

# Year 2 - Sports Day Events

## Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To work on running and changing direction quickly. **Lesson 1/6**

**Equipment Needed** SAQ ladders, hurdles, cones, spots, tape measures, stopwatches

**Success Criteria** Children can:

- run efficiently using the correct technique.
- safely under control stop and start running / moving.
- travel at various speeds and can change the way they are travelling.

### EDSTART KNOW

- I can explain how to run with good technique.
- I can describe how to change direction quickly.
- I can understand why I need to look forward when sprinting.

### EDSTART GO

- I can run fast and stop safely.
- I can change speed and direction in games.
- I can complete shuttle runs and agility challenges.

### EDSTART SHOW

- I can respect others in running races.
- I can encourage my partner during challenges.
- I can celebrate effort as well as winning.

### Key Question

How can you move your feet faster while keeping control of your body?

ANSWER: By staying light on your feet, keeping your body balanced, and focusing your eyes forward to react quickly.

### Warm Up

**CAT AND MOUSE CHASE:** Split into two teams or pairs and mark end zones at opposite sides of the hall. Players line up facing each other on the halfway line. When the coach shouts "Cat!" or "Mouse!", the called team must sprint to their end zone before being tagged by the other. This builds reaction speed, acceleration, and awareness. PROGRESSION: Add fake calls (e.g., "Car!" or "Mat!") to test concentration or vary distances to challenge endurance and quick turns.

### Main Activity

**SPEED STARS CIRCUIT:** Set up an exciting SAQ (Speed, Agility, Quickness) circuit with 5 stations. Children work in small groups for 2-3 minutes per station, focusing on fast feet, balance, coordination, and teamwork. Emphasise control under pressure and continuous effort throughout the circuit.

- LIGHTNING LADDERS:** Step in and out of each square, keeping a quick rhythm and light feet. Focus on balance, coordination, and control while maintaining speed. PROGRESSION: Try sideways steps, hopping, or two-feet patterns for greater challenge and variation.
- COLOUR DASH:** Partner 1 moves their feet quickly inside a hoop while Partner 2 calls out cone colours. On each command, Partner 1 sprints to the matching cone and back. PROGRESSION: Add extra actions like "jump," "turn," or "touch the floor" before sprinting for fun reaction training.
- ROCKET RUNS:** Place two markers 15m apart. Children perform 3 quick shuttles, touching each line before turning and sprinting back. Emphasise sharp direction changes, low turns, and explosive starts. PROGRESSION: Add a ball to dribble or time each run to measure personal bests and improvement.
- BEANBAG BLITZ:** Line up 5 beanbags about 1m apart. One child sprints to collect each beanbag, returning them one by one to the start. The partner then repeats. PROGRESSION: Add mini hurdles or make it a race against the clock to improve endurance and focus.
- SLALOM SPEEDWAY:** Arrange cones in a zig-zag formation. Children weave quickly in and out, staying light on their feet and keeping control through every turn. PROGRESSION: Add a ball to dribble or record times to promote self-competition and progress tracking.

**SPRINT CHAMPIONS:** In pairs, line up on the start line. Demonstrate correct sprinting form—high knees, strong arm drive, eyes forward, and soft landings on the balls of the feet. Take turns sprinting short distances, improving form and consistency. Complete the **EDSTART** 30m Dash and 20m Agility Test to record times for improvement tracking. PROGRESSION: Introduce head-to-head sprint races to test speed, reaction, and competitiveness in a fun setting.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use large open areas for sprinting and agility, reduce space for reaction-based drills.

#### TASK

Begin with simple footwork; progress to timed races and multi-directional agility drills.

#### EQUIPMENT

Use ladders, cones, beanbags, and hurdles for varied movement challenges.

#### PEOPLE

Work individually to focus on control, then in pairs or small teams for competition.

### Key Technical Point

Knees high, elbows drive back, stay tall, and push off the balls of your feet for speed and control.

### Cooldown

**RECORD AND REFLECT:** Children walk slowly around the area, stretching hamstrings, calves, and shoulders. Gather to record circuit results and discuss what helped improve speed, balance, or reaction time. Encourage children to identify personal strengths and one focus for next week's session.

