



Adaptive teaching across the curriculum PE

Scaffolding	Alternative recording	Memory
Key vocab shared during the lesson	Peer assessment	Print off key slides for reference
Modelling- I do, we do, you do	Videos of performances	Task boards
Vocabulary word sheets with visuals	Photographs of skills	Tailored communication and interaction
Amended physical vocabulary for performance, to suit needs or abilities.	Assessment sheets used by support staff which identify key skills and knowledge happening in the lesson	Vocabulary word sheets with images
Simplified compositional tasks, to suit needs or abilities.		Simple, clear, concise language
Videos of skills/movements being carried out		Photographs of past learning
Multiple choice responses (During mini quizzes/FLASHBACKS / when appreciating work of others)		Communication and interaction
Peer modelling		Songs and videos
One to one adult support as appropriate		Vocabulary word sheets with images
Adult modelling		Repetition
Videos of skills/movements being carried out		Use of technology to engage learners
		Pictures of movements e.g star jump
Communication and interaction	Physical/ Sensory	Others
Pre teaching of vocabulary	Subject specific tools and resources to aid learning	Frequent opportunities for overlearning and rehearsal
Vocabulary word sheets with visuals	BEAM/Sensory Circuits/Clever Fingers	Consider paired working
Simple, clear, concise language	Smaller or larger areas depending on skill being practised	Use of engaging teaching tools such as videos, music, songs, dance, drama etc
PECS/sign along and communication boards	Different sized equipment being used dependant on need	Inclusive questioning, e.g. cold calling, paired discussion
Dyslexia-friendly font and background colour	One to one adult support as appropriate	Processing / thinking time
Recordings of what a good example looks like	Balls that make a noise to support visually impaired pupils	Limit to outcomes e.g.create an 8 count phrase instead of 16
Picture prompts and sequential image based instructions for specific skills e.g javelin, bowling		Working alongside an adult
One to one adult support as appropriate		