

# Year 1 Sports Day Events

## Lesson Plan

# COMPETING

## EDSTART

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

**Equipment Needed** Javelins, Discuss, Cones, markers, beanbags, tape measures, stopwatches

**Success Criteria** Children can:

- change direction quickly.
- be more agile when running and turning.
- 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 explain how to change direction quickly.
- I can describe why bending my knees helps me turn.
- I can understand how to stop and start safely.

### EDSTART GO

- I can run at different speeds.
- I can change direction quickly in games.
- I can stop and start with control.

### EDSTART SHOW

- I can respect my partner in races.
- I can encourage classmates in agility challenges.
- I can celebrate effort in running games.

### Key Question

**Why is it important to move quickly but stay in control during the SAQ circuit?** Because moving fast with control helps you stay balanced, change direction safely, and perform each skill accurately.

### Warm Up

**CAT AND MOUSE:** Split the class into two teams — Cats and Mice — each with a colourful end zone at opposite ends of the area. When the coach calls “Cats!” the cats chase the mice, who must run quickly and safely to their end zone before being tagged. When the coach calls “Mice!”, the roles switch instantly, testing reaction speed and awareness. Encourage pupils to move like the animals — crawling, pouncing cats and quick, tiptoeing mice — to make it playful and imaginative. This fun warm-up develops agility, coordination, and listening skills. **PROGRESSION:** Add crawling cats, skipping mice, or dribbling a ball while escaping to increase challenge and creativity.

### Main Activity

**SAQ CIRCUIT:** Children move around fun, themed speed stations.

- Lava Ladders:** Children move carefully through the agility ladder, stepping quickly into each square without touching the sides — the floor is lava! Encourage light, fast feet and knees slightly bent. Focus on rhythm, coordination, and accuracy as they step through.
- Magic Hoops:** Each child stands inside a hoop and moves their feet quickly up and down like a lightning wizard. When their partner or the coach shouts a cone colour, they sprint to that cone as fast as possible, then return to their hoop. This develops reaction time and explosive speed.
- Rocket Races:** Children race back and forth between two cones, pretending to be rockets blasting off into space. Emphasise powerful starts, quick turns, and maintaining balance when stopping. Pupils can count how many “missions” (laps) they complete before the timer ends.
- Treasure Hunt:** Children are pirates collecting treasure! They run to the far cone, collect one bean bag, and bring it safely back to their “ship” before setting off again. Encourage quick, careful movement and bending at the knees to pick up treasure.

This fast-paced circuit builds agility, coordination, reaction speed, and endurance while encouraging imagination and teamwork. **PROGRESSION:** Add upbeat music, countdown timers, or team challenges to motivate pupils to beat their personal bests and celebrate improvement across the circuit.

**EDSTART CHAMPIONS 30M DASH & 20M AGILITY TEST:** Set up a clear 30-metre sprint track and a 20-metre agility course using cones. Children work in pairs, taking turns as runner and timer. For the 30m Dash, pupils sprint as fast as possible from start to finish, focusing on strong arm drive, quick knee lift, and staying low at the start before powering upright. Encourage them to run through the line, not stop at it. For the 20m Agility Test, set out cones in a zigzag or shuttle pattern. Pupils sprint, turn sharply, and change direction quickly to complete the course. Emphasise small, quick steps, bending knees, and looking where they’re going. Children record their best times on the Edstart Champions Score Sheet, aiming to improve on their previous attempts. Celebrate progress by recognising effort, speed, and technique, not just fastest times. **PROGRESSION:** Add friendly races, relays, or timed challenges to see if children can beat their own or their team’s score.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make stations bigger for beginners and smaller for more challenge.

#### TASK

Start slowly to learn movements, then increase speed or add turns.

#### EQUIPMENT

Use larger cones or hoops first, then smaller targets for precision.

#### PEOPLE

Begin individually, then work in pairs or teams for extra motivation.

### Cooldown

**CELEBRATION STRETCH:** Children walk slowly in a big circle, shaking out their arms and legs like jelly. Practise gentle stretches while taking deep breaths. Talk about what made them feel speedy and strong today. **PROGRESSION:** Add “Animal Stretch Time” where children copy cat, dog, and butterfly poses to relax.

