

Year 3 - Intro to Athletics

Lesson Plan

COMPETING EDSTART

Lesson Objective To work on Speed, Agility and Quickness.

Lesson 1/6

Equipment Needed SAQ ladders, hurdles, cones, spots

Success Criteria Children can:

- change direction quickly.
- work on being more agile when running and turning.
- start to understand the correct footwork needed when running.

EDSTART KNOW

- I can explain what speed means.
- I can describe why agility helps me move quickly.
- I can understand how footwork affects my running.

EDSTART GO

- I can change direction quickly.
- I can move faster when running and turning.
- I can complete SAQ activities with control.

EDSTART SHOW

- I can respect my partner when taking turns.
- I can encourage others in agility challenges.
- I can celebrate effort, not just winning.

Key Question How can you react quickly and move with control during fast activities? By staying balanced, watching carefully, listening for cues, and using quick footwork to change direction smoothly

Warm Up

CHASE DASH: Split pupils into two teams starting on the halfway line. When you shout "Cat!" or "Mouse!", that team must instantly react and sprint to their safe end zone before being tagged by the opposite team. Encourage quick reactions, sharp changes of direction, and strong acceleration off the line. Repeat several rounds, switching call orders to keep pupils alert and ready. Celebrate great teamwork and awareness, especially when players dodge tags cleverly. **PROGRESSION:** Add fake calls to test attentiveness, introduce two designated chasers, or vary the distance to make reaction times more important.

Main Activity

DROP & DASH In pairs, one pupil holds a tennis ball at shoulder height while their partner waits in a ready stance. Without warning, the first pupil drops the ball and their partner must react quickly to catch it before it bounces twice. After each attempt, swap roles to keep both pupils active. Encourage a low, balanced stance, quick hands, and eyes fixed on the ball. Once confident, challenge pupils to increase the difficulty by adding direction changes before the drop. **PROGRESSION:** Add a side step before catching, a delayed drop, or use smaller balls to sharpen reactions.

SPEED ZONE CHALLENGE: Set up six exciting speed and agility zones. Pupils rotate through each station for 45–60 seconds, focusing on effort, control, and technique.

- **Lightning Ladders** – Move fast and lightly through each ladder square, focusing on precision and keeping your body tall and rhythmic.
- **Hopper Hurdles** – Jump two-feet-to-two-feet over mini hurdles with no extra steps in between, keeping landings soft and balanced.
- **Colour Dash (Fast Feet)** – Move your feet rapidly inside a hoop, then explode out to the colour cone called by the coach.
- **Rocket Runs (Shuttle Runs)** – Sprint 15m and back repeatedly. Partners time each other and encourage big effort.
- **Bean Bag Blast (Bean Bag Shuttle)** – Collect all five bean bags one at a time and return them to your base as quickly as possible.
- **Bounce Blitz (Speed Bounce)** – Side-to-side jumps over a hurdle for 30 seconds. Count your bounces and aim to beat your score next round.

Encourage high energy, fast reactions, and strong focus at each zone, celebrating pupils who maintain effort and correct technique across all stations. **PROGRESSION:** Time each station and record improvements, introduce mini team relays, or challenge pupils to complete the full circuit twice.

EDSTART CHAMPIONS TEST (20M AGILITY SPRINT & SPEED BOUNCE)

Pupils complete two official **EDSTART** Champions tests: a fast 20m sprint for speed, and a 30-second speed bounce for agility and rhythm. Record each pupil's time and total bounces to create a personal baseline. Encourage powerful starts, strong arm drive, and smooth acceleration. Celebrate every improvement and help pupils understand how effort, technique, and practice contribute to progress. **PROGRESSION:** Re-test later in the unit to measure development, set personal targets, or challenge pupils to improve by set percentages.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase running distances, extend circuits, or shrink reaction zones to increase challenge.

TASK

Simplify actions (e.g., fewer cones, slower calls) or increase complexity (multi-step challenges, fake calls).

EQUIPMENT

Use larger balls, smaller balls, ladders, hurdles, or coloured cones to vary difficulty.

PEOPLE

Work solo, in pairs, small teams, or competitive relay groups to support or stretch ability levels.

