</i> Two of our national heroes, Norman Manley and Alexander Bustamante helped our country to achieve its > <i>independence</i> Our Jamaican money has images of our heroes and heroine > on them Coins and paper money have many germs; we must wash our hands well after we hold money from anywhere | <ul style="list-style-type: none"> > <i>Children will engage in a wide range of activities in which they can</i> > > identify each hero in pictures; identify some words by sight clap number of syllables in names of each hero > practise segmenting and blending syllables in names of national heroes and of children, e.g. Nor-man, Gar-vey and Sha-ron examine coins and paper money with pictures of different heroes; count number of coins by sequencing or adding one more up to 10 (ten), e.g. one coin plus one more coin gives two coins; practise formation of numerals 1-9 and zero (0) > talk about coins, paper money, the germs they carry and the importance of washing hands after handling money > dramatize, pretend-play being national heroes/heroine using puppets or with own peers > create own book of national and local heroes; colour and paste pictures of heroes/heroine for the duration of the sub theme Identify the /s/ sound in words, e.g. <i>six</i> and <i>box</i> Practise forming the letter “x” with body formation; trace and form the letter “x” using a variety of materials | <p><i>(Not to be used as a list for spelling)</i></p> <p>independence Paul Bogle Sam Sharpe George W. Gordon Marcus Garvey Sam Sharpe Norman Manley Alexander Bustamante Nanny money coins germs female male six box</p> |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: National Heroes Day |
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| | PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide appropriate materials to support children practising the formation of letters and numerals › Practise appropriate techniques for teaching letter sounds and formation › Collect, wash, disinfect coins that children will use; have other items for counting available › Prepare number combination charts › Provide adequate supply of safe scissors, glue for children’s use in making picture books › Provide appropriate props for dramatic play <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to make their own choices in making and decorating books about heroes; reinforce the fact that they have the right to choose and not always follow what others do › Allow children adequate time over a few weeks to complete the book project › Provide special assistance to children with hearing and visual impairments when teaching letter sounds and formation | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify and match names of heroes to their pictures? - recognize the name card of each hero? - identify individual heroes/heroine by their pictures, on coins or paper money? - accurately clap syllables in names of each hero/heroine? - accurately segment and blend sounds in different words, names? - create own books about national heroes? - demonstrate awareness that money carries many germs? - demonstrate ability to wash their own hands without help? - identify the /x/ sound and form the letter “x” <p style="text-align: center;">INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> - find out and talk with their children about the national heroes and what they contributed to Jamaica’s development as a country - increase children’s familiarity with Jamaican coins; take their children shopping and show them the different coins - reinforce the importance of hand-washing after holding money | |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Weddings | Suggested Duration: 2 Weeks |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | | VOCABULARY |
| <ul style="list-style-type: none"> › We celebrate when we feel <i>happy, proud, and excited</i> about something › For many families <i>weddings</i> are special celebrations A › <i>wedding</i> is a special ceremony in which a man and a woman become married to each other › Weddings are very joyous occasions for families but not all families celebrate weddings › Families take many photographs at weddings The › <i>months of June and July</i> are very popular for weddings › June is the <i>sixth</i> month of the year; July is the <i>seventh</i> month of the year › We can count the number of <i>days</i> in one <i>week</i> and the number of <i>days</i> in one <i>month</i> | <p><i>Children will engage in a wide range of activities in which they can</i></p> <p>experience feeling happy, proud and excited; talk about the different feelings and tell their own stories about their own experiences with such feelings; use facial and other body expressions to depict these feelings</p> <p>respond to “how”, “why”, “when” questions about feelings during a wedding or other special event attended</p> <p>talk about the meaning of the long words, e.g. wedding and ceremony; identify short words, e.g. cake, wine and church clap number of syllables in various long and short words related to weddings, e.g. ce-re-mo-ny, brides-maids, cake, ring, flo-wers</p> <p>identify and select photos/pictures of weddings from among other pictures</p> <p>become familiar with the days of the week and the months of the year; use Standard Jamaican English (SJE) in speech, e.g. This is the month of _____.</p> <p>use ordinal numbers to identify June as the sixth month of the year (first - sixth)</p> <p>say and count the number of days in the week, and the number of months in a year</p> <p>engage in number activities, e.g. counting out six (6) objects and writing the numeral; counting out seven (7) objects and writing the numeral; identify which number comes before the other</p> <p>use the calendar as a counting tool</p> | | <p><i>(Not to be used as a list for spelling)</i></p> <p>weddings June sixth seventh days week month happy proud excited six seven cake wine church ceremony event ring flowers</p> |

