



Creating a Home Ed Timetable

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Mum to 2 kids Noah age 10 and Kara 6, started HE 4 years ago when we removed Noah from school. We are an unschooling family so lots of information here will be from that viewpoint as its my only lived experience and what works for our family. I feel all philosophies are valid and it is up to you and your family to choose what is right in your home.

Brain Compatible Practices - thanks to Maureen

- 1. Food**
Hungry and thirsty? Make sure the kids have eaten and have a drink
- 2. Pace**
Keep a perky pace
Collect papers when $\frac{1}{3}$ of children are finished
Reduces mgmt issues by keeping kids moving
- 3. Music**
Play classical music for ambiance and to change the mood
Play during math, creative writing, group work (not reading)
- 4. Room Environment**
Table and chairs?? Sofa or floor??
- 5. Attention Span**
Students age +3 mins
Brain gym exercises “cross midline and touch/ apply pressure”
- 6. Stress**
Rejection, failure, looking stupid, embarrassment

One parent discussed the frustration their child felt at not finishing the work in the classroom in time. This really matters to some kids and at home we can change how we do things to suit each learner we have

Brain Compatible Practices / Brain Gym Exercises

Through mind-body science, we now understand that physical coordination precedes cognitive coordination. The ability to do cross-lateral movements with the body literally lays the foundation for other cognitive abilities, such as readiness for fine motor academic work.

Though it seems to be a fun, simple exercise, here's what cross-crawl is doing for you physically and mentally:

1. Stabilizes your walking gait coordination – builds core strength
2. Energizes your body and calms your mind – releases tension and stress
3. Improves your eye teaming skills – essential for focus, reading, and writing
4. Enhances whole-brain thinking – your left and right hemispheres work together
5. Develops proprioception – your spatial and kinesthetic awareness



9 WAYS TO LEARN



by doing



by searching
inside yourself



by interacting
with people



by reading



by reasoning



by facing challenges



by facing fears



by experimenting



by seeing

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Jnr Inf	20 minutes/day	60 minutes/day	3-5 minutes
Snr Inf	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

3. THE SCHOOL DAY

A full school day comprises a period of not less than five hours and forty minutes. The school day typically breaks down as set out in the following model.

	Hours	Minutes
Assembly, supervision, preparation etc		20
Roll call		10
Secular instruction	4	10
Religious instruction		30
Recreational interval		30
Total	5	40

Under the Rules for National Schools, forenoon and afternoon breaks of five minutes each are allowed. Where a recreation interval or breaks of a longer duration than the foregoing are taken (for example when children are allowed to have lunch in the classroom prior to the official commencement of the recreation interval) the length of the school day must be extended correspondingly.

Over 365 days this works out at 2 hours per day!!

How much time is lost on classroom management ??

1:1 versus 1:30

School students randomly assigned to small classes outperformed their classmates who were assigned to regular classes by about 0.22 standard deviations after four years.[13] This is equivalent to students in the smaller classes having received about 3 months more schooling than the students in the regular classes.[14]

<https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

Aistear - “Journey”

What is in Aistear?

Aistear is based on 12 broad principles. Each principle is presented using a short theoretical statement which is then explained from the child’s perspective.

Aistear uses four themes to outline children’s learning and development. These themes connect and overlap with each other:

- Well-being
- Identity and Belonging
- Communicating
- Exploring and Thinking.

The principles come from national and international research on early childhood education. Guidelines offer support in using Aistear’s principles and themes in working with children. These guidelines describe good practice in

- building partnerships between parents and practitioners
- learning and developing through interactions
- learning and developing through play
- supporting learning and development through assessment.

