

# Year 5 - Athletics

## Lesson Plan

**Lesson Objective** To work on speed, agility and quickness

**Lesson 1/6**

**Equipment Needed** Cones, markers, stop watches.

**Success Criteria** Children can:

- Change direction quickly
- Start to show developed running, throwing & jumping skills
- Know the correct footwork they need to run quickly
- Complete the Edstart Champions 20m agility sprint and speed bounce

### EDSTART KNOW

- I can explain what speed, agility and quickness mean
- I can describe why good footwork helps me move faster
- I can understand how reaction time is linked to performance

### EDSTART GO

- I can move my body quickly in different directions
- I can complete an SAQ circuit using ladders, hurdles, and shuttles
- I can measure and record my results in the agility sprint and speed bounce.

### EDSTART SHOW

- I can encourage my partner and celebrate their improvements
- I can work fairly in pairs and small groups
- I can respect others by waiting safely and taking turns

**Key Questions** How can quick thinking help you move faster in speed and agility games? Quick thinking helps you react sooner, choose the right movement instantly, and adjust your body quickly, so you waste less time and move more efficiently and powerfully.

### Warm Up

**Tag The Sprinter:** Children play a Stuck in the Mud tagging game where movers must travel using different movement patterns such as side steps, high knees, skipping, or quick shuffles. Tagged players freeze with legs apart until freed by a teammate crawling through. Emphasis is on dodging, fast reactions, spatial awareness, and changing speed and direction safely. Progression: Add a ball to dribble or carry while dodging to increase coordination and difficulty.

### Main Activity

**Lightning Reactions:** Start your session with a quick-fire game to get everyone sharp and focused! In pairs, stand around 2 metres apart, facing each other. One player holds a tennis ball at shoulder height, keeping their arm straight and steady. Without warning, they drop the ball, the partner must react as fast as possible to catch it *before it bounces twice!* Swap roles after each attempt and see who has the fastest reactions. Make it fun by adding challenges, try catching with one hand only, or using your non-dominant hand. **Progression:** Add movement! Have players take one step back each round to increase the distance or turn around before catching to test their reflexes even more.

**Edstart Speed Quest:** Children will work through a high-energy SAQ (Speed, Agility, Quickness) circuit designed to test their coordination, balance, and reaction speed, just like real athletes! Each station lasts for 45 seconds, followed by a 15-second rest before moving on. Work with a partner to time, encourage, and record your results.

1. **Lightning Ladder** – Step fast through the agility ladder: right foot, left foot, repeat! Keep your knees high and move like lightning.
2. **Hurdle Blasters** – Jump with both feet over each hurdle, landing softly and ready for the next. See how many hurdles you can clear in 30 seconds!
3. **Cone Commanders** – Stand in a hoop doing fast feet! Your partner calls a cone colour (red or blue) — you must sprint to it and back as quick as you can.
4. **Turbo Shuttles** – Sprint between two markers 15 metres apart, three times! Tag the ground each time and explode back to the start.
5. **Bean Bag Blitz** – Dash to collect bean bags one by one, bringing each back to base. How fast can you collect all five?
6. **Speed Bounce Showdown** – Using a small hurdle, jump side to side continuously for 30 seconds. Count your jumps and aim to beat your record next round!

**Progression:** Time how long it takes to complete all stations and challenge pupils to beat their own total score in round two. Encourage teamwork and motivation between partners — they're each other's personal coaches!

**Edstart Champions (20m Agility Sprint & Speed Bounce):** Now it's time to see who's earned their place on the *Edstart Leaderboard!* Set up a 20-metre sprint course and a Speed Bounce station. Each child completes two timed runs and two bounce attempts — their best score counts. Record results, celebrate personal bests, and crown the "Edstart Speed Champions" of the session! Finish with a group cheer and ask, "What helped you move faster — quick feet or quick thinking?" to reflect on their learning while ending with energy and excitement.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust ladder/hurdle spacing or shuttle run distances.

#### TASK

Begin with walking footwork patterns, progress to sprinting under pressure.