# Year 2 - Sports Day Events

## Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to throw small pieces of athletic equipment for distance. **Lesson 2/6**

**Equipment Needed** Javelins, Discuss, Cones, markers, beanbags, tape measures, stopwatches

**Success Criteria** Children can:

- judge the distance they need to throw and can aim accordingly.
- throw a variety of small athletic pieces of equipment for distance.

### EDSTART KNOW

- I can explain how to throw safely.
- I can describe how to grip and release equipment.
- I can understand how to use my body to add power.

### EDSTART GO

- I can throw beanbags, javelins, and discuss for distance.
- I can aim throws into scoring zones.
- I can apply skills in small activities.

### EDSTART SHOW

- I can respect the safety line.
- I can encourage others when throwing.
- I can celebrate personal bests.

### Key Question

How can you throw further or more accurately? By stepping forward, aiming carefully, and following through with control.

### Warm Up

**BEANBAG BLAST:** Split the class into four groups, each in their own zone marked in the corners of the hall or field. Give each team an equal number of beanbags. On "Go," children throw beanbags into other teams' zones, trying to keep their own area as clear as possible. When time is up, count the beanbags — the team with the fewest wins! This builds accuracy, reaction speed, and teamwork. **PROGRESSION:** Add different throwing styles (underarm, overarm, bounce) or timed rounds such as 30-second quickfires for challenge and excitement.

### Main Activity

**FIREFIGHTER FRENZY:** Split the area into two large zones, each with three smaller scoring areas labelled "Warm," "Hot," and "Boiling." Children act as firefighters aiming to "cool the flames" by throwing beanbags into the zones. Each throw earns points: Warm = 1, Hot = 5, Boiling = 10. In teams of four, players take three throws each and total their points. **PROGRESSION:** Move the throwing line further back, make zones smaller, or use bounce throws to increase precision and challenge accuracy under pressure.

**DISTANCE DASH:** Children work in pairs. Player 1 stands on the throwing line while Player 2 stands safely behind the safety line to mark distances. Player 1 throws their object (beanbag, foam javelin, or discus), lets it land, then marks the spot with a cone. Swap roles after each throw. **PROGRESSION:** Challenge pairs to beat their personal bests, or introduce a friendly competition between groups to see who can throw the furthest with good technique. **SAFETY REMINDER:** Always ensure everyone stays behind the safety line until all throws are finished. Only collect equipment after the teacher gives the signal to keep everyone safe.

**TARGET STRIKE:** Set up 3–4 targets (cones, hoops, or buckets) at different distances. Children take turns throwing beanbags or foam javelins, aiming to hit or land inside each target for points. This develops aim, control, and judgement of power. **PROGRESSION:** Add moving targets (rolled hoops) or smaller equipment to increase the challenge and encourage careful aim and control.

**JAVELIN CHAMPIONS:** Each child completes their official EDSTART Champions Javelin throw, focusing on correct technique, grip, power, and body alignment. Record their best distance for the class leaderboard. **PROGRESSION:** Allow a second attempt to improve on technique and measure progress. Celebrate both distance and control to encourage all abilities.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Increase distance or reduce target size for challenge; smaller areas for beginners.

**TASK**  
Vary throws (underarm, overarm, bounce) and include accuracy or distance challenges.

**EQUIPMENT**  
Use beanbags, foam javelins, or hoops depending on skill level.

**PEOPLE**  
Pair up for safety and fairness; rotate teams for equal turns.

### Key Technical Point

Eyes on target, step with opposite foot, swing smoothly, and follow through for distance and accuracy.

### Cooldown

**STRETCH AND SCORE SHARE:** Children walk slowly around the space, stretching arms, shoulders, and legs. Gather as a group to record scores and celebrate improvements in distance, power, and accuracy. Discuss: "What helped your throw travel further today?" and "How did teamwork make the session more fun?"

