

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

Equipment Needed Cones, markers, beanbags

Success Criteria Children can:

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

EDSTART KNOW

- I can say how to run fast.
- I can tell why I look for space.
- I can say when to stop and start.

EDSTART GO

- I can run and change direction.
- I can stop and start safely.
- I can travel at different speeds.

EDSTART SHOW

- I can listen to the coach.
- I can take turns in races.
- I can clap for my friends.

Warm Up

CATS VS MICE: Split into two teams standing face to face on the halfway line. When the coach shouts "Cats!", those players chase the "Mice" to their end zone before they're tagged. Switch roles each round to keep the excitement high and test reactions. Add silly sounds for fun—mice squeak and cats meow as they run! **PROGRESSION:** Add a ball to dribble while running to challenge balance and focus.

EYFS Link: Physical Development – Agility, speed, and reaction; PSED – Understanding competition and fair play.

Main Activity

THE LIGHTNING GAME: Children spread out in their own space. Coach calls out "Thunder!" – jump as high as you can; "Lightning!" – crouch down low; "Rain!" – jog on the spot fast; "Sunshine!" – stand tall and stretch arms wide. A fast-paced, laughter-filled warm-up to get bodies moving and listening. **PROGRESSION:** Let children create their own weather actions for others to copy.

EYFS Link: Physical Development – Coordination and body control; Communication & Language – Following and giving instructions.

SPEED STARS CIRCUIT: Children rotate through fun fitness stations designed to build quick feet, balance, and speed while working with friends. Move to music for added energy!

- **Agility Ladder Dash:** Step fast through the ladder, light feet like a cheetah. Focus on rhythm and balance.
- **Colour Sprint Challenge:** Partner calls a colour cone; sprint to it and back to the hoop. Quick reactions earn points!
- **Race Track Runs:** Sprint between cones three times as fast as possible, then high-five your partner.
- **Treasure Run:** Collect beanbags one at a time and stack them back at the start like buried treasure.

PROGRESSION: Add music or a timed challenge to each station for an energy boost.

EYFS Link: Physical Development – Strength, coordination, and speed; PSED – Motivation, teamwork, and turn-taking.

SUPER SPRINTER SHOWDOWN: Children race in pairs down a short track, practising fast starts and powerful strides. Encourage strong arm swings, heads up, and soft landings. Each winner takes a victory pose at the finish line!

PROGRESSION: Add fun variations, run backwards, side shuffle, or superhero-style with one arm out.

EYFS Link: Physical Development – Speed, posture, and rhythm; PSED – Confidence, self-expression, and celebrating effort.

Adapted Learning (Differentiation) (Challenge)

SPACE

Big running area first, smaller lanes for challenge.

TASK

Run straight first, then add ladders and shuttles.

EQUIPMENT

Ladders, cones, beanbags, stopwatches.

PEOPLE

Run on my own first, then in pairs, then in teams.

Cooldown

BALLOON FLOATS: Children pretend they're balloons drifting in the wind. They slowly rise up on their toes, stretch arms high, then gently float down to the ground. Repeat with slow breathing in and out. **PROGRESSION:** Ask children to name new balloon movements (e.g., spin, float, pop).

EYFS Link: Physical Development – Balance, breathing, and relaxation; PSED – Calmness, focus, and body awareness.

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

Equipment Needed SAQ Ladders, Cones, markers, beanbags, tape measures, stopwatches

Success Criteria Children can:

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

EDSTART KNOW

- I can say how to stand to throw.
- I can tell why I look where I want the ball to go.
- I can show my strong hand for throwing.

EDSTART GO

- I can roll and throw beanbags.
- I can throw over-arm to a target.
- I can try to throw further each time.

EDSTART SHOW

- I can wait behind the line.
- I can cheer when my partner throws.
- I can take part fairly in events.

Warm Up

FLIPPING CONES: Spread cones around the area—some facing up (domes) and some down (dishes). Split the class into two teams: Team Domes and Team Dishes! When the coach shouts “Go!”, each team races to flip as many cones as possible into their team’s shape before the whistle blows. Count the final number of domes or dishes to find the winner. Keep the energy high with quick rounds. **PROGRESSION:** Add movement challenges—skip, hop, or side-step instead of running.