Additional info -

<https://www.galwaychildcare.com/uploadedfiles/files/Curriculum%20Templates.pdf>

February Play Plan 2 (Wk 22, 23)

Catch of the Day (Magnetic Fishing)

- Developing fine and gross motor skills
- Using mathematical language: long, short
- Counting on, addition of beads on fish
- Exploring the effects that magnets have on one another, their attraction of metals
- English, Oral lang: competence/ confidence, receptiveness

Resources: Magnetic fishing set

Socio-Dramatic (Role Play)

open discussion to choose a theme

- Oral lang.: competence and competence, emotional and imaginative development, receptiveness to language, developing cognitive abilities. Literacy
- Drama – exploring and making drama, co-operating and communicating in making drama

Resources: found resources from around the classroom to suit required purpose

Organization

- Children will self-register for a chosen play area each morning.
- Children will choose a Group Representative to feed back plans to teacher.
- Individual children will lead Show and Tell of Junk Art/ other creations
- Geomag play on floor with buffer zone to prevent loss of magnetic balls

Junk Art

- Science - Design and make, Properties and characteristics of materials, environmental awareness and care
- Art - Construction
- Maths – Spatial awareness, 3-D Shapes
- Skills – Planning, making, Cutting and gluing

Resources: Recycled materials, Art supplies.

Magnets

Assessment

- Play Diary: Teacher observation and participation
- Self Assessment: WWW/EBI
- Discussion around play photos and videos and play review

Geomags

- Developing fine motor skills
- Exploring the attraction/ repelling force of magnets on one another
- Designing and making; evaluating
- English, Oral Lang – competence and confidence, emotional and imaginative development, receptiveness to language, developing cognitive abilities
- Maths – length, colour, shape. 3D shape, spatial reasoning

Resources: Geomags play set

November Play Plan 3

Small World

- English, Oral Lang – competence and competence, emotional and imaginative development, receptiveness to language, developing cog. abilites
- History - myself and my family
- Geography – sense of place and space – People at work
- Drama – co-operating and communicating in making drama

Resources: Blocks, small world figurines, car mat

Socio-Dramatic (Role Play)

Suggested theme: on the building site

- English – Oral lang.: competence and competence, emotional and imaginative development, receptiveness to language, developing cognitive abilites
- Science – properties of materials
- Drama – exploring and making drama, co-operating and communicating in making drama
- Skills – recording and communicating, observing, estimating and measuring
- SPHE – helping one another (Little Red Hen)

Resources: children will have permission to use anything in the classroom that they think would help them add to their play

Organization

Continue to use WWW-EBI think-pair-share each day and listen to 5 pros and 5 cons each day. Start up a running chart for the week, *Try to categorise cons into common problems we need to address.*

People at Work

Assessment

Play Diary: Teacher observation and participation

Self Assessment: Discussion around play photos and videos and play review

Art - Printing

Children will experiment with printing, using both paint and stampers.

- English – Oral lang.: competence and competence, emotional and imaginative development, receptiveness to language, developing cognitive abilites
- Art – Print. An awareness of line, colour, space
- Maths – 2D Shapes, Pattern

Resources: Coffee filters, markers, squirt bottles, pegs.

Cuisenaire Rods

- English, Oral Lang – competence and competence, emotional and imaginative development, receptiveness to language, developing cognitive abilites
- Maths – length, colour, shape. Combining numbers. Commutative properties of addition. Number permanence.

Resources: Cuisenaire rods (borrow extra sets from another class if possible)

Tusla do not require you to follow a curriculum

- They don't mind if you are following a curriculum or unschooling once you can demonstrate the learning
- They understand that you have chosen home education so you can give your child a tailored, unique education so they don't expect you to recreate school at home
- You can be doing a year above or a year below of the curriculum
- Only follow a curriculum, book or activity because you and/or your child want to. Not because you think someone else expects you to.
- Embrace the joy of being able to choose what you do each day, even if you have a plan made you can still go of course and follow the led of the child and their interest on the given day
- School trauma and deschooling is real and valid. You and your child should take as much time as need for this stage

Other items discussed and links shared on the nite

Catherines blog - this one is about using morning time baskets

<https://perfectlygood.blog/2019/04/14/morning-time/>

Anna's blog - She has list of Irish resources that sit nicely this the Charlotte Mason method

<https://www.homeeducation.ie/beautifully-illustrated-irish-nature-books-to-enjoy-one-page-a-day/>

Read aloud revival podcast/website

TEACH YOUR KIDS TO THINK LIKE A SCIENTIST (WITH BOOKS YOU ALREADY HAVE)

<https://readaloudrevival.com/177/>