

Year 4 - Development of 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:

- can change direction quickly.
- work on being more agile when running and turning.
- start to understand the correct footwork needed when running.
- complete the Edstart Champions 20m Agility Sprint & Speed Bounce

EDSTART KNOW

- I can explain what agility means.
- I can describe why footwork is important in running.
- I can understand how reaction time affects performance.

EDSTART GO

- I can change direction quickly in games and drills.
- I can perform agility ladder, hurdle, and shuttle drills.
- I can complete the 20m agility sprint and speed bounce.

EDSTART SHOW

- I can respect my partner when taking turns.
- I can encourage others during SAQ challenges.
- I can celebrate team improvements fairly.

Key Question Why do we use light, quick feet in agility activities? It helps you change direction faster and stay balanced.

Warm Up

CATCH ME IF YOU CAN: Split the class into two teams or pairs, with end zones marked at opposite sides of the playing area. Players line up at the halfway line facing their partner or opponent. When the coach calls "Cat" or "Mouse," the named team must react instantly and sprint to their end zone before being tagged by the other team. This activity develops reaction speed, listening skills, spatial awareness, and acceleration from a standing start. Emphasise quick decision-making, fast first steps, safe tagging, and stopping under control in the end zone. **PROGRESSION:** Add fake calls to test listening skills, or introduce a "double call" where both teams sprint in different directions, further challenging reactions and decision-making under pressure.

Main Activity

REACTION TIME CHALLENGE: In pairs, pupils stand two metres apart facing each other. One partner drops a tennis ball from shoulder height without warning, while the other partner reacts as quickly as possible to catch it before it bounces twice. Pupils count how many successful catches they make in 30 seconds before switching roles. Encourage pupils to stay on their toes, keep their eyes focused on the ball, and use quick hands to secure the catch. This activity builds hand-eye coordination, alertness, and fast reflex responses. **PROGRESSION:** Add a second ball to increase focus demand or vary the drop height to challenge tracking and timing.

SPEED MASTERS: Set up six activity stations around the hall or field for pupils to rotate through in pairs, focusing on speed, agility, balance, and coordination. Pupils work for 45 seconds at each station with 15 seconds rest before rotating:

- **Agility Ladders:** Step into each square with alternating feet using quick, controlled movements without touching the ladder.
- **Mini Hurdles:** Jump two feet to two feet over each hurdle, landing softly and maintaining a steady rhythm.
- **Fast Feet Reaction:** Stand inside a hoop with rapid foot taps; on your partner's call of a cone colour, sprint to that cone and return quickly.
- **Shuttle Runs:** Sprint between two markers 15 metres apart three times before swapping with your partner.
- **Bean Bag Shuttle:** Collect one bean bag at a time from a spaced line and return each to the start as fast as possible.
- **Speed Bounce:** Jump side-to-side over a low hurdle continuously for 30 seconds, counting clean jumps.

Emphasise light feet, good posture, arm drive, balance, and consistent effort throughout each station. **PROGRESSION:** Shorten rest time, increase repetitions, or turn stations into team relays to increase challenge and teamwork.

COMPLETE THE EDSTART CHAMPIONS 20M AGILITY SPRINT & SPEED BOUNCE: Children take part in the Edstart Champions 20m Agility Sprint and the Speed Bounce challenge. Each child records their individual score for both activities, aiming to beat personal bests and track progress across lessons. Reinforce the importance of strong sprint technique, quick changes of direction, powerful take-offs, and controlled landings. Pupils are encouraged to focus on quality of movement as well as speed. **PROGRESSION:** Introduce a timed leaderboard or paired challenge where pupils try to match or beat their partner's score while maintaining correct technique.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space between pupils for beginners to allow safer movement; reduce space to increase pressure and reaction demands.

TASK

Simplify tasks by reducing speed, distance, or repetitions; increase challenge by adding time limits, extra movements, or dual tasks (e.g. catch and call a colour).

EQUIPMENT

Use larger, slower-moving balls instead of tennis balls for reaction tasks; lower hurdles and softer equipment for confidence and safety.

PEOPLE

Pair pupils by similar ability for confidence or mixed ability for support and challenge; add passive defenders or timed partners for progression.

