



**NATIONAL SCHOOL
SPORTS WEEK 2025**
16-22 JUNE

((always active))

The Always Active Programme

National School Sports Week is here! Powered by Sports Direct x Under Armour, we're proud to launch our biggest initiative yet.

The Always Active Programme provides schools, pupils, and parents with resources to help children reach their daily '60 active minutes' target. It brings a fresh twist to PE lessons (building core curriculum skills through fun challenges), a National School Sports Week Sports Day, and a 30-Day Challenge to encourage more daily movement.

We are spotlighting the importance of sport and physical activity, aiming to embed an 'Always Active' mindset into pupils' lives – supporting skill development, leadership, and celebrating diversity.

Designed with real-world school challenges in mind, all activities use the S.T.E.P. model to ensure inclusion and accessibility for all ages and abilities.

The Programme (6 weeks)

Always Active PE Lessons and Progress Reviews

This six-week programme, delivered before National School Sports Week, helps children develop key skills in throwing, catching, running, and jumping through engaging games and activities. Resources include full lesson plans and progress trackers.

Weekly Breakdown:

Week 1: Coach It – Introduce core Fundamental Movement Skills and coaching cues.

Weeks 2-5: Apply It – Practise and build skills through fun activities.

Week 6: Review It – Celebrate and assess pupils' progress.

What's included?

- **Always Active PE Lessons and Progress Reviews**
- **Always Active Sports Day**
- **Always Active 30-Day Challenge**

Always Active Sports Day

Wrap up with a high-energy Sports Day! Using ready-made activity cards and scoresheets, pupils compete in teams in events practised during the programme.

Always Active 30-Day Challenge

Encourage daily movement with 30 simple activities pupils can complete at school or home. Children track their progress with a personal challenge chart, building confidence and skills.

How the Always Active Programme links to national priorities:

Supports the Chief Medical Officer's 60 active minutes daily goal.

Aligns with PE National Curriculum aims: competence, sustained activity, competitive engagement.

Promotes inclusion, leadership, wellbeing, and resilience.

Linking to Your School Values

Use the Always Active Programme to reinforce school values. For instance, if resilience is key, celebrate pupils who persevere through challenges.

Week 1: Apply it

Lesson Objectives:

- Introduce the structure of the Always Active PE lessons.
- Introduce the coaching cues for types of throwing, catching, running and jumping
- Provide the maximum opportunity for repetition of each skill.

Warm Up and Coach It Cues (10 mins)

- Focus: Raise heart rate, activate muscles and introduce pupils to the Coach It cues.
- Set up:
 - » Split groups into 4 x groups (8 pupils) – one group into each activity station
- Activities:
 - » Pulse Raiser: Traffic Lights:
 - Green cone means run around the activity station
 - Red cone means stand still to learn a skill (see coaching cues below)
 - Yellow cone means practice the new skill
 - » Leadership opportunity: Pupils lead a warm-up exercise

'Coach It Cues' for each skill
(see 'Coach It' cue card for images)

'Apply It' Activities (40 mins)

- Carousel of 4 Zones (8 mins per station, 2 minutes changeover): Pupils rotate through activities to build competence in each skill. Each activity will involve applying skills in a way where pupils are able to consistently practise the coaching cues for each skill

- » Tennis Ball Zone : Throwing Skills
- » Bean Bag Zone: Catching Skills
- » Frisbee Zone: Running Skills
- » Soft Ball Zone: Jumping Skills

Review It & Cool-Down (5 mins)

- Cool-Down Activity:
 - » Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why.
 - » Teacher provides commands on dynamic stretches whilst pupils are talking and moving around the space
- Review It: (Progress & Distance Travelled)
 - » Observe engagement and skill progression during activities.
 - » Self/peer assessment on skills acquired during the warm down then using a traffic light system.
 - » Teacher assessment through observation & questioning.
 - » 'Review It' progress criteria for each skill found on pupil progress trackers

Next Steps & Progression:

- Adapt the next lesson based on pupil performance.
- Set personal goals for pupils based on their self-assessment.
- Encourage pupils to participate in all 'Always Active' activations across the school.

LESSON 1: Apply it

Week 1: THROWING SKILLS

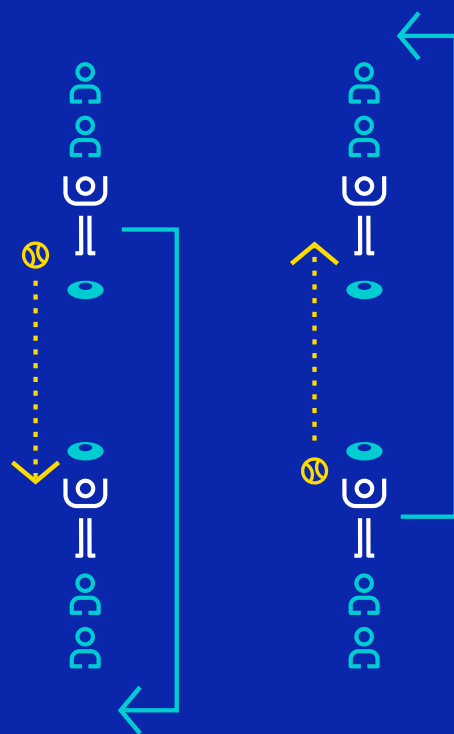
Set-up

- Mark out 2 x cones 5 yards apart, twice (see diagram)
- Pupils are split into 2 x teams
- Each team then splits evenly with each side standing facing each other behind the cones

How to Play:

- Pupils practice each type of throw multiple times over varying distances.
- They throw to the pupil opposite, then run to the back of the opposite line.
- After 10 throws (5 per side), they switch to the next throw and equipment:
 - » Round 1: Overarm throw – Tennis Ball
 - » Round 2: Underarm throw – Beanbag
 - » Round 3: Frisbee throw – Frisbee
- Once all throws are completed, pupils move the cones 10 yards apart and repeat.

SKILL: Throwing
ZONE: Tennis Ball Zone
EQUIPMENT:
2 x Tennis Balls
2 x Beanbags
2 x Frisbees



Differentiation & Inclusion:

- S** Adjust distance between pupils to challenge or support.
- T** Practise one type of throw (easier), use weak hand (harder)
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 1: Apply it

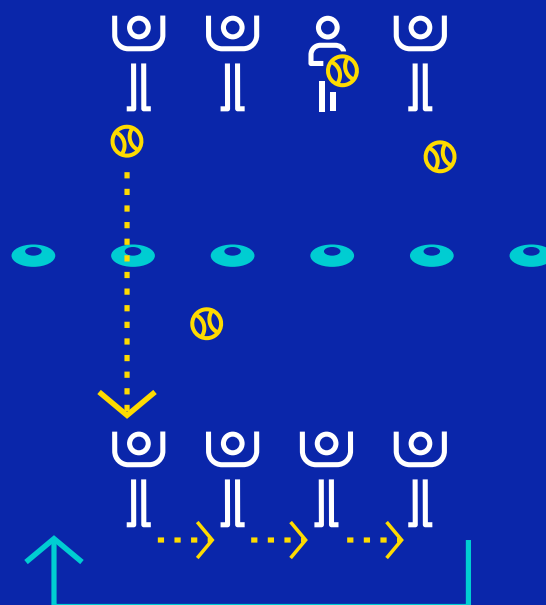
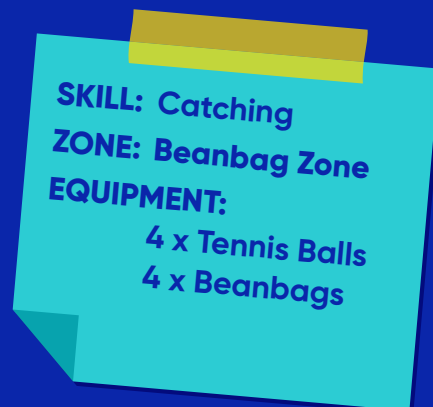
Week 1: CATCHING SKILLS

