

Talbot's Homework Policy

Thank you for opening and reading this. We want you to read this and know what it says. To make it easier for you to find what you need, here are the contents:



Why We Have a Policy on Homework — page 2

The Aims of Our Homework Policy — page 2

How We Came Up with This Policy — page 3

Key Parts of the 2023 Primary Curriculum Framework That Contribute to This Policy — page 3

Details of our Policy — page 4

Vision — page 4

When is Homework Given — page 5

Homework at the Start of the School Year — page 5

What Are Typical And Possible Homework Activities — page 5

Examples — page 5

Reading and Parents/Guardian — page 6

Differentiated Homework — page 6

Duration of Homework—Time Limits — page 6

Homework Clubs — page 7

Homework Monitoring by Teachers — page 7

What Happens When Homework is Not Done — page 7

For Children: If Homework is a Problem — page 8

Success Criteria For This Policy — page 8

Roles and Responsibilities — page 8

How This Policy Relates to the Spirit of our School — page 8

Timetable for Review — page 9

Ratification and Communication — page 9

Appendix Part One: Recommended Procedure for Managing Homework Not Done — page 10

Appendix Part Two: Responsibilities — page 10

Children's Responsibilities — page 10

Parents'/Guardians' Responsibilities — page 10

Teachers' Responsibilities — page 12

Appendix Part Three: Menus of Ideas for Homework — page 13

Mr Malone's 6th Class Ideas — page 13

Ms Skelly's 6th Class Ideas — page 14

Staff Ideas — page 15

Why We Have a Policy on Homework

For three reasons:

1. To ensure all teachers and parents/guardians are clear on the aims and expectations of the school regarding homework.
2. To help answer questions people have about homework—especially the why, when and what.
3. To recommend to parents and children ways of managing homework.

The Aims of Our Homework Policy

- Effective For All!
 - That class teachers and learning-support teachers, as committed, skilful and agentic professionals, aim to make homework effective for **all** children, and regularly assess how well homework is working, and take corrective action as needed ('effective' here means that the student is learning for him/her the right content at the right time in the right way so that they thrive and flourish).
- Enjoyment, not Stress:
 - That each child overall enjoys their homework.
 - That children experience success, not discouragement.
 - That teachers listen to their students' ideas when designing homework content e.g. perhaps more art / music / exercise.
 - That time limits be set for children to do their homework and that children and parents are aware of these limits.
 - That homework overall not become stressful for a child, and where it is that parents, children and relevant teachers communicate and work together to identify specific issues and reduce the stress.
- Activities That Meet These Aims:
 - That homework activities be, in keeping with the Framework for the Primary Curriculum, "purposeful, diverse, engaging, supportive of child agency and choice, considerate of the home learning environment, developmentally appropriate, and aligned with children's diverse needs and abilities."
- Teachers, Parents, and Children all have a Role in Setting Homework

- That teachers, as skilful and agentic professionals, have a degree of freedom to set homework activities and due dates.
- That parents – as partners with teachers and as the child’s primary educators – and children, as unique and competent individuals, be given a voice in the setting of some homework.

How We Came Up with This Policy

This policy of June 2023 reflects current best practice in our school and the relevant sections of the 2023 Primary Curriculum Framework.

It builds on our Homework Policy of October 2018, which incorporated reviewing the academic literature on homework effectiveness and extensive consultations over two years with all students (surveys), with the Student Council (discussion), with parents (survey), with Special Needs Assistants (SNAs) and with teachers (survey, discussions). This June 2023 policy also drew on consultations with all the above.

It was discussed and amended with the staff of the school, the Parents Association, the Students Councillors of 2022-2023.

Key Parts of the 2023 Primary Curriculum Framework That Contribute To This Policy

“The curriculum aims to provide a strong foundation **for every child to thrive and flourish**, supporting them in realising their full potential as individuals and as members of communities and society during childhood.”