Key Technical Point

Encourage light, quick foot contacts rather than heavy stomping, Reinforce bent knees and soft landings in all jumping and bouncing tasks, Stress looking up when sprinting and changing direction to avoid collisions., Ensure adequate rest, hydration, and clear rotation movement between stations.

Cooldown

RESET & RECOVER: Pupils walk slowly around the space for 30 seconds, allowing their breathing and heart rate to settle. On the teacher's signal, they stop and perform simple stretches for legs, arms, and shoulders, holding each stretch for 5-8 seconds. Finish with two slow deep breaths in through the nose and out through the mouth. **PROGRESSION:** Add a brief balance hold to each stretch or ask pupils to complete the walk in silence for increased focus.

Year 4 - Development of 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.
- complete the Edstart Champions 100m & 200m Sprint

EDSTART KNOW

- I can explain how to start a sprint correctly.
- I can describe the importance of arm drive.
- I can understand why I must run through the finish line.

EDSTART GO

- I can sprint using correct technique.
- I can chase and be chased in sprint races.
- I can complete 100m and 200m sprints.

EDSTART SHOW

- I can respect others by running safely.
- I can encourage my partner in races.
- I can share success fairly at the finish line.

Key Question What helps you move faster and change direction more quickly? Quick feet, strong arms, good posture, and fast reactions.

Warm Up **FROZEN DASH:** Three pupils are chosen as taggers. When a player is tagged, they must freeze with their arms stretched out wide. To be freed, another player must duck and run under one of their arms. Once unfrozen, they rejoin the game, continuing to move quickly and safely around the area. This activity builds spatial awareness, teamwork, and quick changes of direction. **PROGRESSION:** Add a ball for the taggers to hold while tagging or limit the number of steps they can take, increasing agility and reaction challenge.

Main Activity

AGILITY LADDERS: Children practise controlled footwork through the ladder, stepping into each square with alternating feet, keeping eyes forward and using arms to drive movement. Focus on light, quick steps to develop coordination and rhythm. **PROGRESSION:** Add diagonal patterns or two-foot hops through each square to increase difficulty and precision.

RUNNING FORM PRACTICE: In pairs, partner 1 stands behind the start line while partner 2 observes their running form. The teacher demonstrates correct technique – tall posture with head up and eyes forward, relaxed shoulders, knees driving forward and slightly upward, arms bent at approximately 90 degrees, and strong opposite arm to leg action. Emphasise pushing off the balls of the feet, landing softly with a quick toe–ball–heel action, and keeping strides short and fast rather than long and heavy. Partner 1 runs to the first cone and back focusing on posture, arm drive, and quick leg turnover rather than speed, then progresses to the second and third cone as technique improves. Partner 2 provides simple feedback on posture, arm action, and foot contact before swapping roles. **PROGRESSION:** Add a focus on faster arm drive, stronger knee lift, or quicker foot contact for advanced runners to build speed and power.

CHASE THE FINISH: Partner 1 starts five metres ahead of partner 2, both facing the same direction towards the finish line. On “Go,” both pupils explode into a sprint, with partner 2 trying to close the gap and tag or draw level with partner 1 before the finish line. Emphasise a powerful push-off at the start, quick arm drive, high knee action, and staying tall through the sprint. Remind pupils to run hard all the way through the finish line rather than slowing before it, focusing their eyes beyond the line to maintain maximum speed. Swap roles after each race so both pupils experience leading and chasing. This activity develops acceleration, speed endurance, competitive drive, and strong sprint finishes. **PROGRESSION:** Add a reaction element by using an unpredictable signal such as a clap, whistle, or visual cue for partner 2 to start on, improving acceleration response and focus.

COMPLETE THE EDSTART CHAMPIONS 100M & 200M SPRINT: Children complete both races, recording their times for the **EDSTART** Champions challenge. Emphasise pacing, posture, and maintaining effort through the finish. Discuss with partners how technique helped improve their performance. **PROGRESSION:** Challenge children to beat their previous time or match a partner's score using improved form and drive.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase distances for sprinting and shuttles to challenge faster pupils; reduce distances and widen lanes for pupils who need more control and confidence.

TASK

Simplify by reducing repetitions, speed, or complexity of movements; increase challenge by adding timed targets, reaction signals, or competitive scoring.

EQUIPMENT

Use larger cones, softer balls, and lower hurdles for beginners; introduce ladders, mini hurdles, and timing equipment for increased challenge.

