

# Subject Areas



## Introduction to subject areas

During the course of a day, a primary classroom teacher presents the curriculum in a variety of ways. When learning new skills, children need to build on previous achievements. Foundation skills are building blocks enabling children to move from one skill to the next. If they have deficits in any area, it will impact on classroom performance.

In this book, the foundation building blocks for learning are categorised as:

- Sensory processing
- Gross motor coordination
- Fine motor control
- Perception
- Language
- Organisational approaches
- Social and emotional aspects

The subject areas have been chosen to cover the broad range of tasks which children have to complete in primary years. Occupational therapists are skilled in functional analysis and look at the performance components of everyday skills. Using these principles the core subjects of the curriculum (literacy, numeracy and science) as well as more practical areas (art/design, PE and ICT) have been analysed by considering the general behaviours that are observed by the classroom teacher and then linked to the foundation building blocks which are most likely to be causing the difficulty.

It should be noted that if a child has generalised learning difficulties it will show on the tables as relating to many specific foundation skill areas; however, it is likely to be due to underlying immaturities rather than a specific difficulty. When considering these tables relating to a specific child it will be important to consider the child's academic abilities.

Each subject area has been presented in a table, which is cross-referenced to specific foundation skill areas. For each teacher observation, the four most likely (primary) skill areas underpinning the task have been identified by a diamond (◆); additional skills (secondary) that could also be impacting on the child's performance have been identified by an open square (□). The information on the tables naturally clusters into the foundation areas that underpin the curriculum area requirements. When the

table is completed for an individual child, it is likely that the difficulties the child is showing in the classroom will crystallise into a few foundation skill areas and this will provide the basis for planning the child's individual programme. The number of symbols for each teacher observation has been limited to a maximum of eight.

The table may be used to identify an individual child's profile.

- *Read down the list of observations* to identify relevant difficulties and highlight across each row.
- *Scan the foundation blocks* vertically, highlighting columns containing ◆
- *Add up all the ◆ in each column* and record each score in 'Primary Totals' at the bottom of the table.
- *Repeat the procedure for the □* and record each score in 'Secondary Totals' at the bottom of the table.
- *Look at the total scores for ◆* and identify the foundation blocks with the three highest scores.
- *Look at the total scores for □* and identify the foundation blocks with the three highest scores.
- *Refer to the relevant foundation skills* in the Foundation Skills chapter and select appropriate activities to target in the child's individual programme.
- *Use the proforma* provided to produce the child's individual programme and, if appropriate, transfer information to the Individual Education Plan (IEP)/Pupil Inclusion Plan (PIP).
- *Review the child's progress* at agreed intervals.
- *Referral to specialist services* should be considered if the child continues to show more difficulty than peers.

FOR SCREEN VIEWING IN DART ONLY

FOR SCREEN VIEWING IN DART ONLY

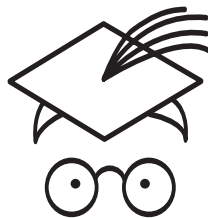


# Teacher Observations of Child

MOTOR CO-ORDINATION	
Unable to sit down on carpet without causing a disturbance	
Inability to maintain correct sitting posture for task	
Slouches/falls off chair	
Cannot maintain a functional working position	
Constant movement/fidgety/on the go	
Trips and falls/bumps into people and things	
Flops or props against wall, apparatus or children	
Cannot stay within personal boundaries	
Unable to organise body movements	
Problems participating in team sports	
Difficulty waiting turn in line	
Low energy levels/poor stamina/gives up easily	
FINE MOTOR CONTROL	
Dropping equipment/knocking things over	
Difficulty handling equipment age appropriately, e.g. ruler, scissors	
Inaccurate cutting and sticking	
Poor mouse control	
Unable to do up buttons and fastenings	
Poor manipulation when attempting two handed tasks, e.g. construction	
CLASSROOM SKILLS	
Unable to trace accurately	
Cannot hold pencil correctly/awkward, immature grip	
Letters and numbers poorly formed	
Immature writing for age	
Slow speed for written tasks	
Smudges work	
Difficulty copying work from board or book	
Difficulty recording ideas	
Untidy work/lots of crossing or rubbing out	
Problems interpreting shape and form	
Cannot copy models (3D-3D)	
Cannot make model from a picture (2D-3D)	
Poor reading fluency	
Poor spelling	
Poor at researching topic information	
Difficulty finding way around computer	
Unable to research information using ICT	
Incomplete homework	
	<b>MAIN TOTALS</b>
	<b>SECONDARY TOTALS</b>

