

## **Busy Bee's Curriculum: Understanding and Communicating Emotions**

### **Curriculum Goals**

**Our goals have been determined by close observations and after collaborating we wanted to help and support the children by focusing on understanding and communicating our emotions.**

1. **Recognising our different emotions** – Identify different feelings for themselves and others.
2. **Express emotions** – Using words, gestures, and modelling language to teach the children how to express their emotions when obstacles arise.
3. **Regulate emotions** – Develop strategies for calming down and managing emotions, e.g. dragon breathing, calming methods.
4. **Develop empathy** – Understand and respond to the emotions of others.
5. **Build emotional confidence** – Encourage self-expression in a safe and supportive environment.

### **Assessment Framework for an Emotion-Focused Playgroup Curriculum**

Assessment in early years should be **observational, child-centred, and formative**, focusing on how children recognise, express, and manage their emotions over time.

Upcoming celebrations in January and February:

Chinese New Year (29<sup>th</sup> January 2025)


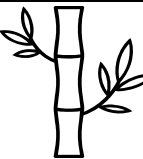

Valentines Day (14<sup>th</sup> February 2025)

Shrove Tuesday (Pancake Day, 25<sup>th</sup> February 2025)

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|--|---|--|--|
| <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>-Introducing new vocabulary</li> <li>-Understanding emotions, (happy, sad, angry)</li> <li>-What makes us unique?</li> <li>-Mood monster cards</li> <li>-Self-registration- how am I feeling today?</li> <li>- Mirror images- showing my different emotions</li> <li>-Using my language to communicate my needs</li> </ul> | <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>-What are my feelings?</li> <li>-What makes me happy?</li> <li>-Expressing my emotions</li> <li>- Valentine's day- create valentine cards for our loved ones</li> <li>-Breathing techniques to use when feeling overwhelmed</li> </ul>  | <p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>-Playdough monsters,</li> <li>-Tweezers and pinching</li> <li>-Dance and movement</li> <li>-Duplo construction (can you create a colour monster?)</li> <li>-Colour monster cutting activity</li> <li>-Chinese New Year food- try a selection of Chinese food</li> <li>-Outdoors balancing obstacle course</li> </ul> | <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>-Colour Monster stories</li> <li>-Chinese New Year story</li> <li>-Colour in your own colour monster</li> <li>-Sensory mark making in shaving foam/sand</li> <li>-Favourite rhymes/songs at group time</li> </ul>  |
| <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>-Counting and colour sorting</li> <li>-Threading colour monster activity</li> <li>-Colour construction with blocks</li> <li>-Shape and colour hunt</li> <li>-Create your own magnetic colour monster</li> <li>-Measuring different units/ materials</li> </ul>  | <p><b>Understanding and Communicating Emotions/ Colour Monster</b></p> <p><b>13/1/25</b></p> <div> <div> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>-Pancake day</li> <li>-Chinese New Year- (try a selection of Chinese food)</li> <li>-Colour mixing with lights</li> <li>-I spy- what can I see outside?</li> <li>-Melting Ice</li> <li>-Outdoor learning area exploring different materials</li> </ul> </div> <div> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>-Design your own colour monster, (use different materials, paint, recyclable objects)</li> <li>-Role-Play doctors, dentists, firefighters etc,</li> <li>-Geli Baff- different textures, materials and colours.</li> <li>-Chinese New Year paper lanterns</li> <li>-Colour mixing- what are the primary colours</li> </ul> </div> </div> |  | <p><u>Characteristics of Effective Teaching and Learning</u></p> <p><u>Playing and exploring-</u> Realise that their actions influence others and the world around them.</p> <p><u>Active Learning-</u> keep trying when obstacles may occur.</p> <p><u>Creating and thinking critically-</u> Feel confident and come up with their own ideas.</p> |

# Outdoor Learning activities

13/1/25

|  |  |                          |                                    |   |                                    |   |
|--|--|--------------------------|------------------------------------|---|------------------------------------|---|
| Bird watching  | Sorting natural objects<br> | Shape hunting            | Outdoor Yoga (tree posing)         | Pebble Painting   | Mud Kitchen exploring              | Nature Letters (find different materials to create letters from the alphabet) |
|   | Bug hunts  | Bird feeders             | Outside circle time/ story time    | Chalk Painting  | Outdoor Learning Activities        | Obstacle course   |
|  | Growing/ planting  | Shadow dancing/ movement | Story telling with natural objects | Tree Bark Imprints (using paper and crayons to create marks but rubbing | Finding different coloured objects | Leaf painting   |

## Adapting Outdoor Learning Activities to Children's Interests

Every child learns best when activities align with their **natural curiosity and interests**. Activities are adapted to children's interests and extended in the outdoor environment.

### Open-Ended Play

- Provide a variety of materials (sticks, stones, water, sand) and let children decide **how to use them**.
- Offer **loose parts play** where children **create their own play themes**.
- Use a **questioning approach**: "What do you think will happen if...?" to spark curiosity.