



SPORTS DAY



All to play for!

A message from the CEO of England Athletics

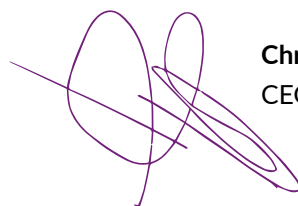
Right now, and more than at any time in our recent history, primary school children need to have something to look forward to, and have opportunities to be with each other having fun and being active.

Our response is the creation of our funetics Sports Day: an easy to use, ready to go resource to enable your school to have a Sports Day and address the growing physical and mental health needs of our young children. And if your school can't have a physical sports day, we again help you here with a number of alternative resources and activities.

We can even help you to help children who might still need to continue their learning at home or wish to use their time now preparing for the big day.

The funetics sports day resource is free of charge and may also be an opportunity for you to activate your School Sports Premium. In the lead up to the Sports Day and beyond, the funetics programme can be accessed in a number ways and is available throughout the year.

funetics has been created by England Athletics specifically to help primary school children to learn, practice and develop fundamental movement skills: running, jumping and throwing. And whilst the children do these activities every day whether they are jumping in puddles, throwing snow balls or running with the family dog; skills taught in funetics are fun, social but safe; developmental - physically and mentally; with the added advantage your school and parents being able to track the children's development and at this time, their catch up in PE.

A handwritten signature in purple ink.

Chris Jones
CEO, England Athletics



Welcome from funetics Ambassador Katarina Johnson-Thompson

When England Athletics approached me to be the first official ambassador of funetics, which now forms a significant part of the curriculum-focused support in this Sports Day, I was so excited and proud to be able to support children to get more active. I still am!

funetics is a fantastic opportunity for more young children to access running, jumping and throwing at an early age and in a way that is fun, safe and nurturing and accessible all year round. Having been lucky enough to meet some of young children during the development of the funetics programme has made me wonder how much more fun I might have had – as well as achieved – in athletics had I started earlier.

I'm not a teacher, but I know athletics and I know athletics can help keep anyone – and especially young children – physically and mentally engaged, challenged and rewarded. This Sports Day will help parents, carers and teachers keep children active and healthy.

Developing fundamental movement skills and confidence will not only help boost children's activity levels but will also support them in participating in different sports and build core physical life skills for the future.

At this time, we all need some distractions, activity, fun and for many of us, the knowledge we can be doing something now that will help us in the future. funetics can help your child or pupil be happy, active, safe and learn all at the same time!

Let's get funetical, be safe and look to the future too!



Setting up your Sports Day



Sports Day is one of the most exciting days of the year for most schools and pupils. For many people, Sports Day brings back fond memories of fun challenges and school spirit.

It is a great chance for young people to have a fun, engaging physical activity experience, in which everyone can be celebrated for both the effort and achievements.

For most schools, Sports Day is an annual event which has been run with great success for many years. England Athletics has developed this resource to help further support and enhance the good practices already in place in your school.



Setting up your Sports Day



Before you start

Before you deliver your Sports Day, it is essential to ensure you have everything ready.

The following process may help in setting up and getting everything ready to deliver your event:

1. Arrange and communicate the timings of the event.
2. Ensure you have all the necessary equipment in place (see layout and activity guide).
3. Ensure teachers, helpers and leaders are aware of what they will be doing on the day(s).
4. Allocate your groups and if required enter this information onto your scoring sheets. Further supporting information, including scoring cards and how to record your results, will be provided closer to your Sports Day events.
5. Once you have printed off the required scoring cards, please consider in which order children will rotate around the activities.

You will need to take into account both the time needed to complete each activity and the recovery / transition time required between events.

On the event day

1. Set up the events / stations and zones, before the competition is due to start. See suggested layouts later in this document.
2. Provide appropriate briefing to any volunteers, staff and leaders.
3. Ensure all equipment is in place before the pupils arrive.
4. Welcome pupils to the competition area and allocate a waiting / seating area for each group.
5. Ensure volunteers are in place at each event and provide a welcome to all the groups at each station.



Using Young Leaders

For younger school years, you may wish to use year 5 & 6 pupils to help run these competitions. Young leaders / volunteers act as great role models for the younger school children.

Sample layouts



Sample Sports Day layouts have been provided on the following pages.

These layouts should be used as a guide for your Sports Day, but can be adapted depending on the size of your school and the number of pupils taking part.

It is essential that safety is considered when placing activities (e.g. you should not throw the tennis ball towards the Jumps Zone or place the Standing Long Jump mats close to where the Tennis Ball / Howler would land).

The following examples in this resource are based on:

- ▼ A large size school (up to 120 pupils per year, taking part) and can be adapted for smaller schools
- ▼ The school having a 200m grass track
- ▼ The Sports Day lasting approximately 2 hours
- ▼ Every pupil undertaking up to 9 activities, plus a relay
- ▼ Groups being no larger than 12 children per station (activity)
- ▼ Schools using equipment which maximise children's engagement and activity levels
- ▼ Roughly 10 minutes per station, to ensure children don't get bored.
- ▼ Children having a minimum of 3 jumping and throwing attempts, per activity (equipment dependant) and one running attempt per race