4-YEAR-OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide <ul style="list-style-type: none"> - teaching/learning aids to depict a range of feelings, e.g. face puppets, charts and mirrors - several story books about celebrations - items from weddings, e.g. invitations, souvenirs and gifts - pictures of wedding clothes and cakes - appropriate charts and teaching/learning materials with days of the week and months of the year › Make word cards with long and short words <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Have children talk about their experiences at these events and suggest various words that describe their feelings at these events, e.g. happy, excited | <p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - demonstrate feeling happy and excited by facial expressions? - participate in the discussion about weddings? - identify <i>long</i> words and <i>short</i> words? - accurately clap syllables in long and short words? - identify pictures of a wedding from other pictures? - say the days of the week and months of the year in correct sequence? - use ordinal numbers appropriately? <p style="text-align: center;">INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to show children pictures of weddings they have attended or participated in and talk with children about what happens at a wedding; take children to these events if possible |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Weddings |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |
| <ul style="list-style-type: none"> › We make special clothes to wear to weddings › Some fabrics are <i>plain</i>, some have <i>patterns</i>, e.g. <i>floral</i>, <i>striped</i> and <i>plaid</i>; they have different textures, e.g. smooth (<i>silk</i>, <i>satin</i>), <i>coarse</i> (<i>linen</i>), <i>thin</i>, <i>thick</i> › The <i>bride</i> usually wears a special white dress › The <i>bridesmaids</i> also wear special dresses that look alike › The groom wears a special <i>suit</i> › Most married couples wear special rings on their ring fingers › The words ring and rose begin with the /r/ sound The /r/ sound is represented by the letter “R” “r”; the capital letter is written “R” and the common letter is written “r” <p>Most wedding ceremonies are held in a church, but some weddings are held in other places, e.g. hotels, gardens and homes</p> | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › examine wedding catalogues and talk about colours and patterns of the different wedding clothes › examine and sort different kinds of fabric by patterns, e.g. plain, floral, plaid and striped and/or by texture, e.g. smooth, coarse/rough › create art /craft items, e.g. cards, invitations, token/gifts, by exploring use of different media and colours, e.g. fabrics, paper and other interesting found materials; use scissors and glue to cut and paste pictures of wedding clothes from catalogues examine and talk about wedding clothes; say poems, rhymes, about weddings › dress and undress various kinds of dolls in different wedding clothing, e.g. paper dolls, plastic, rubber or cloth dolls in male and female dolls’ clothing identify the letter “R” “r” and practise forming the letter “R” “r” in the air and with body formations; trace, form and write the letter “R” “r” using a variety of materials participate in listening games to identify the /r/ sound role-play a wedding ceremony; use dress-up clothes, shoes, hats, bags, jewels, etc. › read stories and poems about weddings and other celebrations | <p><i>(Not to be used as a list for spelling)</i></p> <p>fabric plain floral striped plaid smooth coarse silk satin linen thin thick bride bridesmaid groom suit same rough ring rose</p> |

4–YEAR–OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect materials to be used by children, e.g. magazines, a wide variety of fabric pieces, other interesting found materials for art and craft creations; provide blunt tipped scissors, small containers of glue (for use by one or two children only) › Provide clothing for male and female dolls (paper dolls and other dolls) › Provide appropriate dress up clothing for boys and girls to use in dramatic play, e.g. hats, clothes, bags, shoes and jewellery; ensure that dress-up clothes are washed and kept clean and properly stored › Make necessary preparations for all field trips <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children’s independence, e.g. allow them to make their own choices and create their own items; demonstrate self-help, e.g. using scissors and glue › Praise children’s efforts and time on task rather than what they actually produce › Assist children to learn new words and speak clearly in SJE during dramatic play, e.g. the wedding ceremony › Ensure that all children feel included by explaining that not all families celebrate weddings, but it is good to know about these events › Use opportunities presented to provide different activities for children with varying abilities | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify clothes that can be worn to weddings? - identify and name colours of clothing seen in magazines? - identify different fabric patterns (plain, plaid, striped, floral)? - use appropriate words to describe fabric texture, e.g. coarse, smooth, thick? - tell facts about weddings, e.g. what people wear and where weddings are held? - actively participate in role-play activities? - create at least one item from various scraps and other materials? - identify and make the /r/ sound? - form the letter “R” “r”? <p style="text-align: center;">INVOLVING PARENTS</p> <p>Ask parents to support the curriculum theme by</p> <ul style="list-style-type: none"> - contributing varied fabric scraps and other items for children to use in artistic creations - providing dolls’ clothes - bringing wedding magazines, pictures - providing clothes and accessories for the dress-up box for children’s use in role-play activities - participating in field trips as much as possible |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Weddings |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |
| <ul style="list-style-type: none"> › After the wedding <i>ceremony</i> there is usually a <i>reception</i> where we talk, give toasts, eat, drink, dance and have fun together › The words <i>ceremony</i>, <i>circle</i> and <i>cent</i> begin with the /c/ sound. The /c/ sound is represented by the letter “C” “c”; the capital letter is written “C” and the common letter is written “c” › We eat different kinds of <i>foods</i> such as chicken, fish, beef, pork, vegetables, rolls, cakes and fruits; some people are <i>vegetarians</i> and eat no meat but only food from plants › Foods have different tastes, e.g. <i>salty</i>, <i>peppery/spicy</i>, <i>sour</i>, <i>sweet</i>; we can name the taste of different foods There is usually a special wedding <i>cake</i> with pretty decorations that the bride and the groom cut to eat and share with others › We dance to different kinds of music at a wedding › reception; we can move our bodies in different ways, e.g. <i>to the left</i>, <i>to the right</i>, <i>in front of</i>, <i>behind</i>, <i>beside</i> others or objects › We must be respectful to others when we speak, play, dance and eat with them | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › share /tell stories from books or personal experience about a wedding; look at pictures of weddings and make up own stories about what is seen › observe large picture of prepared foods on a table; describe what is seen and identify and name different foods; group foods into categories by taste, e.g. sweet, sour, spicy/peppery, salty; experience a tasting party including vegetarian food › practise formation of the letter “C” “c” and identify the /c/ sound and the letter “C” “c” › create a pictograph /bar graph to show their food preferences participate in baking activities focusing on the ingredients and preparation processes in baking a plain cake; see how heat changes the cake mixture; sequence pictures of stages in baking a cake; make playdough cakes interact with measurement utensils, e.g. measuring cups and measuring spoons; using liquids and solids, e.g. water, flour, cornmeal › engage in individual or group dancing activities; do <i>slow</i> movements to music, e.g. waltz; and <i>fast</i> movements, e.g. folk, reggae or popular music; move bodies in space to demonstrate <i>to the left</i>, <i>to the right</i>, <i>in front of</i>, <i>behind</i>, <i>beside</i> a partner use courtesies in addressing dance partners, e.g. “Please,” “May I” and “Thank you.” | <p><i>(Not to be used as a list for spelling)</i></p> <p>reception vegetarians salty sweet peppery spicy sour dance music toast behind beside left right in front of cake ceremony circle cent</p> |