PEOPLE

Pair similar ability pupils for fair competition or mixed ability pairs for support, coaching, and motivation.

Key Technical Point Stay tall with quick feet and strong arm drive to move fast and under control.

Cooldown

STRETCH AND REFLECT: Children walk slowly around the track, shaking arms and legs to relax muscles after sprinting. Then gather in a circle for guided stretches of hamstrings, quads, and shoulders. Finish with deep breaths to calm the heart rate and reflect on their running improvements. **PROGRESSION:** Add breathing focus – inhale for four counts, exhale for four counts – to support recovery and relaxation. “What helped you run faster today – your legs, your arms, or your focus?”

Year 4 - Development of 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:

- 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.
- complete the Edstart Champions Javelin & Discus.

EDSTART KNOW

- I can explain how to stand side-on when throwing.
- I can describe how to grip and release the equipment.
- I can understand how to use my body for power.

EDSTART GO

- I can throw a javelin or discus with control.
- I can transfer weight from back to front when throwing.
- I can record and improve my distances.

EDSTART SHOW

- I can respect the safety rules of throwing.
- I can encourage my partner in challenges.
- I can celebrate my partner's success as well as my own.

Key Question What helps you throw and run with more power and control? A balanced stance, strong arm action, and good body posture.

Warm Up

COACH'S CALL OLYMPICS: Children move freely around the space, listening for the coach's commands and reacting as quickly as possible. On "Hop," they take off and land on the same foot. On "Step," they jump from one foot to the other, showing control and balance. On "Jump," they leap from one foot to two, landing softly with knees bent. Focus on timing, coordination, and controlled landing. **PROGRESSION:** Add sport-specific actions – "Throw" (mime a javelin throw), "Sprint" (short burst of running), or "Freeze" (hold an athletic ready stance).

Main Activity

READY TO LAUNCH: Split pupils into small groups lined up one behind another. Demonstrate the three stages of a standing javelin throw.

Stance: Stand side-on, feet shoulder-width apart, with the back knee slightly bent for balance and power.

Grip: Hold the javelin just past halfway towards the back, fingers relaxed but firm.

Body Movement: Lean back slightly, keep the throwing arm extended, rotate the hips forward, and drive the arm through the line of the throw.

Pupils take one throw at a time, placing a cone where the javelin lands. Encourage focus on smooth body movement, not just distance. **PROGRESSION:** Add a controlled 3-step run-up before throwing to increase power and rhythm.

ATHLETICS CIRCUIT: Children work in pairs and move around a four-station Athletics Circuit, recording each other's performance at each event:

- **Javelin:** Apply the throwing technique from the previous activity.
- **Discus:** Practise controlled underarm or side-arm throws for distance.
- **Hurdles:** Run with quick steps between small hurdles, focusing on rhythm and timing.
- **Sprinting:** Short 15m sprints, concentrating on arm drive and strong starts.

After completing all stations, partners swap roles and try to beat their previous distance or time on the second round. **PROGRESSION:** Add a team relay element, where total scores combine for a group total.

COMPLETE THE EDSTART CHAMPIONS JAVELIN & DISCUS: Each pupil records their best scores for both events, aiming to beat their personal bests or class averages. Encourage positive competition and a strong focus on technique improvement. **PROGRESSION:** Pupils compare their first and second attempts, discussing what technical change helped them throw further.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase throwing distance, sprint length, or circuit size to challenge confident pupils; reduce distances and widen lanes for pupils developing confidence and control.

TASK

Simplify by using standing throws only and fewer repetitions; increase difficulty with run-ups, timed challenges, or combined relay tasks.

EQUIPMENT

Use foam javelins, lighter discus, and lower hurdles for beginners; progress to standard athletics equipment for greater challenge.

PEOPLE

Pair similar-ability pupils for fair competition or mixed-ability pairs for peer support, coaching, and motivation.

Key Technical Point Use a strong side-on stance, rotate the hips first, and drive the arm or legs powerfully through the movement.

Cooldown

CHAMPION CIRCLE: Children walk slowly around the space shaking arms and legs loose, then form a circle. Without stretching, they play a quick "Champion Reflection" – one pupil shares the skill they improved most, the next pupil repeats it and adds their own. Continue until everyone contributes. **PROGRESSION:** Add calm breathing in between responses to support recovery and reflection. "Which part of your throw helped you achieve more power today – your stance, grip, or follow-through?"

