

Behaviours for Learning

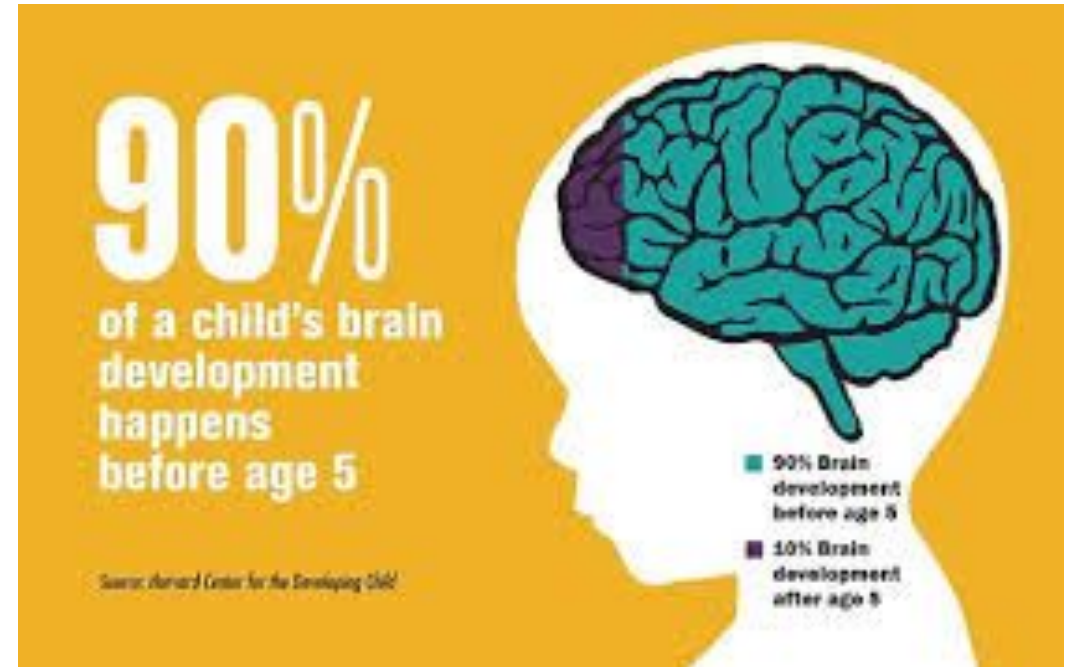
Reception and beyond

Why Habits Matter:

"Cells That Fire Together, Wire Together"

Every time your child practices a habit—whether it's brushing their teeth, saying "thank you," or even reacting with a tantrum—they are sending an electrical signal down a specific path.

1. **Repetition is the Architect:** When a signal travels the same path over and over, the brain realises that path is important. It begins to "pave" it, making the connection stronger and faster.
2. **Efficiency is the Goal:** Eventually, the brain gets so good at sending that signal that the action becomes **automatic**. This is how a "learned skill" becomes a "habit."
3. **The "Use It or Lose It" Rule:** The brain is also a master recycler. If a pathway isn't used (like a forgotten piano lesson or a dropped habit), the brain may eventually "prune" it away to save energy for the paths that *are* being used.



The Building Blocks of Success

At ages 4 and 5, children are physically building their brains.

- **The Science:** Every time a child pauses to think before acting or manages a frustration, they are strengthening **neural pathways**.
- **The Goal:** We are building "Executive Function": The mental skills that include working memory, flexible thinking, and self-control.
- **The Lifetime Outcome:** These early habits correlate more strongly with adult success and well-being than early reading scores do.