Key Technical Point "Keep your body low, stay light on your feet, and drive your arms to accelerate quickly and stay in control."

Cooldown

REFLECT & RECHARGE: Guide pupils through gentle stretches for arms, legs, and torso while walking slowly in a circle. Encourage calm breathing in through the nose and out through the mouth. Ask reflective questions such as "What helped you react quickly today?" and "Which activity challenged you the most?" End with pupils setting a mini personal goal for next session, focusing on technique, speed, or confidence. **PROGRESSION:** Add partner stretches or "silent cooldown" to promote focus and mindfulness.

Year 3 - Intro to Athletics

Lesson Plan

Lesson Objective To be able to sprint correctly from a starting position. **Lesson 2/6**

Equipment Needed SAQ ladders, hurdles, cones, spots.

Success Criteria Children can:

- know how to sprint start.
- understand to run flat out all the way across the finish line.
- slightly lean body forward when they run, while swinging their arms in a straight line from the shoulder.

EDSTART KNOW

- I can explain what a sprint start is.
- I can describe why leaning forward helps me run faster.
- I can understand how to use my arms in sprinting.

EDSTART GO

- I can sprint from a starting position.
- I can run with correct technique.
- I can finish a sprint strongly without slowing down.

EDSTART SHOW

- I can respect my partner during chase games.
- I can encourage others to run fast.
- I can celebrate effort fairly in races.

Key Question What helps your sprinting stay fast but controlled? Using strong arm drive, high knees, and a tall posture helps me stay powerful and in control.

Warm Up

FREEZE & FREE: Three pupils begin as taggers while the rest spread out across the space. When tagged, players freeze with arms out like gates. To be freed, another pupil must safely run or crawl under one of their arms before continuing the game. Encourage sharp changes of direction, awareness of others, and teamwork when freeing stuck players. Once all have had a turn, guide pupils into a wide space for gentle stretching to prepare for faster work ahead. **PROGRESSION:** Add extra taggers to increase challenge, require a quick 3-second balance before freeing someone, or shrink the playing area for more pressure.

Main Activity

LIGHTNING FEET: Pupils move along agility ladders, stepping quickly into each square with light feet, strong posture, and a smooth rhythm. Encourage alternating feet, controlled pace, and accuracy before increasing speed. Celebrate pupils who stay balanced and consistent through the ladder. As confidence builds, challenge pupils to keep their hips stable and eyes forward rather than down. **PROGRESSION:** Introduce one-foot hops, side-step patterns, or backwards entries to test balance and coordination.

TECHNIQUE TRACKS: Working in pairs, Partner 1 runs to each cone focusing on key sprinting techniques—tall posture, strong arm drive, high knees, and smooth foot placement. Partner 2 watches closely and gives one specific piece of feedback before swapping roles. This builds good movement habits and teaches pupils how to recognise strong technique. Encourage pupils to talk about what they see rather than simply saying “good” or “bad.” **PROGRESSION:** Add a light timed element so pupils practise maintaining technique even under mild pressure.

CATCH ME IF YOU CAN: Partner 1 starts around 5 metres ahead with Partner 2 behind. On “GO!”, Partner 1 sprints towards the finish line while Partner 2 tries to catch them before they cross it. Emphasise strong acceleration from both players—powerful first steps, pumping arms, and running through the line without slowing early. Rotate roles every round for fairness. **PROGRESSION:** Reduce the starting gap, make the chaser begin from a crouched start, or add gentle bends to the running line for more challenge.

EDSTART CHAMPIONS TEST (100M & 200M SPRINT): Pupils complete timed 100m and 200m sprints to establish their personal bests. Encourage a consistent build-up of speed, controlled strides, and strong finishes through the line. Highlight the importance of pacing for 200m and full effort with good form for 100m. Record every pupil's time to track improvement across the unit. Celebrate effort, not just speed. **PROGRESSION:** Re-test later to compare results and set new goals based on technique improvements and confidence.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or decrease sprint distances or widen/narrow agility areas.

TASK

Simplify patterns or add complex footwork, timed challenges, or extra decision-making.

EQUIPMENT

Use larger or smaller cones, different ladder sizes, or visual markers for pacing.

PEOPLE

Work solo, in pairs, or groups; add chasers or supporters to increase motivation and focus.