#### EQUIPMENT

Use larger, lower hurdles for support or smaller cones for challenge.

#### PEOPLE

Work alone first, then in pairs to time and encourage.

### Key Technical Points

Stay light on your feet with knees slightly bent and body balanced. React on the first movement cue, drive explosively from the balls of your feet, pump your arms for speed, and focus your eyes forward to anticipate quickly.

### Coodown

**Slow Motion Race:** Pupils jog on the spot in exaggerated slow motion before gradually walking and stretching key muscles with calm, controlled breathing. Focus on relaxing tired legs and lowering heart rate. Progression: Add partner mirror stretches. Reflection: Which station made you feel quickest today? What helped your speed most — feet, balance, or thinking?

# Year 5 - Athletics

## Lesson Plan

**Lesson Objective** To sprint correctly and efficiently

**Lesson 2/6**

**Equipment Needed** SAQ ladders, hurdles, cones, spots.

**Success Criteria** Children can:

- Show good reaction times and can identify an effective sprint start
- Start to show a developed running technique for sprinting, showing good coordination and control
- Complete the Edstart Champions 100m and 200m sprint

### EDSTART KNOW

- I can explain the importance of a strong sprint start
- I can describe how arm and leg movement affect speed
- I can understand why I should sprint through the finish line

### EDSTART GO

- I can sprint using correct posture and arm drive
- I can use long, powerful steps in sprint activities
- I can complete 100m and 200m sprints to the best of my ability

### EDSTART SHOW

- I can race fairly and respect my partner when sprinting
- I can share feedback with a partner on their sprint technique
- I can encourage teammates during competitive races

**Key Question** Use warm up to have true or false as each end zone, ask a range of questions asking true or false. Once the child works out the answer they run in the direction as quickly as possible.

**Warm Up** **Cat & Mouse Dash:** Teams line up facing each other across the hall. On the teacher's call, one team becomes the chasers while the other sprints to the safety zone. Focus on explosive starts, quick reactions, and sprinting with control while avoiding collisions. Progression: Add a ball to carry while sprinting to challenge coordination and speed control.

**Main Activity** **Super Sprinters:** Children begin in pairs at the starting line, with Partner 1 stepping two paces back while the teacher demonstrates superhero-style sprinting technique, driving knees forward and up, pumping arms powerfully from hip to chin, keeping eyes forward, chest tall, and body slightly leaning forward for acceleration. Emphasise strong foot drive from the balls of the feet, quick ground contact, relaxed shoulders, and tight arm action to generate speed. Pupils take turns sprinting to three coloured cone lines, focusing first on posture, rhythm, balance, and controlled power rather than pure speed. Each partner runs to Line 1 and back, then Line 2, then Line 3, aiming to improve their technique and smoothness each time. Progression: Add a race element using a whistle or countdown to practise fast, explosive reaction starts.

**Giant Leaps Challenge:** Mark out a long sprinting area where pupils can really open up their stride and accelerate. The aim is to cross the zone using as few powerful steps as possible while staying balanced and controlled. Emphasise strong push-off from the toes, long knee drive, tall posture, and active arm swing from hip to chin to generate speed and stability. Pupils count their steps each run and aim to reduce them in round two, reinforcing the link between stride length, power, and efficiency. Progression: Time each sprint and challenge pupils to improve both their step count and overall sprint time together.

**The Lightning Chase:** Partner 1 starts five metres ahead of Partner 2. On the call of "GO!", both sprint toward the finish line with maximum effort. Partner 1 focuses on maintaining speed and running through the line, while Partner 2 drives hard to chase them down. Emphasise explosive arm drive, powerful knee lift, tall posture, and strong toe push-off to maintain top speed at the finish. After each run, swap roles to ensure equal effort and development, encouraging positive competition and improving sprint endurance and finishing technique. Progression: Add reaction starts by beginning from kneeling, sitting, or facing backwards to sharpen focus and response speed.