Set-up

- Set up a half-way line across the middle of the area
- Pupils get into pairs and stand opposite each other either side of the half-way line
- Each pair starts with a tennis ball and a beanbag

How to Play:

- Pupils practice each type of catch multiple times.
- They throw to the pupil opposite and complete 10 catches.
- One side shuffles right after each round until back to the start.
- Then, they switch to the next catch and equipment:
 - » Round 1: Above waist catch – Tennis Ball
 - » Round 2: Below waist catch – Beanbag
- Repeat rounds for the available time.



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LESSON 1: Apply it

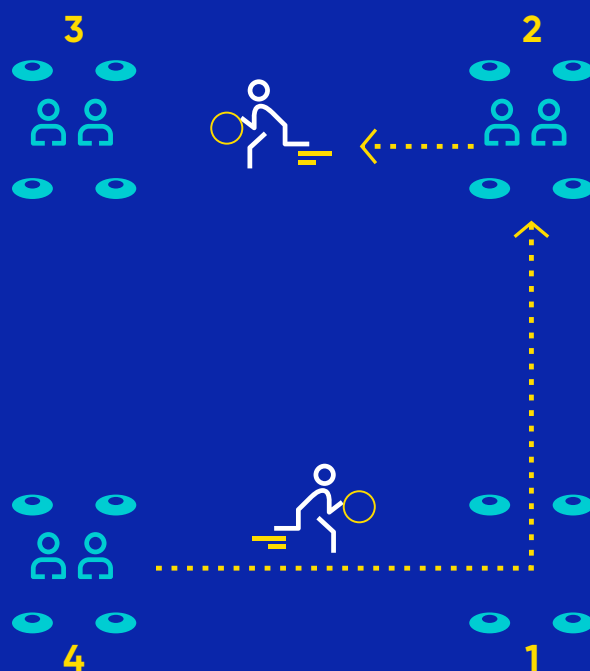
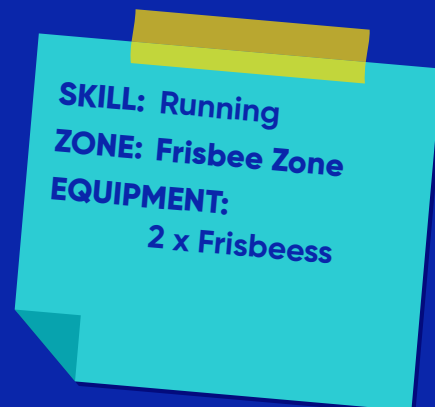
Week 1: RUNNING SKILLS

Set-up

- Set-up 4 x 3 yard squares in each corner of the area
- Spilt the group into 2 x teams, at least 1 pupil from each team goes to each corner
- 1 pupil from each team starting in corner number 1 starts with a frisbee

How to Play:

- Pupils practice running technique using "Coach It" cues in a nonstop relay with Frisbees as batons.
- Starting at corner 1, they run to the next corner, passing the baton to a teammate.
- If a corner is empty, they continue running to the next corner.
- While waiting, they practice a Coach It cue for running
 - » Corner 2: Arms – "hips to lips"
 - » Corner 3: Legs – "drive knees high"
 - » Corner 4: Feet – "quick, short strides"



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LESSON 1: Apply it

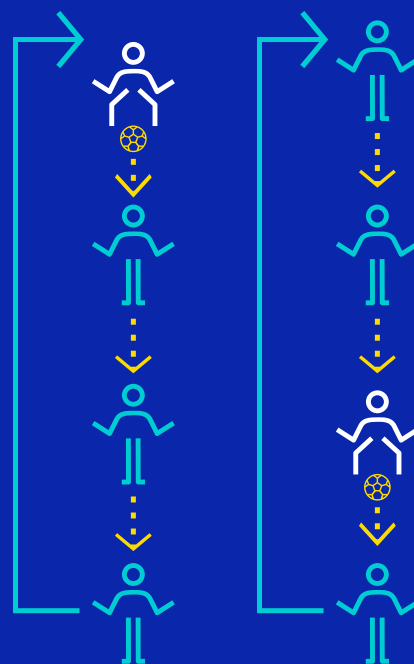
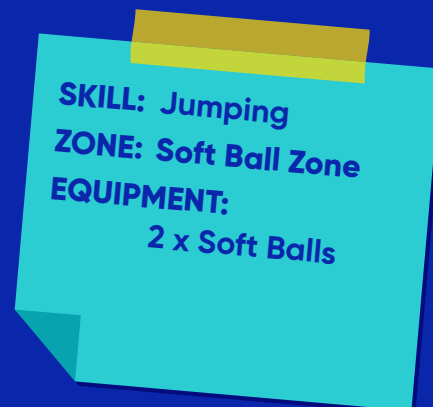
Week 1: JUMPING SKILLS

Set-up

- Arrange pupils into two teams.
- Pupils form two lines, with 5 yards in between each pupil and with the first pupil in the line holding a ball.

How to Play:

- Teams roll a ball down the line without hitting pupils.
- The first pupil rolls the ball backward between their legs.
- Others jump over it using their "Coach It" cue technique.
- The last pupil picks up the ball, runs to the front, and everyone shifts back.
- They repeat until back to the starting position.
- Teams then form one long line and repeat.



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Week 2: Apply it

Lesson Objectives:

- Practise the coaching cues for different types of throwing, catching, running and jumping through Apply It activities
- Improve confidence and engagement in physical activity through fun games.
- Reinforce school values [e.g., teamwork, resilience, respect].
- Encourage leadership and ambassador roles.
- Provide opportunities for self-assessment and progression tracking.

Warm Up and Coach It Cues (10 mins)

- Focus: Raise heart rate, activate muscles and introduce pupils to the Coach It cues.
- Set up:
 - » Split groups into 4 x groups (8 pupils) - one group into each activity station
- Activities:
 - » Pulse Raiser: Traffic Lights:
 - Green cone means run around the activity station
 - Red cone means stand still to learn a skill (see coaching cues below)
 - Yellow cone means practice the new skill
 - » Leadership opportunity: Pupils lead a warm-up exercise

'Coach It Cues' for each skill
(see 'Coach It' cue card for images)

'Apply It' Activities (40 mins)

- Carousel of 4 Zones (8 mins per station, 2 minutes changeover): Pupils rotate through activities to build competence in each skill. Each activity will involve applying skills in

a fun game format where they are able to challenge themselves personally

- » Tennis Ball Zone : Circle of Throws
- » Bean Bag Zone: Beanbag Relay
- » Frisbee Zone: Throw & Go
- » Soft Ball Zone: Pac-Man

Review It & Cool-Down (5 mins)

- Cool-Down Activity:
 - » Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why.
 - » Teacher provides commands on dynamic stretches whilst pupils are talking and moving around the space
- Review It: (Progress & Distance Travelled)
 - » Observe engagement and skill progression during activities.
 - » Self/peer assessment on skills acquired during the warm down then using a traffic light system.
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Next Steps & Progression:

- Adapt the next lesson based on pupil performance.
- Set personal goals for pupils based on their self-assessment.
- Encourage pupils to participate in all 'Always Active' activations across the school.

