

Adaptive Teaching in PE



Quality First Teaching

- Flashbacks that revisit all learning in PE as it has been taught and to fill gaps from assessments.
- Key vocabulary displayed for that particular lesson and explicitly discussed.
- Key knowledge being taught and modelled clearly to the children.
- Quick checks of knowledge and skills gained during the lesson (mini recaps).
- Questions both imparted from the teacher and children asking their own.
- Demonstrations used for children to visualise what is being taught.
- Links to jobs and famous athletes.

Potential Barriers to Learning (including SEND)

Cognition and Learning		Communication and Interaction	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Retaining knowledge and skills taught. Slow processing Struggles to remember key knowledge.	Picture prompts Flashbacks used to recap previous learning. Instructions broken down into smaller stages.	Non verbal EAL relationships	Signs and symbols Pictures with key words, showing new vocabulary. Working with an adult to ensure understanding Instructions broken down into smaller stages.
Physical and Sensory		Social Emotional and Mental Health	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Visual impairment. Hearing impairment. Mobility issues. Touching unfamiliar textures. Overwhelming environment. Overload of knowledge and skills	Pre-teaching knowledge and skills prior to the lesson. Area is well lit and clutter free. Positioning of child to ensure they can see teacher or demonstration. Larger balls or equipment used. Coloured equipment used. Balls which make noises used or guide ropes when running. Lighter moving equipment eg scarves/beanbags/balloons Larger/closer targets. Smaller areas or shorter distances. Visual aids so children know what to do at each station. Nets or baskets lowered.	Confidence and self-esteem. Relationships	Working with an adult, watching examples given by other children, doing examples together. Using their bodies to show an answer rather than explain using words. Extra practice time given. Re-regulation zone available if needed.

Stretch and Challenge Opportunities

- Providing more complex activities eg smaller targets at a further distance.
- Questioning to provide critical thinking eg 'what could you do to throw the ball further?'
- Open ended challenges to provoke creativity.
- Personal challenge/goals eg can you beat your personal best?
- Used for demonstrating to the rest of the class.