# Year 2 - Sports Day Events

## Lesson Plan



<b>Lesson Objective</b>	To be able to race through obstacles, when jumping, crouching, and dodging is required.	<b>Lesson 3/6</b>
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<b>Equipment Needed</b>	Hurdles, tunnels, cones, hoops, markers, beanbags, tape measures, stopwatches
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>run at an object and safely jump over to continue running.</li><li>Children can duck under and crawl through objects to continue racing.</li></ul>
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### EDSTART KNOW

- I can explain how to jump, duck, and crawl safely.
- I can describe why balance is important.
- I can understand how to stay in control during races.

### EDSTART GO

- I can clear hurdles with control.
- I can crawl and duck through tunnels and hoops.
- I can complete obstacle courses and circuits.

### EDSTART SHOW

- I can respect teammates in relay races.
- I can encourage my team to keep going.
- I can celebrate fair competition.

### Key Question

How can you move faster and more smoothly over obstacles? By keeping your body balanced, using quick feet, and staying focused on your rhythm.

### Warm Up

**DOME DASH:** Spread cones across the space—half facing up (domes) and half facing down (dishes). Split the class into two teams: "Domes" and "Dishes." On "Go," both teams race to flip the cones to match their team shape. After 60 seconds, count the cones — the team with the most wins! This builds agility, reaction time, and teamwork. **PROGRESSION:** Add movement challenges like hopping, skipping, or crab-walking to make flipping more fun and physically demanding.

### Main Activity

**HURDLE HEROES:** Children work in groups of four behind two hurdles. The first runner jumps both hurdles and runs around to the back of the line while the next runner starts immediately. Focus on rhythm, knee lift, and balance when clearing hurdles. Encourage smooth, continuous movement and controlled landings. **PROGRESSION:** Add a 1-minute timer and count how many total laps each team completes. The team with the highest number wins.

**OBSTACLE QUEST:** Divide the class into four groups starting at different corners of a square track. Each side of the course includes a challenge such as hurdles, tunnels, hoops, benches, or beanbag throws. Teams complete each section before moving to the next. This develops speed, coordination, and teamwork. **PROGRESSION:** Add a relay format or timed competition to see which team completes the circuit fastest while maintaining good technique.

**ATHLETIC ALL-STARS CIRCUIT:** Children work in pairs to rotate around four athletic challenge stations that test a variety of physical skills.

- Rocket Jump:** Standing high jump—swing arms, bend knees, and push up for height.
- Super Throw:** Use a foam javelin or beanbag—focus on distance and power.
- Hurdle Run:** Step quickly through hurdles—maintain rhythm and control.
- Lightning Sprint:** Run a short dash—focus on quick start and strong finish.

Pairs record results and aim to beat their previous scores in round two. **PROGRESSION:** Introduce a points system or mix station order to increase variety and competitiveness.

**EDSTART CHAMPIONS' CHALLENGE:** Each child completes their official **EDSTART** Champions Standing High Jump, using arms and legs together for a powerful take-off. Encourage soft landings and correct posture. Record each pupil's best attempt on a score sheet. **PROGRESSION:** Give everyone a second try to improve their score and celebrate personal progress.

**TEAM RELAY BLITZ:** Create an exciting relay course that combines key athletic skills — hurdle jump, hoop skip, short sprint, and target throw. Each team member completes their section before tagging the next runner. The final runner crosses the finish line to stop the clock. **PROGRESSION:** Add new obstacles, vary distances, or introduce extra challenges such as backwards running or ball carries.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Larger areas for sprints and circuits; smaller areas for relays or focused drills.

#### TASK

Start with simple movements; progress to faster or more complex challenges.

#### EQUIPMENT

Use hurdles, hoops, beanbags, and cones to vary difficulty.

#### PEOPLE

Work in pairs for accuracy, in teams for cooperation and competition.

### Key Technical Point

Drive knees up, swing arms for power, and keep eyes forward for speed and control.

### Cooldown

**STRETCH AND CELEBRATE:** Walk slowly around the track, stretching legs, arms, and shoulders. Record results and highlight personal bests or most improved performances. Reflect as a class: "Which skill made you feel strongest today?" and "How did teamwork help you succeed?" Encourage applause for everyone's effort and progress.