4–YEAR–OLDS

| PRACTITIONER STRATEGIES | LOOK, LISTEN, NOTE |
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| <p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Source different types of music for dancing; ensure the appropriate equipment for playing music is available › Create various charts and visuals with pictures of wedding cakes, wedding clothes, bride and groom, wedding party, etc › Discuss and plan the ‘Tasting Party’ with parents; prepare for baking activities with parents’ support › Label all items to make the environment print rich › Ensure familiarity with methods for teaching letter sounds and letter formation <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Talk with children about individual rights, preferences and differences, e.g. vegetarians and non-vegetarians › Help children to understand that being different should not be ridiculed or made fun of, but should be respected as each person has the right to determine his or her own tastes, beliefs, preferences, etc. | <p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in discussion about weddings? - identify the /c/ sound? - form the letter “C” “c”? - identify and name foods seen in the pictures? - correctly classify foods by taste? - participate in creating a bar graph/pictograph of children’s food preferences? - sequence pictures of the stages of baking a cake? - identify some ingredients for baking a cake? - use body movements to indicate knowledge of: to the left, to the right, in front of, behind, beside? - use social graces and courtesies with each other, e.g. “Please,” “Thank you,” “May I?” <p style="text-align: center;">INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to help in planning a “Tasting Party” for the children; contribute foods with different tastes › Encourage parents to involve children in simple cooking activities at home to expose them to use of measuring cups and spoons, etc. › Encourage parents to allow children to dance to music individually and in groups at home |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas | Suggested Duration: 2 Weeks |
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| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | | VOCABULARY |
| <ul style="list-style-type: none"> › <i>Christmas</i> is a <i>christian</i> celebration in the month of December; December is the last month of the year › December 25 is the day when some people celebrate the birth of <i>Jesus Christ</i>, which happened long, <i>long ago</i>; in the Christmas story, a big <i>star</i> shone in the sky over the place where Jesus was born in Bethlehem. › We use the word <i>Nativity</i> to describe Jesus’ birth The word <i>Nativity</i> begins with the /n/ sound; the /n/ sound is represented by the letter “N” “n”; the capital letter is written “N” and the common letter is written “n” Most › Jamaican families celebrate <i>Christmas</i>; some Jamaicans do not celebrate <i>Christmas</i> but might have their own celebrations at different times | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › participate in story sharing and story telling activities about the Nativity (Jesus’ birth); dramatize the story with Mary, Joseph, baby Jesus, the animals, shepherds and wise men › examine and sort different shapes into groups using two or three of the shapes familiar to them, e.g. circle, rectangle, square, oval, triangle, star; count the number of points on a star › create a sequential pattern, e.g. 00—△△—00—△△ › visit a church or shopping area where scenes of the Nativity are displayed › identify the letter “N” “n” and practise forming the letter “N” “n” using a variety of materials › take pictures (with permission) with digital camera, if available, and produce posters using the computer if available; talk about what was seen on the visit | | <p><i>(Not to be used as a list for spelling)</i></p> <p>Christmas christian Jesus Christ star wise men December shepherds Mary Joseph Nativity</p> |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4–YEAR–OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Investigate places where a Nativity scene might be on display; arrange a field trip to view it if possible
- › Cut out cardboard or collect different plastic shapes for children to sort and engage in classification activities
- › Organize to use a digital camera (borrow one from a Resource Centre if possible) to take pictures for making posters of celebrations

Interacting with and Supporting Children

- › Talk with children about the Christmas story
- › Respond to each child in the group with equal warmth, love and respect regardless of race, colour or disability

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- retell story of Mary, Joseph and baby Jesus?
- sort shapes into appropriate groupings, e.g. circles, squares, rectangles and ovals?
- talk about what was seen in the Nativity scene?
- identify the letter "N" "n"?
- form the letter "N" "n"?