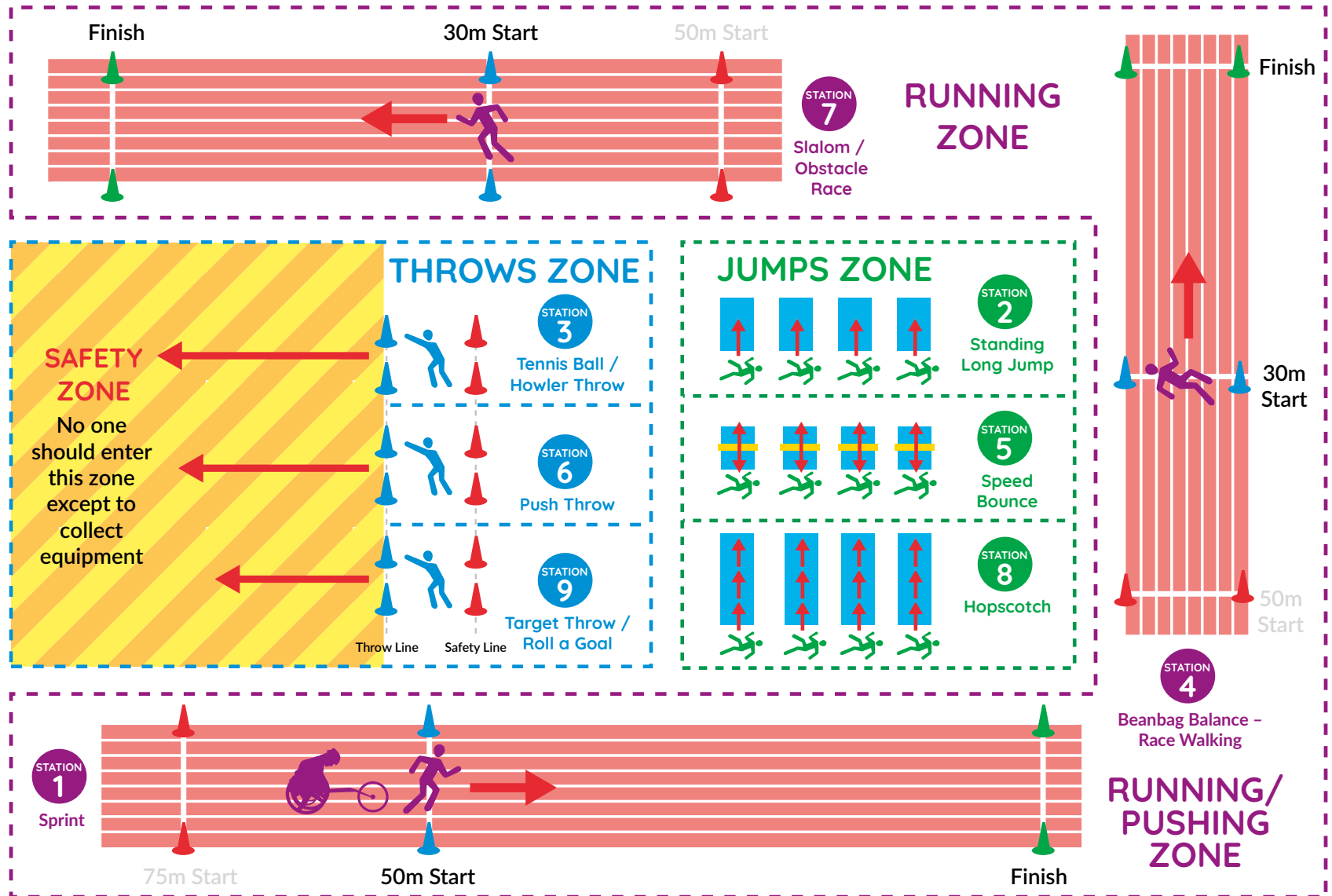
Example Sports Day layouts



Suggested Layout for Sports Day

Large Schools

Reception to Year 4



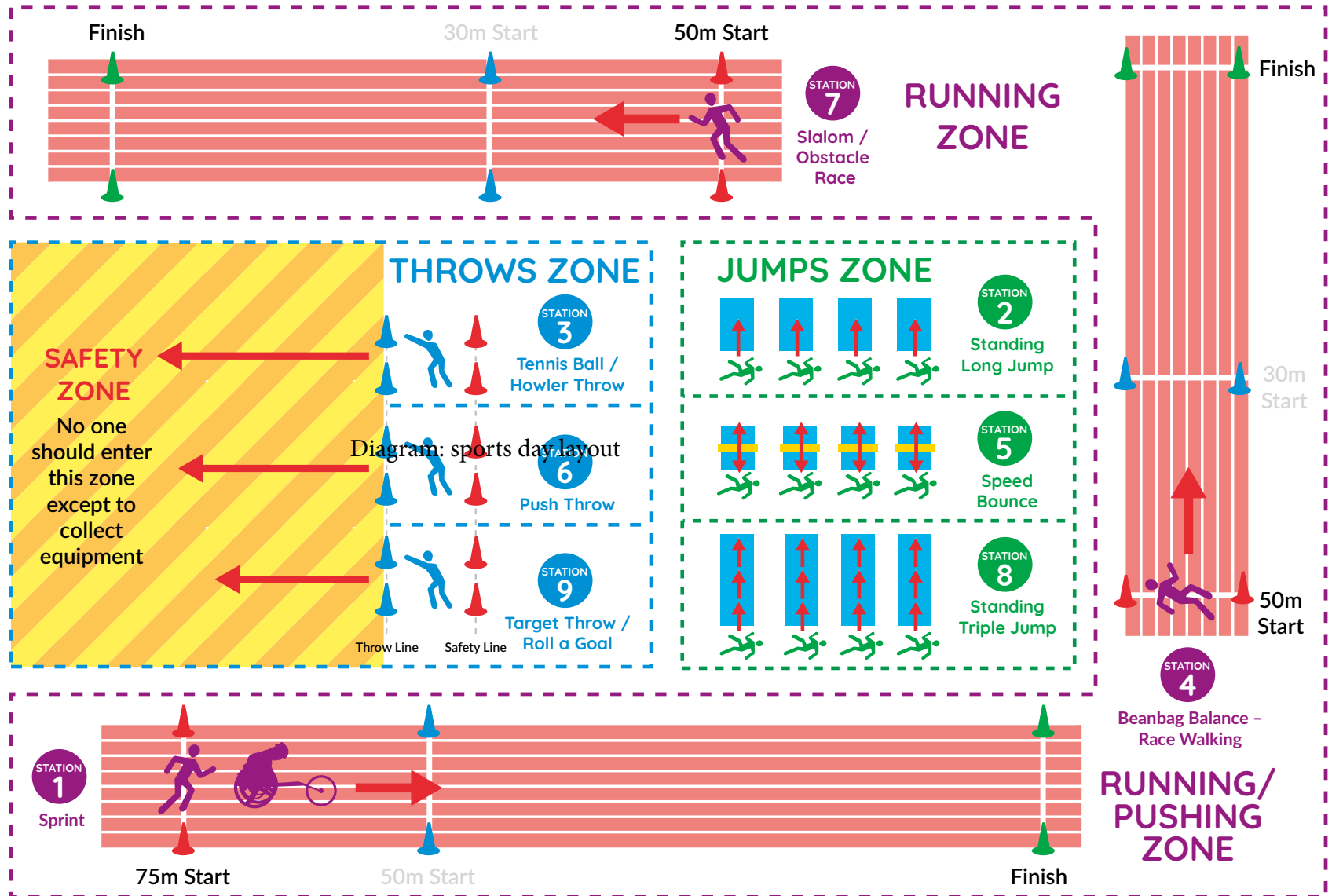
Example Sports Day layouts



Suggested Layout for Sports Day

Large Schools

Years 5-6



Example Sports Day timetable



Example timings

- 12:45 **Welcome Parents** (10 minutes)
- 13:00 **Station 1** (10 minutes)
- 13:10 **Station 2** (10 minutes)
- 13:20 **Station 3** (10 minutes)
- 13:30 **Station 4** (10 minutes)
- 13:40 **Station 5** (10 minutes)
- 13:50 **Rest** (10 minutes)
- 14:00 **Station 6** (10 minutes)
- 14:10 **Station 7** (10 minutes)
- 14:20 **Station 8** (10 minutes))
- 14:30 **Station 9** (10 minutes))
- 14:40 **Fun Relay** (20 minutes)
- 15:00 **Finish**

Adapting Timetables

Timetables can be adapted to suit each school.

Decreasing the number of stations will increase either the time children can stay on each station or allow for rest between each activity.

Make sure every child still has an opportunity to take part throughout.

Example activities

RUNNING/PUSHING ZONE(S)

Station 1: 50/75m Sprint or Beat the Clock

Station 4: Beanbag Balance - Race Walking

Station 7: Slalom or Obstacle Race

JUMPS ZONE

Station 2: Standing Long Jump or Beat the Distance

Station 5: Speed Bounce

Station 8: Hopscotch or Standing Triple Jumps

THROWS ZONE

Station 3: Howler / Tennis Ball Throw

Station 6: Push Throw or Beat the Distance

Station 9: Target Throw or Roll a Goal

Alternative Activities

The activities you choose should ensure maximum involvement and will depend on the equipment and space available. For some suggested alternatives, and the equipment required, please see the Running, Jumping and Throwing Zone information cards.

A great way to finish the day!

We would suggest finishing off a Sports Day with a fun relay. Depending on the number pupils involved and the area available, you could either use the full grass track or a shuttle relay race. Split children into teams of no more than 10-12 children (this could be House teams or the same groups they have rotated around with).

An example of a fun relay could be a traditional:

Shuttle Relay Race

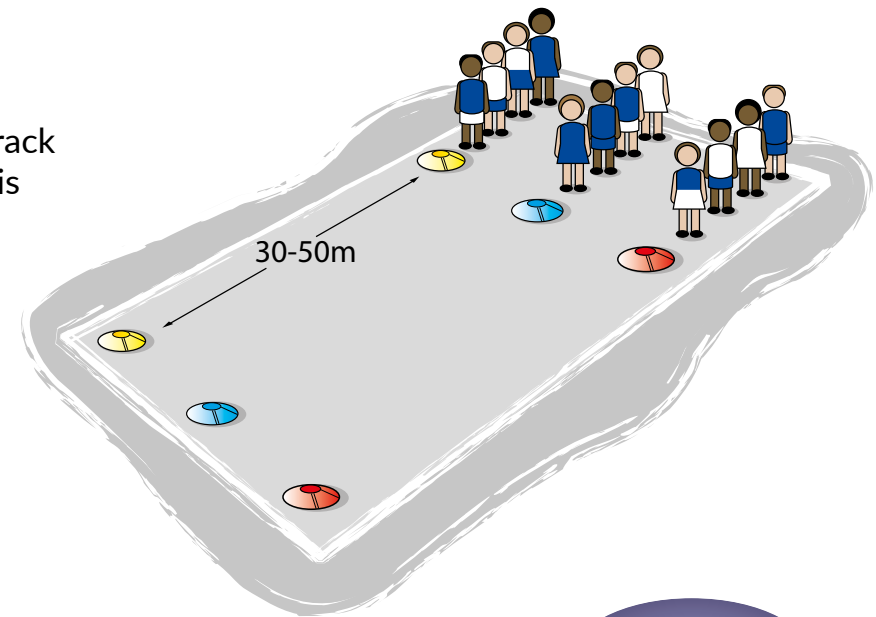
A shuttle relay is a nice, basic, easy to set up activity, which focuses on the pupils running speed and teamwork.