EYFS Link: Physical Development – Agility, balance, coordination; PSED – Teamwork, turn-taking, and fair play.

Main Activity

FIRE RESCUE MISSION: The playing area becomes a blazing house with three zones: “Warm,” “Hot,” and “Boiling.” Children are brave firefighters using overarm throws to “put out the flames” by landing beanbags into the zones. Teams of four take turns throwing three beanbags each, earning 1, 5, or 10 points depending on where they land. Children can cheer each other on and aim to beat their previous score! **PROGRESSION:** Increase throwing distance or add “windy conditions” where they must throw while jogging on the spot.

EYFS Link: Physical Development – Strength, coordination, and aim; Mathematics – Counting and comparing numbers; PSED – Cooperation and persistence.

SUPER THROW CHALLENGE: Children work in pairs. One throws from the “throwing line” while the other waits behind the “safety line.” Throw beanbags, foam javelins, or balls, marking where each first lands with a cone. Swap roles and try again to beat their first mark! Encourage strong, smooth overarm movements and controlled landings. **PROGRESSION:** Use different objects or add a running start before throwing.

EYFS Link: Physical Development – Gross motor control and coordination; Understanding the World – Exploring cause and effect.

BEANBAG STORM: Split the class into four corner zones, each team defending their own “base.” When the game starts, children throw beanbags into other teams’ areas while protecting their own. No one may leave their area! After 90 seconds, the team with the fewest beanbags in their zone wins. Encourage quick throws, teamwork, and communication. **PROGRESSION:** Add challenges like using one hand or bouncing the beanbag before throwing.

EYFS Link: Physical Development – Coordination and spatial awareness; PSED – Strategy, teamwork, and friendly competition.

Adapted Learning (Differentiation) (Challenge)

SPACE

Short throws first, longer throws later.

TASK

Roll first, then under-arm, then over-arm.

EQUIPMENT

Beanbags, tennis balls, foam javelins, cones.

PEOPLE

Pairs first, then teams in games.

Cooldown

THE FIREFIGHTER’S REST: Children pretend to take off their heavy gear after saving the day. Sit down, stretch arms up high to “hang up hoses,” and slowly bend to “cool down the flames.” Finish by lying back, taking deep breaths, and imagining gentle rain falling. **PROGRESSION:** Ask children to name stretches or relaxing poses for next time.

EYFS Link: Physical Development – Relaxation, flexibility, and self-regulation; PSED – Reflection and calm focus.

Lesson Objective To be able to race through obstacles, when jumping, crouching, and dodging is required. **Lesson 3/6**

Equipment Needed SAQ Ladders, Cones, markers, beanbags, tape measures, stopwatches

Success Criteria Children can:

- use fundamental movements (jog, jump, hop, balance, skip, side to side, change of direction)
- run at an object and safely jump over to continue running.
- duck under and crawl through objects to continue racing.

EDSTART KNOW

- I can say how to jump safely.
- I can tell how to crawl under and over things.
- I can remember different ways of moving.

EDSTART GO

- I can jump over hurdles.
- I can crawl through tunnels and hoops.
- I can run around an obstacle track.

EDSTART SHOW

- I can cheer for my team.
- I can wait for my turn.
- I can celebrate finishing the race.

Warm Up

FLIP THE FIELD: Scatter cones across the hall—half facing up (domes) and half facing down (dishes). Split the class into two teams: Team Domes and Team Dishes! When the coach shouts “Go!”, each team races to flip as many cones as possible into their team’s shape before the whistle blows. The team with the most wins the round! Keep it fast, fun, and full of energy. Progression: Change how children move between cones – skipping, hopping, crawling, or side-stepping.

EYFS Link: Physical Development – Agility, balance, coordination; PSED – Turn-taking, teamwork, and fair play.

Main Activity

JUMPING JUNGLE: Set up two small hurdles per group of four children. Each child takes a turn running and jumping lightly over the hurdles, landing on two feet, before looping back to their team. Once the first child clears the second hurdle, the next can start. Keep the rhythm and excitement going! **PROGRESSION:** Add a stopwatch—how many laps can each team complete in one minute? First team to finish all players wins the “Jungle Jumper” medal.