INVOLVING PARENTS

- › Invite parents or adults from different racial groups to participate in the Christmas activities

4-YEAR-OLDS

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| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas | |
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| <ul style="list-style-type: none"> › Many Jamaican families spend Christmas by going to church services, singing Christmas carols and songs › They decorate their homes with Christmas trees, lights, flowers, ribbons and other <i>ornaments</i> › They bake <i>fruit cakes</i>, prepare a special drink from <i>sorrel</i>; some families prepare <i>hams</i>; dishes made with gungo peas such as soup and rice and peas are also very popular at Christmas time › The gungo pea is a seed that can grow into a plant; sunlight and water help the seed to start growing | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> listen to taped Christmas music; identify variations in sound of music, e.g. when music is loud or soft; sing Christmas carols alone or accompanied by percussion instruments to create rhythmic patterns, beats, e.g. Little Drummer Boy, Mary Had a Baby, Yes Lord; De Virgin Mary Had a Baby Boy › use different media, e.g. collage, paints, clay/playdough, recyclable materials and items to make a variety of <i>decorations</i> for the Christmas tree and classroom; help to put up decorations › talk about favourite Christmas foods; identify names of different foods as sight words, e.g. <i>ham, cake, sorrel, gungo, rice</i> › examine and feel green or dried gungo peas, e.g. how does it feel? how does it smell? › set gungo peas in jars to grow; observe over time and measure growth of plants with non-standard measurement; practise fine motor coordination, counting, one-to-one correspondence using bottle covers, egg boxes, index finger and thumb | <p><i>(Not to be used as a list for spelling)</i></p> <p>carols ornament fruit cake ham gungo peas soup rice and peas sorrel decorations</p> | |

4-YEAR-OLDS

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| Term 1 | THEME: | CELEBRATIONS | SUB THEME: | Christmas |
| PRACTITIONER STRATEGIES | | | LOOK, LISTEN, NOTE | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Ensure that equipment for playing taped music is available and functional
- › Provide percussion instruments for children's use while singing
- › Have charts with words of Christmas carols
- › Collect various interesting discarded materials to supply Art Corner
- › Prepare a plain Christmas tree with parents' help, e.g. a sturdy branch of a small tree with limbs
- › Collect ahead of time, the items needed to set peas to grow
- › Collect several story books, CDs, DVDs about Christmas

Interacting with and Supporting Children

- › Ask children questions that will enhance their critical thinking skills, e.g. What do you think will happen if...? Or, what do you think caused ...? Apply this when doing the experiment with growing gungo peas
- › Play different types of music and let children talk freely about how the different kinds of music make them feel; play soothing music when children are unsettled or irritable

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- show interest and participate in singing carols and use the instruments to create or follow musical rhythms and patterns?
- create decorations for the classroom Christmas tree? - contribute to the discussion on special foods prepared for Christmas celebrations?
- show interest in examining the gungo peas and take responsibility for planting a pea in a jar?
- count bottle covers to correspond to egg carton sections?
- pick up peas with thumb and index fingers?

INVOLVING PARENTS

Seek parents' assistance with making musical instruments from useful discards, for the children to use during music and singing sessions Ask parents to contribute to a Creative Arts Box, (box with a variety of useable discards from which children can create items) Ask parents to help identify or create a simple Christmas tree for children to decorate in their class

4-YEAR-OLDS

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| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas | |
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| <ul style="list-style-type: none"> › The <i>Chinese</i> in Jamaica have their special celebrations at the beginning of their <i>New Year</i> between the months of January and February › The <i>Chinese</i> have special events, prepare special foods and share gifts; the colour <i>red</i> is very popular at this time; the Chinese <i>dragon</i> is the symbol that is often seen at these celebrations › Jamaica has people of different races who have different celebrations at different times › Although we might look different from each other, we are all Jamaicans and must respect each other. Jamaica’s <i>motto</i> is “Out of many, one people” › One way we can respect each other is to listen when others are speaking to us, to hear what they have to say › Some Hindus in Jamaica celebrate their special festival, <i>Divali</i>, or the festival of lights › <i>Divali</i> lasts for five days; Hindu families use many lights and candles in their homes, eat, share meals and worship together at this time | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › view and discuss a large picture of the Chinese New Year celebrations; identify children of Chinese descent in the group or school if available; interact with Chinese children and adults who can describe and demonstrate the <i>Chinese New Year</i> celebrations › ask many questions about <i>Christmas, Divali</i> and <i>Chinese New Year</i> celebrations › examine the Chinese dragon symbol, examine books and listen to fantasy stories about dragons › look at real people or pictures of Jamaicans of different racial descent; note their different features, e.g. skin colour, hair, eyes; describe themselves and their own features using SJE, e.g. I am ----- Jamaican ; I have ----- skin; My hair is-----learn Jamaica’s Motto › practise sending messages to each other about themselves by whispering to each other to pass on what was said before make a wall mural titled: “I am Jamaican” with drawings of themselves › examine a big picture of <i>Divali</i> celebrations | <p>(Not to be used as a list for spelling)</p> <p>African Indian Chinese red dragon often New Year Motto Hindu Divali</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Provide large pictures of Chinese New Year celebrations for children to discuss
- › Prepare large pictures or photographs of children from African, Chinese and Indian descent for children to examine closely
- › Prepare an attractive chart with Jamaica's Motto: *Out of Many One People*
- › Prepare games and activities for children to practise listening and passing on messages
- › Invite Chinese and Hindu parents/adults to talk to children about Chinese New Year and Divali celebrations.
- › Become familiar with information on the different festivals celebrated