Year 4 - Development of 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.
- complete the Edstart Champions Long, Triple and High Jumps

EDSTART KNOW

- I can explain the different phases of jumping.
- I can describe how to use my arms and legs for height/distance.
- I can understand how to land safely.

EDSTART GO

- I can perform long, triple, and high jumps.
- I can swing my arms and push with my legs.
- I can record and improve my jump distances.

EDSTART SHOW

- I can respect rules for safety during jumping.
- I can encourage my partner when they attempt jumps.
- I can support my team during circuits.

Key Question What helps you jump further with good control? Strong arm swing, bent knees, and good timing.

Warm Up

CROSS THE RIVER: Children imagine they are crossing a fast-flowing river by leaping from stone to stone. Using spot markers as "stepping stones," pupils must jump with two feet together, landing softly and keeping their balance without stepping off the markers. This encourages coordination, balance, and controlled landing. **PROGRESSION:** Move the markers further apart or add a "shaky stone" using a smaller marker that requires greater accuracy when landing.

Main Activity

FLY ZONE: Children work in pairs, numbered 1 and 2. Set up two lines – a Safety Line and an Action Line – ensuring all pupils stay behind the Safety Line until instructed. Partner 1 takes a standing jump for distance, bending knees and swinging arms for momentum, and places a cone where they land. Partner 2 repeats, then both compare distances and attempt to improve on the next round. **PROGRESSION:** Introduce a short run-up before take-off to increase distance and rhythm.

HOP, STEP, JUMP: Children remain in pairs with the same Safety and Action Lines. Begin with each phase separately – first the hop, landing on the same foot; then the step, landing on the opposite foot; and finally the jump, landing on both feet. Emphasise driving the arms forward in each phase, pushing strongly off the take-off foot, keeping the chest tall, and looking ahead rather than down. Encourage light, quick contacts on the hop and step with a powerful two-footed landing at the end. Once confident, pupils combine all three phases together in rhythm: Hop – Step – Jump, maintaining smooth transitions and forward momentum throughout. **PROGRESSION:** Add markers for each phase so pupils can measure and compare their consistency.

ATHLETICS CIRCUIT – "TRACK AND FIELD QUEST"

Pupils rotate around four stations in pairs, working to improve both distance and speed:

- **Long Jump:** Use arm swing and body drive for distance.
- **Triple Jump:** Combine phases in rhythm for control.
- **Hurdles:** Run fluidly between hurdles, keeping rhythm and low flight.
- **Sprinting:** Short sprints focusing on drive and clean acceleration.

Each pupil records their distance or time and aims to beat their personal best on the second circuit. **PROGRESSION:** Turn the circuit into a "Mini Olympics," with points awarded for improvement across all four events.

COMPLETE THE EDSTART CHAMPIONS LONG, TRIPLE AND HIGH JUMPS

Pupils complete and record official **EDSTART** Champions scores for Long Jump, Triple Jump, and High Jump. They compare their results with their first attempts, focusing on improvement in technique and consistency. **PROGRESSION:** Challenge pupils to predict which event they will improve most in and reflect on why afterward.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce marker distances to challenge or support jump control.

TASK

Use standing jumps for support or add run-ups for extension.

EQUIPMENT

Use large foam markers for confidence or smaller targets for precision.

PEOPLE

Pair similar abilities for confidence or mixed abilities for peer coaching.

Key Technical Point Swing arms powerfully, bend knees deeply, and land softly with balance.

Cooldown

CHAMPION REFLECTION: Children walk slowly around the area, shaking out their legs and arms before forming a circle. They take turns sharing which jump felt strongest and why. Finish with relaxed breathing and light jogging on the spot to bring heart rates down safely. **PROGRESSION:** Add calm music or guided reflection on what helped them jump further. "Which part of your jump gave you the most power – your arms, legs, or timing?"

Year 4 - Development of Athletics

Lesson Plan

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 must pace themselves in order to complete the distance set.
- start to demonstrate stamina to maintain a sustained run.
- complete the Edstart Champions 400m long distance race.

EDSTART KNOW

- I can explain why pacing is important in distance running.
- I can describe how stamina helps me run for longer.
- I can understand that I can't sprint the whole way.