“... the curriculum views **children as unique, competent, and caring individuals**, and it views **teachers as committed, skilful, and agentic professionals**. It supports **high-quality learning, teaching, and assessment that is inclusive and evidence-based, recognising the right of all children to make progress in all areas** of their learning and development.”

“**Parents play a key role in their child’s education. They are the child’s primary educators**, and the curriculum promotes a partnership approach with parents to support their child’s holistic development. Positive relationships and proactive communication between parents and schools support an awareness of the principles of the curriculum, the learning it provides, and the approaches to learning, teaching, and assessment that are used. This also **enables teachers and parents to share observations and keep each other informed about the child’s progress in and out of school**.

Extending and consolidating the child's learning at home is supported through positive dispositions towards learning by parents, as well as **diverse and enriching experiences through learning activities which may include homework. The curriculum supports learning at home through activities that are purposeful, diverse, engaging, supportive of child agency and choice, considerate of the home learning environment, developmentally appropriate, and aligned with children's diverse needs and abilities.**"

Above from pages 5 and 34 of the 'Primary Curriculum Framework' (2023) by the Department of Education.

Details of Our Policy

Vision

At its best, homework **can be wonderfully enriching** for children, especially when they have a significant degree of choice and control (Csikszentmihalyi, 1990). At these times, children thrive on it, loving the opportunities it provides, such as to work with someone at home, to show off at home, and—often, when encouraged—go further than the homework assigned. In short, homework can help children know and get **a buzz off the joy of learning**.

At its worst, homework **can be a drag**—for children, for parents/guardians, and for teachers. It can lead to significant stress for all concerned. It can be a waste of time and effort by everyone.

At Talbot, to help children love learning and thrive and flourish, we believe in giving homework that:

- Is consistently carefully set, bearing in mind children's needs, strengths, and interests. Since no child is the same we realise we need to differentiate homework.
- Is led by the teacher, with input from children and from parents/guardians.
- Is supported by parents/guardians.
- Does not take up too much of a child's/family's non-school free time. We set limits on time to be spent on homework so that families are free to decide how to spend their evenings.
- Reduces and even eliminates stress for children and parents/guardians.
- Builds a child's intrinsic motivation, so that we help them become

great learners.

Ultimately, as Carr (2013) summarised in her review of the literature on homework: **“Effective homework should be purposeful, efficient, personalized, doable, and inviting.”**

When is Homework Given?

Typically class teachers give homework each day except Fridays. Sometimes some teachers give some homework to be done by a future date, such as giving homework on a Monday to be all completed by the following Friday.

Homework at the Start of the School Year

To ease children into the new school year with a new teacher, some teachers choose to give no written maths or Languages homework for the first week or two. Most, however, still give other non-written work (reading, oral, PE, filling in the front of the School Journal, music, art, etc).

For the first few times of giving written maths or Languages homework, teachers let their class do the written work in class. This gives teachers an opportunity to observe the children at work and make adjustments to how much work and the type of work they give the rest of the year.

What Are Typical And Possible Homework Activities

Typically teachers choose most of what the homework will be. Teachers often share ideas with others at their class level during planning meetings.

Parents can work with teachers in devising suitable homework for their child to help their child thrive and flourish, for example if the child has a strength in coding or art.

Children are also given a degree of choice of suitable work. This is key to homework meeting our aim of being “effective for all.” They may, for example, be given or even create a ‘Choice Board’ or may decide to do different work that builds on their unique gifts and talents.

Examples:

Homework at Talbot typically consists of a mixture of tasks: reading, writing, maths, and other learning. Examples of homework include discussing with their parents/guardians what they learned at school that day, writing up their Learning Log (“What I Learned in School Today”), 20 minutes reading for pleasure, reading aloud with a family member, reading

a PM book (books with levels just right for all children) or a novel, spellings, writing a story or a recount or a scene from a play or points for a debate or finish sentences such as “I wonder...”, handwriting practice, typing practice, practising talking fluently about a topic for ‘x’ seconds, a weekly or fortnightly or monthly ‘Talk Time’ at home vocabulary sheet for parents/guardians, maths tables, work from ‘Mental Maths’, the weekly homework sheet from ‘Grow In Love’, pieces to be ‘learned-off-by-heart’, drawing, physical exercises for a set time or a set amount, practising a song, asking family history questions at home, searching the internet for information, collecting items, history / geography / science project work or experiments, and finishing work started in class.