**Edstart Champions 100m & 200m Sprint:** Pupils put all their sprinting skills into action in the 100m Dash and 200m Challenge. Set up clear lanes and focus on fast starts, smooth acceleration, relaxed sprinting posture, and strong arm-leg coordination throughout the race. Teachers and partners time and record personal bests on the Edstart Champions leaderboard. Celebrate effort, technique application, resilience, and teamwork as much as final times. Progression: Introduce relay-style sprints with smooth baton changes to develop teamwork, timing, and race strategy.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorten sprint distances (10–30m) for beginners, lengthen for advanced.

#### TASK

Start with technique drills, progress to full sprints and partner chases.

#### EQUIPMENT

Use cones for start/finish lines, ladders for reaction practice.

#### PEOPLE

Work in pairs for races, in groups for relay competitions.

### Cooldown

**Slow-Mo Olympics:** After the high-speed races, children enter the *Slow-Mo Olympics!* They pretend to run in slow motion, moving through imaginary mud while controlling their breathing. Then, they stretch tall like finish-line champions, reach for the sky, and cool muscles with calm walking, deep breathing, and superhero shoulder rolls to relax tired legs. **Progression:** Add partner stretches — one holds balance while the other gently supports leg or arm extensions, improving flexibility and teamwork.

### Key Technical Points

**Sprinting:** Start low with your body leaning slightly forward to drive powerfully into your sprint. Slice through the air with your hands to help generate speed and momentum. Move your arms hip to hip, not across the zip, to keep actions straight and efficient. Keep your head facing forwards at all times to maintain balance, focus, and a strong sprinting posture.

# Year 5 - Athletics

## Lesson Plan

**Lesson Objective** To throw a number of different athletic pieces of equipment

**Lesson 3/6**

**Equipment Needed** Javelins, discus, cones, tape measure.

**Success Criteria** Children can:

- Follow step-by-step instructions with regards to throwing activities showing increasing accuracy and success
- Start to identify when a technique has not been performed effectively
- Complete the Edstart Champions javelin and discus

### EDSTART KNOW

- I can explain the correct stance, grip, and release for throwing
- I can describe why transferring weight helps me throw further
- I can understand the safety rules for throwing events

### EDSTART GO

- I can throw javelins and discus with correct technique
- I can add a run-up to increase power and distance
- I can measure and compare throws with my partner

### EDSTART SHOW

- I can respect safety rules and wait for my turn
- I can coach and encourage others in their throwing
- I can support my partner by measuring accurately

**Key Question** How does using the correct technique in athletics help you throw further, run faster, and stay balanced and in control? Using the correct technique helps your body move more efficiently and powerfully, so you can generate more speed and force with less effort, stay balanced and safe, and achieve greater accuracy and distance in all athletic events.

### Warm Up

**Compass Run:** Children begin with a fast and exciting warm-up called Compass Run, designed to build agility, listening skills, and directional awareness. Mark out the four sides of the area as North, South, East, and West using cones or signs. All pupils start in the centre, standing in an athletic ready position. When the coach shouts a direction, for example, "North!", pupils sprint quickly to that side, touch the line, and return to the middle, ready for the next call. Mix it up by shouting combinations like "North-East!" or fun commands such as "Spin!" or "Freeze!" to keep children alert and engaged.

### Main Activity

**Javelin Masters:** Children become "Javelin Masters" as they work in small Olympic squads, lined up one behind the other. The first athlete steps forward to throw while the others watch and prepare. The throw is broken into three key technical stages: stance, grip, and power.

- Stance:** Stand side-on, feet shoulder-width apart, back knee slightly bent for stability. Encourage pupils to imagine drawing energy from the ground like coiled springs.
- Grip:** Hold the javelin just past halfway toward the back, fingers and thumb forming a loose "V" shape. Emphasise relaxed hands before the throw.
- Power:** Lean back slightly with arm straight, twist hips forward, drive through the body, and release high for distance. Once pupils are confident, introduce a 3-step run-up to build rhythm and add momentum. Each thrower marks their distance with a cone to track improvement. Reinforce safety—everyone must stay behind the line until the coach calls "Collect!" to retrieve equipment. Encourage pupils to celebrate each other's best throws and note who improves their accuracy and control. **Progression:** Introduce "Target Zones" — mark scoring areas on the field (5 points for middle, 10 for far zone). Pupils now aim for both distance and precision, adding tactical thinking to their technique.