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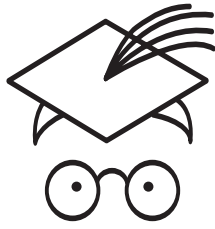


## Teacher Observations of Child

GETTING READY TO WORK
Takes many trips to collect necessary equipment
Difficulty planning and organising approach to task
Poor organisation of work on page/untidy presentation
Unable to start task independently
Appears disorganised when attempting task
Easily distracted/frequently off task
Slow, rarely completes work
Careless and slapdash approach
Takes a long time changing for PE
LISTENING
Unable to listen/understand verbal instructions
Cannot follow a sequence of verbal instructions
Takes a long time responding to instructions and completing task
Unable to listen to others
Finds turn taking and listening to others hard
Does not participate in group discussions
Starts task before instructions completed
Finds noisy environments distressing
BEHAVIOUR
Unaware of safety issues
Impulsive/rushes all tasks and activities
Distractable/unable to attend
Appears in a world of their own
Difficulty sharing equipment/taking turns
Socially isolated/preference for working alone
Lacks confidence/overly confident in social situations
Shy behaviour/acts as class 'clown'
Gives up easily in task/uses negative self talk
Temper tantrums/frustrated
Difficulty understanding boundaries/following rules
Emotionally reactive – cries/gets upset quickly/hits out
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>

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# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

WRITING
Does not hold pencil in same hand consistently
Cannot hold pencil correctly – immature/awkward grasp
Poor letter formation
Inconsistent slant
Variable sizing of letters
Poor or no spacing
Poor placement of letters on line
Reversal/inversion of letters
Writing lacks fluency/spidery writing
Reduced quantity of work incomplete/unfinished
Incomplete homework
Slow speed for written tasks
Slouches/falls off chair
Fidgets on chair/cannot sit still
Unable to trace accurately
Untidy work/lots of crossing out/rubbing out
Smudges work
Heavily reliant on visual prompt
Difficulty copying from book/board
Unable to sequence events and recount in relevant detail
Difficulty using word banks and dictionaries
Difficulty developing cursive script when printing established
Inability to choose appropriate handwriting for task
Poor spelling
Difficulty recognising visual patterns in words
Problems drafting work
Problems planning work
Unable to start creative writing task
Unable to recall and present relevant points
Inconsistent ability to work left to right
Poor organisation of work on page
Unable to start task independently
Incorrect sentence structure
Ideas scrambled in haste to put thoughts down on paper
Unable to use a clear structure to start writing
Difficulty organising thoughts to put down on paper
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>



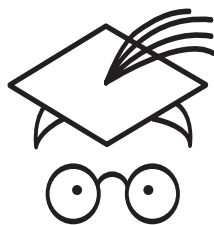


# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

SPEAKING AND LISTENING
Unable to follow instructions in the correct order
Seldom offers correct answer to questions
Unable to get the gist of an account
Unable to identify sound patterns in language
Unable to recall relevant points
Poor understanding of the spoken word
Difficulty participating in drama sessions
Unable to understand another person's viewpoint
Switches off
Starts task before instructions completed
Appears disorganised when attempting task
Easily distracted/frequently off task
Inattentive/in a 'world of their own'
Unable to ask relevant questions to clarify understanding
Jumbled speech patterns/muddled thoughts
Poor clarity of speech
Limited vocabulary/poor word finding
Reluctant to speak in front of class
Off topic when speaking
Unable to use speech appropriately in different contexts
READING
Poor phonic recognition
Unable to match sound to letter
Poor reading fluency
Reluctance to read aloud
Unable to recognise words with common spelling patterns
Unable to identify patterns of rhythm/rhyme/sounds
Dependent on physical prompt for following text
Lack of fluency when scanning text
Slow when reading from board/book
Misses words/substitutes words when reading
Loses place on page/board/computer screen
Difficulty recognising letters/words in different fonts
Difficulty searching alphabetically, e.g. index, dictionary
Difficulty understanding text
Discrepancy between reading ability and reading comprehension age
Difficulty extracting information from text
Difficulty responding imaginatively to what is read
Poor at researching information
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>





# Teacher Observations of Child

NUMBER
Poor number formation
Reversal/inversion of numbers in comparison with peers
Inconsistent number size affecting layout of work
Immature number calculations compared with peers
Poor spacing of numbers in square/on line
Misalignment of numbers in square/on line
Poor at mental maths
Difficulty solving maths problems
Unable to develop rapid recall of number facts
Unable to grasp mathematical rules e.g. +, -, ×, ÷
Problems when counting
Lack of number recognition
Inability to learn or retain multiplication tables
Unable to create and describe number patterns
Difficulty making predictions
Inability to recognise sequences
Unable to explain reasoning for task
Problems with sorting/classifying/organising data or information
Difficulty marking numeral on number line
Problems when completing mental maths tasks
Difficulty recognising/ordering number patterns
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>