How to play:

- ▼ Divide the class into teams of 10-12 pupils.
- ▼ Ensure each team is of mixed abilities.
- ▼ Mark out two lines of cones 30 - 50metres apart (as shown).
- ▼ Line teams up behind one cone facing the other cone.

Game rules:

- ▼ Pupils take it in turn to sprint to the furthest cone and back.
- ▼ Once a pupil has completed their run, they must sit down at the back of the team.
- ▼ The first team with everyone sat down wins.
- ▼ If teams are uneven, the first runner can run twice.



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Opportunity to add an adaption for disabled pupils so they have a different colour cone a shorter distance to run/push to.

Speeding it up

To increase the speed of the relays, you can line half the team at the furthest cone and the other half on the start line. Pupils run the 30-50m distance and tag the next team member at the opposite end. This will mean less waiting around for the pupils and a quicker time to complete the relay. However, always ensure whatever fun relay you chose to use, is safe and appropriate for all the pupils involved.

Recording the results



Scoring sheets

To help schools record each child's progress throughout the Sports Day activities, England Athletics has provided a series of easy to use scoring sheets.

Teachers / helpers can record each child's best performance and points scored and celebrate their success throughout the day.

In addition, England Athletics will also be providing electronic versions of these score cards, which will allow schools to share the results, if they wish to.

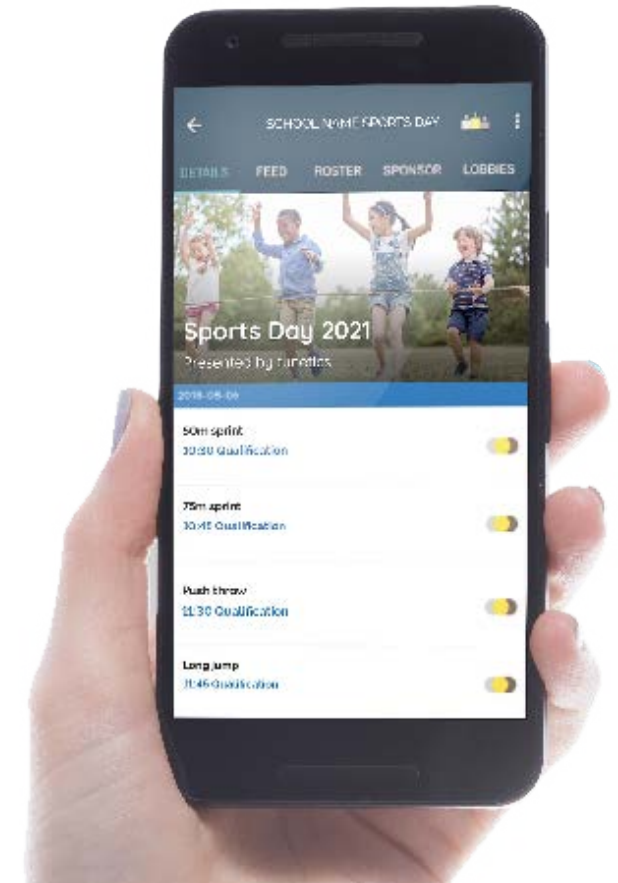
Primary Schools Athletics Track & Field Festival
Score Sheet

Team Name: _____

ENGLAND ATHLETICS

NB Selected Alternatives for groups 1 - 4 must be chosen in the Competition Menu before printing copies of the score sheet

No	NAME	Year Group	Age	Boy / Girl	Standing Long Jump	Vortex Throw	75m Sprint
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							



With thanks to the English Schools Athletics Association for use of their Award Programmes.

Certificates



To celebrate the children's involvement in the Sports Day event, England Athletics have created additional resources including certificates for children to remember this special day.

There are two different types of certificates, which celebrate both the child's personal performance and their wider social and personal skills. Using the provided templates schools can create their own specific awards. These could include:

Achievement

- ▼ **Best Runner, Best Jumper and Best Thrower** per year.
- ▼ **Best All Rounder** per year
- ▼ **Best Individual Event** – e.g. furthest distance covered in smallest number of standing long jumps, smallest number of throws.
- ▼ **Best Class or House**

Awesomeness

- ▼ **Most Sporting** - a good attitude to all others, no matter their personal result
- ▼ **Best Leadership Skills** - the individual who stood out as a leader for others in their group
- ▼ **Best Behaviour** - outstanding behaviour throughout the competition
- ▼ **Best Smile** - for the child who's smile has helped make everyone's day
- ▼ **Best Attitude** - showed a good attitude throughout the competition
- ▼ **Most Enthusiastic** - always eager to take on any challenge put in front of them
- ▼ **Most Determined** - most determined individual at one or more events
- ▼ **Most Helpful** - like the teaching assistant. Always eager to help with the activities
- ▼ **Effort & Commitment** - best effort and commitment in every activity



Introduction

Badges



In addition to the certificates, England Athletics has also produced some badge templates which schools can print off and present to pupils.

Sticky label sheets will be required to produce these badges.

Alternatively, if you would prefer to purchase these stick on badges from our funetics store, please contact us as at

support@funetics.co.uk





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SPORTS DAY

Running/Pushing Zone

Beat the Clock Sprints



50m Sprint (Reception to Year 4) or 75m Sprint (Years 5 & 6)

2 runs per pupil

How to set up the event:

- ▼ Measure out 50m / 75m distance on the school field or grass track.
- ▼ Place cones to indicate the start line and finish line (if lines not already marked).
- ▼ Explain to the pupils that they are running for both time and distance, to see if they can cover the set distance as fast as the current English 100m Records: 9.87 seconds for men and 10.83 seconds for women (teachers could round the time up to 10 & 11 seconds).
- ▼ Split pupils into groups of 6 – 8 and assign them a lane to race in. If possible, pupils should be placed in groups of similar abilities.
- ▼ Make sure all pupils start behind the line.
- ▼ Give the commands 'on your marks', 'set', 'GO' (or blow a whistle).
- ▼ Start the stopwatch at the same time as shouting 'Go' and blow the whistle when the pupils have run for the allotted time.
- ▼ See if the pupils can get any further on their second attempt.

Tips:

- ▼ Using a standing start, stand with the opposite arm to leg forwards. If the right foot is forward, then the left arm should be forwards or vice versa.
- ▼ When running, they should pick their feet up quickly, as though they are running on hot coals.



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 50m / 75m track
- ▼ Cones
- ▼ Whistle & Stopwatch
- ▼ Recording chart (or scoring App)
- ▼ 1 teacher to start the race
- ▼ 2-3 teachers to record the results

Slalom Race

20m-30m Race (Reception to Year 4) or 0-40m Race (Year 5&6)

1 race per pupil

How to set up the event:

- ▼ Measure out 20m/40m distance on playground, school field or grass track.
- ▼ Place cones to indicate the start and finish lines (if not already marked).
- ▼ Place 6-10 tall cones spaced 2-3 metres apart, for the pupils to weave in and out of.
- ▼ Explain to pupils that they are moving for both time and distance, to see if they can cover the distance as fast as the current English 100m Wheelchair Racing Records: 14.17 seconds for men, 16.21 seconds for women.
- ▼ Split pupils into groups of 3 – 4 and assign them a lane to race in. If possible, pupils should be placed in groups of similar abilities.
- ▼ Make sure all pupils start behind the line.
- ▼ Give the commands 'on your marks', 'set', 'GO' (or blow a whistle).
- ▼ Start the stopwatch at the same time as shouting 'Go' and blow the whistle when the pupils have pushed for the allotted time.
- ▼ The winner is
 1. Furthest down the slalom course, when the whistle is blown
 2. First past the post or
 3. Quickest time overall.

With thanks to
 **WheelPower**
British Wheelchair Sport



THINK INCLUSIVE!