Some class teachers ask their class for ideas for homework and often the children come up with very creative, interesting ideas—much more creative than the teachers!

See the Appendix for 6th class children’s **ideas for homework** and for teachers’ ideas too!

Reading and Parents/Guardians:

Much research has proven that parents/guardians help their children enormously by listening to their child read, by having lots of books around for children to choose from and dip into, and by being/becoming regular readers themselves, especially in front of their children.

We strongly encourage active membership of the (free) public library, and encourage people to make use of either the mobile library or the new library in North Clondalkin (Rowlagh), which is open until 8pm Monday to Thursday.

Differentiated Homework

Each child is different. When setting homework teachers aim to give homework that meets the needs, the strengths, and the interests of the children; In effect this means that not all children will receive the same homework.

Duration of Homework—Time Limits

It is the quality and not the quantity of homework that matters.

We do not want children to spend too long at their homework. Below are limits for time to be spent at homework. While we do want all children to do all their homework, and teachers try their best to give homework that they believe the children can do within the time limits, we realise that

sometimes for some children certain things are just too hard—in those situations we want parents to stop their child, praise them for their effort, and write a brief note to teacher explaining what happened.

The following are the limits for each class grouping:

3rd & 4th Class: 30–40 minutes

5th & 6th Class: 40–50 minutes

Homework Clubs

When possible, Talbot runs a Homework Club, supervised by our teaching staff with SNA help too. They run in Terms 1 and 2.

The aim of the clubs is to give the children good homework techniques and provide help when needed.

Each child in 3rd class is offered a place. Teachers in 4th, 5th and 6th class can nominate children they feel are struggling with homework or would benefit from doing their homework in a supervised situation. These nominated children are then offered a place in the clubs.

Homework Monitoring By Teachers

Ideally, teachers check homework and homework journals on a daily basis. However, it is not always possible or practical to do this every day.

Most homework is given for completion by the following day, but sometimes some class teachers give work that can be completed over a few nights.

As children get older and learn to work independently, some items of homework are checked less often, for example every second day. Some items of homework may be checked by children themselves, under the direction of the teacher; this can be a useful part of the learning process for children as it promotes personal responsibility.

What Happens When Homework is Not Done?

When homework is not completed, the child must do the homework that evening along with the current day's homework.

If homework is not completed regularly, the teacher contacts parents with a view to solving the situation, for example by using the note in Appendix Part One. It's important to understand what is the issue. This is where good communication between teachers and parents/guardians is very helpful. Most often teachers can help parents/guardians and the children in resolving the issue.

The teacher may decide to invoke the school's DFL (Discipline For Learning)

policy, and send home Yellow or Red cards to alert the parent/guardian to the problem.

If the situation persists, the matter may be brought to the attention of the Principal who will contact the parents/guardians and arrange a meeting to discuss how the matter can be resolved.

For Children: If Homework is a Problem

- Try! Always try! Get rid of any distractions. Concentrate.
- Ask for help at home.
- If you don't get all your homework done in time, tell your parents/guardians you need a note from them for your teacher—the school journal is a good place for this.
- Tell the teacher the following day that you had a problem. If there is a note, show the teacher the note.
- Listen carefully to the teacher as he/she gives feedback to you.

Success Criteria For This Policy

- Children expressing that they enjoy homework.
- Children expressing little or no stress with homework.
- Children expressing happiness with their homework activities.
- Homework being done by everyone.
- Teachers overall happy with the homework policy.
- Parents overall happy with the homework policy.