# Year 2 - Sports Day Events

## Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to jump for distance using a set footwork pattern. **Lesson 4/6**

**Equipment Needed** Cones, markers, tape measures, stopwatches

**Success Criteria** Children can:

- understand the basics of jumping and landing.
- bend their knees to jump and land safely.
- jump for distance when using a two footed jump approach.

### EDSTART KNOW

- I can explain how to bend knees and swing arms to jump.
- I can describe how to land safely.
- I can understand why I look forward when taking off.

### EDSTART GO

- I can jump using two feet together.
- I can clear spaces using stepping stone games.
- I can complete standing long jumps.

### EDSTART SHOW

- I can respect my partner when measuring jumps.
- I can encourage others to improve distances.
- I can celebrate fairness and safe landings.

**Key Question** How can you make your jumps longer and more controlled? By swinging your arms, bending your knees, and pushing powerfully off both feet.

### Warm Up

**FROZEN STATUES:** Three children are the taggers. When a player is tagged, they must freeze with arms out wide like a statue. To be freed, another player must crawl, duck, or run under one of their arms. This game builds agility, awareness, and teamwork while keeping everyone active. **PROGRESSION:** Add movement variations such as hopping, skipping, or side-stepping instead of running, or change the number of taggers to adjust difficulty and tempo.

### Main Activity

**RIVER JUMP:** Mark two lines with cones to create a "river." Place flat spot markers between them as stepping stones. Children must jump from stone to stone, keeping their feet "dry" by landing only on the markers. Emphasise controlled landings, balance, and bending knees for safety. **PROGRESSION:** Move the markers further apart, change their direction, or time each player to see who can cross the river most efficiently.

**JUMP FOR GOLD:** Organise pupils into pairs, numbered 1 and 2. Mark out a safety line and an action line. Players stand behind the safety line until the coach signals to jump. Each takes turns performing a standing long jump, marking where they land with a cone. Focus on bending knees, swinging arms, and two-footed take-offs for power. **PROGRESSION:** Encourage pupils to beat their previous distance, focusing on strong technique and soft landings to develop power and control.

**ATHLETIC ADVENTURE CIRCUIT:** Children work in pairs and rotate around four athletic challenge stations that combine running, jumping, and throwing skills:

- Super Jump (Long Jump):** Use arms and legs together for maximum distance.
- Speed Sprint (Short Dash):** Drive knees forward, keep eyes ahead, and accelerate smoothly.
- Hurdle Hop (Mini Hurdles):** Maintain rhythm and balance between jumps.
- Mega Throw (Foam Javelin):** Step forward, aim high, and follow through.

Pairs record each other's distances or times, then try to beat their scores on the second round. **PROGRESSION:** Add a scoring system for improvement or teamwork to boost motivation and friendly competition.

**EDSTART CHAMPION'S LEAP:** Pupils complete their official EDSTART Champions Standing Long Jump, focusing on power from the legs, arm swing, and controlled landings. Measure and record each child's longest jump accurately. **PROGRESSION:** Allow a second attempt for personal improvement and highlight effort and progress over winning distance alone.

**JUMP RELAY CHALLENGE:** Teams line up behind a start line. The first jumper leaps forward as far as possible, and the next starts from where their teammate landed. Continue until all team members have jumped. The total distance covered represents the team's score. **PROGRESSION:** Add a timed element to see who can cover the greatest total distance in one minute, encouraging speed, coordination, and teamwork.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Widen or narrow the area to suit group size and ability.

#### TASK

Start with simple jumps; add longer distances or linked movements for challenge.

#### EQUIPMENT

Use spot markers, cones, and tape lines for safety and consistency.

#### PEOPLE

Work in pairs or small groups for feedback, competition, and support.

### Key Technical Point

Keep feet together on take-off, use strong arm drive, and land softly with bent knees.

### Cooldown

**FROG HOP FINALE:** All children squat like frogs. On the teacher's signal ("Hop!"), everyone performs a big frog jump together and lands quietly. Repeat with fun challenges like: "How far can your frog family jump together?" or "Who can do the silliest frog landing?" Finish by forming a circle, passing a "ribbit" sound around, and celebrating with a big team cheer for the Jumping Champions!