LESSON 2: Apply it

Week 2: CIRCLE OF THROWS

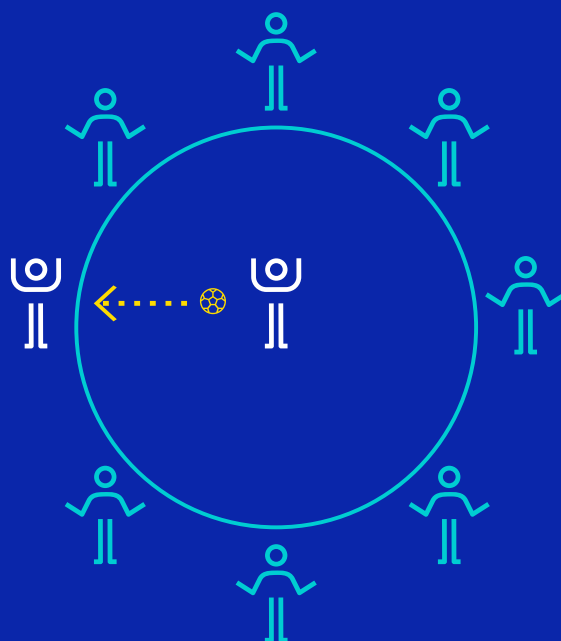
Set-up

- Pupils form a circle with an arms length distance between them and a cone in the middle, marking the centre point, and two buckets either side (one is empty and one with 12 balls in). One pupil stands inside the skipping rope in the middle of the circle with a tennis ball.

How to Play:

- One pupil in the middle throws the ball overarm to each player in the circle.
- If dropped, they retry the throw once before moving on.
- After a successful round, players take one step back.
- The middle player places the ball in a bucket and swaps with someone in the circle.
- A new round starts with a fresh ball.
- The goal is to transfer as many balls as possible before time runs out, with increasing difficulty.

SKILL: Throwing
ZONE: Tennis Ball Zone
EQUIPMENT:
12 x Tennis Balls
2 x buckets
(or bins/bags)



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LESSON 2: Apply it

Week 2: BEANBAG RELAY

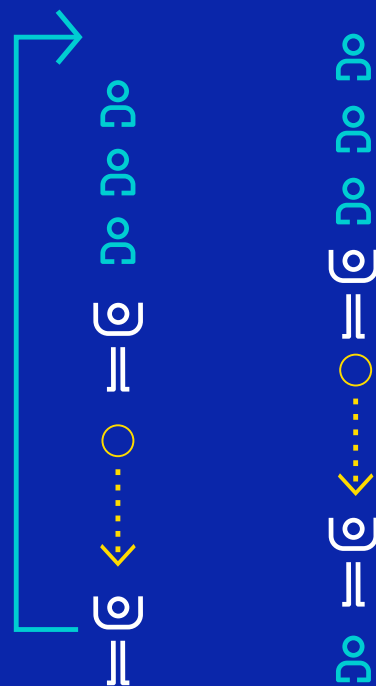
Set-up

- Arrange pupils into two teams.
- Pupils form two lines, with 5 yards in between each pupil and with the first pupil in the line holding a beanbag.

How to Play:

- Teams race to move a beanbag down the line using different passing methods.
- The last pupil runs to the front and restarts the process.
- The race ends when the first pupil returns to the starting position.
- Emphasis is on correct catching technique, not throwing.
 - » Race 1: Throw with your dominant hand only
 - » Race 2: Throw with your non-dominant hand only
 - » Race 3: Throw between your legs
 - » Race 4: Throw with your eyes closed

SKILL: Catching
ZONE: Beanbag Zone
EQUIPMENT:
2 x Bean Bags



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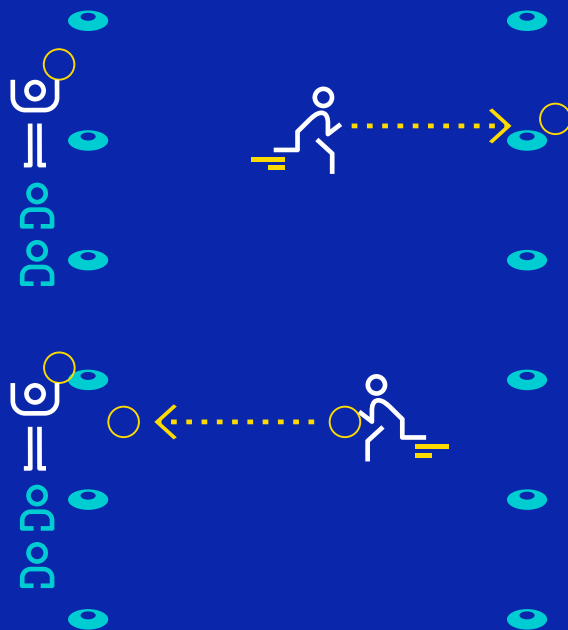
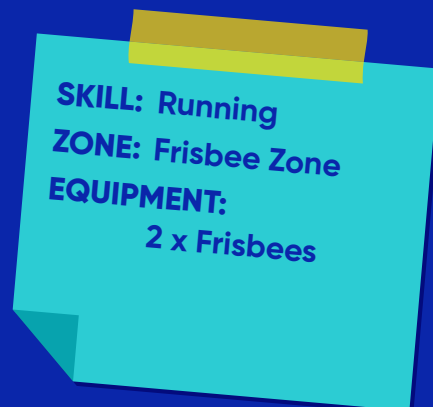
Week 2: THROW & GO

Set-up

- Create a 10 yard 'start zone' at one end of the area and a 10 'end zone' at the opposite end.
- Split pupils into 2 x teams set up in a relay formation in the start zone
- Pupil at the front of each team has a frisbee.

How to Play:

- A relay race using frisbees where each pupil aims to reach the end zone in as few throws as possible.
- Pupils cannot run with the frisbee; they sprint to it between throws.
- Once the frisbee crosses the end zone, the pupil retrieves it and runs back to their team.
- The next player repeats the process.
- The goal is for the team to complete the relay using the fewest total throws.