# Year 1 Sports Day Events

## Lesson Plan

COMPETING  
**EDSTART**

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

**Equipment Needed** Javelins, Discuss, Cones, markers, beanbags, tape measures, stopwatches

**Success Criteria** Children can:

- judge the distance they need to throw and can aim accordingly.
- throw a variety of small athletic pieces of equipment for distance.

### EDSTART KNOW

- I can explain how to throw using overarm technique.
- I can describe why I stand side-on to my target.
- I can understand how to follow through after release.

### EDSTART GO

- I can throw a variety of equipment for distance.
- I can judge how far I need to throw.
- I can aim for zones.

### EDSTART SHOW

- I can respect rules when throwing.
- I can encourage others to improve their distance.
- I can celebrate fairness and effort.

### Key Question

**What helps you throw accurately and with power?** By aiming carefully, stepping forward, using your whole body, and following through with your arm toward the target.

### Warm Up

**SUPER THROWERS:** Set up a range of hoops, buckets, or cones at varying distances to create fun throwing challenges. Children take turns throwing bean bags or soft balls underarm, aiming to land them neatly inside a target. Each successful throw scores a point for their team, encouraging accuracy and teamwork. Remind pupils to focus on their stance—one foot forward, eyes on the target, and a smooth, soft release. This activity develops hand-eye coordination, balance, and aiming skills. **PROGRESSION:** Move the targets further away or make them smaller to increase difficulty, or introduce a time challenge to add excitement.

### Main Activity

**INCOMING:** Divide the class into four groups, each positioned in a corner zone of the hall or playground. Give each team an equal number of bean bags. On the coach's signal, pupils must throw bean bags into other teams' zones as quickly as possible, trying to clear their area. The aim is to have the fewest bean bags in your zone when time is up. Players must stay inside their area and use safe, controlled throws to keep the game fair and fast-paced. This lively game builds teamwork, coordination, and quick decision-making. **PROGRESSION:** Allow only one bean bag in hands at a time, or limit throws to underarm only for accuracy and safety. Add a countdown timer to encourage quick reactions and strategy.

**FIREFIGHTERS CHALLENGE:** Split the playing area into two halves, each with three target "fire zones" marked as Warm, Hot, and Boiling. Children imagine they're firefighters putting out flames by throwing bean bags at the targets. Each zone scores different points: Warm = 1, Hot = 5, and Boiling = 10. Teams of four work together to aim accurately and score as many points as possible within a set time. This activity promotes aiming accuracy, power control, and team strategy as pupils decide which zones to target. **PROGRESSION:** Make the Boiling zone smaller or further away, or add moving targets for a fun, advanced challenge.

**EDSTART CHAMPIONS:** In pairs, Player 1 throws a bean bag, foam javelin, or tennis ball from behind the throwing line while Player 2 waits safely behind the "safety line" and marks the landing spot with a cone. Encourage players to focus on technique — hold the object correctly, lean back, twist hips, and drive the throwing arm forward with a strong follow-through. This activity builds power, coordination, and an understanding of body mechanics. Players swap roles after each throw. **PROGRESSION:** Challenge pupils to beat their personal best distance, throw from different stances (kneeling, one foot forward), or use a run-up for added momentum and strength.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Make throwing areas larger for beginners, smaller for more challenge and precision.

**TASK**  
Start with underarm throws, then add overarm or longer distances to increase difficulty.

**EQUIPMENT**  
Use larger, softer bean bags first, then smaller or lighter objects for accuracy.

**PEOPLE**  
Begin individually, then work in pairs or teams to build cooperation and competition.

### Cooldown

**CELEBRATION STRETCH:** Children walk slowly around in a circle, swinging their arms gently and taking deep breaths to relax. The coach leads stretches such as reaching tall like trees, curling small like pebbles, and twisting side to side. Once calm, record team scores and celebrate improvements. Discuss: "What helped you throw further or more accurately today?" This reflection helps pupils understand progress and feel proud of their effort. **PROGRESSION:** Let children take turns leading "Copy the Coach" stretches, showing a favourite movement for others to follow or demonstrating their best throwing stance from the session.

# Year 1 Sports Day Events

## Lesson Plan



<b>Lesson Objective</b>	To be able to race through obstacles, when jumping, crouching, and dodging is required.	<b>Lesson 3/6</b>
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<b>Equipment Needed</b>	Hurdles, tunnels, cones, hoops, markers, beanbags, tape measures, stopwatches
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>run at an object and safely jump over to continue running.</li><li>duck under and crawl through objects to continue racing</li></ul>
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### EDSTART KNOW

- I can explain how to jump, crouch, and dodge safely.
- I can describe why I keep my eyes forward.
- I can understand how agility helps me race.