Roles and Responsibilities

Responsibilities of the children, the parents/guardians, and the teachers are laid out below in the Appendix. In addition, the Principal is responsible to ensure the Homework Policy is being implemented.

How This Policy Relates to the Spirit of our School

This policy ties in with Talbot's Mission Statement:

"Our school aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, SNAs, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable the child to live a full life and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

The staff is committed to the realisation of these objectives. Our aim is to create a happy, secure environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organised so that the school can operate smoothly for the benefit of all."

Timetable for Review

May 2024: a team of teachers representing all levels will meet to review how the policy is working, after consultation with parents (Parents Committee), teachers, SNAs, and children (Student Council and each class). If no changes are needed to the policy it will stay the same.

Ratification and Communication

This policy was ratified on _____ 2023 by the Chairperson of the Board of Management, Mick Lordan. A synopsis of the Homework Policy will be included in the next school journal. The Homework Policy will be discussed with new parents at the 3rd class welcome meeting each September. A copy of the policy will be available from the school office and on the school website <http://scoitalbot.scoilnet.ie/blog/>.

Appendix

Part One: Recommended Procedure for Managing Homework Not Done

- (1) Ask the child about it.
- (2) See if there's a note.
- (3) Communicate with the parents/guardians. Based on past experience with this child's homework, make an informed decision as to how to communicate:
 - a. by giving a Yellow Card, or
 - b. another way:
 - i. for example: a note in the child's journal,
 - ii. for example: emailing or using one of a supply of pre-printed notes along the lines of:

" _____ was unable to show his/her homework today in school.

Per our school homework policy, if _____ continues to not present homework, s/he'll have to get Yellow Cards each time along with lines to do. Nobody wants that to happen!

Please write a short note telling me what the problem was. I want to know so that I can work with you to make sure _____ does their homework, enjoys their homework, and has success with it. I will reply to your note, so please ask _____ for my reply.

In general, if you are having homework problems with _____ please let us know: it's really all about communication. Thanks!"

- (4) Think about differentiating homework for this child.
- (5) If the child continues to present without homework done, and without reasonable explanations, give out Yellow Cards along with lines to do.

Appendix Part Two: Responsibilities

Children's Responsibilities

To make the most of homework's learning opportunities, you must:

- Write down homework accurately in your homework journal.
- Ask your teacher any questions you have about the homework.
- Ensure you take home relevant books and copies.
- Complete homework assignments to the best of your ability. Effort is the most important thing.
- Complete your homework within the set time limit (30-40 minutes for 3rd/4th; 40-50 minutes for 5th/6th); if you don't, stop anyway, and just get a note saying what happened.
- Complete your written work neatly.
- Tell your parents/guardians and teachers of difficulties.
- Get a parent or guardian to sign that their homework is done each day, and where it's not done or completed, to write a note explaining why.
- Show your teacher any notes from home.
- Listen carefully to your teacher giving feedback to you about their homework, seeing what you did well and aiming to learn from your mistakes with an attitude of "Mistakes are great! They are proof that I am trying. They are great opportunities to learn more."

Parents'/Guardians' Responsibilities

To give their children the best chance of making the most of homework's learning opportunities, parents/guardians must:

- Partner with your child's teacher(s) as educators of your child. Tell the teacher of any special strengths, needs, or interests that will help the teacher set effective homework for your child to thrive and flourish.
- Encourage a positive attitude towards homework in all subjects from an early age.
- Supervise your child's homework: Helping your child and answering their questions is a good thing, but resist doing the work for them. Keep urging your child to work a little more independently. The sooner they learn independent-learning skills, the better.
- Agree a suitable time for doing homework, taking into account age, parents'/guardians' availability, and other family activities.
- Provide a quiet place with a suitable work surface, free from distractions, interruptions, phones, and TV. Encourage good presentation of work.
- Communicate to the teacher whenever needed. It is important, for example, to make a note to explain if the homework wasn't all done. It is also important and helpful to tell the teacher if the child is finding something difficult.
- Praise effort: praising effort (rather than praising ability) has been proven to build a child's resilience so that they keep trying when things are hard.
- Sign your child's journal each day after checking homework is completed.
- Check that your child has everything ready that is needed for the next school day: all necessary books and copies, the homework journal, pencils/pens, and complete uniform/PE clothes as needed for the next school day.