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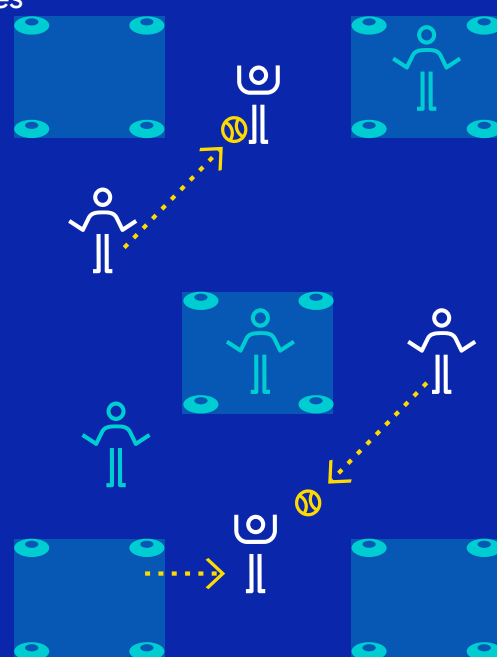
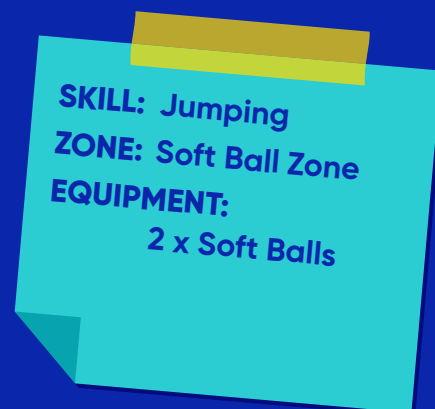
Week 2: PAC-MAN

Set-up

- Split the pupils evenly into 2 x teams: Pac-Man Team and Ghost team
- Set-up 5 x 'safe zones'
- The Pac-Man team start in one of the designated 'safe-zones' They must avoid being tagged by the Ghost team
- The Ghost start with 2 x soft balls between them, spread out the areas in between the safe zones

How to Play:

- Pac-Man players can only jump and stay in safe zones for up to 5 seconds
- Ghosts can run but cannot enter safe zones or tag players inside them
- Ghosts catch Pac-Men by hitting them (not on the head) with a soft ball
- Caught Pac-Men join the Ghost team
- Game continues until all Pac-Men are caught
- Teams switch roles and play again



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Week 3: Apply it

Lesson Objectives:

- Practise the coaching cues for different types of throwing, catching, running and jumping through Apply It activities
- Improve confidence and engagement in physical activity through fun games.
- Reinforce school values [e.g., teamwork, resilience, respect].
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a fun game format where they are able to challenge themselves personally

- » Tennis Ball Zone : Jungle Jumps (Jumping).
- » Bean Bag Zone: Tic-Tac-Throw (Throwing)
- » Frisbee Zone: Focus Frisbee (Catching)
- » Soft Ball Zone: Dodgeball Alley (Running)

Review It & Cool-Down (5 mins)

- Cool-Down Activity:
 - » Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why.
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Next Steps & Progression:

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LESSON 3: Apply it

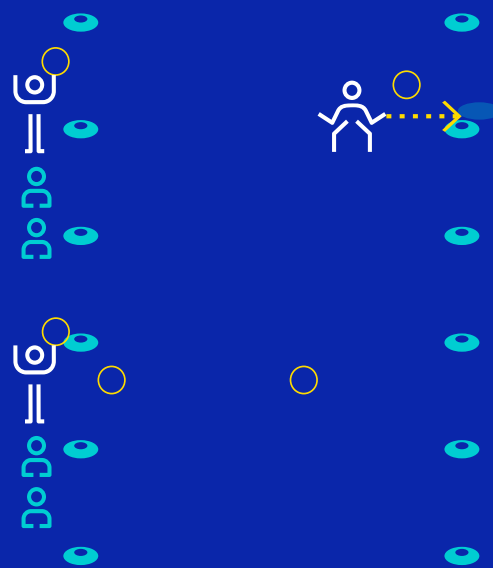
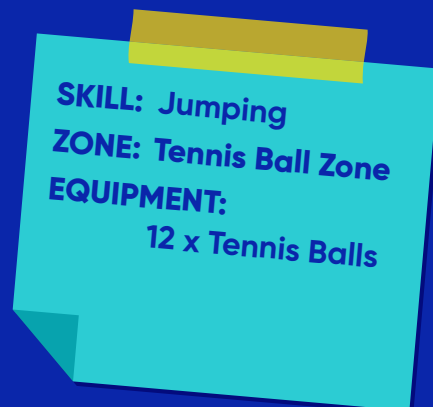
Week 3: JUNGLE JUMPS

Set-up

- Tell students they are waking up in the jungle!
They must jump like different animals:
 - » Kangaroo Jumps (Jump forward with two feet together)
 - » Frog Jumps (Deep squat jumps)
 - » Lion Pounces (Jump forward as far as possible, long jump style)
 - » Monkey Bounces (One foot jumps, side to side, over short distances)
- Split into two relay teams
- Each pupil has a tennis ball in their hand

How to Play:

- Teacher calls out an animal; front pupils slalom through cones using that animal's jump
- Others practise the same jump while waiting
- At the 'river' (cones), pupils throw their ball over and jump to catch it
- They then run back and the next team member goes
- Continue until all have had a turn
- Reset and repeat with a new animal
- Encourage animal sounds for fun



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Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to add a storyline – "Oh no! A crocodile is coming, jump faster!"
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 3: Apply it

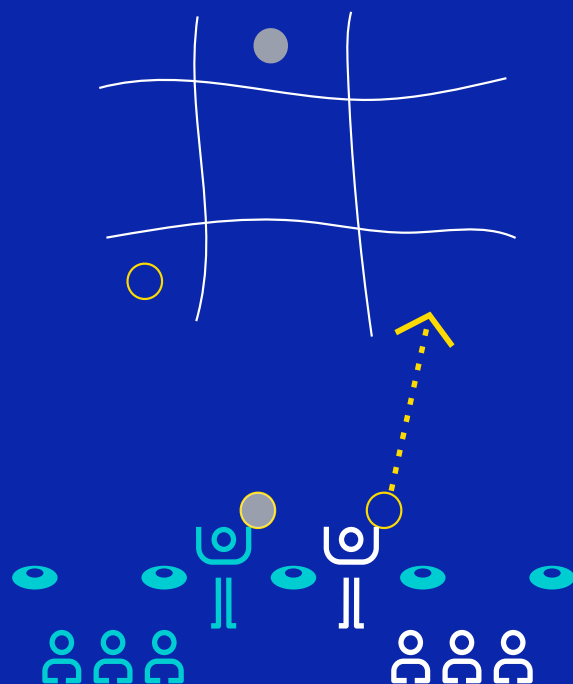
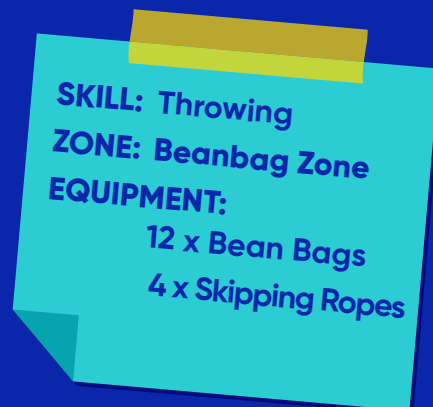
Week 3: TIC-TAC-THROW

Set-up

- Make the 'Tic-Tac-Toe' (or O's and X's) game board using the 4 x skipping ropes
- Count 10 steps away from the gameboard and lay out a line of cones
- Split the group into two teams and designate the colour bean bags they will use
- Demonstrate what 'three in a row' looks like

How to Play:

- Each team has colored bean bags and takes turns aiming to land them in open squares on a tic-tac-toe board.
- The first team to get three in a row wins the round.
- If blocked, the game resets and teams move 5 steps further back.
- Play continues within the time limit, tracking wins.



