



CURRICULUM ADAPTATIONS IN PE

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>Step by step reminders of key skills using visuals and modelling.</p> <p>Explicitly teach, and pre-teach, new computing vocabulary and recap this during the tech talk part of the lesson.</p> <p>Give individual instructions or demonstrations where necessary.</p> <p>Clear modelling using the 'I do, you do, we do' approach .</p> <p>Lots of repetition of skills to support recall.</p> <p>Use mixed ability groups for peer support.</p>	<p>Break down instructions into small steps supported with gestures/pictures/ICT and modelling where applicable.</p> <p>Clear concise language used with safety instructions.</p> <p>Key vocabulary supported by visuals and repetition.</p> <p>Working in smaller groups of similar ability when developing turn taking and skills.</p> <p>Building up to larger team games after learning the rules and skills.</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Ensuring the teacher can be seen/heard clearly.</p> <p>Adaptations to equipment where possible—eg types of balls (size, weight etc)</p> <p>Giving pupil a larger space where possible.</p> <p>Making children aware of where the lesson will take place e.g. indoor/outdoor/ playground/field.</p> <p>When using videos or music allowing the use of ear defenders, subtitles etc.</p>	<p>Visual timetables to ensure pupils know it is PE. Inform of any changes using visual timetable.</p> <p>Encourage a 'growth mind-set' around having a go.</p> <p>Timed warnings for changing activities.</p> <p>Opportunities for pupils to develop social skills with group/ team work.</p> <p>Clear expectations at the start of the lesson.</p> <p>Liaise with parents about adaptations needed.</p>