Key Technical Point Push explosively off the ground, drive your arms from hip to chin, and run through the finish line

Cooldown

REFLECT & RECOVER: Pupils walk slowly while stretching arms, shoulders, and legs, taking controlled breaths to calm their bodies. Gather pupils to discuss what helped them sprint effectively—strong arms, quick starts, tall posture, or focus. Encourage them to share what they improved today and what they want to get better at next time. **PROGRESSION:** Pupils choose a personal sprint goal for the next session, such as improving knee drive, reaction speed, or maintaining form when tired.

Year 3 - Intro to Athletics

Lesson Plan

Lesson Objective	To be able to throw small pieces of athletic equipment for distance			Lesson 3/6
Equipment Needed	Javelins, discuss, Cones, Tape measure			
Success Criteria	Children can: <ul style="list-style-type: none">• throw a variety of small athletic pieces of equipment for distance.• understand to transfer their body weight from back to front to generate more power when throwing.			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain how to grip and hold equipment.• I can describe how body weight helps add power.• I can understand how to release a throw safely.	<ul style="list-style-type: none">• I can throw equipment for distance.• I can use correct stance and movement when throwing.• I can measure my throws against my partner.	<ul style="list-style-type: none">• I can respect others by waiting safely behind the line.• I can encourage my teammates to try their best.• I can celebrate effort as well as distance.		
Key Question	What helps you throw with both power and control? Standing side-on, rotating my hips and shoulders, and following through smoothly helps me throw stronger and more accurately.			
Warm Up	ACTION ALERT: Pupils move continuously around a marked space, responding instantly to your movement commands. When you call "Hop!", they hop and land on the same leg with balance; "Step!" means jump from one foot to the other, keeping light on their toes; and "Jump!" means jump from one foot to two with a steady landing. Encourage pupils to react quickly, stay aware of others, and maintain strong posture so they stay safe and controlled. This warm-up builds agility, listening skills, and readiness for throwing activities. PROGRESSION: Add new commands such as "Spin!", "Freeze!", or "Slow Motion!" to test focus, timing, and directional awareness.			
Main Activity	THROW ZONE: Pupils work in small groups, each lining up behind a throwing line to practise the three key parts of the javelin throw. Stance: Pupils stand side-on, feet shoulder-width apart, with their back foot slightly open and their back knee soft to help coil the body. Grip: They hold the javelin just behind the halfway point, with fingers wrapped comfortably and elbow lifted. Power Phase: Pupils lean back with a long, straight throwing arm, rotate hips and shoulders forward, and drive the arm through in one smooth action, releasing the javelin with a forward flick. After throwing, pupils mark their landing point with a cone so they can track improvements. Emphasise working one at a time, watching safely from behind the line, and celebrating good technique over distance. PROGRESSION: Introduce a controlled 3-step run-up, encouraging pupils to build momentum without losing form, or let them compete for the best improvement rather than longest throw. Safety: Only collect equipment when the teacher gives the signal and all javelins are stationary. CHAMPION CHALLENGE: In pairs, pupils rotate through four exciting athletics stations designed to develop different throwing and running skills. At Javelin, they use the technique learned in Throw Zone to throw safely and mark their distance. At Discus, they practise swinging from low to high with a smooth release, focusing on control and body rotation. At Hurdles, they step or jump rhythmically over low barriers, maintaining balance and a forward drive. At Sprinting, they run a short, fast burst while their partner times them. After each turn, pupils record their partner's distance or time before swapping roles. Encourage pupils to focus on improving form first, then speed or distance. On the second circuit rotation, they aim to beat their previous record or refine their technique. PROGRESSION: Add team relays, bonus points for technique improvements, or leadership roles where pupils coach their partner. EDSTART CHAMPIONS TEST: Pupils complete their official EDSTART Champions throws for both javelin and discus, aiming for controlled power, safe technique, and consistent accuracy. Encourage them to use everything they practised—side-on stance, coil and rotate, smooth release, and strong follow-through. Each pupil's best throw is recorded so they have a personal score to compare later in the unit. This builds motivation, resilience, and pride in improvement. PROGRESSION: Retest later in the term to celebrate progress and recognise pupils who have shown clear development in form, distance, or confidence.			
Adapted Learning (Differentiation) (Challenge)	SPACE Increase or reduce run-up area, widen or narrow throwing lanes.	TASK Break the throw into smaller stages or add run-up, targets, or timed challenges.	EQUIPMENT Use foam javelins, quoits, or beanbag "discus" for different levels of difficulty.	PEOPLE Work individually, in pairs for feedback, or in small groups for peer support.
Key Technical Point	Keep your body side-on, pull back the throwing arm, rotate forward, and release with a strong follow-through.			
Cooldown	REFLECT & RECOVER: Pupils cool down with gentle walking and slow stretches for the shoulders, arms, and legs. Encourage long, calm breaths as they reflect on what helped make their throws stronger or more accurate—good stance, strong arm drive, or smooth body rotation. Discuss successes, surprises, and next steps. PROGRESSION: Pupils set one personal athletics goal for the next session, such as improving balance in the throw, staying side-on longer, or increasing power safely.			