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LESSON 3: Apply it

Week 3: FOCUS FRISBEE

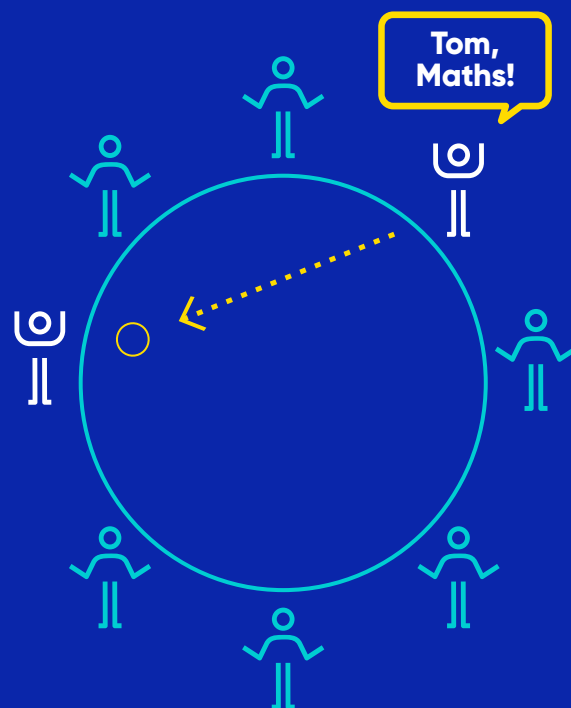
Set-up

- Arrange pupils into a circle of 7/8 with one frisbee for the group.
- Select a theme, e.g. school subjects

How to Play:

- The first pupil calls another pupil's name and then calls a school subject for example Tom, Maths, before throwing the frisbee to Tom who aims to catch it before it hits the floor
- Tom then calls another pupils name and chooses a new subject, e.g. Science, and passes the frisbee to them
- This continues until either:
 - » A pupil says a subject that's already been mentioned
 - » A pupil cannot think of an answer within the three seconds.
- If this happens the pupil must run around the circle twice before joining again and the game restarts.

SKILL: Throwing
ZONE: Beanbag Zone
EQUIPMENT:
2 x Frisbees



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LESSON 3: Apply it

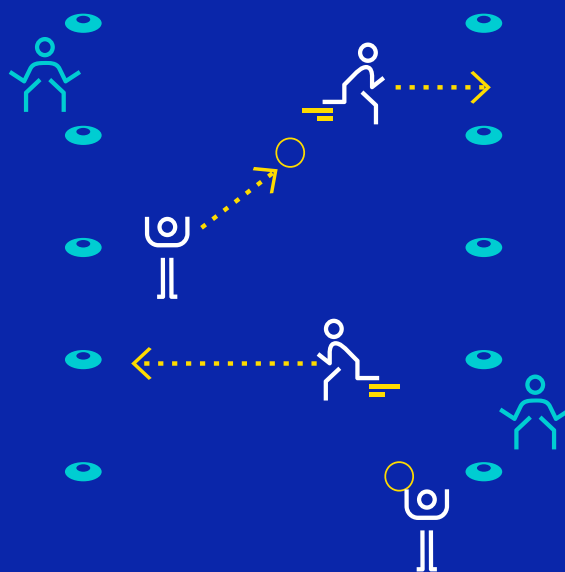
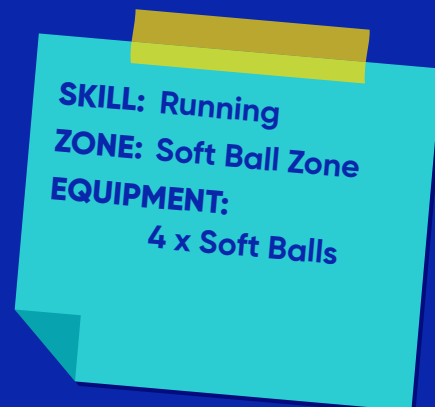
Week 3: DODGEBALL ALLEY

Set-up

- Create 2 x 5 yard 'safe zones' at each end of the area
- Split the pupils into 2 x teams (Runners and Throwers)
- The runners start in a safe zone at one end
- The throwers start on the sides of the area (evenly split)

How to Play:

- Runners must sprint between safe zones without being hit below the waist by a softball.
- Throwers aim to tag runners outside the safe zones to bring them onto their team.
- Runners are safe in zones but can only stay there for 10 seconds.
- Hit runners join the throwers.
- Once all runners are caught, teams switch roles.



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Week 4: Apply it

Lesson Objectives:

- Practise the coaching cues for different types of throwing, catching, running and jumping through Apply It activities
- Improve confidence and engagement in physical activity through fun games.
- Reinforce school values [e.g., teamwork, resilience, respect].
- Encourage leadership and ambassador roles.
- Provide opportunities for self-assessment and progression tracking.

Warm Up and Coach It Cues (10 mins)

- Focus: Raise heart rate, activate muscles and introduce pupils to the Coach It cues.
- Set up:
 - » Split groups into 4 x groups (8 pupils) - one group into each activity station
- Activities:
 - » Pulse Raiser: Traffic Lights:
 - Green cone means run around the activity station
 - Red cone means stand still to learn a skill (see coaching cues below)
 - Yellow cone means practice the new skill
 - » Leadership opportunity: Pupils lead a warm-up exercise

'Coach It Cues' for each skill
(see 'Coach It' cue card for images)

'Apply It' Activities (40 mins)

- Carousel of 4 Zones (8 mins per station, 2 minutes changeover): Pupils rotate through activities to build competence in each skill. Each activity will involve applying skills in

a fun game format where they are able to challenge themselves personally

- » Tennis Ball Zone : Tennis Ball Pick Up (Running)
- » Bean Bag Zone: Speed Bounce (Jumping)
- » Frisbee Zone: Frisbee Golf (Throwing)
- » Soft Ball Zone: Catch Me if You Can (Catching)

Review It & Cool-Down (5 mins)

- Cool-Down Activity:
 - » Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why.
 - » Teacher provides commands on dynamic stretches whilst pupils are talking and moving around the space
- Review It: (Progress & Distance Travelled)
 - » Observe engagement and skill progression during activities.
 - » Self/peer assessment on skills acquired during the warm down then using a traffic light system.
 - » Teacher assessment through observation & questioning.
 - » 'Review It' progress criteria for each skill found on pupil progress trackers

Next Steps & Progression:

- Adapt the next lesson based on pupil performance.
- Set personal goals for pupils based on their self-assessment.
- Encourage pupils to participate in all 'Always Active' activations across the school.