### EDSTART GO

- I can jump hurdles and crawl through tunnels.
- I can dodge and move through obstacle courses.
- I can complete agility circuits.

### EDSTART SHOW

- I can respect my partner in races.
- I can encourage my team in obstacle games.
- I can celebrate fairness in races.

### Key Question

**What helps you complete the course quickly and safely?** By staying balanced, keeping good rhythm, and focusing on control at every obstacle.

### Warm Up

**DISHES AND DOMES:** Spread cones across the area, half facing up (domes) and half facing down (dishes). Split the class into two teams — one flips cones into domes, and the other flips them into dishes. When the whistle blows, count how many cones each team has flipped to determine the winner. This energetic starter boosts teamwork, awareness, and movement variety. PROGRESSION: Add a time limit or ask children to move in different ways (skip, hop, crawl, or shuffle) before flipping a cone.

### Main Activity

**HURDLES TECHNIQUE:** Children work in groups of four, lining up in single file. When the first pupil clears the second hurdle, the next begins, creating a fast-moving, rhythmic flow. Encourage high knees, bent elbows, and smooth, controlled landings. Focus on maintaining rhythm and keeping the pace quick but safe. PROGRESSION: Introduce timed challenges for teams to complete as many laps as possible within a set time. Each lap involves clearing all hurdles and returning to the start. End with a mini-race where each teammate completes one lap, the fastest team wins!

**OBSTACLE RACES:** Divide the class into four mixed-ability teams. Set up a rectangular track with fun challenges on each side, such as hurdles, tunnels, hoops, benches, and beanbag throws. Teams race around the course, cheering one another on to complete all sections. This activity develops fitness, coordination, and teamwork while adding an element of fun competition. PROGRESSION: Add balancing tasks (carry a beanbag while running), reverse the course order, or introduce mini relay sections for extra excitement.

**ATHLETICS CIRCUIT:** Pair children up and rotate them through four exciting Athletics stations: Standing High Jump, Javelin, Hurdles, and Sprinting. One pupil performs while the other records scores, distances, or times using simple tally sheets. After completing all stations, children repeat the circuit, aiming to improve their results. This builds self-motivation, fitness, and understanding of personal progress. PROGRESSION: Add a 1-minute challenge at each station to see how many successful repetitions can be completed safely. Encourage children to beat their personal bests.

**EDSTART CHAMPIONS STANDING HIGH JUMP:** Set up soft mats and mark distances using floor tape. Pupils start with knees bent, arms behind, then swing arms forward and jump with both feet together, aiming for maximum distance while landing safely with bent knees. Encourage balance and controlled effort. Each pupil completes three attempts, recording their best result. PROGRESSION: Introduce a mini leaderboard, challenge children to beat their previous distances, or run friendly team competitions to celebrate effort and improvement.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Make tracks or stations larger for beginners, smaller for more challenge and precision.

**TASK**  
Start with walking or slow movements, then add speed, height, or extra obstacles.

**EQUIPMENT**  
Use lower hurdles or larger targets first, then progress to higher or smaller ones.

**PEOPLE**  
Begin individually, then work in pairs or teams to build cooperation and motivation.

### Cooldown

**CHAMPION STRETCH:** Children walk slowly around the area, shaking out arms and legs while breathing deeply. Lead a set of gentle stretches, reach tall like trees, fold forward like waterfalls, and twist side to side like helicopters. End the session with reflections on progress: "What helped you jump further or run faster today?" PROGRESSION: Invite pupils to lead their favourite stretch, share a new movement, or celebrate one achievement from the session.

# Year 1 Sports Day Events

## Lesson Plan

COMPETING  
**EDSTART**

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

**Equipment Needed** Cones, markers, 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.

### EDSTART KNOW

- I can explain how to jump with two feet.
- I can describe how to land safely with bent knees.
- I can understand how to swing arms to help distance.

### EDSTART GO

- I can jump forwards with control.
- I can leap across markers like stepping stones.
- I can complete standing long jump challenges.