EDSTART GO

- I can run steadily for 400m or more.
- I can practise pacing myself in shuttle and square runs.
- I can improve my stamina across lessons.

EDSTART SHOW

- I can respect others by running safely in my lane.
- I can encourage teammates to keep going.
- I can celebrate effort and perseverance.

Key Question What helps you keep running for longer without stopping? Steady breathing, good posture, and controlled pacing.

Warm Up

COACH'S CALL CHALLENGE: Children move continuously around the set area, listening carefully for the coach's instructions and reacting as quickly as possible. When "Hop" is called, pupils take off and land on the same foot. On "Step," they leap from one foot to the other, focusing on control. On "Jump," they leap from one foot to two feet, landing softly with knees bent. The emphasis is on quick reactions, coordination, and balance. After several rounds, pupils complete dynamic stretches for legs and arms before repeating the sequence with greater speed and precision. **PROGRESSION:** Add new commands such as "Sprint" (short burst of running) or "Freeze" (hold an athletic ready position for 3 seconds) to challenge focus and reactions.

Main Activity

ENDURANCE PARTNER CHALLENGE: Set out two cones 20 metres apart to create a clear shuttle lane. Pupils work in pairs, with one pupil running while the other records times, counts repetitions, and offers encouragement. The runner completes 3 shuttle runs (out and back three times), focusing on even pacing rather than starting too fast. Emphasise upright posture with head up and eyes forward, relaxed shoulders, strong but controlled arm drive, and steady rhythmic breathing. Pupils should aim to turn quickly at the cones using small, sharp steps to maintain momentum. Partners then swap roles so both pupils experience running and observing. **PROGRESSION:** Increase to 4 or 5 shuttle runs or add a time challenge where pupils aim to beat their previous score while maintaining good technique.

BUILD THE SQUARE: Set up a 100m square marked with cones, with each side measuring approximately 25 metres. Pupils work in pairs, taking turns to complete each stage of the build. One partner runs the first side (25m) at a controlled pace and stops, then the other partner runs the same distance before swapping. On the next round, pupils run two connected sides (50m), then three sides (75m), gradually increasing their running time and distance until they complete the full 400m circuit. Emphasise tall posture, relaxed shoulders, smooth arm swing, and steady breathing to support efficient endurance running. Encourage pupils to conserve energy early and avoid sprinting until the final stage. The activity develops pacing, stamina, and mental resilience as distance gradually increases. **PROGRESSION:** Pupils focus on even pacing by maintaining the same speed across all four sides or only using the final side for a controlled sprint finish.

ATHLETICS CIRCUIT: Pupils work in pairs and rotate around four athletic stations, combining both field and track events.

- **Long Jump:** Focus on drive and control during take-off.
- **Triple Jump:** Link the hop, step, and jump phases smoothly.
- **Hurdles:** Maintain rhythm and controlled speed between hurdles.
- **Sprinting:** Short bursts to develop explosive power.

Each pupil records their partner's time or distance and then swaps roles. During the second circuit, they aim to improve on their first performance. **PROGRESSION:** Add a team element where total scores combine for improvement to promote teamwork and motivation.

COMPLETE THE EDSTART CHAMPIONS 400M LONG DISTANCE RACE: Children complete the 400m run, using pacing and rhythm to sustain their effort from start to finish. Each pupil records their time for the **EDSTART** Champions challenge and reflects on what helped them maintain energy throughout the race. **PROGRESSION:** Pupils set a personal target to improve their 400m time during the next session using better pacing or breathing control.

Adapted Learning (Differentiation) (Challenge)

SPACE

Shorten shuttle distances for support or extend for stamina challenge.

TASK

Reduce reps for beginners or add timed pacing targets.

EQUIPMENT

Use clear cones and lap counters to support endurance tracking.

PEOPLE

Pair similar stamina levels or mix for encouragement and pacing.

Key Technical Point Run tall with relaxed shoulders, steady arms, and even breathing.

Cooldown

CHAMPION CIRCLE REFLECTION: Pupils walk slowly around the space, shaking out their legs and arms to relax muscles. Once gathered in a circle, they take turns sharing what helped them keep running when they felt tired. Light jogging on the spot and deep breathing follows to return heart rate to normal. **PROGRESSION:** Add calm background music or guided reflection where pupils visualise their best moment of effort during the run. "What helped you keep your pace during the 400m — your breathing, focus, or determination?"