LESSON 4: Apply it

Week 4: TENNIS BALL PICK UP

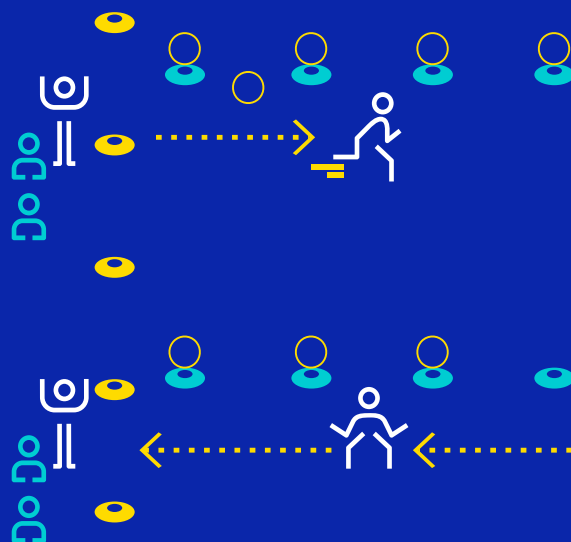
Set-up

- Mark a 5 yard end zone with cones
- Layout 2 x rows of 4 cones, each 5 yards apart (see diagram) and put a tennis ball on each cone
- Split pupils into 2 x teams in a relay format

How to Play:

- Two teams race to complete a ball collection and return cycle using one stopwatch.
- Pupils take turns collecting balls one at a time and bringing them to the end zone.
- The next pupil then returns the balls to cones, also one at a time.
- This cycle continues until all team members have had a turn.
- Teams repeat as many times as possible within the given time.

SKILL: Running
ZONE: Tennis Ball Zone.
EQUIPMENT:
12 x Tennis Balls
A stopwatch



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 4: Apply it

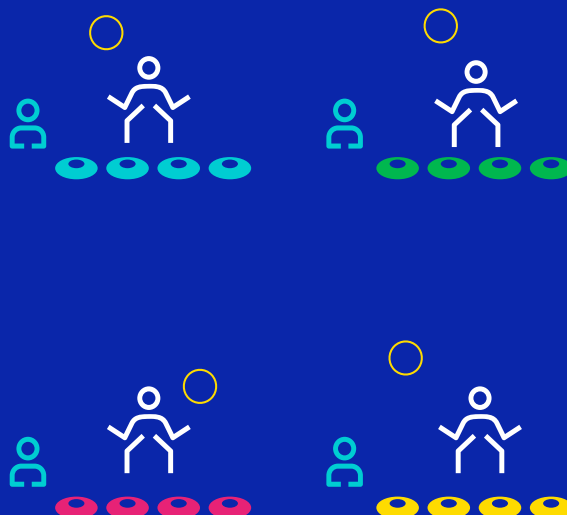
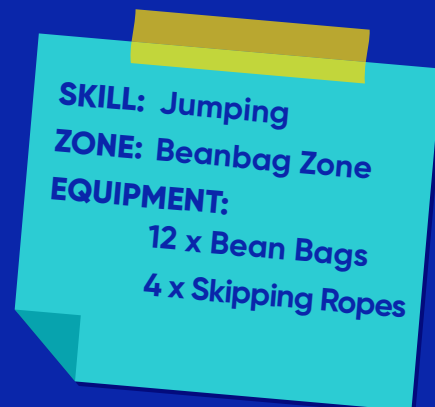
Week 4: SPEED BOUNCE

Set-up

- Set-up pupils in pairs, each pair has a beanbag
- Each pair has a 'speed bounce line' of 6 cones side by side.

How to Play:

- Pupils speed bounce over cones for 1 minute using different jumping techniques (Kangaroo, Frog, Lion, Monkey).
- Partners call out techniques and count total jumps.
- There are 3 progressively harder rounds:
 1. Just jumping
 2. Jumping while throwing and catching a beanbag
 3. Jumping with a beanbag balanced on their head
- Pupils take turns in each round and aim for the highest number of jumps.



Differentiation & Inclusion:

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- T** Modify complexity (e.g., add decision-making elements).
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- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

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- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 4: Apply it

Week 4: FRISBEE GOLF

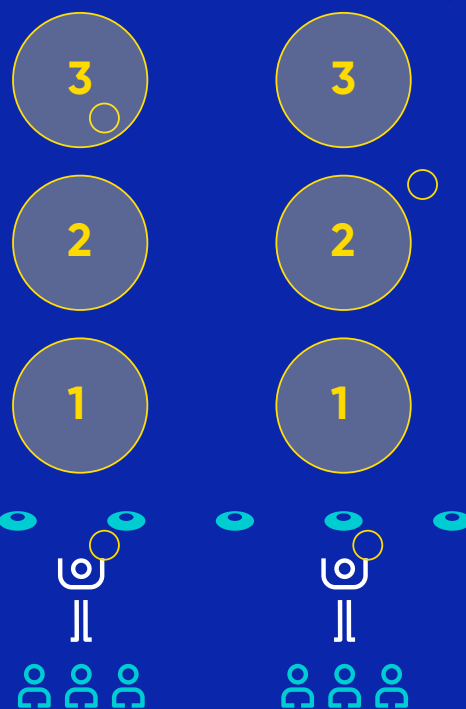
Set-up

- Mark a 5 yard end zone with cones
- Mark out 2 rows of 3 x 5 yard circles with cones (Holes)
 - see diagram below
- Split the group into two teams and designate the teams using bibs/team bands

How to Play:

- Teams score points by throwing frisbees into 3 holes:
 - » 1 point (nearest), 2 points (middle), 3 points (furthest)
- Each player has two throws per turn.
- After throwing, players collect both frisbees and pass them to the next in line.
 - » Wait until all four frisbees are thrown before collecting.
- Players take turns, add up scores, and practise frisbee technique while waiting.

SKILL: Throwing
ZONE: Frisbee Zone
EQUIPMENT:
2 x Frisbees



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

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- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 4: Apply it

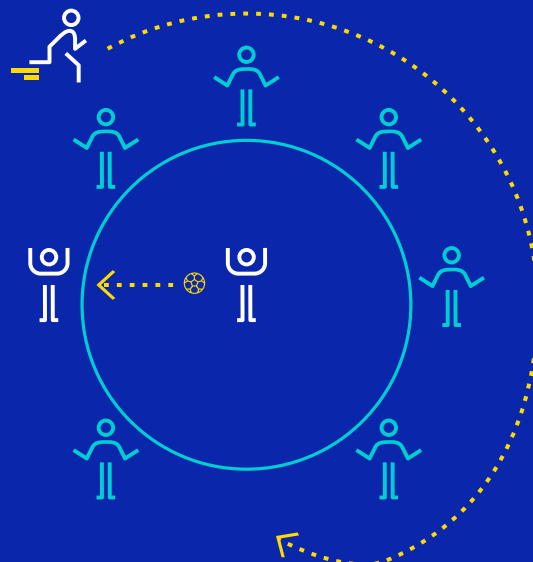
Week 4: CATCH ME IF YOU CAN

Set-up

- Arrange pupils into a circle
- Place one pupil (the leader) in the middle with a soft ball

How to Play:

- The leader chest-passes the ball to a pupil, who becomes the runner.
- The runner returns the ball, then runs around the outside of the circle.
- The leader continues passing the ball clockwise to each pupil.
- The runner must complete two laps and return to their spot before the leader finishes passing to everyone and returns to their starting point.
- The runner then becomes the leader, and the activity repeats until everyone has had a turn.