Interacting with and Supporting Children

- › Speak positively to children about the beauty of the different races; God made people to look different but everyone is equally important
- › Help children to understand what respect means and how to show respect to others, e.g. listen attentively when someone is speaking to them
- › Model speech in SJE for children to use to express facts about themselves
- › Talk with children about the different races and religions in Jamaica
- › Reinforce the fact that each race is equally important and none is better than the other
- › Respond to each child in the group with equal warmth, love and respect regardless of race, colour or ability

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- ask questions about Divali and Chinese New Year celebrations?
- tell or retell facts about these celebrations?
- retell parts of a story heard?
- examine pictures and describe different features of people of African, Chinese, Indian descent?
- repeat the National Motto from memory?
- listen to and pass on a message?
- ask questions and make statements about the Hindu Divali festivals?

INVOLVING PARENTS

Encourage parents to

- help their children develop listening skills by giving children short messages to tell to others at home; make this activity a game where children score points for accuracy in delivering a message
- develop children's positive self concept by making positive rather than negative comments about their child's colour, hair, appearance, etc.
- share their different cultural celebrations with children by coming to talk to the children and do demonstrations where possible, e.g. Divali and Chinese New Year

4-YEAR-OLDS

| Term 1 | | THEME: CELEBRATIONS | SUB THEME: Christmas |
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| CONCEPTS AND CONTENT | | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas | |
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| <ul style="list-style-type: none"> › The flower of the sorrel plant has <i>green</i> or red petals which are used to make a delicious drink; we can <i>pour</i> the sorrel <i>liquid</i> from one big container to many small ones › Christmas is a time when we send <i>cards</i> to each other; buy or make <i>gifts</i> to give to each other; we should take special care of people who are <i>poor</i> and have only little food or money › Christmas is a very exciting and happy time when families and friends get together to worship, eat, drink, dance, play games and have fun › Many Jamaicans who live <i>abroad</i> come home at Christmas to be with their families | <ul style="list-style-type: none"> › <i>Children will engage in a wide range of activities in which they can</i> › compare sorrel plants, taste sorrel drink and identify whether sweet or sour; pretend to be serving sorrel drink and cake during water and sand play; use different sized containers to estimate quantity, e.g. how many small containers are needed to fill the large one; increase understanding of concepts, <i>full, empty, liquid, pour</i> use different cut-out shapes to make patterns on self-made Christmas cards and create Christmas gifts to give to others; make a special gift and card for a needy person, practise tying gift boxes with ribbons engage in discussion about helping, being kind and caring to others who are different or who are in need › demonstrate some of the dances and games people play while having fun at Christmas › engage in discussion about children who have family members abroad; tell the name of the country where these family members live, e.g. Trinidad, Barbados, America, England and Canada › help to make a bar graph of the number of children whose <i>family members</i> live in the different countries | <p><i>(Not to be used as a list for spelling)</i></p> <p>pour green liquid poor deliveries gift card abroad America Canada England full empty near far family members</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Obtain green and red sorrel buds for observation; prepare sorrel drink for tasting
- › Provide different sized plastic containers for children to fill and empty during sand or water play so that they can estimate how many small ones will fill a large container
- › Prepare varied shapes of different colours and sizes for children's use in pattern creation to make Christmas cards
- › Provide a map or globe for children to observe location of other countries, e.g. Canada, America, England, Trinidad and Barbados

Interacting with and Supporting Children

- › Encourage children to express clearly what they are doing during free play with sand and water; let children extend their use of SJE in describing their actions, e.g. "I am pouring juice from this big jug into this little cup"
- › Talk with children about the importance of respecting sand and water play rules, e.g. no throwing of water and sand at others during play
- › Question children about ways they can show kindness and caring towards others, especially at Christmas time

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- identify differences between the sorrel plants?
- use appropriate words to describe taste of sorrel?
- use terms accurately, e.g. *full, empty, liquid, pour* during water play? - create cards and gifts from varied materials?
- tell ways in which people show kindness and caring towards each other?
- show understanding that other countries exist outside of Jamaica? - tell the names of at least three countries where relatives overseas live?
- help to create a pictogram of how many children have family living in Canada, America, England, Trinidad, Barbados and other countries?