Year 3 - Intro to Athletics

Lesson Plan

Lesson Objective To be able to jump for distance using a set footwork pattern.

Lesson 4/6

Equipment Needed Cones, Tape measure.

Success Criteria Children can:

- understand the basics of jumping and landing.
- use their upper body to gain distance on the jump.
- jump for distance when using a two footed jump approach.

EDSTART KNOW

- I can explain how to jump and land safely.
- I can describe why arms help me gain distance.
- I can understand the difference between hop, step, and jump.

EDSTART GO

- I can perform long jumps with correct take-off.
- I can complete hop, step, jump sequences.
- I can measure and improve my distance.

EDSTART SHOW

- I can respect others' attempts when waiting my turn.
- I can encourage partners to jump further.
- I can celebrate personal bests.

Key Question What helps you jump further and land safely? Using strong arm swing, driving knees forward and landing with soft, balanced knees helps me jump further and stay safe.

Warm Up

RIVER RUN: Children imagine they are crossing a fast-flowing river by jumping safely from stone to stone without getting their feet wet. Two lines of cones mark the river, and flat spot markers act as stepping stones. Pupils focus on balanced landings, soft knees, controlled arms, and staying light on their feet. This warm-up builds coordination, accuracy and confidence in take-off and landing skills. **PROGRESSION:** Increase the distance between stones or remove a few to encourage bigger jumps, quicker decisions and greater control.

Main Activity

DISTANCE DASH: Pupils work in numbered pairs. All remain behind the safety line until called forward. Partner 1 jumps from the action line, landing with soft knees and marking their distance with a cone. Partner 2 follows, aiming to beat the previous jump while maintaining safe and controlled landings. Encourage pupils to swing their arms, drive their knees, and jump forward with power. Focus on measuring improvement, not just winning. **PROGRESSION:** Introduce a take-off line and add a short, controlled run-up to increase momentum and jump distance.

TRIPLE POWER: Partners stay behind the safety line and practise the three phases of the triple jump one at a time. Begin with the hop phase, focusing on landing on the same foot; introduce the step phase with a smooth transfer to the other foot; and finish with the final jump phase, landing with soft knees. Once pupils are confident, combine all three phases into a smooth hop-step-jump rhythm. Emphasise balance, continuous movement and staying forward-facing throughout. **PROGRESSION:** Add a small run-up for additional power or introduce light competition to see who can complete the smoothest, most controlled jump.

JUMP ZONE CHALLENGE: In pairs, pupils rotate around four dynamic stations designed to build jumping and speed skills. At Long Jump, they focus on take-off power and safe landings; at Triple Jump, they develop rhythm and balance; at Hurdles, they work on timing and quick feet; and in Sprinting, they practise driving knees and arms for speed. One partner performs the action while the other records distances or times before swapping roles. On the second circuit, pupils aim to beat their earlier attempts. **PROGRESSION:** Award "most improved" points for technique, control and effort to motivate all ability levels.

EDSTART CHAMPIONS TEST – LONG, TRIPLE AND HIGH JUMP: Pupils complete their official **EDSTART** Champions jumping scores, using the correct technique for each event. Encourage them to apply everything learned: strong arm drive, controlled run-up, smooth rhythm and safe landings. Scores are recorded so pupils can track progress over the unit. Celebrate effort, confidence and bravery as well as distance achieved. **PROGRESSION:** Re-test later in the unit so pupils can see clear development and reflect proudly on improvements.