SKILL: Catching
ZONE: Soft Ball Zone
EQUIPMENT:
4 x Soft Balls

Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

Week 5: Apply it

Lesson Objectives:

- Practise the coaching cues for different types of throwing, catching, running and jumping through Apply It activities
- Improve confidence and engagement in physical activity through fun games.
- Reinforce school values [e.g., teamwork, resilience, respect].
- Encourage leadership and ambassador roles.
- Provide opportunities for self-assessment and progression tracking.

Warm Up and Coach It Cues (10 mins)

- Focus: Raise heart rate, activate muscles and introduce pupils to the Coach It cues.
- Set up:
 - » Split groups into 4 x groups (8 pupils) - one group into each activity station
- Activities:
 - » Pulse Raiser: Traffic Lights:
 - Green cone means run around the activity station
 - Red cone means stand still to learn a skill (see coaching cues below)
 - Yellow cone means practice the new skill
 - » Leadership opportunity: Pupils lead a warm-up exercise

'Coach It Cues' for each skill
(see 'Coach It' cue card for images)

'Apply It' Activities (40 mins)

- Carousel of 4 Zones (8 mins per station, 2 minutes changeover): Pupils rotate through activities to build competence in each skill. Each activity will involve applying skills in a fun game format where they are able to

challenge themselves personally

- » Tennis Ball Zone : Droppers & Catchers (Catching)
- » Bean Bag Zone: Simon Says Sprint (Running)
- » Frisbee Zone: Jump in the Mud (Jumping)
- » Soft Ball Zone: Softball Dodgeball (Throwing)

Review It & Cool-Down (5 mins)

- Cool-Down Activity:
 - » Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why.
 - » Teacher provides commands on dynamic stretches whilst pupils are talking and moving around the space
- Review It: (Progress & Distance Travelled)
 - » Observe engagement and skill progression during activities.
 - » Self/peer assessment on skills acquired during the warm down then using a traffic light system.
 - » Teacher assessment through observation & questioning.
 - » 'Review It' progress criteria for each skill found on pupil progress trackers

Next Steps & Progression:

- Adapt the next lesson based on pupil performance.
- Set personal goals for pupils based on their self-assessment.
- Encourage pupils to participate in all 'Always Active' activations across the school.

LESSON 5: Apply it

Week 5: DROPPERS & CATCHERS

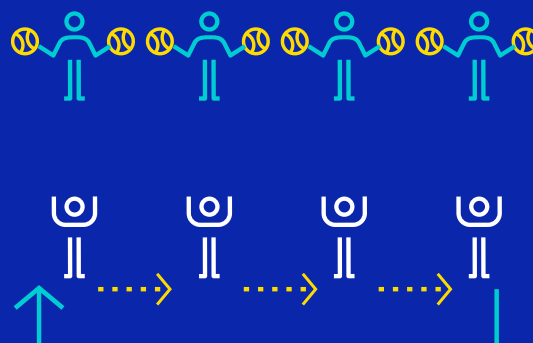
Set-up

- Split the group into pairs who number themselves 1 & 2
- Give each pair 2 x tennis balls
- The number 1's line up opposite the 2's, with each pair standing opposite each other
- One is a dropper and one is the catcher.

How to Play:

- Droppers hold balls at eye level and drop them to bounce once.
- Catchers, with hands by hips, try to catch both before the second bounce to improve reaction time and hand positioning.
- Catchers rotate to a new dropper each round.
- Once all catchers have played with every dropper, roles switch.
- The carousel repeats with new roles.

SKILL: Catching
ZONE: Tennis Ball Zone.
EQUIPMENT:
12 x Tennis Balls



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 5: Apply it

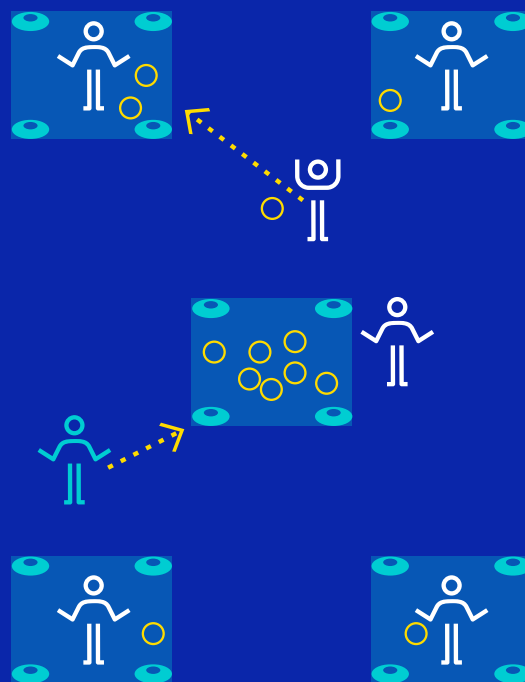
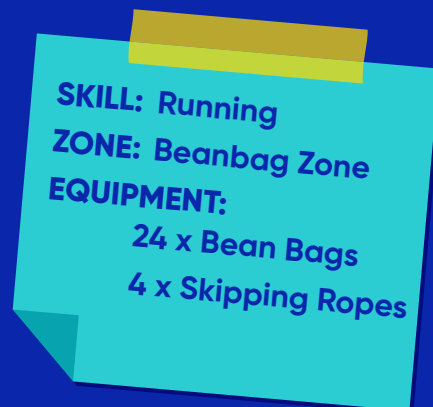
Week 5: SIMON SAYS SPRINT

Set-up

- Set-up 4 x 3 yard squares in each corner of the area
- Set-up a 10 yard circle containing 24 beanbags in the middle of the area
- Split the pupils into pairs, one pair in each corner and number themselves 1 & 2

How to Play:

- In pairs, players aim to collect the most beanbags.
- The coach leads a game of Simon Says using sprint-based commands (e.g. "Simon says touch your head").
- If a command is given without "Simon says," players shouldn't follow it—mistakes lead to fun challenges (e.g. star jumps).
- When the coach says "Simon says number 1s (or 2s) sprint," that player sprints to collect a beanbag.
- The game ends when all beanbags are collected—reset and repeat as time allows.



Differentiation & Inclusion:

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- E** Offer different-sized balls or objects to throw
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LESSON 5: Apply it

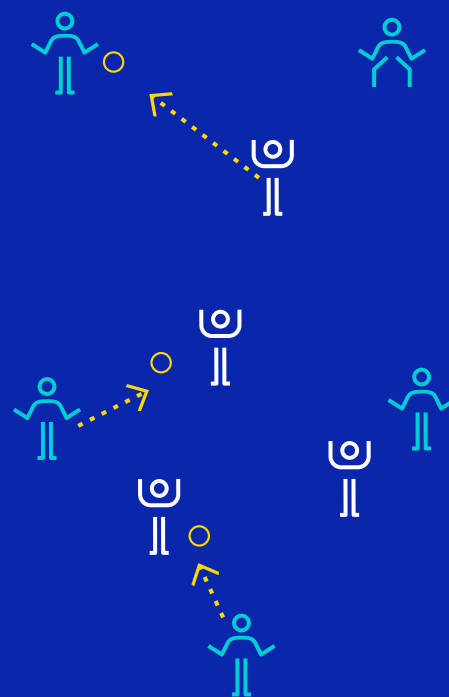
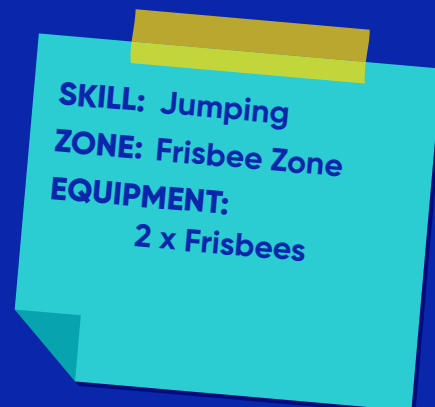
Week 5: JUMP IN THE MUD