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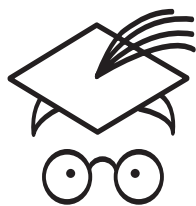


# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

SHAPE, SPACE AND MEASURE
Unable to correctly name shapes, spaces and measures
Difficulty recognising simple spatial patterns/relationships
Unable to describe properties of shape
Problems estimating length, depth, height, volume
Unable to obtain measurements, e.g. reading scales
Problems understanding and interpreting scale
Problems with linear and vertical scanning, e.g. reading graphs
Difficulty drawing adjacent/overlapping/interlocking shapes
Poor handling of maths equipment
Inability to copy 3D-3D to make a model
Unable to interpret 2D picture to make 3D model
Inaccurate copying of 2D shapes
Unable to recognise and reproduce 2D symmetry
Poor understanding of position and movement of objects
HANDLING DATA
Unable to select, sort and sift relevant information presented in written form
Unable to select, sort and sift relevant information presented verbally
Difficulty interpreting data to solve problem
Problems generalising mathematical principles across the curriculum
Difficulty recognising what changes need to be made to reach correct conclusion
Inflexible approach to working out solution
Unable to recognise/understand that solution to problem is unreasonable
Poor organisation of information on page
Inability to present information in a variety of styles
Slow acquisition of mathematical language/terminology
Difficulty explaining and justifying their reasoning
Unable to find data in table/chart/list
Problem making sense of information recorded on table/list/chart
Difficulty drawing and completing table/chart/list
Poor organisation of work on page/untidy presentation
Unable to start task independently
Inability to present similar data using a variety of styles
Lack of awareness/understanding of possible ways to display information
Unable to present results using ICT
Difficulty constructing tables/graphs/pictograms using ICT
Inability to find relevant information on screen
Poor mouse control
Poor understanding of discrete terms, e.g. fair, unfair, certain
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>



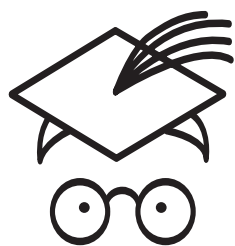


## Teacher Observations of Child

SCIENTIFIC ENQUIRY
Problems asking appropriate questions
Inability to think about what may happen before attempting task
Cannot follow sequence of auditory instructions
Reluctant to talk about own work in front of group
Muddled explanation when explaining result of task
Difficulty planning/organising ideas
Takes many trips to collect necessary equipment
Difficulty developing ideas from initial instructions
Impaired investigative skills, e.g. evaluating, analysing
Finds making graphs to represent outcomes challenging
Poorly controlled or impulsive movements resulting in reduced safety
Difficulty with practical aspects of task
Immature drawing skills
Difficulty recording ideas/observations
Finds predicting outcomes challenging
Problems thinking and doing simultaneously
Problems estimating length, depth, height, width
Difficulty generalising principles
Difficulty analysing simple patterns/associations
Over/under reaction to sensory exploration, e.g. sight, hearing, smell, touch, taste
Fixated by one particular aspect of science
LIFE PROCESSES AND LIVING THINGS
Difficulty recognising body part on self, others or animals
Reluctance to try new foods
Difficulty making links between life processes in familiar animals and plants
Problems recognising material/objects in different forms to enable classification
Unable to visualise a complete lifecycle/circuit
Unable to understand abstract concepts to complete task
Unable to predict outcome
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>

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# Teacher Observations of Child

MATERIALS AND THEIR PROPERTIES	
Reluctant to touch, taste or smell certain materials	
Unable to cope with some noises	
Difficulty discriminating textures	
Poor sensory feedback – heavy handed or not enough pressure	
Problems sorting and classifying objects	
Unable to recognise and name common types of material	
Mismatch between academic ability and practical work	
Immaturity and poor quality of finished work compared with peers	
Careless and slapdash approach	
Finds all practical work hard	
Difficulty handling materials	
Poor accuracy when measuring, cutting, drawing	
PHYSICAL PROCESSES	
Inability to link cause and effect	
Unable to understand basic concepts, e.g. push/pull	
Cannot interpret 2D to make a 3D circuit	
Difficulty drawing representation of 3D model	
Problems when using scale or measuring	
Difficulty with linear or vertical scanning	
Cannot remember conventional symbols	
Unable to use and remember appropriate scientific language and terms	
Unaware of personal space (own and others)	
Excessive body movements when completing tasks	
	<b>MAIN TOTALS</b>
	<b>SECONDARY TOTALS</b>

