



**Year 2 Wellbeing Curriculum:  
Emotional Awareness and Self-Regulation**

**Outcomes for Pupils as a result of this module:**

***To have a broad emotional vocabulary, develop good emotional intelligence and improve self-regulation - the ability to manage thoughts and feelings –which are vital for our wellbeing.***

**Knowledge**

- To recall, list and describe different emotions.
- To discuss what might prompt the emotion and describe how their bodies feel when they encounter different emotions
- To define self-regulated learning and describe the three essential components – cognition, metacognition, motivation.
- To choose self-regulatory and self-management techniques for greater concentration and focus.
- To discover the brain, what stress is, and how stress impacts my behaviours, mood and energy levels.
- To identify the five different domains of stressors: Biological, Emotion, Cognitive, Social and Prosocial.
- To learn about ways that stressors can be reduced.
- To identify the different ways that people deal with stressors and about how people fill their energy tanks back up when they're empty.

**Skills**

- To compile a list as a class about emotions we already know (alphabet game).
- To analyse the emotion theories poster to complete the list with additional emotions.
- To produce a body map of how their body feels when they encounter a specific emotion.
- To create an information page and/or leaflet to show their knowledge about self-regulated learning. They could use different mediums such as watercolours, sketching pencils, or laptop.
- To compare the differences between just being quiet and calm.

**Understanding**

- To explain how the body feels when they are experiencing different emotions.
- To express how they are feeling, identify the emotion and discuss reasons as to why they are feeling that way.
- To identify when their bodies are over/under regulated or just right ('How is my Engine Running?')
- To be able to choose self-regulation strategies within the classroom.
- To assess metacognitive strategies, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.