**Athletes' Academy:** Transform the class into coaches and athletes in training at the Edstart Athletes' Academy. Pupils work in pairs, rotating through four athletic skill stations: Javelin, Discus, Hurdles, and Sprinting. Each pair alternates roles: one performs, while the other observes and provides constructive feedback on form, balance, and effort. The "coach" is encouraged to use positive language ("I liked how you used your hips there!") before suggesting improvements ("Try releasing a little higher next time."). This interactive circuit allows children to apply critical thinking, leadership, and peer assessment while developing their athletic skills. **Progression:** Introduce the "Golden Stopwatch Challenge" — coaches now time or count repetitions to track measurable improvements, awarding stars for effort, technique, and teamwork at each station.

**Edstart Champions Javelin & Discus:** Children now enter the Edstart Champions League! Each athlete records their best distances from both the Javelin and Discus events. Encourage a professional feel — have pupils rotate between measuring, recording, and competing. Emphasise sportsmanship, accuracy, and consistent technique over just power. The top throwers can be celebrated as "Event Specialists," while others strive to improve their personal bests. Once scores are complete, bring the class together for a Champions' reflection: discuss what makes an effective throw and how technique links to power, balance, and control. **Progression:** Add a "Personal Best Challenge" — pupils get one final throw to beat their own score, rewarding improvement with a medal sticker or verbal recognition for growth, precision, or perseverance.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Reduce throwing distance for safety, extend for advanced groups.

#### TASK

Break throws into phases (stance, grip, release) before full attempts.

#### EQUIPMENT

Use foam javelins or beanbags for beginners, regulation equipment for advanced.

#### PEOPLE

Rotate roles (thrower, measurer, coach) to share responsibility.

### Cooldown

**Target Roll:** Pupils gently roll balls or discs toward small targets, focusing on control and accuracy before performing light arm and shoulder stretches. **Progression:** Try rolling with their weaker hand to improve coordination. Plenary: Discuss, "What helped your throw go further — power, aim, or technique?"

### Key Technical Points

Stand side-on with your weight on the rear leg to store power before the throw. Release the javelin at approximately 45 degrees to achieve the best distance and flight. Keep the throwing elbow high and draw the hand fast and last to create a powerful, controlled whip-like action through the arm.

