

**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
- 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 in athletics
- I can describe why good footwork helps me move faster
- I can recognise when I have improved my ability to change direction quickly

### EDSTART GO

- I can move my body quickly in different directions using ladders, hurdles, and cones
- I can accelerate, decelerate, and change direction with control
- I can complete agility sprints and speed bounce challenges

### EDSTART SHOW

- I can encourage my partner and celebrate their improvements
- I can work in a pair to complete activities safely and fairly
- I can take turns and support others in the SAQ circuit

### Key Questions

How can changing speed, direction, and movement patterns help you move more effectively and react faster during agility activities and games? By adjusting speed, direction, and body control, children improve balance, coordination, reaction time, and decision-making, helping them move efficiently and respond quickly in games and sporting situations.

### Warm Up

**AGILITY JUNGLE:** Children move around the space at different speeds. On the coach's call, they react with agility actions linked to jungle animals: cheetah sprint (fast run), kangaroo hop (two-footed jumps), monkey swing (side steps with arms), and snake slither (low crawl).

### Main Activity

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**TIC TAC TOE – 3 IN A ROW:** The basic premise of this activity is that children work in pairs to achieve '3 in a Row'. Set out nine hoops in a 3 × 3 grid with a starting marker positioned away from the hoops. Children take turns to run out and place a bib into a hoop, with each pair using a different colour. A pair wins by connecting three bibs of the same colour in a straight line. If all bibs are used, the next player may move one of their own bibs to try to create three in a row. **PROGRESSION:** Add a timed limit or require a specific movement skill before placing each bib.

#### SAQ CIRCUIT:

**AGILITY LADDERS:** Step into the first square with the right foot, quickly placing it down and shifting weight onto that foot. Step into the second square with the left foot, place it down quickly, and repeat this pattern along the ladder.

**HURDLES:** Children jump two feet to two feet over the first hurdle. Without taking an extra step, they continue jumping over each hurdle in sequence.

**AGILITY T-RUN:** Set out four cones in a 'T' formation. The starting cone is ten metres from the middle cone, with the left and right cones five metres apart. Children sprint to the middle cone, move out to the left cone, across to the right cone, back to the middle, and then return to the start.

**FAST FEET:** Children stand inside a flat hoop, moving quickly on the spot. Two different coloured cones are placed five metres apart in front of the hoop. Partner 2 calls a colour and Partner 1 sprints to the matching cone.

**SHUTTLE RUNS:** Place markers 15 metres apart. Children complete three shuttle runs between the markers before swapping roles with their partner.

**BEAN BAG SHUTTLE:** Lay five bean bags out, each one metre apart. Partner 1 runs out to collect one bean bag at a time and returns to the start until all five are collected. Partner 2 then completes the shuttle.

**SPEED BOUNCE:** Using a small SAQ hurdle, children jump from side to side over the hurdle as many times as possible in 30 seconds.

**AGILITY SQUARE:** Set up a 10 m by 10 m square. Children start at one corner, run diagonally to the opposite cone, then turn to visit the remaining two cones before returning to the start position.

Children work in pairs and complete the SAQ Circuit. Set out enough equipment so all children are active.

**COMPLETE THE EDSTART CHAMPIONS 20M AGILITY SPRINT & SPEED BOUNCE:** Children to record their scores for the Edstart Champions 20m agility sprint and speed bounce.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Increase or reduce distances in shuttle runs, change hoop spacing in tic-tac-toe, or adjust square size for agility runs.

#### TASK

Add extra challenges like turning, hopping, or jumping; reduce to walking or jogging for beginners.

#### EQUIPMENT

Use wider ladders or lower hurdles for support, or smaller hoops and higher hurdles for challenge.

#### PEOPLE

Work alone to practise, in pairs for competition, or in small groups for team problem-solving.

### Cooldown

**SHADOW STEPS:** In pairs, one child leads using small side steps, light hops, or a slow jog, while the partner copies their movements like a shadow. Roles are swapped after one minute so both children lead and follow. **PROGRESSION:** Add gentle stretches and slower movements into the shadow actions. "Which move helped your body calm down the most?"