For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 20m / 40m track
- ▼ Cones
- ▼ Whistle and Stopwatch
- ▼ Recording chart (or scoring App)
- ▼ 1 teacher to start the race and 2-3 teachers to record the result

Obstacle Race (Hurdles)

40m Sprint (Reception to Year 4) or 50m Sprint (Years 5 & 6)

1 race per pupil

How to set up the event:

- ▼ Measure out 40 / 50m distance on the school field or grass track.
- ▼ Place cones to indicate the start line and finish line (if lines are not already marked out).
- ▼ Place 4-5 hurdles or obstacles, spaced evenly apart, as set out below:

Distance	Start to 1st Obstacle	Spacing between Obstacles	Number of Obstacles	Last Obstacle to finish
40m	9 metres	6 metres	4	7 metres
50m	10 metres	6.5 metres	5	7.5 metres

- ▼ Split pupils into groups of 6 – 8 and assign them a lane to race in. If possible, pupils should be placed in groups of similar abilities.
- ▼ Make sure all pupils start behind the line.
- ▼ Give the commands ‘on your marks’, ‘set’, ‘GO’ (or blow a whistle).

Tips:

- ▼ **Standing start:** stand with the opposite arm to leg forwards. If the right foot is forward, then the left arm should be forwards or vice versa.
- ▼ Try to keep an even running rhythm between the obstacles.



THINK INCLUSIVE!

For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 40m / 50m track
- ▼ Cones
- ▼ 4-5 low obstacles (per lane)
- ▼ Whistle & Stopwatch
- ▼ Recording chart (or scoring App)
- ▼ 1 teacher to start the race
- ▼ 2-3 teachers to record the results

Beanbag Balance – Race Walking



40m Walk (Reception to Year 4) or 50m Walk (Years 5 & 6)

1 race per pupil

How to set up the event:

- ▼ Measure out 40 / 50m distance on the school field or grass track.
- ▼ Place cones to indicate the start line and finish line (if lines are not already marked out).
- ▼ Split pupils into groups of 6 – 8 and assign them a lane to race in. If possible, pupils should be placed in groups of similar abilities.
- ▼ Make sure all pupils start behind the line.
- ▼ Pupils balance a beanbag on their head and walk as fast as possible over a specified distance
- ▼ Give the commands 'on your marks', 'set', 'GO' (or blow a whistle to start the race).
- ▼ If the bean bag falls off, they must stop and put it back on their head before continuing the race.

Tips:

- ▼ Keep a tall upright posture.
- ▼ Look forwards and try to keep your head nice and still.



THINK INCLUSIVE!

For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 40m / 50m track
- ▼ Cones
- ▼ 1 x beanbag per pupil
- ▼ Whistle & Stopwatch
- ▼ Recording chart (or scoring App)
- ▼ 1 teacher to start the race
- ▼ 2 - 3 teachers to record the results



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Jumping Zone

Beat the Best: Standing Long Jump

Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Mark out the English Long Jump Records with cones.
 - Men's Long Jump: Greg Rutherford - 8.51metres
 - Women's Long Jump: Shara Proctor - 7.07metres
- ▼ Pupils stand behind the take-off line. From a standing position, pupils use a two-footed take-off (with both feet behind the line).
- ▼ Pupils take 3 consecutive 'Standing Long Jumps' (no stopping) and see how far they can get.
- ▼ The pupils should maintain their balance between each of the 3 jumps and not step forward or back.
- ▼ The measurement is taken from the take-off line to the back of the closest heel on landing (after the 3rd jump).
- ▼ The pupils may step forward after the final jump. However, any step back or touching of the mat behind the feet, is a no jump.
- ▼ Can they beat either of the English Long Jump records? Record the best three combined jumps and whether they beat the distance.

Tips:

- ▼ Children should bend then extend at the knees and swing arms back then forward, for lift at take-off
- ▼ Land with soft knees, bending the knees to cushion the landing.
- ▼ For Wheelchair users and pupils with lower limb impairments consider alternative activities (e.g. for wheelchair users 'How far can you travel with 1-3 pushes?')

You will require:

- ▼ Soft landing area of several gym mat to land on
- ▼ Take-off markers
- ▼ 3-4 measuring tapes (one for each mat)

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For further information please see the **Top Tips Inclusion Cards** later in this resource.



Jumping Zone Activity

Speed Bounce

Each child has a minimum of 2 attempts

How to set up the event:

- ▼ Children stand on the mat with both feet together to one side of the wedge.
- ▼ On the whistle (or clap), complete as many bounces as possible in 20s.
- ▼ Both feet must touch the same side of the mat together for a bounce to count.
- ▼ A bounce is considered void if the wedge is jumped on.
- ▼ The challenge finishes on the whistle (or clap).

Tips:

- ▼ Use other pupils to help count the number of bounces.
- ▼ Counting in increments of two, i.e. 2, 4, 6, 8, 10, is recommended.
- ▼ For Wheelchair users and pupils with lower limb impairments consider alternative activities.



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 3-4 Speed Bounce Mat (or home-made 20cms high soft wedge)
- ▼ 1 Stopwatch (or mobile phone timer)
- ▼ Whistle (or clap your hands)

Beat the Best: Standing Triple Jump



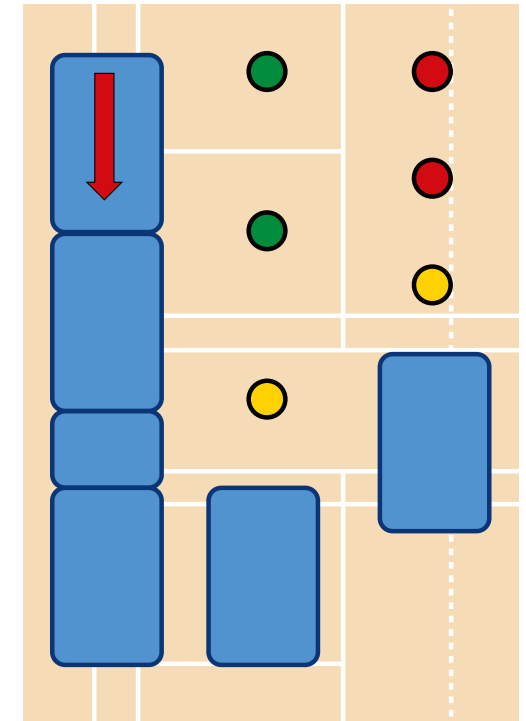
Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Mark out the English Triple Jump Records with cones.
 - Men's Triple Jump: Jonathan Edwards – 18.29metres
 - Women's Triple Jump: Ashia Hansen – 15.16metres
- ▼ Children use a one-footed take-off from standing, from behind the take-off line.
- ▼ They then complete a hop, step and a jump sequence.
- ▼ Pupils leave a marker at where they finished. Their second attempt will start here.
- ▼ Measurement is taken from the take-off line to the back of the closest heel on landing.
- ▼ The participant may step forward after the jump however, any step back or touching of the mat behind the feet is a no jump.
- ▼ After three hop, step and jump attempts, add the total distance of the 3 goes together and see if it beats the current English record.

Tips:

- ▼ Try to keep an even hop, step and jump distance, to help with rhythm.
- ▼ Children should land with soft knee. Bending the knees to cushion the landing.
- ▼ For Wheelchair users and pupils with lower limb impairments consider alternative activities (e.g. for wheelchair users 'How far can you travel with three consecutive pushes?')



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ Standing Triple Jump Mat (or measuring tape and suitable surface to jump on).

Jumping Zone Activity

Hopscotch

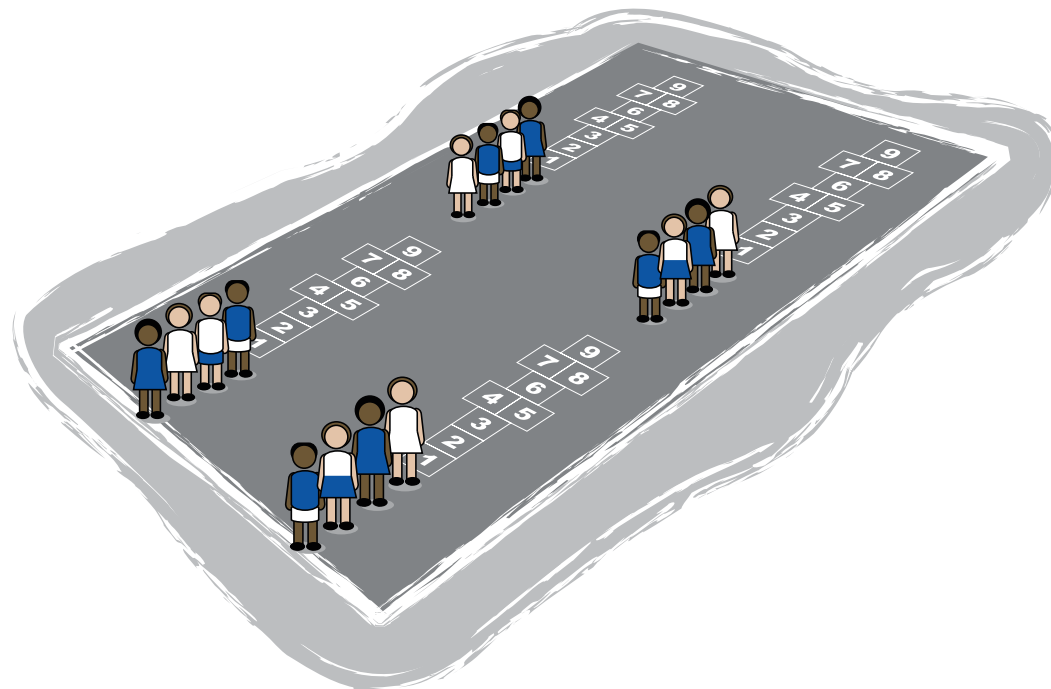
Each child has 3 attempts

How to set up the event:

- ▼ Set out two lines approximately 10m apart.
- ▼ Line pupils up on one line facing the opposite line.
- ▼ Teacher/pupil demonstrates a basic hopscotch – one foot (hop) to two feet (jump)
- ▼ If the school already has hopscotch grids, these could be used as an alternative .
- ▼ Pupils take it in turn to go up and back through the hopscotch grid or over the 10m area.
- ▼ Teachers record the time it takes for each pupil to complete one go (there and back).

Tips:

- ▼ Allow pupils to practice a few times prior to commencing their first go.
- ▼ For pupils struggling with coordination, slow down the task and reward bonus points for improvement.
- ▼ Help with verbal cues such as, 1 foot to 2 feet, or left foot, both feet, right foot, both feet, etc.



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ A hopscotch grid or cones to help set out the hopscotch challenge.
- ▼ A safe place to jump into. Ideally the surface should be soft to absorb the impact of landing.
- ▼ Recording chart (or scoring App)



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Throwing Zone

Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Using an overarm throwing action, pupils throw either a tennis ball or howler as far as possible from a standing position.
- ▼ Children must stand with one foot in front of the other. If throwing with the right hand, the left foot should be forwards and vice versa, for left-handed children.
- ▼ Measure the distance thrown to the nearest completed metre.
- ▼ Now add the best 3 distances thrown (per pupil) together to see their overall distance and whether this is further than the English Javelin records:
 - Men's Javelin Record: 91.46 metres, or
 - Women's Javelin Record: 66.17 metres

Tips:

- ▼ Children should pull the arm through from behind the body fast, to help with the speed of the throw.
- ▼ Ensure children do not step over the throwing line, as this would be a no throw.

SAFETY & JUDGING GUIDANCE

- ▼ One teacher should control when the children throw and collect the equipment.
- ▼ One teacher / helper should measure the best throw for each child, once all attempts have been completed.
- ▼ Children not throwing, should be positioned behind a safety line (see layout diagram for more information).
- ▼ For older children, tennis balls can be replaced by cricket / softballs, if safe to do so. For younger children tennis balls can be replaced by beanbags.



You will require:

- ▼ 9-12 Tennis balls / Howlers (this will allow for 3 attempts for up to 4 children, with no retrieval required).
- ▼ Measuring tape Safe area to throw into

Beat the Best: Push Throw

Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Using a Push throwing action, children throw either a football or netball as far as possible from a standing position.
- ▼ Children must stand with one foot in front of the other. Preferred foot forwards.
- ▼ They must use a two-handed push throw, similar to a netball chest pass.
- ▼ Measure the distance thrown to the nearest completed metre.
- ▼ Children are not just trying to find out how far they can push the ball. They are also trying to see how close they get to the current English Shot Put Records:
 - Men's Shot Put Record: 21.92 metres, or
 - Women's Shot Put Record: 19.36 metres

Tips:

- ▼ Children should aim to push throw at roughly a 45° angle.
- ▼ Children should extend at the arms and then flick at the wrists in front of the body.
- ▼ Ensure children to not step over the throwing line, as this would be a no throw.

SAFETY & JUDGING GUIDANCE

- ▼ One teacher should control when the children throw and collect the equipment.
- ▼ One teacher / helper should measure each child's best throw once all attempts are completed.
- ▼ Position children not throwing behind a safety line (see layout diagram for more information).



You will require:

- ▼ 9-12 footballs / netballs (for years 5 and 6 a 1Kg med ball can be used, if safe to do so).
- ▼ 9-12 balls will allow for 3 attempts for up to 4 children, with no retrieval required.
- ▼ Measuring tape
- ▼ Safe area to throw into

Throwing Zone Activity

Target Throw



Each child has 1-2 attempts

How to set up the event:

- ▼ Standing behind the throwing line, children throw 3 bean bags into the nearest target and continues for each target.
- ▼ Points scored if a bean bag lands in correct target.
- ▼ 2 points scored if it lands directly in but then bounces out.
- ▼ 1 point is scored if the bean bag bounces and ends up in the target.
- ▼ 1 point is scored if it lands only partly in the correct target.
- ▼ Points scored are added to form the total score, which is recorded.

Tips:

- ▼ Place your opposite leg to the throwing arm forward to help balance.
- ▼ For Wheelchair users and pupils with lower limb impairments consider alternative activities, (e.g. for wheelchair users 'How far can you travel with one push?').



SAFETY & JUDGING GUIDANCE

- ▼ One teacher should control when the children throw and collect the equipment.
- ▼ One teacher / helper should count the number of points scored by each pupil, once the three throws have been completed.
- ▼ Position children not throwing behind a safety line (see layout diagram for more information).

You will require:

- ▼ 2-3 Target Throw Sets
- ▼ or 12 bean bags/other suitable items and 4 targets set at 3m, 5m, 7m and 9m

Beat the Best: Sling Throw

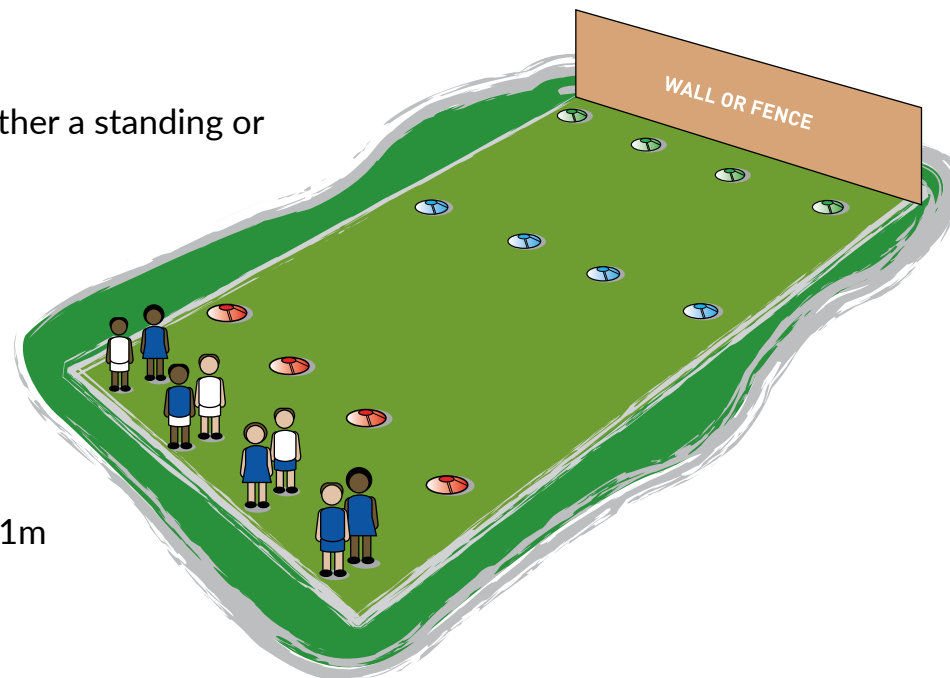
Each child has 3 attempts

How to set up the event:

- ▼ Children use a slinging / heaving action to throw a rubber quoit from either a standing or a seated position (Day chair or throwing frame).
- ▼ Children throw from behind the designated throws line.
- ▼ Measure the distance thrown to the nearest completed metre.
- ▼ Children and careers must NOT go into the throwing area unless requested by the teacher.
- ▼ Now the best 3 distances thrown (per pupil) will be added together to see if their overall distance is further than the English Discus records:
 - Men's Discus: 68.24 metres or Women's Discus: 67.48 metres
 - Men's Para (F44) Discus: 63.01m or Women's Para (F44) Discus: 63.01m

Tips:

- ▼ Children should aim to release the quoit at roughly a 45° angle.
- ▼ Children should try to maintain a long, relaxed arm, if possible.
- ▼ For a standing throw, children must stand with one foot in front of the other. If throwing right-handed, the left foot should be forwards and vice versa for left-handed throwers.