EYFS Link: Physical Development – Balance, power, and jumping control; PSED – Perseverance and confidence building.

SNAKES AND LADDERS ADVENTURE: Lay out mini hurdles (snakes) and hoops (ladders) throughout the area. Children jump over snakes with two feet and crawl, slide, or shuffle through ladders safely. Encourage imaginative play—snakes hiss, ladders climb! Move continuously through the course to keep up their heart rate. **PROGRESSION:** Add animal actions (frog jumps, bear crawls) or timed challenges.

EYFS Link: Physical Development – Coordination, flexibility, and spatial awareness; Understanding the World – Following pathways and problem-solving.

MISSION OBSTACLE: Children explore an obstacle trail that includes benches to walk along, tunnels to crawl through, and hurdles to jump. Focus on safe landings, strong balance, and fun exploration. Encourage cheering for teammates completing tricky sections. **PROGRESSION:** Children create their own obstacle pattern and lead the group through it.

EYFS Link: Physical Development – Gross motor control, balance, and strength; PSED – Encouragement and peer support.

CHAMPIONS CIRCUIT: Divide the class into four mixed-ability teams starting from the corners of the hall. Set up a circuit with four different challenges along each side—jump hurdles, crawl tunnels, hoop jumps, beanbag throws, and balance benches. Children complete one full lap before tagging their next teammate. **PROGRESSION:** Turn it into a mini relay race—first full team to finish wins the **EDSTART** Obstacle Cup!

EYFS Link: Physical Development – Coordination, stamina, and teamwork; PSED – Motivation, sharing success, and resilience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Wide tracks first, narrow for challenge.

TASK

Simple hurdles first, then add hoops, tunnels, benches.

EQUIPMENT

Hurdles, hoops, benches, beanbags.

PEOPLE

Run on my own, then in teams for races.

Cooldown

STRETCH SAFARI: Children imagine they’re stretching animals—reach tall like giraffes, curl small like hedgehogs, and flap gently like butterflies. Move slowly with calm breathing to relax muscles and settle energy. **PROGRESSION:** Invite children to create and name their own “stretch animal.”

EYFS Link: Physical Development – Flexibility, calm breathing, and control; PSED – Relaxation, focus, and reflection.

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

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

Success Criteria Children can:

- understand the basics of jumping and landing.
- know to bend their knees to jump and land safely.
- jump for distance when using a two footed jump approach.
- revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.

EDSTART KNOW

- I can say how to bend my knees.
- I can tell why I land on two feet.
- I can remember different jumps.

EDSTART GO

- I can jump forward with two feet.
- I can land safely without falling.
- I can try to beat my best jump.

EDSTART SHOW

- I can watch safely when others jump.
- I can clap for my friends.
- I can say "well done" to my partner.

Warm Up

FLIP THE FIELD: Scatter cones across the hall—half facing up (domes) and half facing down (dishes). Split the class into two teams: Team Domes and Team Dishes! When the coach shouts "Go!", each team races to flip as many cones as possible into their team's shape before the whistle blows. The team with the most wins the round! Keep it fast, fun, and full of energy. Progression: Change how children move between cones – skipping, hopping, crawling, or side-stepping.

EYFS Link: Physical Development – Agility, balance, coordination; PSED – Turn-taking, teamwork, and fair play.

Main Activity

JUMPING JUNGLE: Set up two small hurdles per group of four children. Each child takes a turn running and jumping lightly over the hurdles, landing on two feet, before looping back to their team. Once the first child clears the second hurdle, the next can start. Keep the rhythm and excitement going! PROGRESSION: Add a stopwatch—how many laps can each team complete in one minute? First team to finish all players wins the "Jungle Jumper" medal.

EYFS Link: Physical Development – Balance, power, and jumping control; PSED – Perseverance and confidence building.

SNAKES AND LADDERS ADVENTURE: Lay out mini hurdles (snakes) and hoops (ladders) throughout the area. Children jump over snakes with two feet and crawl, slide, or shuffle through ladders safely. Encourage imaginative play—snakes hiss, ladders climb! Move continuously through the course to keep up their heart rate. PROGRESSION: Add animal actions (frog jumps, bear crawls) or timed challenges.

