Figure 13.1 Example of an Individual Learning Plan (ILP)

| INDIVIDUAL LEARNING PLAN | | | | | |
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| Name: Mathew C.A. 9.01 | Areas of Concern: Mathematics | Class Teacher: Mrs Hall | | Date of ILP: 06.1.20 | |
| Year Group: Y5 | Level of Support: Ѕ hour small group (twice weekly) plus 1 hour (1:1) | | | Review Date: 25.03.20 | |
| Long Term Aims: To understand number relationships to 20 | | | Length of programme: 10 weeks | | |
| Current Level of Achievement | Targets | Success Criteria | Strategies / Resources | | Evaluation |
| Number Recognition  Recognises numbers to 10 but confuses ‘teen’ numbers. | Mathew will recognise  numbers to 20. | Mathew will name numbers to 20 at a speed of 1 second per card. | Number pack routine.  Representing numbers with Cuisenaire  rods on demand. | |  |
| Number Sequencing  Can count to twenty orally but often omits numbers. | Mathew will count accurately  to 20. | Accurate on five consecutive occasions. | Oral counting. Sequencing plastic numbers. Number line. Counting in context, e.g. cooking | |  |
| Number Formation  Writes numbers to 10 correctly but reverses 5, 7 and 9. | Mathew will write numbers to ten without reversals. | Seen consistently in written work in class over a period of two weeks. | Number templates, number pictures, sky writing, salt tray, tracing over corrugated card, etc. using multisensory techniques. | |  |
| Mental Mathematics  Can count to ten in twos with prompts.  Orders numbers to ten.  Recognises two, three and five as a visual cluster.  Cannot identify if a number is bigger/ smaller than given number (to 5). | Mathew will count orally to ten in twos without prompts.  Mathew will recognise visual clusters for all numbers to ten  Mathew will identify if a number is bigger/smaller than … (up to 10). | Accurate on five consecutive occasions. | Visual models: number line, Cuisenaire stair case, Numicon.  Teach visualisation techniques using patterns /visual clusters on playing cards, die and dominoes.  Use visual clustering to develop number relationships. Number peg activities. | |  |
| Mathematical Language  Confuses more than/less than, count on/count back. Says ‘same as’ rather than ‘equal to’. | Mathew will use the terms ‘more than’, less than’ and ‘equal to’ accurately. | Correct terms used consistently in class discussion and written work over a period of one term. | Number pack routine with cards for >, < and .  Oral problems and ‘number stories’. Comparing numbers using visual representation. | |  |
| Basic Arithmetic Skills  Can add and subtract numbers to ten mechanically. Cannot split numbers to ten or do missing addend problems. | Mathew will be able to split numbers to ten. Mathew will find the missing number in problems such as 7 ? 9 | Accurate on 5 consecutive occasions. | Counting and sorting objects, playing cards, dominoes, Numicon, Cuisenaire. Use of visualisation strategies. Drawing out number problems. Number balance. | |  |
| Estimation Skills  Can estimate how many objects are in a set of up to three. Cannot estimate the answer to problems with numbers to 10, e.g. that 3 plus 5 is less than 10. | Mathew will estimate the number of objects in sets up to 12 to within two of the actual number. | Accurate on 3 consecutive occasions. | Coins, counters, empty number line. Rounding up and rounding down. Visual clusters. Estimate and count marbles www.tes.com | |  |
| Mathew will estimate the answer to number problems to 12 (less than or more than 10). | Accurate on 3 consecutive occasions. | Cuisenaire rods, counters arranged linearly and then randomly. Visual clusters, playing cards for number to ten, dominoes for number to 12. | |  |