SAFETY & JUDGING GUIDANCE

- ▼ If using a day chair or throwing frame, ensure they are secured down, and the brakes applied.
- ▼ One teacher should control when the children throw and careers collect the equipment.
- ▼ One teacher/helper should measure the best throw for each child, after all attempts completed.
- ▼ Children not throwing should be positioned behind a safety line (see layout diagram).

You will require:

- ▼ 9-12 quoits
- ▼ Measuring tape
- ▼ Safe area to throw into (marked by cones)

Throwing Zone Activity

Roll a Goal

Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Set out the throwing / rolling line at one end of the Throwing Zone (see diagram).
- ▼ Then place 2 cones per throwing lane 5-10m away, creating a 'goal'. The goal should be roughly 1m apart.
- ▼ Place 3-4 pupils in a throwing lane with a minimum of 3 tennis balls per group.
- ▼ Pupils set up behind the rolling line and take 3 (or more) attempts to roll the tennis through the goal.
- ▼ Every time the pupil rolls a ball successfully through the goal, they score one point.

Tips:

- ▼ If the goal is too narrow for the pupils increase the gap to 2 metres.
- ▼ If the distance to the goal is too far decrease to 4-6 metres.
- ▼ If pupils struggle with a tennis ball, use a football with either a one or two-handed rolling action.

SAFETY & JUDGING GUIDANCE

- ▼ One teacher should control when the children roll and collect the equipment.
- ▼ One teacher / helper should record scores, once all attempts have been completed.
- ▼ Children not rolling, should be positioned behind a safety line
- ▼ Ensure the pupils roll and do not throw the ball at the target.
- ▼ Only one team member should roll at a time.



You will require:

- ▼ 9-12 tennis balls (allows for 3 attempts for up to 4 children, with no retrieval required).
- ▼ A set of cones (10-20)
- ▼ Safe area to roll into

Alternative Activities

As an alternative to the suggested activities in this resource, schools could also use other traditional fun activities, including those listed below.

Bean Bag Shuttle Runs

- ▼ Set out 4 bean bags, one at 10, 15, 20, and 25m (for each pupil).
- ▼ Pupils run and collect the first bean and return to the start, they then run to the second bean bag and run back to the start and so on.

Sack Race

- ▼ Pupils stand inside a racing sack behind the start line.
- ▼ On the command 'Go' pupils bounce as fast as possible over a specified distance (40-50m).

Skipping Race

- ▼ Pupils stand with a skipping rope behind the start line.
- ▼ On the command 'Go' pupils using a running, skipping action to cover a specified distance (40-50m) as fast as possible.

Dribbling Skills Run

- ▼ Pupils either dribble a football with their feet or bounce a basketball with their hands through a series of cones / obstacles over a specified distance.
- ▼ If the pupil misses a cone they must go back and around this before continuing.



The Sports Day competition format has been developed to be flexible and inclusive to engage all pupils within a school, regardless of ability or disability.

More detailed supporting resources are provided to support schools later within this resource.

Within this information, England Athletics has created five different groups of pupils which, will help schools correct select the best activity to use.

Athlete groupings

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Power chair user	Manual wheelchair user or supported ambulant	Ambulant - severe impairment	Ambulant - minimal impairment	Non-disabled

Further details of groups are given on page 33.

Choosing the best ability group

It is important that teachers take the time to place pupils in the group most appropriate to the pupil's athletic ability. If a pupil has more than one impairment they must be placed in the lowest numbered group according to their more limiting impairment.

Examples

- A pupil with a moderate learning disability and ambulant cerebral palsy should be placed in Group 3 according to their cerebral palsy not in Group 4 according to their learning disability.
- A pupil who is deaf and also has a below knee amputation would be placed in Group 3 according to the amputation not Group 5 according to being deaf.
- A pupil with a visual impairment who does not need a guide but is also a powerchair user, would need to be placed into Group 1 rather than Group 4.
- Deaf or hearing impaired pupils with no other physical/sensory impairment or learning disability should be placed in the non-disabled Group 5.

Why do this?

This will ensure that the more limiting impairment is appropriately catered for, and allows potential for better scores relative to that impairment rather than the less limiting impairment.

Athletes with a learning disability

We recognise that there is a wide spectrum of learning disability and this can often cause confusion or pupils being placed in inappropriate groups. Whilst there are no rigid divisions between each, we have provided the guidance below to help teachers

decide if a pupil has a severe learning disability (SLD) or a moderate learning disability (MLD) to place pupils in Group 3 or 4 respectively.

Mencap defines the severity of a learning disability based on the amount of support the individual needs:

- A person with a moderate learning disability will have difficulty learning most things. They are likely to need support in learning and developing everyday living skills.
- Someone with a severe learning disability will usually have a lot of difficulty with language and learning. They are likely to need support with many things.

Please base your group choices on the level of support a pupil requires, bearing in mind the first point above. For more information on learning disability please go to: www.mencap.org.uk/about-learning-disability

Choosing appropriate events for athletes in Group 3

Teachers should discuss the events available with pupils specifically in Group 3 prior to competition or during PE, to ensure that they agree which events will be most suitable for them. Avoiding jumps and doing two throwing events and vice-versa would be acceptable. For example, pupils with dwarfism should avoid longer runs and impactful jumps (e.g. Standing Triple Jump), but could do sprints, throws and standing long jump.

Officiating Adapted Events

The same officiating rules apply as with all other track and throws events.

- Pupils with a visual impairment may need to be supported by a guide during track events who may run alongside them. They may also need to be orientated prior to throwing or jumping events and acoustic support given throughout (e.g. clapping or verbal instruction). Guides should allow the athlete as much independence as possible.
- Group 2 pupils should take part in a day chair or sports chair (not a racing chair) for track events and a day chair for throwing events (with brakes on).
- Pupils who are deaf or hard of hearing may require visual cues (e.g. a flag) when starting a track event or to signal their turn in a field event.
- Propulsion of pupils in groups 1 and 2 should only be by the pupil themselves during an event.

GROUP	Examples of pupils and impairments in this group	Additional information	Most pupils will be able to do	Some pupils will be able to do
1 Power chair user	<ul style="list-style-type: none"> • Athlete with cerebral palsy – electric wheelchair user – quadriplegic – severe to moderate involvement in all four limbs 		<ul style="list-style-type: none"> • Overhead ball/beanbag fling • Quoit Throw • 50m Slalom course • Tri (3 events) 	<ul style="list-style-type: none"> • Howler Throw • Push Throw • Javball 400g • Quad (4 events)
2 Manual wheelchair user or supported ambulant	<ul style="list-style-type: none"> • Athlete with cerebral palsy • Athlete with a spinal cord injury • Quadraplegic and paraplegic athletes 	All athletes in this group CANNOT run unaided (including frames and rollators). They MAY be able to stand and walk with support and MIGHT not regularly use a wheelchair.	<ul style="list-style-type: none"> • 50m & 75m • Howler Throw • Javball (400g) • Soft Javelin • Push Throw • Tri (3 events) • Quad (4 events) 	<ul style="list-style-type: none"> • Pent (5 events)
3 Ambulant - more severe impairment	<ul style="list-style-type: none"> • Athlete with cerebral palsy – ataxic/athetoid – affected in three or four limbs. • Athlete with cerebral palsy – diplegic –functionally affected in both legs • Athlete with a double above knee amputation • Athlete with single above knee amputation or physical impairment allowing similar movement • Dwarf athletes • Blind and visually impaired athletes running with a guide • Athletes with a severe learning disability 	All athletes in this group CAN run unaided EXCEPT for blind and visually impaired athletes who need the support of a guide runner.	<ul style="list-style-type: none"> • 50m & 75m • Howler Throw • Soft Javelin • Push Throw • Tennis Ball Throw • Tri (3 events) • Quad (4 events) 	<ul style="list-style-type: none"> • Standing Long Jump • Pent (5 events)
4 Ambulant -minimal impairment	<ul style="list-style-type: none"> • Athlete with single or double arm -amputation or physical impairment allowing similar movement • Athlete with cerebral palsy – Hemiplegic –functionally affected on one side. • Athlete with single above knee amputation or physical impairment allowing similar movement • Athlete with single or double below knee amputation or physical impairment allowing similar movement • Blind or visually impaired athletes who do not run with a guide • Athlete with a moderate learning disability • Athletes on the autistic spectrum, with Asperger's or behavioural difficulties 	ALL athletes in this group can run unaided	<ul style="list-style-type: none"> • 50m & 75m • Standing Long Jump • Howler Throw • Soft Javelin • Push Throw • Tennis Ball Throw • Tri (three events) • Quad (4 events) • Pent (5 events) 	<ul style="list-style-type: none"> • Standing Triple Jump