INVOLVING PARENTS

Suggest to parents different small gifts or cards they can have children make at home to give to a family member
Encourage parents to guide their children to show gratitude for even the smallest thing; children can make and send little thank-you notes when someone gives them something or helps them to do something

4-YEAR-OLDS

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| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4-YEAR-OLDS

| Term 1 THEME: CELEBRATIONS | SUB THEME: Christmas | |
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| <ul style="list-style-type: none"> › <i>Visitors</i> from other countries also come to our country Jamaica to spend Christmas holidays › Most of these <i>visitors</i> come from cold countries where they are having winter; in Jamaica it is warm all year round › Winter feels cold like ice in an igloo. › The words <i>igloo</i>, <i>ink</i> and <i>inside</i> begin with the /i/ sound. The /i/ sound is represented by the letter “I” “i”; the capital letter is written “I” and the common letter is written “i” › We call these visitors <i>tourists</i> › A <i>tourist</i> may be of any race or colour, young or old, rich or poor › Jamaicans and <i>tourists</i> enjoy Christmas time because of the special concerts and celebrations, pretty decorations and special foods prepared for eating › <i>Tourists</i> like to eat Jamaican food because it is different from food they eat at home › <i>Tourists</i> also sound different from Jamaicans when they speak in their different languages or when their accents are different from ours | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › look at posters and postcards CDs, DVDs, movies that show tourists engaging in different activities in Jamaica; sing songs about tourists and listen to and tell stories about tourists › look at books and Internet pictures of countries with winter and snow; imagine and talk about how very cold air feels against the skin; talk about the difference in the weather in Jamaica and in other countries › identify /i/ sound; learn formation of the letter “I” “i” › talk about where in Jamaica they have seen tourists; answer questions about what tourists look like, how they speak, what they do, what they wear, etc. › role-play being tourists, e.g. dressing up with sunglasses, bags, hats, shorts and using cameras › practise talking with each other in SJE, pretending to be tourists, e.g. shopping for Christmas presents, asking price and giving the waiter a food order; use courtesies as “Please,” “Thank you,” “May I” and “Excuse me,” etc. | <p><i>(Not to be used as a list for spelling)</i></p> <p>winter language visitors tourist cold snow weather igloo ink inside</p> |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Try to obtain posters or postcards showing tourists in Jamaica
- › Collect picture and story books about people who live in other countries, showing winter scenes
 - › Provide
 - container with ice for children to experience difference between warm and cold temperature
 - variety of dress-up clothes and other items tourists usually wear, e.g. sunglasses, bags, hats
 - cards for words beginning with the /i/ sound
- › Prepare a chart with pricelist of some popular Jamaican foods/meals

Interacting with and Supporting Children

- › Use every opportunity to reinforce skills and concepts already learned
- › Help children to develop a sense of responsibility; set up simple pictorial duty rosters for keeping the place clean, e.g. cleaning the desk or table tops, taking litter off the ground and putting into garbage pans and putting toys away
 - › Commend children for carrying out their responsibilities

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- state a few facts about tourists?
- tell where they have seen tourists?
- demonstrate understanding that tourists come from different countries and sometimes speak different languages?
- demonstrate knowledge of countries that have cold, winter weather compared to Jamaica's warm weather?
- participate in role-play depicting what tourists do, e.g. shopping at stores, eating at restaurants, going on sightseeing trips etc; use price list and play money?.
- identify and form the letter "I" "i"?

INVOLVING PARENTS

Discuss with parents the importance of talking with their children to increase their understanding about visitors who come to Jamaica, e.g. tourists; how we should treat each other and our visitors
Encourage parents to reinforce desirable behaviours - being helpful to others, keeping our country clean, showing good manners and respect to others

4-YEAR-OLDS

| | | |
|----------------------|-------------------------------|----------------------|
| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas |
| CONCEPTS AND CONTENT | SUGGESTED LEARNING ACTIVITIES | VOCABULARY |

4–YEAR–OLDS

| Term 1 | THEME: CELEBRATIONS | SUB THEME: Christmas | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> › We can help tourists by helping them find their way and by telling them about Jamaica; this will help them not to get lost › We also can get lost in places we do not know very well › It is good for us to know our full name, our <i>address</i> and the names of our parents or guardians › If we get <i>lost</i>, we can give this information to the police or helpful adults who will help us to find our way home again › We must keep Jamaica <i>clean</i> and <i>beautiful</i> for all of us, including tourists to enjoy; this will also make our tourists want to come back very often › We must be <i>polite</i> and respectful to each other in Jamaica and also to tourists who visit our country at Christmas time and other times of the year | <p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › talk about ways that people can be helpful to each other, e.g. offer to assist persons who are physically disabled, visually impaired or hearing impaired when they need help › listen to stories about being lost, e.g. The Little Lost Doll › become aware of the dangers of wandering off alone in a strange place or going off with strange people; role-play what to do in similar situations <ul style="list-style-type: none"> › state both their first and last names, home address › learn to sing songs and say rhymes and jingles about cleaning up the place, e.g. Bits of Paper, Clean Up song, and demonstrate the appropriate actions › recall all letter sounds previously learned; e.g. (l, t, f, h, a, r, c, n d, l) › create three-letter words beginning with each letter sound using the CVC pattern, e.g. p-an, p-at, p-ot, m-at, m-an and m-op etc. | <p><i>(Not to be used as a list for spelling)</i></p> <p>clean beautiful polite address lost</p> | |