Personal, Social and Emotional Development

The Early Learning Goals that children must reach by the end of Reception for PSED:

Self-Regulation - Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development

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Managing Self- Children at the expected level of development will:

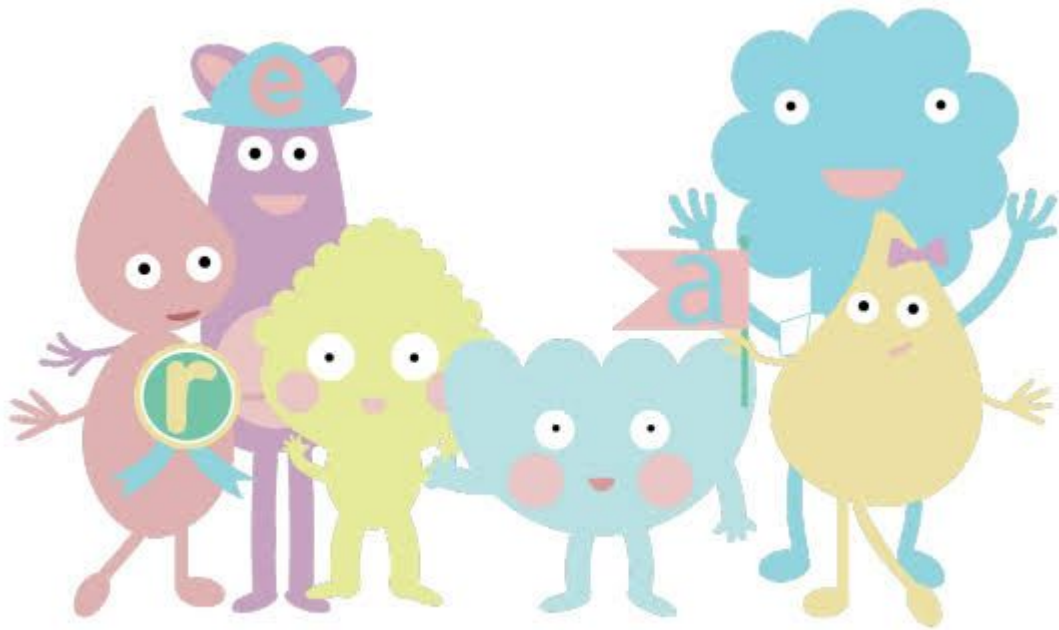
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

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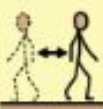
Building Relationships - Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



Breathing Activity:
Blow out the candles

Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
 Sick	 Happy	 Frustrated	 Angry
 Sad	 Calm	 Worried	 Mean
 Tired	 Feeling OK	 Silly	 Yelling
 Bored	 Focussed	 Excited	 Hitting
 Moving slowly	 Ready to learn	 Loss of some control	 Disgusted
 Depressed	 Alert	 Restless	 Biting

How you can help?

- Consistent boundaries - both wanted and unwanted behaviours should have consequences
- Praise the behaviour you do want to see
- Play board games with rules, taking turns - let them win and loose
- Good bedtime routine
- Healthy diet
- Promote independence - dressing, feeding
- Give limited choices - blue socks or red socks?
- Read stories about feelings
- Name your own feelings
- When they are dysregulated - model back calmness



How can parents help?

By encouraging positive routines, you are literally helping your child **wire their brain** for success. You aren't just teaching them a behaviour; you are helping them build the physical infrastructure they will use for the rest of their lives.

When you foster a good habit now, you're making that "trail" so wide and well-paved that doing the right thing becomes the easiest path for their brain to take.

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How much screen time should my child have?

Limit total screen time for young children, wherever possible.

- **Under 2 years:** Avoid screen time other than for shared activities with family that encourage bonding, interaction and conversation.
- **2-5 years:** Try to keep it to 1 hour a day. Less if possible.

Safe Screen Swap

Shared activities could include video calling with friends and family or looking through digital photo albums together.

What content is better content?

Young children's brains are stimulated much more easily than adults', so they need content specifically made for them.

- **Slow-paced content:** Slow-paced, predictable content is better for young brains. Fast-paced, over-stimulating social media-style videos may affect how young children learn to concentrate, so it's best to avoid them.
- **Choose safe content:** Use parental controls to block inappropriate, harmful content.
- **Avoid social media:** Social media isn't made for young brains, so it should be avoided.
- **Avoid AI:** Don't let young children use AI toys, tools or chatbots until there's more evidence on how they affect your child. This includes devices or apps such as interactive robots, smart speakers or AI chat apps.