



# St Thomas of Canterbury Curriculum Inclusion Strategies



## Physical Education

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learning needs and overcoming barriers.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"><li>- <b>STEP – Space, Task, Equipment, People</b><ul style="list-style-type: none"><li>o <b>Space</b> – Where is the activity happening? Can you change the height (jump) or distance (throw)? Alter the size of the field of play. Could you include zones to include different abilities or mobility levels?</li><li>o <b>Task</b> – Can you change the rules? Change the target size or type? Can you change the complexity of the task e.g number of movements within a sequence or break down complex skills into smaller component parts? Provide opportunity to practise.</li><li>o <b>Equipment</b> – Increase/decrease size of the equipment to suit the ability or age. Alter equipment for type of skill being practised e.g lighter ball if power is practised.</li><li>o <b>People</b> – Do you need to group similar abilities to ensure access? Can you balance team numbers to reflect different ability &amp; maximise participation of others.</li></ul></li><li>- Modelling skills and practices various ways to meet all type of learning styles (peer/adult demonstration, video, picture step by step guide, written learning points)</li></ul>
Early Years Foundation Stage	<p>Within a PE lesson;</p> <ul style="list-style-type: none"><li>- Use of visual aids to support steps to success with skills/access to activity. Consistent visual approach.</li><li>- Varying activity types to meet sensory needs of cohort/individuals e.g more locomotor practise to fulfil proprioceptive need.</li><li>- Differentiate instruction and skill, focus on securing the smaller steps within a fundamental skill e.g crouching, body extension, flight in jumping.</li><li>- Effective deployment of adults to ensure access for all and in the moment intervention.</li></ul> <p>Within the continuous provision;</p> <ul style="list-style-type: none"><li>- Practise taught skills throughout the day during brain breaks, transitions, active learning. <i>At St Thomas of Canterbury, children further develop their locomotor skills during active counting.</i></li><li>- Provide opportunities in continuous provision to practise taught skills in different contexts. <i>Within the outdoor provision at St Thomas of Canterbury, children would be offered opportunity to further develop two footed travelling using the trim trail, stairs, crates and planks of wood.</i></li><li>- Target areas in wider development that may be affecting fundamental movement skills.</li><li>- Ensure all children access bikes, trim trail and wider gross motor equipment (construction) in outdoor provision.</li><li>- Offer a targeted sensory circuit for learners who require a sensory approach and reinforce skills with consistent visuals.</li><li>- Alternative equipment to ensure success &amp; access of learning outcome e.g co-ordination. <i>At St Thomas of Canterbury, children may use lighter racquets for weaker grip and muscles or no equipment e.g hand and balloon</i></li><li>- Use of my turn/ your turn if modelling key skills.</li></ul>

Key Stage 1  
& 2

- **AIM** (Activity Inclusion Model) is considered and appropriately incorporated within a lesson.
  - **Open activities** – Everyone does the same activity with very little adaptations needed, often co-operative and unstructured e.g warm up, cool down.
  - **Parallel activities** – learners follow the same activity theme but do so at their own pace and level by working in groups based on their abilities. Groupings can change in parallel activities based on the skill.
  - **Modified activities** – everyone performs same activity but **STEP** is used to promote inclusion for all.
  - **Specific activities** – on occasion's specific activities may be needed, to provide individual or partnered practice to enable successful re-integration in a games situation.
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- Use of talk partners and feedback to develop and consolidate *declarative knowledge* in PE. *In a Year 3 Games lesson at St Thomas of Canterbury this may involve partnered discussion about simple tactics and principles of a game.*
  - Offering individual or partnered practise instead of group competition to consolidate *procedural knowledge* before complex application. *In a Year 1 Dance lesson at St Thomas of Canterbury this may involve two children practising a short partnered sequence of movements before performing alongside the whole class. In a Year 4 Games lesson, this may involve children developing confidence and competition in smaller sided games/formations (2v1, 3v1, 2v3).*
  - Regular adult check in's to maximise participation, reinforce WALT and demonstrate success.
  - Use of my turn/ your turn if modelling key skills.
  - Alternative equipment/ to ensure success & access of learning outcome e.g co-ordination - lighter racquets for weaker grip and muscles or no equipment e.g hand and balloon.
  - Independence is promoted so children can manage own learning e.g opportunity to alter own equipment within practise. *In a Year 6 Games lesson, this may involve children organising their team into different formations to ensure the strengths of each peer are taken into account e.g overloading a player with a strong defence.*
  - Visuals used to improve independence within lessons. *At St Thomas of Canterbury, children use photographs and maps of gymnastics apparatus to set up their own equipment ready for the lesson.*
  - Some learners may require simplified definitions and visual e.g *rotation – turn, sequence – join* within a pre teach to support understanding.
  - Effective deployment of adults to ensure access for all and in the moment intervention.

