



This document is for Training Purposes only.
Primary Curriculum Support Programme:
Professional Development – Learning Support
Sample: INDIVIDUAL PROFILE AND LEARNING PROGRAMME
Maths

Name: Peter		Class: 4 th class		
Address: Old Town, Somewhere.		Class Teacher: A. O'Brien		
		L.S.T.: G. Byrne		
Telephone: 089- 87654		Commencement date of supplementary teaching: Jan. 2006		
Date of Birth: 5.4.1995		Review Date: June 2006		
Screening Assessment	Date	Result	Date	Result
DPMT	Jun 05	PR 8		
Diagnostic Assess.	Date	Result	Date	Result
See Error Analysis	Dec 05			
Informal Assessment before Supplementary Teaching On Maths error analysis: <ul style="list-style-type: none"> cannot make a number greater than 1000 with Dienes blocks unable to subtract with renaming unable to make one euro with four coins unable to show a variety of times using the analogue clock. 			Informal Assessment after Supplementary Teaching	
<p>Summary of other information (For example from parents, class teacher, psychologist, speech and language therapist etc.)</p> <p><i>Class teacher</i> reports that Peter works well in a one-to-one or small group situation. However, he needs to be prompted to start and to continue any written work. He participates well in oral classes in which he is interested i.e. history. Unfortunately when he perceives a task 'too hard' he often feigns helplessness. Parents report that Peter still has problems with written homework- he hates writing answers to questions and needs constant help with maths homework. Peter relates that he is a big fan of Man. Utd and Real Madrid. He likes hurling and soccer. He dislikes leaving the class for learning support but he states that he learns best in a one to one small group situation</p>				
<p>Learning Strengths and Attainments:</p> <ul style="list-style-type: none"> § uses some self-correction strategies § repeats commands orally to assist his memory of instructions given § uses fingers to aid skip counting for multiplication number facts § has difficulty with vertical written multiplication calculations § has a good knowledge of the digital clock, but difficulties on the analogue clock § uses concrete materials effectively to assist operations with place value and money § has a good knowledge of place value up to 3 digits 				



Priority Learning Needs

- Place value up to 9999
- Subtraction
- Time on an analogue clock
- Money

Sample menu of learning targets for the period

Date Achieved

Peter will:

- correctly identify, construct and record whole numbers up to 9999
- record and calculate vertical addition and subtraction (without renaming), using numbers up to 9999
- record and calculate vertical subtraction with renaming, using numbers up to 9999
- read and show the hour, half hour and quarter hour on the analogue clock
- read and show five minute intervals on the analogue clock
- solve problems orally based on half hour, quarter and five minute intervals
- exchange 10c, 20c, 50c and euro coins for other coins of equal value
- calculate and give change by 'counting on' up to the value of 50c, €1, €2, €5, €10
- add various amounts of money using front-end estimation strategy
- solve problems orally using euro and cent up to a total of €10.

Sample Menu of – Learning Support Activities – Learning Support Teacher

- model representation of numbers to 9999, using Dienes materials, abacus, place value flip-overs, transition board and pictorial abacus
- encourage Peter to think aloud while demonstrating representation of numbers to 9999, using Dienes materials, abacus, place value flip-overs, transition board and pictorial abacus
- call out three and four digit numbers for Peter to record
- identify, write and construct place value in whole numbers 0 -9999 working at concrete, semi- concrete and pictorial level
- model real life examples of subtraction
- subtraction activities using base ten blocks and transition boards
- demonstrate the hour, half hour and quarter hour on an analogue clock and child practises
- § represent TV and cinema times on analogue clock
- § use real coins to demonstrate and child will practise exchanging 10c, 20c, 50c and euro coins for other coins of equal value
- § real-life money problem-solving activities using shopping catalogues, menus etc.
- § activities from 'Maths Together' (Florence Gavin) and 'Know your Euro' and 'Know your Time' (Monica Mc Namara: NALA) to reinforce these concepts in class and at home
- § collaboration with class teacher with regard to differentiating class work and homework



§ Numbershark - subtraction activities.

Sample Menu: Learning Support Activities – Class Teacher

Class Teacher will:

- § encourage Peter to use concrete materials when completing place value activities
- § call out and record numbers up to 9999 (whole class / small group)
- § allow Peter to use calculator to solve difficult calculations and to check less difficult ones
- § ask Peter to read the times from analogue clock during the school day and give him opportunities to calculate ‘how long until....?’
- § select appropriate activities from class text book and will differentiate as necessary
- § include Peter in oral activities by differentiating questions and levels of difficulties
- § use pair work for problem - solving activities in money and time
- § differentiate homework in consultation with LST/ RT.

Sample Menu: Learning Support Activities – Home

- § encourage Peter to read time using the analogue clock
- § give Peter responsibility to shop for personal items and encourage him to estimate how much money he will need
- § on family outings, get Peter to note the start time of the journey, the distance involved and to estimate the time it will take.
- § dictate 3 and 4 digit numbers for Peter to record.

Supplementary Teaching: Group: (G)

from:Jan.06

Individual: I.

to: June 06

Day	Mon.	Tues.	Wed.	Thurs.	Fri.
Time:	12- 12:30pm	12 - 12:30 p.m.	12 - 12:30 p.m.	12 - 12:30 p.m.	12- 12.30pm
Location:	(G) LS Room	(G) LS Room	Classroom	(G) LS Room	Classroom