# Year 5 - Athletics

## Lesson Plan

Lesson Objective	To jump for distance using a variety of techniques and footwork patterns			Lesson 4/6
Equipment Needed	Cones, mats, tape measures, chalk, metre rulers.			
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Demonstrate good control and coordination when performing jumping activities</li><li>• Jump for distance when using the triple jump approach</li><li>• Complete the Edstart Champions long, triple and high jumps</li></ul>			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain the phases of a jump (take-off, flight, landing)</li><li>• I can describe the sequence of a triple jump: hop, step, jump</li><li>• I can understand how to use my arms to gain height and distance</li></ul>	<ul style="list-style-type: none"><li>• I can jump for distance with correct take-off and landing</li><li>• I can combine the hop, step, and jump sequence</li><li>• I can measure my distance and improve on my personal best</li></ul>	<ul style="list-style-type: none"><li>• I can encourage others when they attempt long and triple jumps</li><li>• I can respect rules by waiting safely behind the line</li><li>• I can celebrate improvements from my teammates</li></ul>		
Key Question	How does good jumping technique help you jump further, higher, and land more safely? Good technique improves both power and control by helping you generate more force at take-off, stay balanced in the air, and land safely, so you can achieve greater distance and height while reducing the risk of injury.			
Warm Up	Jump Mix: Children start with a fun variety of movement patterns — jogging, hopping, bounding, and two-foot jumps , to get their muscles activated and ready for jumping events. Encourage them to focus on soft landings, bending their knees, and using their arms to drive power. Mix up the actions by calling out different types of jumps or directions (forwards, sideways, backwards) to keep everyone engaged and alert. Progression: Add short run-ups into jumps, helping children prepare for take-off speed and rhythm needed in long and triple jump activities.			
Main Activity	<p><b>Flying Feet:</b> Children work in pairs, taking turns to leap for distance while staying safely behind the action line until instructed. Emphasise a strong athletic take-off with bent knees, powerful arm swing, and eyes forward, followed by a soft, controlled two-foot landing with knees flexed for balance. Pupils measure each jump, reflect on their effort, and aim to beat their previous mark by adjusting speed, take-off angle, and power. Partners give encouragement and simple technique feedback after every attempt. Progression: Add a clear take-off line and short run-up to build rhythm, momentum, and consistency before jumping.</p> <p><b>Triple Power Challenge:</b> Pupils begin by isolating and mastering each phase of the triple jump, hop, step, and jump, with a strong focus on balance, posture, coordination, and timing. Encourage pupils to stay tall through each phase, use an active arm drive, and land softly with control before moving into the next movement. Once confident, they link all three phases into one smooth, flowing sequence across the space. Partners measure each attempt and give constructive feedback on rhythm, distance, and safe landings to support improvement. Progression: Add a short run-up to increase speed, lift, and power through the full movement sequence.</p> <p><b>Athletics Training Camp:</b> Working in pairs, pupils rotate around four exciting athletics challenges: long jump, triple jump, hurdles, and sprinting. One is the athlete while the other becomes their coach, offering feedback and encouragement. This helps develop teamwork, communication, leadership, and a deeper understanding of key athletic skills and techniques. Progression: Coaches now record times or distances, comparing results to track progress, consistency, and improvements across all events.</p> <p><b>Edstart Champions Long, Triple &amp; High Jumps:</b> Pupils test their jumping ability across all three disciplines, long, triple, and high jump. They record their best results, aiming to beat their personal bests and earn the title of "Jump Champion." Celebrate effort, improvement, and safe technique as much as distance and height achieved. Progression: Children get one final attempt to refine their approach, lift, and landing, pushing for their top performance of the session.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust length of run-up depending on ability.	TASK Practise each jump phase in isolation before combining.	EQUIPMENT Use cones, mats, or chalk lines to mark distances.	PEOPLE Work in pairs (jumper/marker) or groups for circuit challenges.
Cooldown	<b>Balance Landing:</b> Pupils finish the session by practising controlled landings to help their bodies recover after jumping. They perform gentle two-foot jumps, freezing on landing like statues to focus on balance and soft knees. After several rounds, pupils move into slow stretches for their legs, arms, and shoulders, breathing deeply to relax muscles. Progression: Add one-legged landings to challenge balance and control, encouraging stabilisation before stretching. Plenary: Ask, "How did you make your landing safe and steady?" and "What helped you keep your balance?"			
Key Technical Points	Use a strong knee bend and powerful arm swing to drive upward and forward. Keep your chest tall and eyes forward on take-off, then land softly on two feet with bent knees to absorb force and maintain balance.			

# Year 5 - Athletics

## Lesson Plan

**Lesson Objective** To run for distance

**Lesson 5/6**

**Equipment Needed** Cones, markers, stop watches.

**Success Criteria** Children can:

- 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 middle-distance races
- I can describe how breathing helps me run further
- I can understand how to save energy for a sprint finish

### EDSTART GO

- I can run at a steady pace for 400m without stopping
- I can show stamina and endurance in a sustained run
- I can finish with a sprint to the line

### EDSTART SHOW

- I can encourage teammates to keep going when they feel tired
- I can take turns timing and recording results for others
- I can respect everyone's effort regardless of distance

**Key Question** How does good pacing help you run further and faster without getting too tired? Good pacing helps you control your speed and energy so you don't start too fast, run out of stamina, or slow down too early, allowing you to finish strong and improve your overall performance.