### Key Technical Points

- Speed is the ability to move the body in one direction as fast as possible.
- Agility is the ability to accelerate, decelerate, and quickly change direction.
- Quickness is the ability to react and change body position as quickly as possible.

# Year 6 - Athletics

## Lesson Plan

# COMPLETE

## EDSTART

**Lesson Objective** To sprint correctly and efficiently

**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
- Run efficiently using the correct technique
- Slightly lean body forward when they run, while swinging their arms in a straight line from the shoulder
- Complete the Edstart Champions 100m and 200m sprint

### EDSTART KNOW

- I can explain how to start a sprint correctly
- I can describe why leaning forward and pumping arms helps me run faster
- I can understand the importance of sprinting through the finish line

### EDSTART GO

- I can sprint using a strong start and correct technique
- I can practise using long, powerful steps in sprint races
- I can complete short and longer sprint distances with good control

### EDSTART SHOW

- I can race fairly and respect my partner when sprinting
- I can share feedback on my partner's sprint technique
- I can try my hardest in sprints while supporting others

### Key Question

How does good running technique help you sprint faster and finish strongly in races and chasing games? Good technique improves efficiency, balance, and power, helping children accelerate quickly, maintain speed, and run confidently through the finish line without losing control or slowing down.

### Warm Up

**LIGHTNING SPRINTS:** Children jog on the spot until the coach shouts "Flash!", then sprint to a cone and back before recovering slowly. Add commands such as "Bolt" for long strides and "Rocket" for high knees. **PROGRESSION:** Add a partner chase, with one child starting three metres ahead while the other tries to catch them before the finish.

### Main Activity

**POWER STRIDE PRACTICE:** Children work in pairs. Partner 1 starts on the line and takes two steps back while the teacher demonstrates effective running technique. Focus on tall posture, eyes forward, strong arm drive with elbows bent at 90 degrees, relaxed shoulders, and quick, light contacts on the balls of the feet. Partner 1 runs to a set cone concentrating on smooth technique rather than speed, then Partner 2 repeats. Children run to the first line, restart, then progress to the second and third lines to gradually extend the distance while maintaining good form. **PROGRESSION:** Add a controlled acceleration focus, encouraging children to increase speed slightly each run while keeping the same strong running technique.

**GIANT STEPS:** Set out a space large enough for children to sprint across. Children aim to cross the area using as few steps as possible without slowing down, focusing on long, powerful strides and full leg extension. Emphasise strong arm drive with elbows bent, tall posture with eyes forward, relaxed shoulders, and pushing through the balls of the feet to generate speed and power. **PROGRESSION:** Add a marked finish zone or time challenge to encourage sustained speed and control.

**PARTNER CHASE:** Partner 1 starts five metres in front of Partner 2. On the call of "Go", both sprint towards a finish line. Partner 1 aims to avoid being caught, encouraging strong finishes and running through the line rather than slowing early.

**COMPLETE THE EDSTART CHAMPIONS 100M & 200M SPRINT:** Children complete the 100 m and 200 m sprints and record their scores to track speed and progress.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust sprint distances (10m to 100m) depending on ability and area.

#### TASK

Practise technique slowly, then build to full sprinting; use chase games for motivation.

#### EQUIPMENT

Use markers for start/finish lines, hurdles for sprint rhythm, or no equipment at all.

#### PEOPLE

Sprint alone to practise form, in pairs for chases, or in teams for relays.

### Cooldown

#### Traffic Lights:

Children jog lightly around the area. Teacher calls out colours: Green = jog, Amber = walk, Red = freeze and stretch.

**Progression:** Children suggest new commands such as "Blue = arm stretch". **Plenary:** "What did you change in your body to slow down after sprinting?"

