

Gratitude Journaling: Ideas from EYFS to Year 6

Year Group	Expectation	Activity Ideas
EYFS	Orally based talk linked to noticing and being present, developed through perhaps forest school/ exploring the environment and relationship based. Children begin to recognise and name simple moments of joy and their gratitude for them.	Adults model short, spoken reflections during carpet time, walk-and-talk activities and Forest School sessions. Use prompts such as “I noticed...”, “I enjoyed...”, and “I am thankful for...”. Children can share one thing they saw, heard or felt, with all adults having a turn to model to expand the ideas from physical things that might have been seen to the less tangible-feelings linked with relationships- I am grateful for feeling loved by... I am grateful for time spent with...
Year 1	Children identify simple personal experiences and begin to contribute one sentence or picture-led entry.	Use sentence stems and pictorial prompts. Encourage children to draw a moment from the day and tell an adult why it was positive. Link to class-based moments, friendships as well as observations. Adults model and use examples linked to the joy of teaching to promote the idea of the awe and wonder of learning. I am grateful that I could help..... understand/ know/ do. I was so glad to see the momentcould for the very first time.
Year 2	Children record two or three brief thoughts about their week, people, events or environments/ observations. It is natural that children will mention things and that is fine but encouraging through modelling to see the value of noting moments and feelings will expand their thinking.	Introduce a weekly gratitude page with short prompts to support this. Continue to model and involve all adults. Children can list just two or three things they appreciated during the week, they may start by orally sharing with a partner to support this.
Year 3	Children write more independently and make links between feelings, relationships and positive experiences.	Provide reflection stems that encourage explanation, for example “I was grateful for...” and “This mattered because...”. Include forest school, teamwork and acts of kindness.
Year 4	Children are introduced to why gratitude supports wellbeing and the power of positive thinking in building resilience and coping strategies.	Use structured journalling on a weekly basis. Encourage children to notice small details and reflect on how others helped them. Again, it is important for all adults to be involved too and too include the joy of learning and teaching where we can.

Year 5 and 6	Children make thoughtful responses, suggesting experiences and relationships far more than possessions and begin to evaluate what supports a balanced, grateful mindset. They start to understand that positive thinking can support a solution focused mindset and why this might support their future selves. Children use mature, reflective language and connect gratitude to resilience, empathy and perspective.	Continue to include all adults and some modelling and sharing as part of the sessions. Set regular independent journalling with open prompts. Encourage children to reflect on learning, community, nature and relationships.
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