Adapted Learning (Differentiation) (Challenge)

SPACE

Widen or shorten run-up lanes; increase or reduce landing zones.

TASK

Break phases into smaller parts; add markers for rhythm; introduce competition or precision tasks.

EQUIPMENT

Use soft markers, low hurdles, shorter run-ups, or visual cues for take-off.

PEOPLE

Work individually, in pairs for feedback, or in small groups for peer support.

Key Technical Point Swing arms forward, drive knees up, push off powerfully and land with soft, controlled knees.

Cooldown

REFLECT AND RECOVER: Children cool down with gentle walking and slow stretches focused on the legs, hips and ankles. Encourage long breaths and calm movements. Pupils reflect on what helped them jump further or smoother today, such as strong take-off, balanced landing or good rhythm in the triple jump. This builds self-awareness, pride and readiness for improvement. **PROGRESSION:** Pupils set one personal jumping goal for the next session, such as improving height, control or run-up technique.

Year 3 - Intro to Athletics

Lesson Plan

COMPETING EDSTART

Lesson Objective To be able to run for distance.

Lesson 5/6

Equipment Needed cones, markers,

Success Criteria Children can:

- understand that when running for distance they have to pace themselves in order to complete the distance set.
- give a last push to the finish line in the closing stages.

EDSTART KNOW

- I can explain why pacing is important.
- I can describe how breathing helps when running far.
- I can understand how to push at the finish.

EDSTART GO

- I can run at a steady pace over distance.
- I can complete middle distance shuttles.
- I can finish strongly in long runs.

EDSTART SHOW

- I can respect my teammates during races.
- I can encourage others to keep going.
- I can celebrate finishing, not just winning.

Key Question

How does pacing help you run further and finish stronger? Pacing helps me save energy, keep a steady rhythm and finish the race with control and power.

Warm Up

RUNNER'S REACTION: Pupils move continuously around the area, listening carefully for the coach's commands. On "Hop," they jump and land on the same leg; on "Step," they leap from one foot to the other; and on "Jump," they spring from one foot to two. After a short round, complete dynamic stretches including high knees, heel flicks and side steps before repeating the game to test sharper reactions and improved control. Encourage quick responses, balance and awareness of space. **PROGRESSION:** Add extra calls such as "Sprint," "Freeze," or "Drop" to challenge focus, listening skills and fast decision-making.

Main Activity

PACE PARTNER CHALLENGE: Set markers 20 metres apart and organise pupils in pairs. One pupil runs three controlled shuttles while their partner counts laps, encourages steady speed and reminds them to pace rather than sprint. Emphasise breathing rhythm, upright posture and smooth turns at each marker. After the run, partners swap roles and repeat the challenge, aiming for consistency across each shuttle. **PROGRESSION:** Add an extra shuttle each round, introduce timed runs to test endurance or set targets such as "maintain the same time for all three shuttles."

SQUARE RELAY RACE – 400 METRES: Mark out a large square measuring 25 metres per side. Partner 1 runs the first side while partner 2 rests; then partner 2 runs the second side. Continue with each runner completing two sides (50m), then three (75m), and finally all four sides (100m) to complete a full lap. Encourage pupils to run at a steady pace, maintain breathing control, and focus on smooth cornering. This mirrors the feel of a true middle-distance event. **PROGRESSION:** Reduce rest times, challenge pupils to maintain equal lap times or run the full 100m continuously twice in a row.

ENDURANCE ZONE: In pairs, pupils rotate around Long Jump, Triple Jump, Hurdles and Sprinting stations to build all-round athletic ability. Each pupil records their partner's distance or time before swapping roles. The second circuit focuses on improvement — longer jumps, cleaner technique, sharper hurdle timing and more consistent sprint form. Encourage supportive peer feedback and controlled pacing throughout the circuit. **PROGRESSION:** Add bonus points for improved technique such as balanced landings, smoother rhythms or more consistent sprint phases.