FOR SCREEN VIEWING IN DART ONLY





# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

**EXPLORING & DEVELOPING IDEAS**

Unable to be imaginative

Unable to link ideas

Difficulties asking appropriate questions

Unable to grasp concept to complete task

Cannot follow sequence of auditory instructions

Difficulty planning ideas

Unable to select ideas and materials to use in his work

Limited ability to collect and sift materials needed for project

Difficulty with practical aspects of task

Difficulty recording ideas

Unable to imagine simple sketch/prototype

Poor observational skills

Difficulty developing ideas from initial instructions

Dislikes certain textures

Fixated on one particular colour, shape or texture

Reluctant to try new art media/materials

Finds noisy environments distressing

**PRIMARY TOTALS**

**SECONDARY TOTALS**



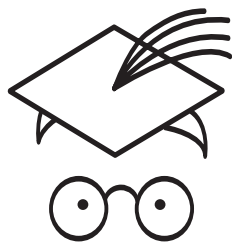


# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

INVESTIGATING AND MAKING ART, CRAFT AND DESIGN
Finds all practical work hard
Difficulty handling tools
Poor accuracy when measuring, cutting, drawing etc.
Constantly swapping hands when using tools
Only using one hand in activities when two are needed
Unable to draw anything recognisable
Immature drawing skills
Inability to stabilise equipment efficiently
Immature drawing of people
Dislikes messy activities
Difficulties identifying tactile/sensory qualities of materials
Heavy handed or poor control of pressure
Reduced awareness of personal space (own and others)
General clumsiness with 2 handed tasks
Forgets verbal instructions and practical demonstration
Careless and slapdash approach
Excessive body movements when completing tasks
Rushes all tasks/activities/starts without thinking
Impulsive movements compromising safety
Unable to select appropriate material for task
Takes many trips to collect necessary equipment
Poor quality of finished work compared with peers
Discrepancy between cognitive ability and performance skills
Cannot understand scale
Unable to construct 3D models
Cannot interpret 2D to make a 3D model
Difficulty drawing 3D objects
Problems when copying 2D to 2D
Difficulties analysing patterns/exploring specific details from artifacts
Problems estimating length, depth, height
Problems understanding and generalising common properties of object
<b>PRIMARY TOTALS</b>
<b>SECONDARY TOTALS</b>



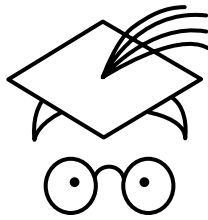


# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

EVALUATING AND DEVELOPING WORK	
Difficulty listening to verbal instructions	
Difficulty listening to others	
Reluctant to talk about own work in front of group	
Finds turn-taking and listening to others hard	
Unable to be focussed and contribute to discussions	
Difficulties following sequence of written instructions	
Difficulties following sequence of verbal instructions	
Little awareness of cause and effect	
Unable to predict outcome	
Problems developing ideas	
Very fixed and rigid in their ideas	
Resistant to ideas from others	
Unable to see what changes could be made	
KNOWLEDGE AND UNDERSTANDING	
Little understanding of shape, size, space	
Unable to link one shape to another	
Problems analysing repeating patterns	
Difficulty interpreting subtle similarities/differences in colour, tone, design, style etc.	
Difficulty comparing and contrasting different styles, mediums and cultures	
Difficulty conceptualising completed design	
Problems understanding and generalising common properties of object	
	<b>PRIMARY TOTALS</b>
	<b>SECONDARY TOTALS</b>