### Key Technical Points

#### Sprinting:

- Start low
- Slice through the air with hands
- Move arms 'Hip to hip, not across the zip'
- Keep head facing forwards always

#### Evaluating & Improving:

The children will need to draw on their knowledge of how the skill should be executed. They will then need to be able to identify any faults & think on their feet on how to correct them

Lesson Objective	To throw a number of different athletic pieces of equipment				Lesson 3/6
Equipment Needed	Javelins, cones, tape measure.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Accurately throw a variety of athletic equipment for distance</li><li>• Change techniques depending on what equipment they are throwing but know how to use the basic principles of throwing</li><li>• Understand to transfer their body weight from back to front to generate more power when throwing</li><li>• Complete the Edstart Champions javelin and discus</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I can explain how to grip and stand when throwing</li><li>• I can describe why transferring body weight helps me throw further</li><li>• I can understand the safety rules for throwing events</li></ul>	<ul style="list-style-type: none"><li>• I can throw using the correct grip and stance</li><li>• I can use a run-up to help generate more power</li><li>• I can measure and improve the distance of my throws</li></ul>		<ul style="list-style-type: none"><li>• I can respect safety rules and wait for my turn</li><li>• I can coach and encourage my partner in throwing practice</li><li>• I can share positive feedback when others throw</li></ul>		
Key Question	How does using the correct throwing technique help you throw further and more accurately in athletics activities? Correct technique improves balance, coordination, and power, helping children control direction, generate force safely, and achieve greater distance and accuracy in throwing events.				
Warm Up	TARGET BLAST: Children jog around the space carrying a beanbag. On the whistle, they stop, aim, and throw the beanbag into a target such as a cone or hoop, then collect it and continue jogging. Vary the type of throw used, including chest pass, push throw, and javelin-style throw. PROGRESSION: Increase the throwing distance or reduce the target size, encouraging children to aim for personal bests in accuracy.				
Main Activity	<p>POWER THROW WORKSHOP: Split the class into small groups, standing one behind the other, with the person at the front throwing first. The coach breaks the throwing technique into clear, easy-to-remember stages so children can focus on one element at a time. STANCE: Stand side-on to the throwing area with feet shoulder-width apart, back knee slightly bent, and body balanced and ready. GRIP: Hold the implement just past halfway towards the back, keeping the wrist firm but relaxed for control. BODY MOVEMENT FOR POWER: Lean back with a long, straight throwing arm, rotate the hips and shoulders to store power, then drive the body forwards and whip the arm through smoothly towards the target. Encourage children to follow through and finish tall. Once confidence and consistency improve, introduce a controlled three-step run-up to link technique with movement. After each throw, children place a cone where their implement lands to visually track distance. If available, use a tape measure to add a fun competitive element and help children compare and improve their throws. SAFETY: All pupils must remain behind the safety line until instructed. Ensure every child has thrown before any equipment is collected to keep the area safe and organised.</p> <p>COACH CAMP: Organise the class into pairs and set up four stations: javelin, discus, hurdles, and sprinting. Children complete an athletics circuit, taking turns to be the athlete and the coach. The coach observes, gives simple feedback, and helps their partner improve performance at each station.</p> <p>COMPLETE THE EDSTART CHAMPIONS JAVELIN &amp; DISCUS: Children complete the javelin and discus throws and record their scores to track distance and personal improvement.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Shorten throwing zones for safety, increase them for challenge.	Break the throw into phases (stance, grip, release), or combine into full throws.	Use foam javelins or beanbags for beginners, progress to javelins/discus.	Throw individually, work in pairs as coach/athlete, or in groups for mini-competitions.	
Cooldown	TARGET STRETCH: Children stand in a circle with a beanbag and throw gently to each other. Before passing the beanbag on, each child must perform a stretch pose such as reaching tall, touching toes, or completing a side stretch. PROGRESSION: Add a second beanbag to increase focus, coordination, and flow. "Which stretch helped your shoulders and arms after throwing?"				
Key Technical Points	<ul style="list-style-type: none"><li>• Stand side-on, weight on the rear leg</li><li>• Release the javelin at 45 degrees</li><li>• Keep the throwing elbow high, draw the hand 'fast and last</li></ul>				