EDSTART CHAMPIONS TEST – 400M LONG DISTANCE RACE: Pupils complete the **EDSTART** Champions 400m event, aiming for their strongest and most controlled time. Emphasise rhythm, pacing, breathing and finishing with a strong final effort. Remind pupils that success is measured by improvement, confidence and steady running rather than speed alone. **PROGRESSION:** Re-test later in the unit to track improvements in stamina, pacing and consistency.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust shuttle distances, widen lanes or shrink the square for tighter turns.

TASK

Reduce or increase number of shuttles, vary lap lengths, introduce timed challenges.

EQUIPMENT

Use additional markers for pacing cues, cones for smoother turns or larger areas for longer intervals.

PEOPLE

Work solo for pacing, in pairs for feedback, or in small teams for shared relay challenges.

Key Technical Point

Run tall, breathe steadily, turn smoothly and keep a consistent pace from start to finish.

Cooldown

REFLECT AND RECOVER: Finish with a light jog that gradually slows into a full-body stretch routine for legs, back and shoulders. Pupils reflect on how pacing supported their performance, what helped them maintain rhythm and which stretch felt most helpful. Encourage each child to set one small endurance goal for the next session such as "keep the same pace for all my laps" or "improve my corner running." **PROGRESSION:** Pupils create their own cool-down command or stretch to lead the class in the next lesson.

Year 3 - Intro to Athletics

Lesson Plan

COMPETING EDSTART

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

Equipment Needed Javelins, Discuss, 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 what each athletics event involves.
- I can describe how to support my partner.
- I can understand how to record scores.

EDSTART GO

- I can perform in different athletics events.
- I can apply all my athletics skills in competition.
- I can improve my personal bests.

EDSTART SHOW

- I can respect opponents and referees.
- I can encourage my team during Sports Day.
- I can celebrate effort, fairness, and teamwork.

Key Question How do you know you have improved in Athletics today? I know I have improved because my scores, distances or times got better, and I used stronger technique and more control.

Warm Up **KIT COLLECT RACE:** Spread equipment across the hall or field and organise pupils into teams. When the signal sounds, children dash out to collect one piece of kit each time and return it to their team's zone. Praise quick thinking, controlled speed and positive cooperation as teams work to gather the most items. **PROGRESSION:** Introduce movement challenges such as heel flicks, high knees or crab walking, or ask teams to collect items in a certain sequence.

Main Activity **CHAMPION'S CHALLENGE:** Pupils pair up and rotate through a complete Athletics circuit showcasing all the running, jumping and throwing events they have explored in the unit. One partner performs as the athlete while the other acts as the coach, timing runs, measuring distances, giving positive feedback and recording results on a simple score sheet. After each station, partners swap roles. The circuit includes sprints, middle-distance shuttles, long jump, triple jump, high jump technique work, javelin throws and discus rotations. Emphasise supportive coaching, fair recording and encouraging communication so pupils learn to evaluate performance and recognise personal progress. The atmosphere should be energetic, structured and inclusive, with smooth rotations that keep everyone active and engaged. **PROGRESSION:** Add a whole-class relay finale, introduce "House Points" for effort, accuracy and sportsmanship, or encourage pupils to beat their own Edstart Champions scores from earlier in the term. Finish the activity by asking pupils to share one skill they improved and one quality they demonstrated as a good teammate.

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

Increase or decrease distances in running/jumping events, widen throwing zones, or adjust station layouts.

TASK

Modify number of attempts, simplify techniques, add timing challenges or introduce collaborative targets.

EQUIPMENT

Use lighter javelins, larger discs, wider cones or chalk lines to support success; introduce smaller targets for confident pupils.

PEOPLE

Pair pupils by ability for support, create mixed-ability coaching pairs or work in small competitive teams for added motivation.

Key Technical Point Focus on good posture, smooth technique and steady effort to achieve consistent, safe and effective performance.

Cooldown

REFLECT AND RECHARGE: Finish with gentle whole-body stretches, easing muscles used in the session and promoting steady breathing. Gather pupils in a circle to reflect on which Athletics events showed the greatest improvement, how teamwork supported their success and what they found most satisfying about the Champion's Challenge. Encourage expressive, positive language about effort, resilience and progress. **PROGRESSION:** Each pupil shares one achievement they are proud of and one goal they want to work on next time.