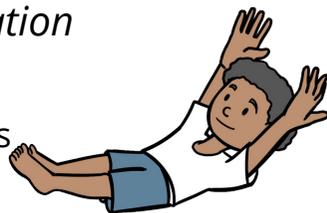


Space:

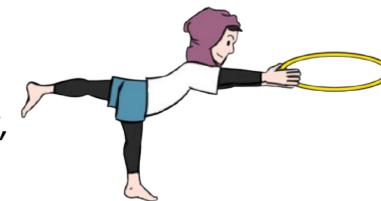
changing distance, height, size, location



- 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:

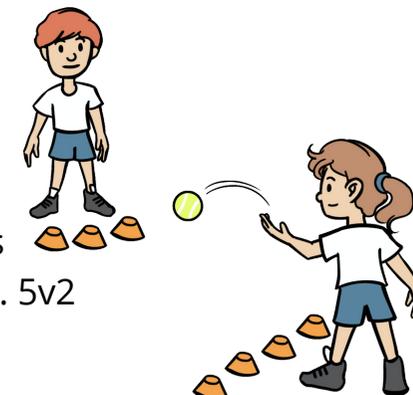
changing what is being used



- 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. scarfs, 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