# Year 2 - Sports Day Events

## Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To be able to race in teams and follow set instructions.				<b>Lesson 5/6</b>			
<b>Equipment Needed</b>	Cones, markers, relay batons (bean bags)							
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>understand the difference between rolling, bouncing and throwing.</li><li>throw various objects over short and long distances.</li><li>watch the flight / path of an object and stop it.</li><li>pass the ball over a variety of distances and know how hard it needs to be passed.</li><li>use basic throwing, rolling and bouncing techniques to hit large targets</li></ul>							
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>		<b>EDSTART SHOW</b>					
<ul style="list-style-type: none"><li>I can explain how to pass a baton.</li><li>I can describe why teamwork is important in relays.</li><li>I can understand how to start and finish a race.</li></ul>	<ul style="list-style-type: none"><li>I can run as part of a relay team.</li><li>I can pass the baton correctly to a teammate.</li><li>I can complete relays and races with control.</li></ul>		<ul style="list-style-type: none"><li>I can respect others when racing.</li><li>I can encourage my team during relays.</li><li>I can celebrate everyone's effort.</li></ul>					
<b>Key Question</b>	What makes a successful relay team? Clear communication, quick reactions, and smooth baton handovers.							
<b>Warm Up</b>	<b>COACH'S COMMAND:</b> Children move continuously around the area, reacting to the coach's instructions. <b>Hop:</b> Jump and land on the same leg. <b>Step:</b> Jump from one foot to the other. <b>Jump:</b> Take off from one foot and land on two. Encourage children to listen carefully and stay alert. After a few rounds, include stretching or balance actions between calls to develop coordination and flexibility. <b>PROGRESSION:</b> Add extra fun commands like "Freeze!", "Spin!", or "Crouch!" to challenge reactions and focus.							
<b>Main Activity</b>	<b>TIDY UP TIME:</b> Split the class into small groups of 4-5. Scatter cones, beanbags, and markers around the area to create a "messy classroom." On "Go," children sprint out to collect one item at a time and return it to their team's base. Continue until all equipment is gathered. The team with the most items wins. This builds teamwork, coordination, and agility. <b>PROGRESSION:</b> Turn it into a timed challenge or change how children move (e.g., hopping, skipping, or side-stepping) to develop varied movement skills. <b>RELAY RACERS:</b> In groups of 4, children line up behind a cone. The first runner sprints around a marker and back, tagging or passing a baton to the next player. Focus on fast reactions, good body positioning, and smooth handovers. <b>PROGRESSION:</b> Introduce a baton or beanbag that must be passed safely before the next runner starts. Add a rule that a dropped baton means a one-second delay to teach teamwork and composure under pressure. <b>80M DASH RELAY:</b> Mark out a 20m x 20m square. In teams of 5, players position themselves evenly around the track. On "Go," Player 1 sprints to Player 2 and passes the baton, continuing around until Player 5 finishes back at the start. Focus on speed, timing, and clean handovers. <b>PROGRESSION:</b> Turn it into a competition — teams race on the whistle, aiming for fast yet controlled exchanges to win. <b>OBSTACLE RELAY CHALLENGE:</b> Create a fun course with cones to weave through, hurdles to jump, and hoops to step into. In teams, players complete the course one at a time, then pass the baton to their teammate. Encourage quick feet, clear direction changes, and confident movement. <b>PROGRESSION:</b> Add a rule where players must call their teammate's name before passing the baton to build communication and teamwork. <b>CHAMPIONS TESTS:</b> Children complete their official Edstart Champions Sit & Reach Test and Speed Bounce challenge. <b>Sit &amp; Reach Test:</b> Measure flexibility by sitting with legs straight and reaching forward past the toes. <b>Speed Bounce:</b> Jump side to side over a line for 20 seconds and count successful bounces. Record each child's results and encourage them to beat their personal best in a second attempt. <b>PROGRESSION:</b> Introduce friendly competition by comparing improvement between rounds while maintaining good technique.							
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b>	<b>TASK</b>	<b>EQUIPMENT</b>	<b>PEOPLE</b>				
	Widen or shorten relay tracks to adjust difficulty.	Start with simple runs; add obstacles or reaction challenges to progress.	Cones, hoops, batons, hurdles, and beanbags to create variety.	Work in small groups or teams to encourage cooperation and leadership.				
<b>Key Technical Point</b>	Keep eyes on the baton, run tall, and extend the arm early for an accurate pass.							
<b>Cooldown</b>	<b>PASS THE CHEER:</b> Children form a big circle. One pupil starts by performing a fun team cheer (e.g., "Go Team Lightning!") while passing an imaginary baton to the next person. Each child must invent a new cheer before passing it on. Keep it quick and full of energy until the baton completes the circle. End by celebrating the fastest team, best baton handover, and loudest cheer to finish on a high note.							