Teachers' Responsibilities

To make the most of homework's learning opportunities, teachers must:


- Teach the children how to do homework.
- Ensure the children know their responsibilities (maybe read together the section above)
- Work in-class on children's study habits, self-regulation, ability to focus and ability to avoid distractions.
- Collaborate with other teachers at your class level. Set homework, bearing in mind the differences amongst the children in strengths, needs, and interests. Ensure that all homework that is set first passes the test "Is it needed?"
- Partner with parents.
- Give children a voice in setting homework.
- Explain the homework clearly and check children understand what's required.
- Review work and provide feedback to students. Monitor homework to help identify pupils' strengths and needs, especially children with special difficulties. Use this assessment to inform yourself in differentiating homework.
- Communicate with parents. Teachers sometimes use texts, emails, and phone calls, and often use the school journal as a good means of communication between the school and the home.

● **Menus of Ideas 1**—Homework Ideas That Teachers Could Give—Collected from **Mr Malone’s 6th Class** (June 6th 2019)



Subject: English	Subject: Maths	Subject: PE
<p>A story of any choice A book report of any book Make your own book Write stories every night Reading Zone Wright plays, with friends and family. Pick days to do the English homework. Read one chapter of a certain book a night. Stories/Write/Draw.</p>	<p>5 equations a day Fun maths problems Learn times tables through a song online. More word problems. Mental Maths.</p>	<p>Go outside! Play football, tennis, etc Go on a little road trip Go out to play. Run around. Do some exercises 5-10 minutes Play a football match. PE gives me exercise and healthy bones. 10 minutes of exercise 10 minutes of exercise Exercise. Moves. Dances. Competition in the class and some might practice at home. Football, basketball, pas the ball.</p>
Subject: SESE & Music	Subject: Languages & Art	Subject: Other
<p>Science: Give experiments to try at home so you don’t have to feel stressed and have fun. Basic Science experiments. Learn biology and more. History: Do a project; could work on it every night. History projects: WW2, WW1, 1916. Ask someone at home questions. Geography: Lakes/Rivers/Dams Counties and countries of the world. Study of animals and nature. Project homework. Music: Every year from 3rd try a new instrument. If they like it they could stick with it (for homework) for the whole year. Music sometimes helps with stress. Take instruments home. Listen to some music. Flute/recorder/how to read music. Practice music as homework. Music might be fun and less stressful.</p>	<p>Try to learn any new language Learn how to say hi in Spanish. Italian at home on website. French. It’s fun to learn new words.</p> <p>Art: Do a drawing tutorial at home Make something with some material Design a new piece of art Face drawing Art techniques for art lessons. Practice to get better and be creative. Draw one picture every night. An art project for at home. Projects like build stuff using what we don’t need, because it’s really fun. Oragami, painting, designing, decorating, knitting.</p>	<p>Websites to help you with the homework.</p> <p>Drama: make your own play in class Drama to help us at the play.</p> <p>Religion: Prayers, Write stories. SPHE.</p> <p>HW on computer/phone. Send on an email about English and Maths etc. Games online—someone sets up a Kahoot or other multi-player. Maths games. Computer games made by the teacher on what you have learned that week. Fortnite Tournaments for the school.</p> <p>Baking: Have a week for 5th and 6th and 3rd and 4th being able to bake something, and let the teacher have a bite then if they like the whole class can try it. Baking, cooking, recipes. Home Ec. Give you a cooking skill.</p>

Menus of Ideas 2—Homework Ideas That Teachers Could Give—Collected from **Ms Skelly's 6thClass** (6th June, 2019)