Further information @Home offer

SPORTS DAY

If children and families would like to take part in more fun athletics games, why not try:



[Funetics Family Fun Activity Cards](#)

[funetics Fun Games](#)

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Premier
Education

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SPORTS

DAY

**Top Tips
Inclusion Cards**

Top Tips Inclusion Cards Introduction



About the Inclusion Cards

The needs of individual pupils should be the most important consideration when planning a Sports Day, and teachers should exercise their professional judgement and expertise in selecting and modifying activities.

Pupils with physical, sensory and intellectual impairments take part in athletics at all levels. They can, and should, be integrated into activity alongside non-disabled pupils. It is important to find out in advance if any pupils attending your Sports Day are disabled so you can discuss with them (and their parents/guardian if necessary) if, and how, this may impact on the activities that you are asking them to do. This will allow you to plan in advance to provide any necessary support and to adapt any activities as necessary.

The Inclusion Cards provide teachers with useful information on the various impairments and some 'Top Tips' on how to adapt your teaching practice to ensure all pupils are engaged in the activity and their learning.

Look out for the Think Inclusive logo on each Activity Station card.



Inclusion Cards within this Pack:

- ▼ Pupils with Amputations or Limb Difference
- ▼ Wheelchair Users (manual)
- ▼ Blind and Partially Sighted Pupils
- ▼ Intellectual Impairment & Autistic Spectrum
- ▼ Pupils with Dwarfism or Restricted Growth
- ▼ Deaf and Hard of Hearing Pupils
- ▼ Pupils with Cerebral Palsy



Find out what works best – think balance and coordination

Prosthetics

- ▼ Find out what the pupil can do, or what may be preventing them taking part e.g. self-confidence, socket fit, pain, technology.
- ▼ Prosthetic limbs mimic real limbs in a more simplistic way.
- ▼ If the pupil is limited by their prosthesis, work with the pupil on alternative exercises – keep the approach simple.
- ▼ Pupils may use stump socks or liners, give them time out to change them or remove their prosthesis during the competition if necessary.
- ▼ Safety and comfort is paramount – watch out for skin breakdown or sharp pain. **Pupils should not take part if either of these occur.**



Running

- ▼ Encourage pupils to find their 'own way' of doing things.
- ▼ Concentrate on shorter, faster steps if they are landing heavily on the intact side, or moving their trunk around a lot.
- ▼ Keep the body over the prosthesis so that the prosthesis can land flat.
- ▼ Pupils may develop a 'hopping' solution to generate momentum safely – encourage this until they grow stronger and more confident.
- ▼ Pupils new to running should keep to short distances as longer distances may cause pressure on the stump from landing heavily.
- ▼ Encourage pupils to stay relaxed and upright with legs at 90-degree angles and relaxed arms.
- ▼ Above knee amputees may find backwards and sideways movements difficult – try to keep to forward movements.
- ▼ There may be a risk of falling when learning to run on prosthesis – run on grass.

Jumping

- ▼ Single leg amputees can do vertical and horizontal jumps without their prosthetic limb - if having difficulty with their prosthesis.
- ▼ Hopping on the prosthetic side is difficult - encourage the amputee to use intact limb.

- ▼ When taking part in jumps, ensure pupils take off and land on their intact leg.
- ▼ Double lower limb amputees will find it very difficult to jump – don't stop them trying but do encourage them to try other events.the competition if necessary.

Throwing

- ▼ Focus on balance and recovery with all amputees – falling may occur.
- ▼ Focus on creating a firm base – relaxed leg position – 'sitting' in the throwing position.
- ▼ Focus on compensation after the throw is released by 'stepping forward'.
- ▼ Allow the thrower to develop their own skills using intact limb (upper limb amputees).
- ▼ Encourage above elbow amputees to use intact limb, even if not 'writing' arm – start by throwing short distances.
- ▼ To avoid balance issues, pupils can lean on a solid object or hold onto a fellow student to allow them to stand on their own.
- ▼ During catching activities encourage students to catch with intact arm to encourage new skills.

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Limb Power



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Wheelchair users (manual)

Find out what movements the pupil can do, how much leg and core mobility they have

General Tips

- ▼ Make sure the space allows pupils to move around easily.
- ▼ Understand the pupils' range of movement; they may, for example, find it difficult to raise their arms above their head or have a rod in their spine.
- ▼ Lower targets, shorten distances, use larger balls and easy grip equipment if required.
- ▼ If no anti-tip is fitted reduce the risk of the chair tipping back during an activity (e.g. reduce speed and quick turns).
- ▼ During jumping activities allow the pupil to do something more beneficial such as throws and sprints.
- ▼ Work with pupils on adaptations; what works and what doesn't.
- ▼ Pupils may be able to bear weight on their legs and/or have a range of movement in their legs (e.g. transferring from their chair, warm-up exercises).
- ▼ Pupils may tire during a session due to their motor skill efficiency.
- ▼ Make sure pupils take in plenty of fluid as some may dehydrate faster than average.
- ▼ Pace activities as some pupils may have decreased breathing efficiency (tetraplegia).

Coaching Tips

- ▼ Short and long push and technique (see picture): quick pushes to accelerate and manoeuvre, longer pushes for speed and momentum.
- ▼ Put the brakes on during throws and use the 'anti-tip' if there is one.
- ▼ Vary pushes: right arm/left arm, both together.
- ▼ Use slaloms, mini ramps and vary turn size to increase wheelchair skills.
- ▼ Raise items off the floor for easy pick up during games (depending on core mobility).
- ▼ Use low, half and full power instead of walk, jog, run.
- ▼ Look for a still head and body, and oval arm movement for good pushing technique.



Supported by Wheel Power



SHORT PUSH



LONG PUSH



Find out what pupils can see – don't make assumptions

General Tips

- ▼ Familiarise the pupil with the activity area e.g. good description, moving around the area/space or feeling objects.
- ▼ Use tactile demonstration where appropriate to help build spatial awareness.
- ▼ Describe actions and use audible equipment where possible – repeat demonstrations and technical descriptions as often as needed.
- ▼ Think BIG, BRIGHT and BOLD for your equipment!
- ▼ Ensure the activity area is well lit, use equipment that is a contrasting colour to the ground, avoid reflective surfaces as much as possible.
- ▼ Make sure the pupil begins the activity facing the right direction and knows where they are in relation to the activity area e.g. which way they are throwing.
- ▼ Use clapping or calling during the activity to help the pupil maintain orientation.
- ▼ Ensure the buddy/caller and athlete are safe at all times particularly if the caller is stood in the throwing area.
- ▼ Remember some pupils may not have seen or experienced basic motor skills or techniques e.g. movement of arms during running, the lead arm during throws - so you may have to describe basic tasks.

Buddies and guides

- ▼ Buddies and guides could be pupils or teaching assistants – remember that not all pupils will need a guide/buddy.
- ▼ Get the buddy/guide to describe the running environment out loud e.g. 'Left turn 10m' or 'mini hurdle in 3-2-1'.
- ▼ Make sure they keep their guiding arm still and relaxed, and run slightly ahead but without pulling.
- ▼ Make sure to give the pairs adequate room around obstacles.
- ▼ Have the guide/buddy on the right hand side.
- ▼ Some blind or partially sighted pupils may benefit from using a Tethers with their guide. Further information is available from www.britishblindsport.org.uk



Supported by British Blind Sport



Break the activity down and repeat clear instructions – give time to process information

General Tips

- ▼ Use lots of visual demonstrations and vary your methods of instruction.
- ▼ Avoid writing down complicated instructions and use pictures or images to help explain.
- ▼ Create predictable activities by being structured and organised.
- ▼ Ask open-ended questions to check the pupil understands instructions.
- ▼ Try to recap learning from previous sessions to see if anything needs to be repeated.
- ▼ Where relevant, consider non-verbal communication techniques.
- ▼ Break activities down into separate elements to be able to build-up to the full technique.
- ▼ Keep your instructions clear and simple.
- ▼ Give extra instruction whilst other pupils are actively engaged.
- ▼ Plan the Sports Day appropriately to ensure you meet the needs of the group.
- ▼ Get pupils' attention before you begin instructions.
- ▼ Limit any background noise and other distractions especially during instructions.