# Year 2 - Sports Day Events

## Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To perform in a Mini Sports Day, using events and techniques shown. **Lesson 6/6**

**Equipment Needed** Javelins, Discuss, sit & reach board, cones, markers, stop watches.

**Success Criteria** Children can:

- perform in a variety of events against other pupils.
- know what each event entails.

### EDSTART KNOW

- I can explain the events I have learned.
- I can describe how to keep scores.
- I can understand how to take turns as athlete and coach.

### EDSTART GO

- I can perform in different sports day events.
- I can measure and record results.
- I can aim to beat my personal bests.

### EDSTART SHOW

- I can respect the rules of each event.
- I can encourage others to do their best.
- I can celebrate effort and achievement.

### Key Question

How do athletes show improvement and teamwork during Sports Day? By trying their best, encouraging others, and using good technique to improve their scores.

### Warm Up

**THE CLEAN UP:** Split the class into small groups of up to five. Scatter cones, beanbags, and markers all over the area to create a "messy field." On "Go," children sprint out, collect one item at a time, and return it to their team base. Continue until every item is gathered. The team with the most items wins! This warm-up develops speed, teamwork, and coordination. **PROGRESSION:** Add fun movement challenges like hopping, skipping, or side-stepping to collect each item, or set a 60-second time limit for an extra burst of excitement.

### Main Activity

**EDSTART SPORTS DAY:** Organise pupils into pairs and set up all the Athletics activities covered in this Unit of Work. Each station represents an Edstart Champions challenge (e.g., sprint, hurdles, long jump, javelin, standing high jump, and speed bounce). Pupils move around the circuit, aiming to beat their previous scores from earlier lessons. At each station, one pupil acts as the athlete and the other as the coach—providing encouragement, spotting good technique, and offering feedback. After one full round, swap roles. This builds teamwork, communication, and self-reflection. **PROGRESSION:** End with a timed team relay where groups complete one event in sequence, racing to see who can finish first while maintaining good form.

**COMPLETE THE EDSTART CHAMPIONS PROGRAM:** Every pupil completes all official Edstart Champions challenges, testing speed, power, coordination, and flexibility:

- 30m Dash
- 20m Agility Test
- Standing High Jump
- Standing Long Jump
- Javelin Throw
- Speed Bounce
- Sit & Reach Test

Children record their scores and compare them to their first attempts from earlier in the term. This helps them recognise personal progress and celebrate achievement. **Challenge:** Can you beat your personal best in every event? Focus on control, confidence, and consistency.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust size of each event area to match pupil ability and safety needs.

#### TASK

Start with simple events; progress to competitive or timed versions for challenge.

#### EQUIPMENT

Use cones, beanbags, batons, hurdles, foam javelins, and measuring tapes.

#### PEOPLE

Work in pairs (athlete and coach) to build support and feedback.

### Key Technical Point

Use strong starts, powerful arm swings, and controlled landings, focus on effort, rhythm, and form in every event.

### Cooldown

**ATHLETE CELEBRATION PARADE:** Play upbeat music while children jog or march proudly around the area waving imaginary medals. On the coach's call, they stop and strike their favourite "Champion Pose." Gather everyone for a fun podium moment—teams cheer for "Best Effort," "Best Teammate," and "Biggest Smile." End the session with the whole-class chant: "Three, two, one... We are Edstart Champions!"