Subject: Maths & English	Subject: SESE	Subject: PE & Music
<p>Give puzzles, fun word problems, maths crosswords. More maths homework!! We should be given a week to get 5000 points. Do Maths online. Online Athletics. Find funny math problems. Less Maths (and English). Mental Maths is good cos it doesn't take long.</p> <p>Could email writing to a teacher. Each week one theme we have to write a story about. Spellbound Movies: Watch a movie, do a recount.</p>	<p>Nature: Go outside. Research the plants and animals you see. Nature: Go outside and record what plants and birds you see and different trees. Look up what plants grow in other countries. Go out and record what we see. More homework outside like animals, plants, and other stuff like that. History: More projects Science: Some science project. Find your favourite chemistry vid and make it. Engineer: build a masterpiece. More history. Get information on a topic and make a project.</p>	<p>Do more fun games outside. EG 35 sit-ups, 35 push-ups, 1 min plank hold, 40 secs crunches. Better games. More activity. 10 minute workout. More sport like football, basketball, rugby, and American Football. Let the students decide on PE homework. Get over a certain number of steps in a day.</p> <p>Music: Do music at home Give us a song to learn. A video of you hitting certain notes. Listen to some songs we like and try and understand lyrics or something?</p> 
Subject: Other 1	Subject: Other 2	Subject: Other 3
<p>Art: Drawing tutorials to paint properly. Art projects. Art: Draw your mind. Draw your family. Get more art hw like drawing, like puppets. Drawing/Sketching/Printing or even projects. Art projects based on work like history we do during the day. Get information on your favourite artist.</p> <p>Chores: You could do something for your parents or go out with your dog or something and then write down their response.</p> <p>Not sticking to the basics like most classes just do English & Maths, but instead like History, Geography, PE, SPHE.</p> <p>After School Clubs: More activities.</p>	<p>Languages: German/French: Give a couple of weeks to write an essay on something in that language. Choose what language you want to learn, not just Irish. Choose a language, learn it at home. If someone chooses the same language they can work and talk about it together. Other languages would be nice to learn. Languages for 6th class, different ones in preparation for secondary school. Learn a language with an app.</p> <p>Technology: build something. Tell us to code something cool.</p> <p>(Prepare) a survey on something you're interested in.</p>	<p>Everyday, write what you learned in school today. Write what you've learned in school that day. Write a paragraph of you learned the previous day. Less homework—some people have activities and don't have enough time and that causes stress. Fashion: make their own uniforms. Fashion: a few weeks to design a piece of clothing. Beauty: Try to make your own mini-dress. Gardening: Get & grow a flower, bring in. Home Ec.: A couple of days to practice a recipe, bring in when you get it right. Drama: get a script with parts to play, practice, do mini-play in classroom. Record a video of you acting out something: you're learning.</p>