Year 4 - Development of Athletics

Lesson Plan

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.
- complete the Edstart Champions Program and achieve personal bests (Wall Squat, Sit & Reach)

EDSTART KNOW

- I can explain the rules of different athletics events.
- I can describe how to measure and record results.
- I can understand how to use feedback to improve.

EDSTART GO

- I can take part in multiple athletics events.
- I can perform to the best of my ability across disciplines.
- I can record and evaluate my partner's performance.

EDSTART SHOW

- I can respect referees, partners, and opponents.
- I can encourage my team throughout Sports Day.
- I can show fairness whether I win or lose.

Key Question Why is it important to try to beat your own personal best? It helps you improve, stay motivated, and feel proud of progress.

Warm Up

THE CLEAN-UP CHALLENGE: Split the class into small teams of no more than five. Scatter cones, beanbags, and small equipment evenly across the playing area. On the whistle, children sprint out one at a time from their team's base, collect a single item, and bring it back before the next teammate goes. The aim is to "clean up" the area as quickly as possible. Once all the equipment has been collected, the team with the most items wins. This activity promotes teamwork, reaction speed, and explosive movement while keeping everyone active. **PROGRESSION:** Add colour-coded items worth different points, or introduce a rule where children must hop, skip, or side-step on their way back to challenge coordination.

Main Activity

PERSONAL BEST: Children move around the space performing dynamic Athletics-based movements on the teacher's signal: high knees for sprinting, quick hurdle steps, skipping for jumping, and light jogging for endurance. On the call "Freeze," pupils stop and hold a strong athletic ready position. After each movement, pupils briefly remind a partner of one key technique they will focus on during the festival, such as arm drive, posture, or soft landings. This prepares both the body and mind for performance. **PROGRESSION:** Add time challenges to each movement or introduce reaction cues where pupils change movement on a whistle or clap.

EDSTART ATHLETICS FESTIVAL: Organise the class into pairs and set up a full Athletics circuit using all the events covered during the unit, such as sprinting, hurdles, jumping, throwing, and relays. Clearly label each station and provide simple reminders of the key technical focus at each event to support independence. Children rotate around the stations aiming to improve their previous **EDSTART** Champions scores, using performance targets to stay motivated. One partner acts as the athlete, performing the event with full effort and focus, while the other becomes the coach, offering simple technical feedback, encouragement, and accurate recording of scores. After each round, roles are swapped to ensure every child experiences both perspectives and develops confidence in both performing and supporting others. Emphasise fairness, honesty in scoring, and positive communication throughout. Encourage athletes to apply the techniques learned across the unit, such as upright running posture, strong arm drive, controlled take-offs, and soft, balanced landings. Reinforce that success is measured through personal improvement, consistency, and effort rather than just speed or distance. **PROGRESSION:** Add a competitive element by creating a mini team tournament, where group averages contribute to an overall class leaderboard, rewarding teamwork, effort, and improvement.

COMPLETE THE EDSTART CHAMPIONS PROGRAM: Children complete their final **EDSTART** Champions physical challenges: the Wall Squat and the Sit & Reach test. They record their scores from their first attempt and compare them with their new results, aiming to achieve personal bests. Emphasise correct posture in the wall squat and slow, controlled movement in the sit and reach for accurate measurement. Teachers highlight perseverance, self-improvement, and celebrating progress rather than just winning. **PROGRESSION:** Pupils create short personal reflections on which skills improved most and what strategies helped them succeed.

Adapted Learning (Differentiation) (Challenge)

SPACE

Reduce distances for support or extend for higher physical challenge.

TASK

Collect one item at a time for support or add movement rules.

EQUIPMENT

Use larger items for easier grip or smaller items for precision.

PEOPLE

Use mixed-ability teams for motivation or similar ability for fairness.

Key Technical Point Move with speed and control, focusing on technique over winning.

Cooldown

VICTORY PARADE: Children walk slowly around the space in pairs, high-fiving classmates and celebrating their efforts. Gather in a circle and discuss how it felt to beat personal bests or help a partner improve. End with gentle stretches for legs, arms, and back, paired with calm breathing to slow heart rates. **PROGRESSION:** Add relaxing music and encourage pupils to share one word that describes how they felt achieving their goals. "What did you learn about yourself today — were you more proud of your performance or your improvement?"