# Year 6 - Athletics

## Lesson Plan

# COMPLETE

## EDSTART

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>Understand the basics of jumping and landing</li><li>Use their upper bodies to gain distance on the jump</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 triple jump sequence: hop, step, jump</li><li>I can understand how to use my arms to help me jump further</li></ul>	<ul style="list-style-type: none"><li>I can jump for distance using correct technique</li><li>I can combine hop, step, and jump into a triple jump sequence</li><li>I can land safely and measure my distance</li></ul>	<ul style="list-style-type: none"><li>I can encourage my partner when they try to improve</li><li>I can take turns and share equipment fairly</li><li>I can give feedback on my partner's technique</li></ul>		
Key Question	How does good take-off and landing technique help you jump further, higher, and more safely in athletics events? Good technique helps children generate more power at take-off, stay balanced in the air, and land safely with control, improving distance, height, confidence, and reducing the risk of injury.			
Warm Up	JUMP CIRCUIT: Children travel around markers, performing a range of jumps including two-foot to two-foot jumps, single-leg hops, star jumps for height, and a short run followed by a jump into a hoop. PROGRESSION: Link two to three jumps together in a sequence or add a mini run-up before each jump to increase challenge.			
Main Activity	<p>FLY FURTHER CHALLENGE: Organise pupils into pairs and number them '1' and '2'. Set up two clear lines for all field events: a safety line and an action line, with all pupils remaining behind the safety line until instructed. On the coach's call, children jump for distance from a standing start and mark their landing point with a cone. Emphasise strong arm swings from behind to in front, bending the knees on take-off, driving through the toes, and landing softly with two feet and bent knees for balance. Partner 2 then completes their jump. Each child has multiple attempts to beat their previous distance. PROGRESSION: Add a clear take-off line and gradually introduce a controlled run-up, focusing on a fast last step and powerful take-off.</p> <p>TRIPLE THREAT BOUNDS: Organise pupils into pairs and number them '1' and '2', using the same safety and action lines. Begin by practising each phase in isolation, starting with the hop, then the step, and finally the jump. Focus on maintaining balance, using strong arm drive, staying tall through the body, and landing on the balls of the feet with control. Pupils measure and record each phase to understand distance and rhythm. Once confident, begin linking the phases together, first hop and step, then hop, step, jump, ensuring there is no pause between phases and that movement flows smoothly from one phase to the next.</p> <p>COACH CAMP: Organise the class into pairs and set up four clear stations: javelin, discus, hurdles, and sprinting. Children rotate around the athletics circuit, spending a set amount of time at each station. At every station, one child takes on the role of the athlete while the other becomes the coach. The coach observes carefully, looking for key technique points such as body position, arm and leg action, balance, and control. They give simple, positive feedback using prompts like "try again with stronger arms" or "stay tall when you run." After each attempt, roles are swapped so both children experience coaching and performing. This activity develops technical understanding, communication skills, confidence, and teamwork, while encouraging children to reflect on performance and make small improvements at each station.</p> <p>COMPLETE THE EDSTART CHAMPIONS LONG, TRIPLE &amp; HIGH JUMPS: Children complete the long jump, triple jump, and high jump and record their scores to track distance, height, and personal improvement.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Use shorter/longer run-ups depending on confidence.	TASK Practise jumps separately (hop only, step only) before combining.	EQUIPMENT Use chalk lines, cones, or mats for safe take-off/landing; add markers to set challenges.	PEOPLE Work alone for practice, in pairs for measurement, or in groups for competition.
Cooldown	FREEZE LANDING: Children move around the space using gentle skips or hops. On the whistle, they must land in a controlled, balanced position and hold it still. PROGRESSION: Children create their own balance shape for others to copy. "What did you do to make your landing safe and balanced?"			
Key Technical Points	Long Jump: <ul style="list-style-type: none"><li>Bend knees and push with quadriceps</li><li>Swing your arms, look forwards</li><li>Bend knees on landing</li><li>Take off on one, land on two</li></ul>		Hop Jump: <ul style="list-style-type: none"><li>Hop, step, jump</li><li>Each phase should be equal distant</li><li>Pupils should bend their knees at each point of contact with floor</li></ul>	