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

PRACTITIONER STRATEGIES

LOOK, LISTEN, NOTE

4-YEAR-OLDS

Term 1 THEME: CELEBRATIONS

SUB THEME: Christmas

Preparing for Learning

- › Collect appropriate story books about being lost, e.g. The Little Lost Doll; and about being in strange or dangerous situations and being helpful to others
- › Prepare charts with words formed from blending initial letter sounds previously learned with other letters, e.g. m-an, m-ap, m-at, m-ug, and; n-ut, n-urse, n-ot
- › Provide words and music for various songs about cleaning up the place

Interacting with and Supporting Children

- › Use every opportunity to reinforce skills and concepts children have already learned; give special attention to children who are having learning difficulties
- › Emphasize and commend helpful behaviours among children

Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.

Were children able to

- offer suggestions about how to be helpful to others? - tell what to do if lost?
- state their name and address correctly?
- demonstrate understanding of dangerous situations, e.g. strangers, strange places?

INVOLVING PARENTS

- › Encourage parents to speak frequently to their children about keeping safe, e.g. not wandering off alone in strange places and not going off with strangers
- › Ask parents to make an effort to help their children memorize important information about themselves, e.g. full name, home address, telephone number (only if the child is able as this is usually a challenge at this age)

4-YEAR-OLDS

Term 2

Developmental Objectives

WELLNESS

If provided with the appropriate opportunities children will

- › Demonstrate greater coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity; begin to jump rope, hop on alternating foot, turn somersault. Show increasing confidence and skill in using play equipment; kick, catch/throw with increasing sense of aim and direction
- › Follow instructions requiring quick reaction; judge well in physical placement, direction and timing
- › Continue to engage in imaginative and creative play indoors and outdoors
- › Demonstrate greater coordination and control in fine motor skills, e.g. fit puzzles of up to 12 pieces, use scissors to cut along straight and curved lines › Continue a sequence of lines, symbols, shapes and patterns
- › Use spatial relationships correctly, e.g. before, behind, beside, over, around, under, left, right
- › Exercise increased control and safety when using materials, toys, tools; use a spoon, fork, dinner knife
- › Continue to print letters, numerals, symbols with increased sense of spacing, formation, left to right orientation
- › Like to succeed and try new things, activities, adventures; continue to show curiosity and interest in exploring different tastes, textures and states; comment on preferences
- › Demonstrate growing sense of trust and confidence, pride and satisfaction in independent activity and products
- › Exercise greater self-control but still need adult help; demonstrate competence in self-help skills and chores
- › Follow instructions and do as others in the group; show interest in fair play but are apprehensive about competitive activities › Show increasing ability to adapt to different situations
- › Resolve conflict with assistance, if needed
- › Accept rules and limits
- › Perform specific movements to the beat of music; enjoy music and movement activities, rhythm and songs
- › Participate in activities to develop body balance and control › Improve skill in holding and controlling scissors for cutting

COMMUNICATION

If provided with the appropriate opportunities children will

4–YEAR–OLDS

Term 1 THEME: CELEBRATIONS SUB THEME: Christmas

- › Enjoy the use of “big” words and “trying out” language with nonsense and silly phrases; make longer sentences
- › Enjoy telling jokes, initiating and participating in conversations; speak audibly to a varied audience
- › Listen attentively, respond to and evaluate what was heard; express positive and negative feelings verbally
- › Describe events and situations, share personal and meaningful experiences and relate events in stories to own personal experiences

COMMUNICATION (cont'd)

- › Apply thought and language to problem-solve and categorize
- › Speak Standard Jamaican English (SJE) with guidance
- › Enjoy expressive and discovery activities; telling stories of own experiences and events
- › Demonstrate appreciative and attentive listening
- › Show willingness to take turns and share in conversation; participate in guided discussion
- › Ask many “why” questions
- › Identify rhyming words
- › Use compound sentences joined by “and,” “but,” “or,” “so,” “because”
- › Write letters with appropriate formation and directionality; begin with high-frequency letters in capital and common form; write letters of own name; begin to write a few words
- › Suggest the theme of a story or poem they have heard
- › Begin to use plural pronouns and tenses correctly
- › Begin to form letters and numerals correctly
- › Show preference for books: that are adventurous/silly; about giants, monsters, Brer Anancy, animals in people roles, machines; that have poetry, especially funny and nonsense words; with complex illustrations; with small/hidden objects on a page; with beautiful colours, patterns and stories about children
- › Relate sequence of events; use present and past tense
- › Sequence words to make longer sentences