- ▼ Never assume someone has understood what is required of them – encourage them to repeat the key points.
- ▼ Be patient – be prepared to repeat instructions and demonstrations.
- ▼ Always ensure a safe and consistent environment.
- ▼ Make sure everyone is able to understand your instructions and complete the task before moving on to a new activity.

Autistic Spectrum

- ▼ Do not worry if a pupil is not looking at you during instructions or has unusual body language – they may still be listening.
- ▼ Repetitive actions/language may be a way of coping with anxiety – be patient and respectful.
- ▼ Where possible get them to buddy up with someone they like.
- ▼ Use clear, idiom free language.
- ▼ Give safety rules clearly and carefully to avoid injury.
- ▼ Ensure there is a clear start and end to activities.
- ▼ Give warning of any changes coming up to help anticipate what comes next.
- ▼ Use pupils' names when giving instructions and indicate what to do rather than not do.



Intellectual Impairment information supported by Mencap www.mencap.org.uk

Photos courtesy of Special Olympics GB



Involve them in everything – think distance moved and equipment height!

Running

- ▼ Reduce overall running distance for a child with dwarfism. (Max 20m for 7 years, 40m for 8 years and 60m for 9 years).
- ▼ Reduce the number of repetitions to avoid over impact. Make an additional time allowance for a child with dwarfism or restricted growth to complete the game/task.
- ▼ Give more space in a group running situation.
- ▼ Give more “lives” in games to ensure they reach the goal of the activity.
- ▼ Make hurdles as low as possible even down to using flat strips of material on the ground.

Jumping

- Spinal stenosis (narrowing of the spinal canal) is common and can cause nerve difficulties in lower limbs. As a result, any shock impact through the lower and upper spinal areas should be avoided.
- ▼ Landing areas from jumps should be soft to avoid impact through lower spine e.g. grass, sand, matting.

- ▼ Make any barriers as low as possible even down to using flat strips of material on the ground.
- ▼ For height jumps, ensure markings are low enough for a child with dwarfism to reach.
- ▼ Some children may have issues with balance due to being upper body heavy so hops may be difficult to perform and land safely.
- ▼ Consider the reduced stride length of a child with dwarfism and perhaps allow extra steps between one zone and another.

Throwing

- ▼ Make allowance using shorter distances if child is unable to fully straighten arm (due to the bone formation in elbow joint)
- ▼ Some may find it difficult to complete an overhead heave throw so allow them to throw forwards.
- ▼ Make sure any targets placed on walls are at a suitable height during target throws.
- ▼ Make allowance for shorter distance thrown due to shorter arm length.



Support and photos from Dwarf Sports Association UK www.dsauk.org



Find out what the pupil can hear and their preferred communication method

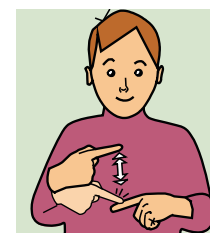
General Tips

- ▼ A deaf young person has exactly the same physical capabilities as a hearing person - it is important to have the same high expectations!
- ▼ Face the pupil, speak clearly, but not too fast and don't exaggerate lip movements. Chewing or covering your mouth can make lip-reading difficult.
- ▼ Make sure the pupil is in a position to be able to see the teacher and any demonstrations - interpreters should stand next to the coach.
- ▼ Make sure that all other pupils are quiet when giving instructions as all noise is amplified by hearing aids.
- ▼ Don't stand with the sun or lights at your back as it will make lip-reading difficult.
- ▼ Make sure the pupil is paying attention before giving instructions - a tap on the shoulder or wave is acceptable.
- ▼ Don't talk and demonstrate/write at the same time. The pupil won't be able to read your lips and watch your example.
- ▼ Write down any new words to help with lip-reading. Having a small whiteboard or other visual prompts can help.

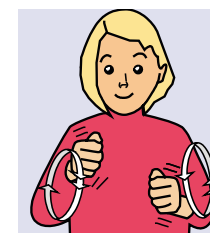
- ▼ Where possible, demonstrate techniques or corrections rather than use verbal explanations.
- ▼ Check for understanding with a nod of the head from the pupil, or rephrase what you said or did.
- ▼ Repeat other pupils' thoughts and ideas in the session.
- ▼ Learn some simple signs from the pupil and get the whole class to use them - you don't need to use real sign language to get your message across.
- ▼ Use flags, arms, cones or other visual aids to start and stop activity instead of, or along with whistles.
- ▼ Use different coloured objects/signals to indicate changes during an activity e.g. speed up, slow down, change direction.



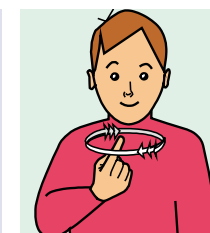
- ▼ Some pupils may have problems with their balance that may not be noticeable due to learned coping mechanisms.



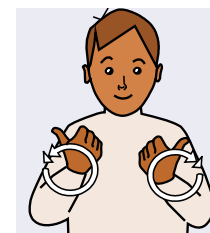
Faster



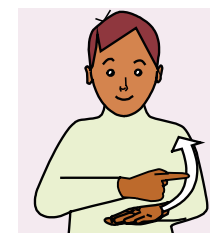
Jog



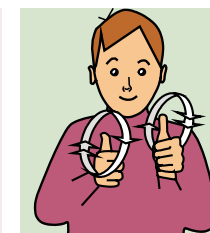
Laps



Finish



Slower



Well-done

BSL images © Let's Sign BSL graphics Cath Smith - www.DeafBooks.co.uk - cath@deafsign.com

Supported by UK Deaf Sport
www.ukdeafsport.org.uk



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It affects everyone differently, what works for one, may not work for others – it takes time!

General Tips

- ▼ Give extra time for pupils to process sensory information e.g. moving around objects, judging size and shapes of objects.
- ▼ No two people are the same, so speak to the pupil about their own personal abilities e.g. mobility, affected limbs and adaptation.
- ▼ Encourage repetition of activity or movement to reduce co-ordination problems, increase chances of success and improve memory.
- ▼ Give extra time for reacting to commands e.g. starting races, throwing activities.
- ▼ Encourage pupils with limb movement restrictions to work to their maximum capacity.
- ▼ Don't focus only on unaffected limbs - get pupils to move affected limbs as much as possible, use simpler exercises for the affected limbs.
- ▼ Use different equipment, easier to grip, or equipment that has grip assistance
- ▼ Break down the skill you are doing into simple steps and get each step correct for a few repetitions before moving on.
- ▼ Include additional stretching and flexibility activities, and/or shorter drills to improve circulation and improve mobility.

- ▼ Be aware of balance issues during all activities, use chairs where necessary especially during throws.
- ▼ Think outside the box – what may work for one pupil may not work for another!
- ▼ Less impaired pupils may be able to adapt activities to suit themselves - show them what the final skill is – they can tell you what feels right and will work.



Powerchair Users

For Cerebral Palsy (CP) pupils using powerchairs, in addition to the General Tips please note the following:

- ▼ Pupils should participate in running, jumping (e.g. height throw – throwing a bean bag over a high jump pole) and throwing.

- ▼ Using a powerchair during running activities, moving around obstacles, slalom etc. will help to develop motor skills, co-ordination and spatial awareness.
- ▼ Ensure brakes are applied during throwing activities.
- ▼ Use either their powerchair or a stool to throw from.
- ▼ Lower/reduce distance of targets to enable success during throwing activities.
- ▼ Use quoits, beanbags, soft balls to aid grip and progress.
- ▼ Encourage movement of affected lower limbs during jumping activities e.g. raising knees, straightening legs, touching feet to the floor.
- ▼ For CP pupils using manual wheelchairs see Top Tips Inclusion Card 2.

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www.cpsport.org

