

School program 1A-1B-1C 2025/26

The three sections together put at the center of their curricula the principal emotions so to explain that learning is not just something analytical and cognitive but also emotional.

The aim is to make children identify, name and use their emotions in order to fulfil their learning.

During this first year our objectives are:

- To recognize basic emotions: joy, sadness, anger and surprise both theirs and those of their friends
- To learn to express emotions: to communicate how they feel avoiding exaggerated emotions
- To encourage empathy: children learn others' emotions and learn how to get along in a sympathetic and respectful way
- To deal with feelings: to encourage strategy to deal with bigger emotions like anger and sadness.

Activities in class are fun and creative and play based so that children will enjoy themselves and will learn in a natural way.

1) Games and storytelling

- Book of the emotions: *The color monster: a story about emotions* by Anna Llenas, (Templar Publishing, London, 2018); *Do you want to be my friend?* by Eric Carle (Penguin Random House, London, 1971); *Rainbow Dragon makes friends* by Silvia Onofri (La Coccinella, Milan, 2023); *The Hug* by Eoin McLaughlin, Pull Dunbar, (Faber & Faber, London, 2019)
- Face blocks emotions game
- Storytelling: *The very hungry caterpillar* (Eric Carle, Cambridge School, Cambridge, 1969), *What are you feeling, Dragon* (Sujatha Lalgudi, CreateSpace Independent Publishing Platform, 2015), *Pete Cat's Family Road Trip*, *Pete the Cat: Super Pete* by Kimberley and James Dean (HarperCollins, New York, 2020), *The Tiger who came to tea* by Judith Kerr (Cadlewick Press, Somerville, 2019)

2) Creative/Craft workshops

- Mirror, mirror on the wall: this mirror helps recognizing and observing children's emotional expressions
- Painting our emotions: to ask children to draw what they are feeling at the moment using primary colors (red=anger, yellow=joy), even with the support of emotions books

- The after reading painting/colouring: after reading books or stories about emotions and growing up together, children will paint/colour on a referential drawing

3) Physical and musical activities

- The dance of the emotions: putting on music and ask children to move in order to let the overstimulating emotions go away.
There are the fundamental presence and support of the physical education and music teachers.
- The cuddle corner: in class there will be a safe space where children feel welcome, understood and encouraged to regulate their emotions by hugging and playing with the teachers
- Relaxing exercise: pretending to be a flower children need to inspire and expire slowly so to calm the body and the mind
- Morning routine songs

Everything will be valued by daily observing and living with the children. It is important to get these three main aims:

- To ask help when in need and help the others
- To use a correct language to express a need or a feeling
- To regulate own emotions and to deal with the others' ones

The emotional journey will be accompanied by the curricula book *Ready, Steady, Grow* by Hawys Morgan, Sarah Dilger, Kate Gregson, Carolyn Wright (Cambridge University Press, Cambridge, 2005) where feelings are the topic of chapter 3. Everything related to emotions will be connected to the other chapters where key topics such as family, animals, classroom environment and colors can be found.

At the end of this journey the global development of the child reaches different aspects, from the emotional to the social one.

- To recognize and to name their own and the others' emotions
- To fully express needs and desires in both verbal and non-verbal ways
- Slowly becoming autonomous in daily actions
- Actively participating in daily class life routines

Social Competences

- Positive interactions with both adults and friends
- Sharing materials and toys, respecting turns and asking politely
- Understanding and respecting the co-existence rules
- Becoming more empathic little by little

Language and Communication

Communication is at the center at this phase:

- To enlarge the vocabulary and the understanding of simple sentences
- To express ideas and storytelling experiences
- To listen to brief stories, nursery rhymes and songs
- To use English language to ask, answer and interact with teachers and friends

Exploring and knowing the world

Children start exploring the world around them actively:

- Curiosity is fundamental through senses
- To express and naming familiar people, objects, spaces and animals
- To acquire simple and mathematic concepts
- To learn to experiment with the main materials
- To share experiences with friends and teachers

The teachers

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