VALUING CULTURE

If provided with the appropriate opportunities children will

4–YEAR–OLDS

Term 2

Developmental Objectives

- › Recognize and participate in a variety of national, and ethnic traditions and cultural practices, e.g. Festival, Carnival, Food Festivals ›
Participate in cultural activities of school, church and community
- › Demonstrate socially acceptable behaviours, e.g. stand at attention when singing the National Anthem and saying the National Pledge
- › Discuss food associated with different ethnic Jamaican communities or groups
- › Recognize and name some of the national emblems/symbols/traditions, e.g. National Flower, Tree, Dish

FOUR–YEAR–OLDS (Developmental Objectives)

If provided with the appropriate opportunities children will

- › Grasp concepts of past, present and future, but not duration of time
- › Begin to express information in various ways, e.g. models, drawings, paintings and text
- › Participate in activities to develop pre-numeracy skills in sorting, classifying, ordering, sequencing and patterning
- › Sort objects into groups and sets according to shape, size and number of sides
- › Sort, identify, name and describe simple geometric shapes, e.g. circle, square, triangle, rectangle
- › Use non-standard units, e.g. pencils and hand span to measure and record the length of objects; use mathematical language to express length ›
Explore the concept of weight using a variety of objects to express heavy and light
- › Use non-standard units to measure and record capacity, e.g. plastic containers of various sizes; use mathematical language to express capacity
- › Demonstrate understanding of daily routines, e.g. breakfast before lunch or washing hands before meals
- › Show curiosity and interest in different sounds, smells, tastes and textures found indoors and outdoors
- › Recognize and discuss different means of moving people and things from one place to another
- › Demonstrate an awareness of aspects of the weather, e.g. describe the day as being sunny, cloudy or rainy
- › Examine and discuss various types of machines and electronic tools
- › Identify and describe sounds made by different sources, e.g. water, motor vehicles or lawnmower

4-YEAR-OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT

- › Identify basic needs of all living things; differentiate between living and non-living things
- › Sow seeds and observe their growth; record changes in growth of plants
- › Observe and discuss the characteristics of plants
- › Differentiate between plants and animals
- › Understand and follow classroom routines and procedures
- › Identify important places in the community
- › Associate events with time-related concepts, e.g. ice cream on Fridays, gifts for Christmas, Valentine's day, Mother's/ Father's day and birthdays
- › Use a variety of percussion instruments to respond to rhythms in jingles, finger-plays, rhymes, poems and stories
- › Experiment with creating sounds, sound patterns and rhythms by clapping, tapping, stomping, etc.
- › Pick up a beat in song, rhyme, poem for a number of locomotor activities, e.g. walking, sliding, tip-toeing
- › Distinguish between high and low sounds (pitch)
- › Recognize and respond to slow and fast rhythms and tempo
- › Paint on a variety of surfaces
- › Show awareness of straight and curved lines
- › Complete lacing cards on own
- › Use different media and materials in collage work; crush, tear and fold paper to make collages
- › Make representational drawings and paintings of objects, people and scenes from the environment
- › Use pieces of wood and other materials to create objects
- › Differentiate colours in the environment
- › Talk about and express creatively a range of feelings such as joy, sorrow, disappointment, wonder in response to daily happenings and experiences
- › Continue to participate in expressive activities such as singing, dancing, puppetry and dramatic play
 - › Share examples of how home, school and community express care and concern
 - › Display some measure of honesty, fairness, curiosity and empathy; distinguish right from wrong

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

If provided with the appropriate opportunities children will

4–YEAR–OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT (cont'd)

- › Continue to develop a sense of self-worth and self-confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Continue to demonstrate more independence and sense of responsibility
 - › Continue to express a strong need for love, attention, affirmation from parents, teachers and all practitioners
- › Function appropriately as a member of a group, sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful
- › Participate in group games and cooperative play
 - › Show curiosity about how and why things happen; how they work and suggest explanations
 - › Continue to use courtesies and polite expressions, e.g. “Excuse me,” “Thank you,” “You are welcome” and “Please”
 - › Display appropriate and responsible social behaviours in relation to the environment
 - › Continue to practise social norms in appearance, personal grooming, hygiene practices and polite expressions
 - › Give basic care under supervision to pets and plants in their environment
 - › Investigate and discuss similarities and differences in their environment
 - › Continue to empathize with and support peers who are visually impaired, hearing impaired, or who are otherwise challenged
 - › Express fear, anger, affection, excitement, enthusiasm and disappointment in socially acceptable ways
 - › Continue to express self through a variety of media in arts/crafts, music, games and dramatic play
 - › Continue to listen courteously and in a supportive manner and share personal experience, stories and events
 - › Continue to use materials in appropriate ways; care for materials in use; put away materials before starting new activity
- › Participate in games and activities to develop self awareness and individuality; begin to develop trust and confidence in self, own efforts and others
- › Suggest ways of showing love, care and affection to others
 - › Resolve conflict without fighting