### EDSTART SHOW

- I can respect equipment and landing zones.
- I can encourage others to beat their scores.
- I can celebrate effort in jumping games.

### Key Question

What helps you jump further and land safely? By bending your knees, swinging your arms, pushing forward with power, and landing softly on two feet.

### Warm Up

**FREEZE TAG:** Choose three taggers to chase the others around the area. When a player is tagged, they must freeze with arms stretched wide like a star. Teammates can rescue them by crawling or running under one arm before returning to the game. Keep play energetic and safe, encouraging quick changes of direction and awareness of space. This activity develops agility, teamwork, and spatial awareness. **PROGRESSION:** Change how players move — try hopping, skipping, or jumping to make it more challenging and fun.

### Main Activity

**RIVER CROSSING:** Mark two lines to represent a river and scatter spot markers between them as "safe rocks." Children take turns jumping from one marker to the next without touching the "water." If they miss a rock, they start again from the bank. Encourage soft, balanced landings with bent knees and arms out for control. This activity builds coordination, confidence, and lower-body strength. **PROGRESSION:** Move the rocks further apart or remove a few to make crossings more challenging, testing balance and jump control.

**STEPPING STONES:** Children practise jumping and landing by pretending to cross a river using floor markers as stones. They must leap and land safely on each marker without "falling" into the water. Emphasise bending knees, swinging arms, and landing softly on two feet. Encourage rhythm, focus, and confidence as they move across the area. **PROGRESSION:** Challenge children to count how many stones they can cross in 30 seconds or increase spacing to encourage longer, more powerful jumps.

**LONG JUMP CHALLENGE:** Children work in pairs and take turns jumping from behind a take-off line. Player 1 bends knees, swings arms back, and jumps forward with two feet together while Player 2 marks where they land with a cone. Swap roles after each attempt and encourage pupils to use strong leg drive and arm swing for distance. Record results and celebrate improvements each round. This activity helps develop strength, coordination, and self-assessment. **PROGRESSION:** Pupils aim to beat their personal bests by refining technique—bending deeper, swinging faster, and landing balanced with control.

**ATHLETICS CIRCUIT:** In pairs, pupils rotate around four exciting athletics stations: Long Jump, Hurdles, Javelin, and Sprinting. At each, one performs while the other records their score or time. After completing the full circuit, pupils repeat it, trying to improve their first results. This develops stamina, goal-setting, and an understanding of athletic technique. Encourage teamwork and positive feedback between partners. **PROGRESSION:** Add fun mini challenges like "beat your best by 10cm" or "finish your sprint in under one minute."

**EDSTART CHAMPIONS STANDING LONG JUMP:** Children stand behind the take-off line with feet shoulder-width apart. They bend their knees, swing their arms back, and jump forward as far as possible, landing on two feet with control and balance. Measure the jump from the starting line to the nearest mark and record each pupil's best of three attempts. Focus on power, timing, and safe landings. **PROGRESSION:** Introduce team relays, mini-competitions, or a "Champion's League" leaderboard so children can track their improvement each week and celebrate personal success.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make jumping areas wider for beginners or narrower for more precision.

#### TASK

Start with short jumps, then progress to longer distances or timed challenges.

#### EQUIPMENT

Use larger floor markers or cones first, then smaller ones for accuracy.

#### PEOPLE

Begin individually, then work in pairs or teams to support and record results.

### Cooldown

**STRETCH & REFLECT:** Children walk slowly around the area, shaking out arms and legs to relax their bodies. Lead gentle stretches — reach tall like trees, crouch small like frogs, and twist side to side like swimmers. This helps muscles recover and breathing return to normal. Gather pupils together to reflect: "What helped you jump further today?" and "What will you try next time to improve?" **PROGRESSION:** Let pupils lead a stretch or share their favourite activity from the session to end positively and reinforce confidence.

