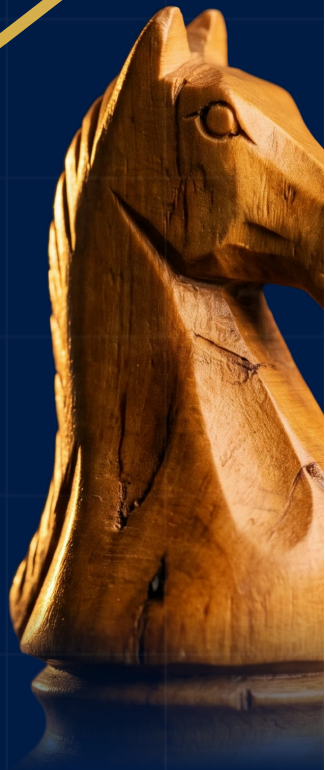




EDUCATIONAL CHESS PROGRAMME

Little Chess Explorers

One chess pathway for a whole primary school, from Junior Infants to 6th Class.



Taking bookings for January 2027. Afternoons go in the order enquiries arrive

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PROGRAMME CATALOGUE · DUBLIN PRIMARY SCHOOLS

Three programmes, not one lesson made easier

A five year old and an eleven year old are not doing the same thing. Each programme has its own session shape, its own length and its own idea of what a good week looks like. A school can run one, two or all three, one after another on the same afternoon.

STAGE 1

First Moves

Junior & Senior Infants

Session	45 minutes
Group	8 to 16
Ages	typically 4 to 6

A first, happy meeting with the chessboard. Movement, stories and short games, not sitting still for forty-five minutes.

WHAT CHILDREN ARE ASKED TO DO

- Recognising each piece by sight and by name
- Learning how one piece moves before meeting the next
- Taking turns and waiting for a turn
- Making a choice and saying why

STAGE 2

Playing the Game

1st & 2nd Class

Session	50 minutes
Group	8 to 16
Ages	typically 6 to 8

The whole game, properly. Rules, captures, keeping pieces safe, and full games played from the first week.

WHAT CHILDREN ARE ASKED TO DO

- All six pieces, castling, check and checkmate
- Noticing when a piece is attacked, and doing something about it
- Counting a trade before making it
- Playing a complete game start to finish

STAGE 3

Thinking Ahead

3rd to 6th Class

Session	60 minutes
Group	10 to 18
Ages	typically 8 to 12

Real chess thinking. Tactics, plans, calculating a few moves ahead, and analysing your own game afterwards.

WHAT CHILDREN ARE ASKED TO DO

- Tactical patterns: forks, pins, skewers, discovered attacks
- Making a plan instead of moving piece by piece
- Calculating two or three moves ahead before committing
- Opening principles, without memorising long lines

Groups run back to back, so three age groups is still one afternoon in one room.

The same block of time, shaped three ways

The clearest way to see the difference between the programmes is to look at how a session is put together at each stage.

Junior & Senior Infants 45 min

Story. A short story sets up the piece of the day.

Move. Children move on a large floor board with their own bodies.

Discover. A guided question with one right answer to find.

Mini-game. A two to four piece game that finishes inside five minutes.

Celebrate. Each child shows one thing they worked out today.

Across a term, pupils work towards naming every piece, moving it correctly, and finishing a short game with a partner.

1st & 2nd Class 50 min

Warm-up. A one-move puzzle on the demonstration board.

Teach. One idea only, shown and then named.

Guided practice. Set positions where the idea is the answer.

Play. A full game with the instructor moving between boards.

Review. One position from the room, looked at together.

Across a term, pupils work towards playing a full legal game, spotting a piece under attack, and finishing with a basic checkmate.

3rd to 6th Class 60 min

Puzzle start. Children arrive to a position already on the board.

Concept. A named idea, shown in two or three examples.

Applied play. Games with a specific instruction to try.

