

EDSTART KNOW

- I can explain the difference between underarm, overarm, and rolling throws.
- I can describe how communication helps me play as part of a team.
- I can understand how to adapt equipment or rules to help everyone join in.

EDSTART GO

- I can throw and roll balls at different speeds and distances.
- I can call out or signal to teammates when passing or receiving.
- I can use the correct stance and follow-through when aiming at a target.

EDSTART SHOW

- I can support and encourage teammates during inclusive games.
- I can listen carefully to others' ideas and adapt my play to include them.
- I can show confidence when trying new skills or equipment.

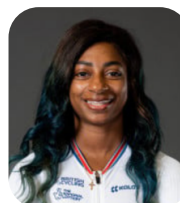
Key Vocabulary

**inclusion, adapt,
respect, equality,
participation,
teamwork, challenge,
awareness**

Role Models



**David Weir -
Paralympic Wheelchair
Racer**



**Kadeena Cox -
Multi-Sport Paralympian**

What do we know about Inclusive Sports?

Children now start to build their skills and confidence in playing Boccia and Goalball. They practise using underarm and overarm throws, learning to aim with accuracy and control. Communication becomes key — calling a teammate's name or knocking on the floor to signal a pass helps everyone stay involved. Pupils take turns, share equipment, and learn that games are fairer when everyone works as a team. Through short, friendly games, children begin to see how Boccia and Goalball are played competitively, but also how teamwork, effort, and encouragement are just as important as winning. As their confidence grows, pupils start to explore simple strategies, such as choosing when to roll softly or throw with more power, and positioning themselves to support teammates. They also learn to listen carefully, respond to verbal cues, and stay aware of others in the space — crucial skills for inclusive sports. These activities help children develop patience, resilience, and respect, showing them that success isn't only about scoring points but about helping everyone feel included and valued. Over time, pupils begin to take pride in their progress and enjoy the sense of achievement that comes from working together.