# Year 1 Sports Day Events

## Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	<b>To be able to race in teams and follow set instructions.</b>			<b>Lesson 5/6</b>		
<b>Equipment Needed</b>	Cones, markers, relay batons (bean bags)					
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>race in relays, and work together as a team to finish a race.</li></ul>					
<b>EDSTART KNOW</b>		<b>EDSTART GO</b>	<b>EDSTART SHOW</b>			
<ul style="list-style-type: none"><li>I can explain how to hand over a baton.</li><li>I can describe why teamwork is important in relays.</li><li>I can understand how to run efficiently as a team.</li></ul>		<ul style="list-style-type: none"><li>I can race in relays with my team.</li><li>I can pass a baton safely to a teammate.</li><li>I can complete races with control.</li></ul>	<ul style="list-style-type: none"><li>I can respect rules in races.</li><li>I can encourage teammates in relays.</li><li>I can celebrate fairness and teamwork.</li></ul>			
<b>Key Question</b>	What helps your team work well in a relay race? By communicating clearly, timing your handover, and running your best to help the team succeed.					
<b>Warm Up</b>	<b>COACH'S CALL:</b> Pupils move freely around the space using a variety of movements such as jogging, skipping, or side-stepping. When the coach shouts a command, they must react quickly — "Hop!" (take off and land on the same foot), "Step!" (jump from one foot to the other), and "Jump!" (take off on one foot, land on two). Encourage pupils to listen carefully and respond with energy and accuracy. After a few rounds, bring everyone together for light stretches, then repeat the activity at a faster pace to raise heart rates. <b>PROGRESSION:</b> Add new commands such as "Balance!" (freeze on one leg) or "Sprint!" (short burst of running) to challenge reactions and coordination					
<b>Main Activity</b>	<b>SPEED CHALLENGE:</b> Children work in pairs, lining up behind a start cone. On the coach's whistle, Player 1 sprints to the marker cone and back before tagging their partner, who then repeats the run. The aim is for the pair to complete as many runs as possible in one minute. Focus on quick take-offs, controlled stops, and clear communication during tags. This activity builds cardiovascular fitness and sprinting technique. <b>PROGRESSION:</b> Add agility turns or cones to weave around, making the race more challenging and encouraging sharper footwork. <b>TIED CLASSROOM:</b> Scatter cones, beanbags, or soft objects around the space to create a "messy classroom." Divide the class into small teams of 4–5. When the coach shouts "Tidy up!", players sprint to collect one item at a time and return it to their team's zone. The team with the most items at the end wins! Emphasise teamwork, communication, and quick decision-making. <b>PROGRESSION:</b> Add obstacles to climb over or crawl under, or ask teams to use different movements such as hopping, skipping, or crab walking to make it fun and varied. <b>RELAY RACE TECHNIQUES:</b> In groups of four, pupils line up behind a cone. The first runner sprints around a marker and back, tagging or handing over a baton to the next player. Encourage smooth transitions and strong teamwork. Focus on sprint posture, running technique, and accuracy during handovers. <b>PROGRESSION:</b> Introduce a beanbag or baton pass, requiring a clean handover before the next runner sets off. Encourage players to communicate with calls like "Go!" or "Now!" to perfect timing and rhythm. <b>50 METRE RELAY:</b> Set up a large square or rectangular track with four corners marked by cones. Divide the class into teams of five, with one runner stationed at each corner. On the coach's call, the first runner sprints to the next corner and passes the baton to their teammate. The relay continues until the final runner returns to the starting position. Emphasise pacing, accuracy in passing, and working as a team. <b>PROGRESSION:</b> Turn it into a competitive race — the first team to complete the lap and sit down in their starting position wins! Add cheering and teamwork to create excitement and energy. <b>EDSTART CHAMPIONS SIT &amp; REACH TEST &amp; SPEED BOUNCE:</b> For the Sit & Reach, pupils sit with legs straight, feet flat against a box or line. They stretch forward slowly with both hands, holding their furthest reach for two seconds while their partner measures the distance. Record three attempts and keep the best score. For the Speed Bounce, pupils stand side-on to a low hurdle or line and jump side-to-side with both feet together for 20 seconds, counting successful bounces. Partners record scores, then swap roles. Encourage focus, effort, and self-improvement throughout. <b>PROGRESSION:</b> Pupils repeat the tests to try to beat their scores or compete in friendly team challenges to celebrate effort and progress.					
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Make running areas bigger for beginners, smaller for more challenge and control.	<b>TASK</b> Start with simple sprints or throws, then add obstacles or timed races.	<b>EQUIPMENT</b> Use larger cones or soft batons first, then smaller targets for precision.	<b>PEOPLE</b> Begin in pairs, then progress to small teams to build teamwork and communication.		
<b>Cooldown</b>	<b>CELEBRATION STRETCH:</b> Children walk slowly around the area, swinging their arms and taking deep breaths to relax. Guide gentle stretches — reach tall to the sky, touch toes softly, twist side to side, and shake out tension in the shoulders. Gather pupils together and ask reflective questions like, "What helped you improve your teamwork or running today?" Celebrate progress, effort, and good sportsmanship. <b>PROGRESSION:</b> Allow pupils to lead a stretch or choose their favourite cool-down movement to end the session positively and confidently.					