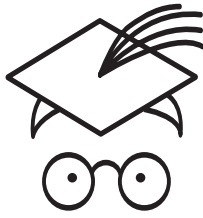


# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

GENERAL SKILLS
Poor mouse control
Difficulty depressing correct key
Problems finding cursor on screen
Problems locating specific icons/tools
Cannot remember icon tool function
Difficulty remembering and following verbal instructions
Problem transferring material given via an interactive whiteboard to own computer
Cannot remember sequences when using pathways, e.g. to open a file
FINDING THINGS OUT
Difficulty using databases and spread sheets
Problem with vertical and linear scanning
Difficulty reading information presented in different font styles and sizes
Problems understanding and interpreting information
Cannot recognise and interpret computer graphics particularly when orientation is altered
Inability to relate control input to turtle movement
Difficulty incorporating sound into presentation
DEVELOPING IDEAS AND MAKING THINGS HAPPEN
Problems identifying relevant information on the screen when lots of irrelevant information is presented e.g. on internet pages
Difficulty recognising uniformity or differences in font size
Unable to interpret and produce a range of layouts, e.g. spreadsheets/pie charts/posters
Difficulty understanding and using 3D representations on the screen
Problem reorganising information in order to present it in a different format
Difficulty understanding what pictograms represent
Inability to link mouse movement to direction on screen, e.g. using Flair programme
Unable to insert graphics within text
EXCHANGING AND SHARING INFORMATION
Unable to participate in group work
Inability to recognise differing needs of others when communicating information
Difficulty sharing information through email
Difficulty understanding and using new programme, e.g. Powerpoint
Problems inserting information into programmes
Inability to use appropriate tools to enhance presentation, e.g. using several different transitions between slides
Cannot produce presentation notes to go with slides
Difficulty in giving verbal presentation to audience
REVIEWING, MODIFYING AND EVALUATING WORK AS IT PROGRESSES
Unwillingness to incorporate other people's ideas into own work
Problem evaluating own work
Difficulty understanding what improvements could be made
Unwillingness to edit work
Lack of understanding how to edit
Problems questioning plausibility of researched information
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>





# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

**MOTOR CO-ORDINATION**

- Lack of stamina
- Inability to sustain movement
- Poor balance
- Reduced fluency when moving
- Bumps into things/trips and falls over
- Ungainly/awkward movement walking and running
- Flops or props against apparatus, children or wall
- Poor grading of movement, e.g. too much/too little force
- Heavy footed/'earthbound' movements
- Slower than peers in acquiring skills
- Slow to change for PE
- Difficulty with buttons, zips, laces
- Reluctance to participate due to anticipated difficulties
- Difficulty maintaining control of movement
- Constant movement to give self stability
- Reduced ability when hopping
- Difficulty co-ordinating both sides of body together, e.g. swimming
- Reduced spatial awareness
- Constant movement/fidgety/on the go

**DANCE/GYMNASTICS**

- Unaware of own position in relation to others
- Poor sense of rhythm and timing
- Difficulty with quick directional changes
- Lacks fluency of movement
- Ungainly, awkward and exaggerated movements
- Uses speed in an attempt to overcome poor balance/control
- Unable to accurately recall sequences of movement
- Unable to change from one movement pattern to another
- Difficulty copying or imitating patterns
- Difficulty with synchronisation work
- Difficulty executing precise controlled movement
- Dislikes or anxious of being off the ground
- Difficulty learning to skip and hop
- Problems co-ordinating arms and legs together
- Fearful of unstable equipment, e.g. ropes
- Difficulty creating and performing own movement patterns
- Poor judgement of height, depth, distance

**MAIN TOTALS**

**SECONDARY TOTALS**





# Teacher Observations of Child

FOR SCREEN VIEWING IN DART ONLY

GAMES/ATHLETICS
Difficulty with ball skills/poor accuracy
Does not track flight of ball
Inability to hit target/throw at target
Immature catching and throwing
Flinches when ball comes towards self
Waits for ball to hit body before responds
Difficulty holding equipment
Unable to keep position in team/in the wrong place at the wrong time
Reluctance to participate in games
Last to be chosen for team
Always wants to be team captain
Slow response to instructions in team situations
Inappropriate social behaviour in team sports
Difficulty finding, maintaining and relocating correct position on pitch/court/field
Reduced awareness of team roles/team working
Failure to initiate interaction with others
Inattentive/unable to listen to instructions/needs to have instructions repeated
Problems understanding rules/tactics/strategies of team games
OUTDOOR AND ADVENTURE ACTIVITIES
Difficulty orientating, reading and interpreting maps
Poor problem solving skills
Fearful of new experiences
Slow and hesitant when attempting new activities
Unable to accurately judge, height and depth
Unable to shift weight accurately
Unstable on uneven ground, trips over stationary objects, e.g. roots
<b>MAIN TOTALS</b>
<b>SECONDARY TOTALS</b>



# Subject areas teacher observation summary chart

FOR SCREEN VIEWING IN DART ONLY

	Foundation Blocks					FS 1 Sensory Processing					FS 2 Gross Motor					FA 3 Fine Motor					FS 4 Visual Perception					FS 5 Language		
	FS 1A	FS 1B	FS 1C	FS 1D	FS 1E	FS 2A	FS 2B	FS 2C	FS 2D	FS 2E	FS 3A	FS 3B	FS 3C	FS 4A	FS 4B	FS 4C	FS 4D	FS 4E	FS 4F	FS 5A	FS 5B	FS 5C	FS 5D	FS 6	FS 7			
Child.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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Art/Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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<b>Main Totals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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