Mount Albert Grammar School Learning Support Department – Individual Education Plan

NAME: [redacted] **D.O.B. Date:** 8.06.1999 **DATE:** 10.03.2015

Year: 11 Term 1 2015

SPECIAL LEARNING CONDITIONS

modified programme for mathematics
has a lot of health issues
No extra homework for this subject – mainstream maths homework only.
Taking maths in the mainstream this year (Year 11 maths) – will need lots of support with this.
Needs lots of reassurance and repetition.

WHAT THE STUDENT CAN CURRENTLY DO:	GOAL	CURRICULUM LINKS AND HOW THIS CAN BE ACHIEVED:	RESOURCES
• AWS Number assessment Level 2: 38.46% Level 3: 8.3% • AWS Algebra assessment L2 – 57.14% • Basic Facts 70% (Dec 14) • Knows 2,5,10,4,3,6,7,8,9,11,12 times tables (including divisions) • Fractions Stage 5 Level 2 – 78% • Sequences numbers to 1000. • Able to complete number patterns with whole numbers to 1000 • Able to identify a rule in number patterns • Understands place value of whole numbers up to 1000 • Able to order whole numbers and decimals • Able to calculate accurately with	• To support work in mainstream maths class so Tammy has some hope of keeping up with the work. • To maintain learning of multiplication and division facts • Understand place value of decimals • Be able to round numbers to the nearest 10,100 and 1000. • Be able to round numbers to a specified number of significant figures • Understand finding fractions of a shape and set (including decimals numbers) • Understand place value of decimal numbers including tenths, hundredths and thousands.	***Level 2*** Number Strategies Use simple additive strategies with whole numbers and fractions. **Number knowledge** • Know forward and backward counting sequences with whole numbers to at least 1000. • Know the basic addition and subtraction facts. • Know how many ones, tens, and hundreds are in whole numbers to at least 1000. • Know simple fractions in everyday use. **Equations and expressions**	Mat 4 course outline Units in Maths Further Units in Maths Beta Book 2 Maths to Go Online resources: Mathletics Khan Academy

a calculator.	• Convert fractions to decimals to percentages and vice versa.	• Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols. *Level 3* Number and Algebra **Number strategies** • Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages. **Number knowledge** • Know basic multiplication and division facts. • Know counting sequences for whole numbers. • Know how many tenths, tens, hundreds, and thousands are in whole numbers. • Know fractions and percentages in everyday use. **Equations and expressions** • Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.	

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KEY COMPETENCIES	Thinking; Using Language, symbols and text; Managing Self; Relating to Others; Participating and Contributing.		

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Reflections at the end of Term 1	As Tammy has been taking mainstream maths at Year 11 MAT4 level, most of the work we have covered in maths this term has been to support the maths she has been doing in her regular maths class. Each Learning Centre session has begun with times tables practice. Tammy now has quite a firm grasp of all of her tables. She does take a long time to understand new concepts and needs new ideas revisiting often to retain the information. Tammy struggles with working out what do with maths problems in context. Topics covered this term include: Fractions – decimals – percentages conversions; place value of decimals; rounding numbers to nearest 10 and 100; NEEDS LOTS OF REASSURANCE AND REPETITION
Term 2	Begin work on: Supporting mainstream maths class work, as well as: Ratios Adding and subtracting integers Revise addition and subtraction algorithms and then move on to multiplication and division algorithms Equivalent fractions Mixed to improper fractions and vice versa BEDMAS

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Reflections at end Term 2	Tammy has maintained her knowledge of basic facts. She needs to work on her speed now.