# Year 6 - Athletics

## Lesson Plan

# COMPLETE

## EDSTART

**Lesson Objective** To run for distance

**Lesson 5/6**

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

**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
- Complete the Edstart Champions 400m long distance race

### EDSTART KNOW

- I can explain why pacing is important in longer races
- I can describe how to save energy for a sprint finish
- I can understand how to use my breathing to help me run further

### EDSTART GO

- I can run at a steady pace without stopping
- I can complete 400m by controlling my speed
- I can finish with a final sprint to the line

### EDSTART SHOW

- I can encourage my partner to keep going when they feel tired
- I can time and record my partner's running result
- I can respect everyone's effort regardless of distance

**Key Question** Why is pacing important when running longer distances like the 400 metres? Pacing helps runners manage energy, maintain good technique, and avoid tiring too quickly, allowing them to run consistently, finish strongly, and perform at their best over longer distances.

**Warm Up** **ENDURANCE BUILD:** Children run steadily around a marked track area. On the whistle, one blast signals a faster pace, two blasts signal a steady jog, and three blasts signal a walk to recover. Children respond quickly to the sound cues, adjusting their speed while maintaining control. **PROGRESSION:** Add "buddy running", where pairs must run in sync and support each other to maintain an even, sustainable pace.

**Main Activity** **MIDDLE DISTANCE RUN:** Use the available space wisely by creating a 100 m square if possible to help children clearly understand distance and pacing. Begin with children running one side of the square (25 metres) before stopping and swapping with their partner. Next, children run two sides of the square (50 metres), gradually increasing the distance by one side each time until they are running all four sides of the square. Emphasise running technique throughout, including tall posture, relaxed shoulders, eyes looking forward, rhythmic arm swing close to the body, and controlled breathing in through the nose and out through the mouth. Children should aim to maintain an even pace rather than sprinting early. By adding 25 metres each round, pupils learn how to manage effort and avoid tiring too quickly **PROGRESSION:** Introduce a continuous run challenge, where children aim to complete the full 400 metres in one go, or add a pacing target such as maintaining the same lap time for each side of the square.

**COACH CAMP:** COACH CAMP: Organise the class into pairs and set up six clearly marked stations: javelin, discus, hurdles, triple jump, long jump, and the 400 m run. Children rotate around the athletics circuit, spending a set amount of time at each station so everyone remains active and engaged. At each station, one child takes the role of the athlete while the other becomes the coach. The coach watches closely for key performance points such as technique, body position, balance, pacing, and effort. They offer simple, positive feedback using clear prompts like "stay tall when you run," "use your arms for power," or "keep your rhythm." After each attempt, children swap roles so both experience giving and receiving feedback. This activity helps children develop technical understanding, communication skills, leadership, and confidence, while encouraging reflection and continuous improvement across all athletics disciplines..

**COMPLETE THE EDSTART CHAMPIONS 400M LONG DISTANCE RACE:** Children complete the 400 m run and record their times to track endurance, pacing, and personal improvement.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the track length (smaller loops for beginners, larger loops for challenge).

#### TASK

Break down distance into smaller segments before combining into 400m.

#### EQUIPMENT

Use cones to mark laps and stopwatches for timing.

#### PEOPLE

Run individually for pacing, in pairs for timing, or as teams in relay-style challenges.

### Cooldown

**BUDDY PACING:** Children jog slowly with a partner, gradually reducing their speed together until they are walking side by side. They finish with a gentle high-five and sit down for stretches. **PROGRESSION:** Pairs take turns leading the pace, supporting each other to stay controlled. : "How did running together help you control your pace?"