### Warm Up

**Coach's Call Run:** Pupils begin with a gentle jog around the area, listening carefully for the coach's calls. When the coach shouts "hop," "step," or "jump," pupils must instantly perform that movement before continuing their jog. This quick reaction keeps them alert, builds coordination, and starts engaging the muscles they'll use for running and jumping events. Encourage clear, powerful movements while maintaining rhythm and balance throughout with strong posture and control. Progression: Add short sprint bursts after each command to challenge pupils' speed and recovery, helping them prepare both physically and mentally for the main athletics session.

### Main Activity

**Pacer Challenge:** Create a 100m square track using cones so pupils can clearly see their progress around the course. Explain that this challenge is all about pacing — not sprinting too fast too soon. To start, partner 1 runs one side of the square (25m) while partner 2 cheers them on, then they swap. Next round, they run two sides, then three, gradually building up to the full lap of four sides (100m). With each run, pupils focus on finding a steady rhythm, breathing evenly, and keeping good running form with relaxed shoulders and arms. Once everyone completes the full 400m distance, compare how consistent their pacing was from start to finish. Progression: Add a relay element, with pupils passing a baton at each corner, encouraging teamwork and pacing together as a group.

**Athletics Training Camp:** Pupils work in pairs and rotate around six exciting athletics stations — javelin, discus, hurdles, triple jump, long jump, and 400m run. One pupil is the athlete, while the other becomes the coach, watching technique closely and offering feedback on form, balance, and pacing. This helps pupils develop leadership, communication, and a deeper understanding of how to improve performance in each event. Progression: Coaches can time, measure, or score performances to track improvement across the session, switching roles halfway through to keep everyone active, focused, and fully engaged.

**Edstart Champions 400m Long Distance Race:** Pupils take on the final challenge by completing the Edstart Champions 400m endurance race, applying everything they have learned about pacing, stamina, and control. Emphasise settling into a steady rhythm early, using smooth, even breathing, relaxed shoulders, and efficient arm drive to maintain energy across the lap. Pupils record their times and compare them with earlier runs, aiming to beat their personal best while maintaining good technique. Strong sprint finishes are encouraged over the final straight, reinforcing resilience and determination to the line. Progression: Introduce pacing partners, where one pupil runs slightly ahead or behind to help guide tempo and support consistency.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Shorter laps for beginners, larger loops for advanced runners.

#### TASK

Break distance into smaller intervals before running full 400m.

#### EQUIPMENT

Use cones for marking laps, stopwatches for timing.

#### PEOPLE

Run individually, in pairs for timing, or in groups for relay pacing.

### Cooldown

**Buddy Jog & Stretch:** Pupils pair up and jog slowly around the track, allowing their heart rates to gradually return to normal. Once they finish a full lap, partners take turns leading each other through gentle stretches for the legs, arms, and shoulders, focusing especially on muscles used during running. Encourage good posture and slow, controlled movements to release any tension. Progression: Add deep breathing exercises at the end, inhaling through the nose and exhaling through the mouth, to help calm the body and mind after the activity. Plenary: Ask, "How did you save energy for the finish?" to get pupils reflecting on pacing and endurance.

### Key Technical Points

Settle into a steady rhythm early with relaxed shoulders, tall posture, and smooth arm drive. Breathe evenly in time with your stride, avoid sprinting too soon, and gradually increase speed over the final section for a strong finish.