EYFS Link: Physical Development – Coordination, flexibility, and spatial awareness; Understanding the World – Following pathways and problem-solving.

MISSION OBSTACLE: Children explore an obstacle trail that includes benches to walk along, tunnels to crawl through, and hurdles to jump. Focus on safe landings, strong balance, and fun exploration. Encourage cheering for teammates completing tricky sections. PROGRESSION: Children create their own obstacle pattern and lead the group through it.

EYFS Link: Physical Development – Gross motor control, balance, and strength; PSED – Encouragement and peer support.

CHAMPIONS CIRCUIT: Divide the class into four mixed-ability teams starting from the corners of the hall. Set up a circuit with four different challenges along each side—jump hurdles, crawl tunnels, hoop jumps, beanbag throw, and balance benches. Children complete one full lap before tagging their next teammate. PROGRESSION: Turn it into a mini relay race—first full team to finish wins the **EDSTART** Obstacle Cup!

EYFS Link: Physical Development – Coordination, stamina, and teamwork; PSED – Motivation, sharing success, and resilience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Close markers first, further away later.

TASK

Jump on spots first, then over "rivers" and "waves".

EQUIPMENT

Spots, cones, lines, sand or mats.

PEOPLE

Pairs to mark jumps, then groups for games.

Cooldown

JUNGLE STRETCH: Children imagine they're jungle animals waking up in the rainforest—reach tall like towering trees or stretching giraffes, curl small like resting monkeys, and stretch wide like soaring parrots. Move slowly and breathe deeply like calm jungle explorers listening to nature. PROGRESSION: Invite children to create and name their own "jungle stretch" animal.

EYFS Link: Physical Development – Flexibility, calm breathing, and control; PSED – Relaxation, focus, and reflection.

Lesson Objective To be able to race in teams and follow set instructions. **Lesson 5/6**

Equipment Needed Cones, markers, relay batons (bean bags), bean bags, tennis balls

Success Criteria Children can:

- race in relays, and work together as a team to finish a race.
- show a clear understanding of tasks they are given.
- start to understand athletics terminology (hurdle, relay, sprint)
- match their developing physical skills to tasks and activities in the setting.

EDSTART KNOW

- I can say what a relay is.
- I can tell why we pass the baton.
- I can remember to run to the cone and back

EDSTART GO

- I can run in a relay team.
- I can pass a baton to my friend.
- I can race to finish with my team.

EDSTART SHOW

- I can play fairly in a race.
- I can cheer for my team.
- I can wait for my turn to run.

Warm Up

THE COACH'S COMMANDS: Children jog, skip, and bounce around the area waiting for the coach's commands! When they hear "Hop!" they jump and land on the same foot; "Step!" means leap from one foot to the other; and "Jump!" means both feet together. Add fun stretches in between rounds and repeat to music for energy! **PROGRESSION:** Add new commands like "Twist!" (spin once) or "Freeze!" (balance for 3 seconds).

EYFS Link: Physical Development – Coordination, balance, and strength; Communication & Language – Listening and responding to instructions.

Main Activity

THE GREAT CLASSROOM CLEAN-UP: The hall has turned messy, and it's up to your teams to clean it up! Scatter cones, beanbags, and hoops everywhere. In groups of 4–5, children sprint out, collect one item at a time, and return it to their team's "tidy zone." Once all equipment is gone, count items to find the winning team. **PROGRESSION:** Add obstacles or movement challenges (hop, crawl, skip) on the way to clean up.

EYFS Link: Physical Development – Speed, spatial awareness, and control; PSED – Teamwork, cooperation, and taking turns.

THE LIGHTNING RELAY: Split into groups of 4 and line up behind cones. The first runner sprints out and back, tagging the next teammate to go. Add a baton or beanbag for children to pass between runners—no one can start until they've received it! Encourage cheering and celebrating every runner's effort. **PROGRESSION:** Change movement type – hop, side-step, skip, or dribble a ball with feet.

EYFS Link: Physical Development – Running, coordination, and balance; PSED – Turn-taking and encouragement of others.