Subject: Organising It	Subject: Maths, Irish, SPHE	Subject: English
<p>Create Folder on Network for Homework Resources. Early in year let students do homework in class and assess independent study skills (time management, self-regulation, self-correction, independent work etc) Monthly Grids. A Half-Filled in Plan for Year, one to adapt to the class. Vary homework depending on what is happening in school that week. Change 'theme' weekly/monthly. Planning Template For Teachers.</p> <p>Focus more on skills. Focus on quality, not time. Personalise based on kid's abilities (e.g. beat personal record at...) and needs (e.g. tie your laces) Differentiate by aim, by content, by level of challenge, by how a child chooses to learn, by demonstration of learning, by home circumstances.</p> <p>Ensure bag not overweight</p> <p>Learning Log: Journal of what you learned that day.</p>	<p>Maths: Revision Sheets! Revision Sheet with 4 or more problems per day. Mental Maths. Mathletics. Online Maths outside of Mathletics (puzzles/games). Tables—songs online. Word problems. Write a word problem. Games—Hit the Button. Fun games. Maths in home. Practical tasks: shop! Measuring. Create a personal/imaginary weekly/monthly timetable. Online maths outside of Mathletics. Food—lists, prices, totals, change.</p> <p>Gaeilge: Watch an Irish song. TG4—cartoons, 10 mins. Signs in Irish. Watch an Irish song on youtube. Find Irish words in locality. Speak with parents.</p> <p>SPHE: Play! Free-play. Healthy Lifestyle, healthy food. Baking. Friendship Fortnight—projects on a topic. Life Skills—shopping lists, road safety, timetables, writing home address, DOB, forms, etc. Learn parents' phone numbers. Practice "x" teamwork skill, one a week.</p>	<p>Read! Make reading routine. Read for 20 minutes, your choice of book. Fill in a home-reading log. Read a chapter of a book/Read a chapter a night. Read and then write 3 impressive words/phrases/words to look up in school. Read PM book. Read/Listen to/Watch the news. Book club & discussions. Reading Zone. Poetry. Novel: read. Make up 'beat the teacher' questions. Find 1 or 2 poems about x or y: use a given set of questions to explore it/them. Research an author. Contrast with another. Visit a library! Show the new book(s). Read same page out loud 3 times, quicker each time.</p> <p>Write a piece (poem, recount, diary, story, play, dialogue, script, ...). Write alternative endings. Create your own book over time. Write a book report. Write out a recipe. Watch the news—summarise: 3 bullet points. Write a letter/email etc as someone else. Write 2/3 new self-selected spellings to learn each day into Spellings notebook/copy. Ten sentences over a week—corrected the following week. Handwriting. Edit a poorly written piece/text.</p> <p>Oral Stories—based on picture. Create questions. Spoken Word Piece: Just a Minute Game. Draw a picture: use oral language to describe it. Prepare arguments for/against/both. I-spy/games to describe something. Watch/listen to the news—present orally in morning. Analyse a TV ad/programme etc. Give a photo: job is to describe it fluently in class</p>

Subject: PE & SESE/Projects	Subject: Music,Art,Drama	Subject: Religion & more...
<p>PE Active Schools Week—very successful. More! Exercises to practice, choice board. 5 to 10 minutes exercise. Exercises to practice. Choice board. Food diary; Exercise diary. Skills challenges in different sports. Practice a skill and demo in class. Gonoodle. Walk pet. Stretches for 1 or 2 minutes. Fitness testing & targets: running to complete in a week.</p> <p>SESE/Projects: Conduct simple experiments. Science Exhibition. Draw & label (plant/animal/...). Projects based on topics covered in class. Projects over two weeks (gather at end). Research online. Prep Quiz: What (country/county/city/animal/) am I describing? Geography: Atlas research. History: website given, read & note points. Give videos to watch.</p>	<p>Music: Listen to a piece & draw. Compose your own piece/song. Body percussion piece. Compare & contrast songs/pieces. Write lyrics for existing song. Learn a song: #1 National Anthem, Dublin Folk Songs. Rehearse a piece & perform, in group, 70s, 80s, 90s, 00s, 10s. Write/draw response to song/poem/video etc Instrument—bring in/rehearse and then play a piece. Find out abt famous or favourite singer. Pick favourite song. Ask parents about favourite song(s).</p> <p>Art: Try some drawing tutorials. Draw a pic! Free art with a show-and-tell on Friday. Re-do a project that was practiced in class. Draw sth that inspires you (& talk abt it). Draw from observation. Research an artist; Respond to one.</p> <p>Drama: create a script for the class to perform. Pretend to be (person in photo): what do you do/think/feel/want to say?</p>	<p>Religion: The Grow In Love weekly homework. Learn a prayer. Say a prayer for ... (their choice).</p> <p>Technology: Typing out their written work. Typing practice. Problem-solving websites/challenges.</p> <p>Student Council: prepare vote-for-me reasons. Green Schools: Analyse home habits under diff flags—water, recycling...</p> <p>Health: Something on the skill of health, one day a week</p> <p>Wonder: Think up some things you could wonder about. Think up a question a day. Fill in... “I wonder how/why/...”</p>