

We are extremely excited to be introducing The Thrive Approach to Wybers Wood Academy and you might have heard your children talking little bit about it. So, what is the Thrive Approach? The Thrive Approach has been developed over many years with the aim to help children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

The Thrive Approach

Thrive is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

KS1 Thrive Top Tips for the home:

Children love having parents who are playful, fun, interested and curious about them. Children enjoy feeling important and special and really benefit from having some individual time with parents.

Here are some creative activities that you can use with your child to support their emotional development at home. Play releases lots of feel good chemicals that help us feel calm, steady and connected. If possible, look to do these activities for as much as 20 minutes or more each day.

Ideas:

Use a finger to draw a flower on your child's hand; extend this to a guessing game with older children by drawing a shape, number, pattern or creature.

Make a den with cushions, blankets, bed sheets, clothes pegs, pillows – anything soft!

Set-up a treasure hunt: take it in turns to hide things for each other. Or play hide and seek!

KS2 Thrive Top tips for the home:

Parents and carers can support and acknowledge children's emerging values and morals and individual ways of doing things. Parents can teach children the significance of rules and regulations and support them to develop their negotiation skills. Children enjoy sharing their options and using their skills. We have put together some activities to support social and emotional development through the arts, play and creativity.

Ideas:

Design your own game and play with the people in your house.

Draw a jar and fill it with all the things you appreciate.

Sort the recycling from the rubbish and make a junk model with what you can find – send us a photo!

Twitter: #Thrive





Year 6 Thrive sessions have been focussing on what it means to relax and destress. They have been taking part in meditation, yoga, mindfulness colouring and writing down their worries/stresses and then throwing wet paper towels at it to symbolise strategies to destress 😊 In class they have been working on discussion and listening to other's opinions and understanding other people's points of view.

Year 5 have been discussing their Chimp brains and how their emotions make their chimp brain take over – when they are scared, anxious, tired, grumpy, hungry etc. They have also done some listening skills tasks, and some mindful colouring promoting compliments and team work.

Also, in Year 5 they have been participating well in a group without dominating or being dominated. They had to work in small groups and devise a game which they could then teach to another group using an object they selected from a feely bag. Every group had to choose a leader, this meant they had to really listen to each other's suggestions and resolve any conflicting ideas.

Year 4 have been working on disappointment and frustration using art. They have been following instructions to create drawings, although there are difficulties and things that go wrong they have created ways to solve this problem. After they had drawn in pencil and rubbed out where it had gone wrong, they have gone over their end product in pen. They have spoken about how the end product is what matters and not how you've got there or if it goes wrong because you can fix it. They have also worked on this in group work and PE, working to compromise and be part of team.

Year 3 have been working on teamwork. They have also enjoyed Go-noodle, especially the breathing, stretching and keeping calm exercises. They have also been completing weather reports to explain their feelings and have been taking part in yoga poses. Also, Year 3 have been completing a range of mindfulness activities: Cosmic yoga, colouring with music as well as developing partnership work through exploring different roles in the classroom and what it means to be a good friend.

Year 2 have really enjoyed taking their pencil for a walk to music, having the confidence to fill the space and create colourful, patterned swirls and circles expressing their mindful journey to the music. Year 2 are also starting to read and understand emotions and feelings through facial expressions, body language and are beginning to practise feel, stop, 'think before acting'. Throughout the day Year 2 often take part in brain gym breaks where they mirror gestural movement really focusing on watching and copying through movement.

Year 1 have enjoyed creating music soundscapes, mindfulness colouring with music appreciation. During their circle time they have been using hot seating to develop their understanding of emotions, feelings, reality and fantasy. This term they have focussed on well-being and mindfulness - what it is, relaxing, breathing and movements. Y1/2 have looked at taming our beast (the children loved this activity) and persevering. They have also been working on making friends turn taking and respecting each other. The class have also been developing positive play and how to show kindness to each other.

EYFS have enthusiastically been taking part in cosmic yoga stretching, gaining balance, strength and focus. During their story time Thrive session the children have been developing their understanding of emotions and feelings through their facial expressions.