THE 40-METRE DASH: Set up a 10x10m square with 5 children per team. Player 1 runs to Player 2 to pass the baton, continuing around all four corners until the final player returns to the start. Teams must stay in their lanes and keep control. **PROGRESSION:** Make it a race—on "Go!" the fastest team back to the starting cone wins the **EDSTART** Relay Trophy!

EYFS Link: Physical Development – Stamina, agility, and directional awareness; PSED – Perseverance, motivation, and positive competition.

Adapted Learning (Differentiation) (Challenge)

SPACE

Shorter races first, longer for challenge.

TASK

Run without baton first, then add baton passing.

EQUIPMENT

Cones, batons, beanbags.

PEOPLE

Teams of 4–5 for relays.

Cooldown

STRETCH & REFLECT: Children slowly walk around the hall, taking deep breaths after all their hard work. Stretch tall like rockets reaching the sky, then bend low to touch the floor. Finish seated, discussing what helped them move faster and how they supported their team. **PROGRESSION:** Add a calm breathing game—"Smell the flower, blow the candle."

EYFS Link: Physical Development – Relaxation and flexibility; PSED – Self-regulation, reflection, and calm focus.

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

Equipment Needed Cones, markers, relay batons (bean bags), bean bags, tennis balls

Success Criteria Children can:

- can perform in a variety of events against other pupils.
- use basic running, jumping & throwing techniques to achieve some success.
- identify methods of how to improve running, jumping & throwing techniques.
- know what each event entails.

EDSTART KNOW

- I can say the name of each event.
- I can tell how to try my best.
- I can remember to listen to rules.

EDSTART GO

- I can run, jump, and throw in different events.
- I can move to each station.
- I can try to beat my score.

EDSTART SHOW

- I can cheer for everyone.
- I can play kindly in races.
- I can celebrate at the end.

Warm Up

GREAT CLEAN-UP: The classroom has turned into a mess! Split children into teams of five and scatter cones, beanbags, or small equipment around the area. Each team sends one “cleaner” at a time to collect one item and bring it back to their team’s home base. The team with the most items at the end wins! Encourage teamwork and communication. **PROGRESSION:** Add different movements—skip, hop, crawl, or balance an item on your head while running back.

EYFS Link: Physical Development – Agility, coordination, and spatial awareness; PSED – Cooperation, turn-taking, and teamwork.

Main Activity

EDSTART CHAMPIONS CIRCUIT: It’s time to become champions! Set up a circuit using all the Athletics skills learned this term.

- jumping.
- sprinting.
- throwing.
- balancing.
- agility.

Children work in pairs, taking turns as the “athlete” and the “coach.” The athlete completes each challenge while their partner cheers and records their score. Then they swap roles and try to beat their personal best! Focus on teamwork, encouragement, and self-improvement. **PROGRESSION:** Add a class leaderboard or relay finale where groups compete in fun team challenges such as baton sprints or beanbag throws.

EYFS Link: Physical Development – Strength, balance, and control; Mathematics – Counting, measuring, and comparing; PSED – Confidence, resilience, and supporting others.

EDSTART CHAMPIONS PROGRAMME: Children revisit their **EDSTART** Champions challenges—standing long jump, sit and reach, speed bounce, and 30m dash. Each pupil records their new score to see if they can beat their previous result. Celebrate perseverance and highlight improvement rather than just winning. **PROGRESSION:** Challenge children to coach their partner using key technical tips (e.g., “bend knees,” “swing arms,” “reach forward”).

EYFS Link: Physical Development – Gross motor coordination and goal setting; PSED – Motivation, self-regulation, and celebrating effort.

Adapted Learning (Differentiation) (Challenge)

SPACE

Big space with stations first, smaller for challenge.

TASK

One event at a time first, then a full circuit.

EQUIPMENT

Cones, batons, beanbags, balls, hurdles.

PEOPLE

Work in pairs as coach and athlete, then swap.

Cooldown

CELEBRATION STRETCH: Form a circle and stretch slowly while reflecting on achievements. Reach high for the sky, stretch wide like stars, then curl small like a ball. Ask, “What made you proud today?” and “Which skill do you want to improve next time?” End with a big team cheer! **PROGRESSION:** Add calm music and breathing exercises to wind down.

EYFS Link: Physical Development – Flexibility, calm focus; PSED – Reflection, self-awareness, and emotional wellbeing.