# Year 5 - Athletics

## Lesson Plan

Lesson Objective	To perform in a Sports Day, using events and techniques shown				Lesson 6/6
Equipment Needed	Cones, javelins, hurdles, discus, markers, stopwatch, tape measures.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>Children can perform in a variety of events against other pupils</li><li>Children know what each event entails</li><li>Complete the Edstart Champions Program and achieve personal bests (wall squat, sit &amp; reach)</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>I can explain the events included in Sports Day</li><li>I can describe how to aim for a personal best</li><li>I can understand how to apply techniques from previous lessons</li></ul>	<ul style="list-style-type: none"><li>I can perform in sprints, throws, and jumps using correct skills</li><li>I can complete all events fairly and safely</li><li>I can record and improve my scores from the start of the unit</li></ul>		<ul style="list-style-type: none"><li>I can respect opponents, referees, and teammates</li><li>I can encourage classmates in every event</li><li>I can show sportsmanship whether I win or lose</li></ul>		
Key Question	How do teamwork, technique, and perseverance help you achieve your personal best in Sports Day challenges? Teamwork provides encouragement and motivation, good technique improves performance and safety, and perseverance helps you keep trying even when tasks are difficult, allowing you to improve your personal best and feel proud of your progress.				
Warm Up	Coach's Call Olympics: Pupils begin by jogging gently around the activity area, listening carefully for the coach's calls. When they hear "hop," "step," or "jump," they must perform the movement straight away before continuing to jog. Mix in light stretches between calls—reaching tall, touching toes, or circling arms—to prepare all major muscle groups for action. This warm up not only activates key running and jumping muscles but also improves reaction time and coordination. Keep the tempo fun and energetic, with the focus on quick responses and teamwork. Progression: Add relay baton exchanges after each movement command, encouraging smooth handovers, communication, and timing — just like in a real Olympic relay.				
Main Activity	Edstart Sports Day Showdown: To celebrate the end of the athletics unit, pupils take part in the Edstart Sports Day Showdown, a fun and energetic circuit combining all the events and skills they have developed over the term. Organise the class into pairs or small teams and set up a range of activity stations around the area, including javelin, discus, long jump, sprinting, hurdles, and middle-distance running. Each station should mirror a key focus from previous lessons, giving children the chance to demonstrate how much they've improved since the start of the unit. Pupils rotate through each station, one acting as the athlete and the other as the coach. The athlete aims to beat their original Edstart Champions score, while the coach observes, records, and provides feedback on technique, effort, and pacing. After each attempt, partners switch roles to ensure both experience performing and coaching. Encourage teamwork, sportsmanship, and positive support at every event, celebrating not just the winners but those who show perseverance, improvement, and enthusiasm. Progression: Add a "Champions Relay" finale where teams compete in a fun multi-event challenge, combining running, throwing, and jumping for a full display of athletic ability.  Edstart Champions Program & Achieve Personal Bests – Wall Squat, Sit & Reach: To finish the event, pupils take part in the Edstart Personal Best Challenge, completing the Wall Squat and Sit & Reach fitness tests. These activities help measure both lower body endurance and flexibility, showing how pupils' overall fitness has developed through the unit. Encourage children to focus on beating their own previous scores rather than comparing to others, reinforcing the message that personal progress is the true marker of success. Record all scores on their Edstart Champions sheets, celebrate effort and determination, and highlight the importance of setting new goals for future sessions. Progression: Invite pupils to plan one area of fitness they want to improve next term, encouraging long-term motivation and ownership of their physical development.				
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust event areas depending on ability and group size.	TASK Simplify events (shorter races, lighter equipment) for support; extend for challenge.	EQUIPMENT Use foam alternatives where needed, regulation for competitive play.	PEOPLE Compete individually, work in pairs for measuring, or in teams for relays.	
Cooldown	Celebration Stretch: Pupils gather in a large circle to finish their Sports Day on a calm and positive note. Begin with slow breathing — in through the nose, out through the mouth, followed by gentle stretches for the arms, shoulders, legs, and back. Encourage pupils to copy the coach's movements as they stretch tall like a javelin, reach low like a long jumper, and twist like a discus thrower. After stretching, each child shares their favourite event or a moment they felt proud of during the lesson, promoting reflection and positive reinforcement. The focus should be on celebrating effort and teamwork as much as performance. Progression: Invite pairs to take turns leading a stretch for the group, building confidence and leadership skills while reinforcing correct technique. Plenary: Ask, "Which event made you most proud today?" to help pupils reflect on their achievements and personal growth.				
Key Technical Points	Focus on controlled, efficient technique in every event by keeping strong posture, balanced movement, and steady breathing. Apply feedback quickly, stay mentally focused, and maintain consistent effort across all activities to achieve reliable performance and personal improvement.				