

Space:

changing distance, height, size, location

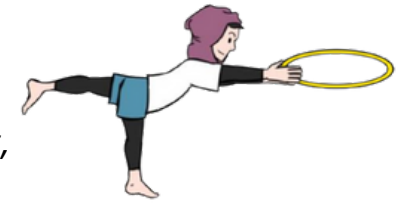
- Using safe zones or safe playing areas.
- Using targets that are closer.
- Using smaller areas or playing over shorter distances.
- Using flat areas such as playgrounds or halls.
- Using bigger spaces to allow for more reaction time.



Task:

changing rules, roles, progressions, conditions, complexity

- Adding conditions to games e.g. everyone must touch the ball.
- Changing the speed of the activity e.g. everyone must walk.
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms.
- Creating smaller/bigger targets to make the task easier or harder.
- Pupils taking on different roles e.g. coach, official.
- Using bigger spaces to allow for more reaction time.



STEP

**principle to
adapting your PE**

Equipment:

changing what is being used

- Using larger balls which are easier to see and catch.
- Using coloured balls that are easier to see.
- Using balls that make noise.
- Using tennis rackets instead of rounders or cricket bats.
- Using lighter equipment which moves more slowly e.g. scarves, beanbags.



People:

changing groupings or how the children play together

- Working in mixed ability groups.
- Working in similar ability groups.
- Playing uneven sided games e.g. 5v2.
- Using buddy systems.
- Focus on and praise how the children interact with each other as opposed to score or outcome.