### Key Technical Points

- Ensure that the children understand that they will not be able to run at full pace
- Clever runners, save some energy and time when they use up their last bit of energy!

# Year 6 - Athletics

## Lesson Plan

**COMPLETE**  
**EDSTART**

**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:

- 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 different events in Sports Day
- I can describe how to perform the skills I have practised
- I can understand how to aim for a personal best

### EDSTART GO

- I can perform in sprints, throws, and jumps using correct technique
- I can complete each event fairly and safely
- I can record and improve my scores from the start of the unit

### EDSTART SHOW

- I can support and cheer on my classmates in every event
- I can take responsibility for coaching or recording results
- I can show good sportsmanship by winning or losing respectfully

**Key Question** How can trying a range of events and focusing on personal bests help you improve and enjoy athletics more? Trying different events builds confidence and skills, while focusing on personal bests encourages effort, motivation, and enjoyment by measuring success through self-improvement rather than competition.

**Warm Up** **EVENT TASTER:** Children rotate through short activity tasters including a mini sprint, short jump, mini hurdle step-over, and a small throwing activity. This allows children to experience a range of athletics skills in quick, engaging bursts. **PROGRESSION:** Challenge children to beat their first attempt by sprinting faster, jumping further, or throwing more accurately.

**Main Activity** **SPORTS DAY:** Organise the class into pairs and set out all activities completed during this Unit of Work to create a full athletics circuit that is clearly laid out and easy to follow. Children rotate around each station in a set order, ensuring everyone remains active and engaged. At each station, children aim to beat their previous Edstart Champions scores recorded earlier in the unit, focusing on personal improvement rather than comparison with others. One child takes on the role of the athlete while the other becomes the coach. The coach carefully observes key technique points such as tall sprint posture with strong arm drive, controlled take-off and soft, balanced landings in jumps, smooth and coordinated throwing actions, and safe, rhythmical movement over hurdles. Coaches are encouraged to give clear, positive, and specific feedback, using simple cues to help their partner make small, achievable improvements on each attempt. After every attempt, children swap roles so both experience performing and coaching, building confidence, communication skills, and leadership. Throughout the circuit, emphasise fair play, encouragement, effort, and celebrating personal bests rather than winning. **PROGRESSION:** Introduce timed rotations to increase intensity, or add bonus challenges at each station, such as maintaining correct technique under light fatigue, completing two attempts and selecting the best score, or setting a personal target to achieve before moving on.

**COMPLETE THE EDSTART CHAMPIONS PROGRAM (WALL SQUAT & SIT & REACH):** Children complete the wall squat and sit & reach challenges to finish the session. For the wall squat, focus on feet shoulder-width apart, back flat against the wall, knees bent at right angles, and controlled breathing. For the sit & reach, emphasise straight legs, slow controlled reaches, and holding the stretch safely without bouncing. Children record their scores to track flexibility, strength, and personal bests across the programme.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Set up events in smaller areas for beginners or larger competitive areas for advanced.

#### TASK

Adapt events (e.g., shorter sprints, lighter throws, fewer jumps) for ability.

#### EQUIPMENT

Use foam javelins, lighter discus, lower hurdles, or cones instead of high markers.

#### PEOPLE

Compete individually, work in pairs for support/recording, or in groups for relays and team scores.

### Cooldown

**CELEBRATION CIRCLE:** Children sit or stand in a circle. Each child shares a small calm movement or stretch they enjoyed, such as a reach, balance, or yoga pose. The rest of the group copies the movement, celebrating everyone's effort and contribution. **PROGRESSION:** Combine the favourite stretches into a short "team cool-down routine." "Which event or moment today made you most proud?"

### Key Technical Points

- The children will need to draw on their knowledge of how the skill should be executed. They will then need to be able to identify any faults & think on their feet on how to correct them!
- Children will be able to complete the Edstart Champions Award and record their best score for each event