# Year 1 Sports Day Events

## Lesson Plan

COMPETING  
**EDSTART**

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

**Equipment Needed** Javelins, Discuss, sit & reach board, cones, markers, stop watches.

**Success Criteria** Children can:

- perform in a variety of events against other pupils.
- know what each event entails.

### EDSTART KNOW

- I can explain what each event is.
- I can describe how to measure and score events.
- I can understand how to perform as an athlete or coach.

### EDSTART GO

- I can perform in a variety of events.
- I can record and improve my scores.
- I can achieve personal bests in athletics.

### EDSTART SHOW

- I can respect rules and my classmates' efforts.
- I can encourage my partner as a coach.
- I can celebrate success and improvement.

### Key Question

Why is it important to try and beat your personal best? Because it helps you see your own progress, build confidence, and keep improving every time you practise.

### Warm Up

**THE CLEAN UP:** Split the class into small teams of up to five. Scatter cones or soft equipment all over the space to make a big "mess." On the coach's signal, children race out to collect one item at a time and return it to their team's base. When everything is collected, count the items — the team with the most wins! **PROGRESSION:** Add a rule that children must move in a different way each round (hopping, skipping, crab-walking, or side-stepping).

### Main Activity

**TEAM CHALLENGE DASH:** Set out four cones in a diamond shape to create a small running circuit. Children work in teams, taking turns to sprint one full lap around the diamond before tagging their next teammate. Focus on running in clear lanes, maintaining control around corners, and cheering teammates to build teamwork and motivation. Encourage smooth take-offs and consistent pacing rather than rushing. **PROGRESSION:** Add simple obstacles such as small hurdles to step over or hoops to jump through, developing agility, balance, and coordination.

**SPORTS DAY CIRCUIT:** Pair pupils and set up several activity stations that include all the skills practised during the unit — Javelin, Long Jump, Sprinting, Speed Bounce, and Sit & Reach. One partner takes the role of the athlete, performing the skill with focus and effort, while the other becomes the coach, providing encouragement and recording scores. After completing all stations, pupils switch roles to ensure equal participation. This activity reinforces technique, accuracy, and self-assessment, helping pupils reflect on their performance and set new goals. **PROGRESSION:** Add timed rotations between stations to increase energy and pace, or introduce a friendly team-scoring system to create excitement and collaboration across the group.

**EDSTART CHAMPIONS PROGRAM – COMPLETE THE CHAMPIONS EVENTS:** To finish the unit, pupils complete all seven Edstart Champions events from the term: 30m Dash, 20m Agility Run, Standing Long Jump, Standing High Jump, Javelin, Speed Bounce, and Sit & Reach. Each child works to improve their personal best while celebrating progress and perseverance. Emphasise fairness, encouragement, and pride in individual effort as much as performance outcomes. Coaches should motivate pupils to reflect on how their skills, fitness, and confidence have developed since the start of the programme. Display all results on a "Champions Wall" to celebrate both participation and achievement. **PROGRESSION:** Organise fun mini-finals for top performers in each event or group pupils into teams to compete for the best combined total, reinforcing teamwork, sportsmanship, and a sense of accomplishment.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make running tracks or stations larger for beginners, smaller for more advanced pupils.

#### TASK

Start with fewer events, then add more challenges or timed rounds as confidence grows.

#### EQUIPMENT

Use lighter or larger equipment first, then progress to smaller or heavier items for accuracy.

#### PEOPLE

Begin working individually, then in pairs or teams to build cooperation and shared motivation

### Cooldown

**CHAMPIONS REFLECTION:** Pupils walk slowly in a circle, taking deep breaths and shaking their arms and legs to relax. Perform light stretches—reach tall, touch toes, twist gently side to side. Then discuss how they improved, what they enjoyed most, and how it feels to achieve a personal best. **PROGRESSION:** Allow pupils to lead their own stretches or share one positive reflection from today's Sports Day.