Analysis. A real game from the room, replayed by the players.

Challenge. A ladder game, a team match or a timed puzzle round.

Across a term, pupils work towards recognising common tactics, explaining a plan in their own words, and talking through their own game.

What running this involves

The school provides

- A room with tables, straight after school
- One agreed afternoon, with groups running back to back
- A named contact reachable during the block
- Agreed arrival, set-up and finish times

Little Chess Explorers handles

- Programme planning, written for the class group
- The teaching, in person, every session
- Lesson materials, whatever the length of the block
- Equipment arrangement, agreed in writing before anything starts
- Enrolment and parent communication, ours or yours

Cost to the school

Nil, under the standard arrangement. Programmes are parent-funded: families book and pay for the block directly and the school provides a room. A school-funded option exists for curricular blocks, whole-class workshops and funded initiatives, and is quoted separately. A group that does not reach its minimum does not run and nobody is charged. There is no rolling contract and no notice period.

Blocks and extending

Six weeks, eight weeks, twelve weeks or a full year. A block can be extended at any point before it finishes, at the same rate, without a new booking. For blocks of 12 weeks or more, the chess sets are included.

Starting small

The usual way in is one short block, an honest written review of what happened, and then a decision about Term 2 made with real information rather than a brochure. Taking bookings for January 2027. Afternoons go in the order enquiries arrive.

Who plans and teaches the sessions

Primary Education degree. Bachelor's Degree in Primary Education with a specialisation in English.

Early Childhood Education degree. Bachelor's Degree in Early Childhood Education.

Garda Vetting. Completed in Ireland, most recently in 2026 through the Archdiocese of Dublin, Educate Together and Early Childhood Ireland. A disclosure is granted to a relevant organisation and does not transfer between organisations, so each school arranges its own, at no cost to it.

Children First training. Introduction to Children First, Tusla, October 2025.

Teaching chess since 2017. Educational and competitive chess taught in schools and clubs since 2017, from complete beginners through to competition preparation.

Master's in Bilingual Education. Master's Degree in Bilingual Education, awarded 2026.

Professional educational experience in Ireland. Early Years Educator in Dublin, working to the Aistear and Síolta frameworks and to Tusla Early Years regulations.

Where chess and the curriculum genuinely meet

- **The board is a coordinate grid.** Files are letters, ranks are numbers, and every square has its own letter-and-number address. Chess notation works like a simple coordinate system.
- **Counting before committing.** Three of my pieces attack that square, two of theirs defend it. A child works that out before they take, and finds out immediately whether they got it right.
- **Worth, not only how many.** A rook is worth more than a bishop, which is worth about three pawns. Children spend the game comparing quantities and judging whether an exchange is worth making.
- **If this, then that.** If I go here, they go there, and then this square is free. That is a conditional statement being tested out loud, over and over, for forty minutes.
- **Pattern and sequence.** Tactics are patterns with names. A fork looks like a fork whatever the pieces are, which is how a child learns to recognise any structure.
- **Direction, symmetry and lines.** Diagonals, ranks, files, and a board that mirrors itself. Bishops that start on light squares stay on light squares, and children work that out for themselves rather than being told.

What is not claimed

No claim is made that chess raises exam results, raises IQ or develops particular brain regions. The largest school trial of chess, across 100 schools and 4,009 pupils, looked for an effect on attainment and did not find one. Its process evaluation, separately, pointed to the tutors' teaching and class management as the area to improve. That is an observation about delivery rather than a proven cause, and it is the finding this programme is built around.

NEXT STEP

Every school has a first move

Send the class groups you have in mind and a rough number of children. A written quotation follows with the exact figures for your school, the group sizes, and the dates.

No obligation, and the whole thing can be handled in writing.

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Little Chess Explorers is the trading name used by the sole trader who delivers the programmes. Figures in this catalogue are indicative; session length and term length differ from school to school, so the only price that counts is the one in your written quotation.