Set-up

- Split pupils up into pairs and number each pair (from 1 upwards)
- Pair Number 1 both start as with frisbees and are 'releasers'
- Pair Number 2 start as 'catchers'

How to Play:

- This game is a twist on classic "Stuck in the Mud."
- The catcher aims to tag all players.
- Tagged players become "stuck in the mud" and must jump in place to signal this.
- They can only be freed by catching a frisbee thrown by a "releaser."
- Once freed, players become releasers.
- Releasers cannot be tagged.
- Pairs alternate as catchers every minute, starting with pair 1.



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

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LESSON 5: Apply it

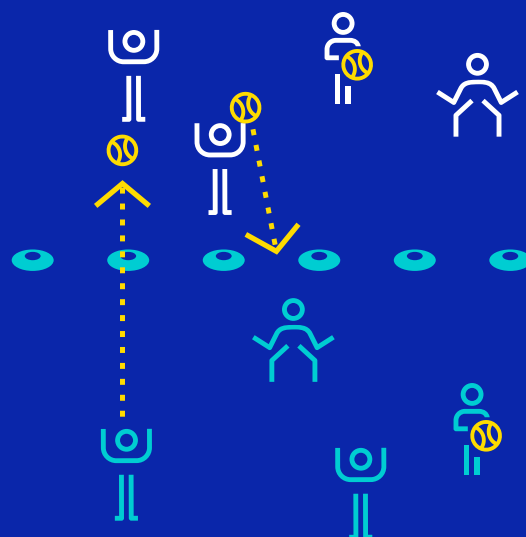
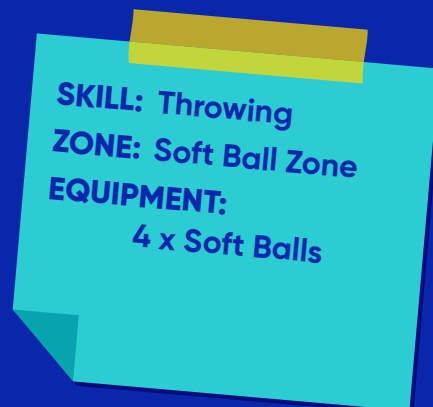
Week 5: SOFT-BALL DODGEBALL

Set-up

- Mark out a half-way line through the middle of the activity station
- Split the group into two teams and designate one half of the activity station to each
- Split the balls evenly between the two teams

How to Play:

- Dodgeball is a self-regulated game based on the honour system.
- Teams stay in their designated half, except to retrieve balls.
- Players are out if their throw is caught or they are hit.
- Balls hitting the floor don't count as an out.
- A player can re-enter if a teammate catches the ball.
- A team wins when all opponents are eliminated.
- Teams play until time runs out and track wins.



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

Week 6: Review it!

Measure pupils progress and distance travelled during the Always Active P.E Lesson programme for the core four Fundamental Movement Skills (Throwing, Catching, Running and Jumping)

Lesson Objectives:

- Review the progress made by pupils for different types of throwing, catching, running and jumping during the Always Active PE lesson programme
- Provide the maximum opportunity for pupils to self-reflect on the distance they have travelled.
- Provide a consistent and fair methodology for assessment by using the same delivery model as Week 1

Warm Up and Coach It Cues (10 mins)

- Focus: Raise heart rate, activate muscles and introduce pupils to the Coach It cues.
- Set up:
 - » Split groups into 4 x groups (8 pupils) - one group into each activity station
- Activities:
 - » Pulse Raiser: Traffic Lights:
 - Green cone means run around the activity station
 - Red cone means stand still to learn a skill (see coaching cues below)
 - Yellow cone means practice the new skill
 - » Leadership opportunity: Pupils lead a warm-up exercise

'Apply It' Activities (40 mins)

- Carousel of 4 Zones (8 mins per station, 2 minutes changeover): Pupils rotate through

activities to build competence in each skill. Each activity will involve applying skills in a way where pupils are able to consistently practise the coaching cues for each skill

- » Tennis Ball Zone : Throwing Skills
- » Bean Bag Zone: Catching Skills
- » Frisbee Zone: Running Skills
- » Soft Ball Zone: Jumping Skills

Review It & Cool-Down (5 mins)

- Cool-Down Activity: Pupils are asked to start jogging around their final zone whilst talking to a peer about the skill they feel they developed the most and why. Teacher provides commands on dynamic stretches whilst pupils are talking and moving around the space
- Review It: (Progress & Distance Travelled)
 - » Observe engagement and skill progression during activities.
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 - » Teacher assessment through observation & questioning.
 - » 'Review It' progress criteria for each skill found on pupil progress trackers

Next Steps & Progression:

- Adapt the next lesson based on pupil performance.
- Set personal goals for pupils based on their self-assessment.
- Encourage pupils to participate in all 'Always Active' activations across the school.

LESSON 6: Review it

Week 6: THROWING SKILLS

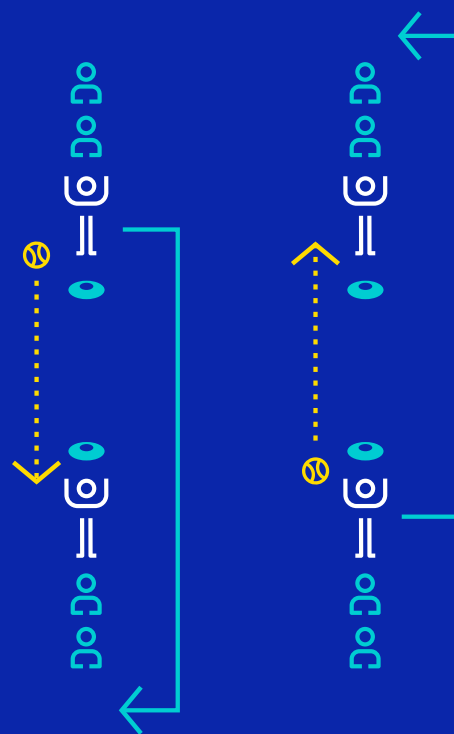
Set-up

- Mark out 2 x cones 5 yards apart, twice (see diagram)
- Pupils are split into 2 x teams
- Each team then splits evenly with each side standing facing each other behind the cones

How to Play:

- Pupils practice each type of throw multiple times over varying distances.
- They throw to the pupil opposite, then run to the back of the opposite line.
- After 10 throws (5 per side), they switch to the next throw and equipment:
 - » Round 1: Overarm throw – Tennis Ball
 - » Round 2: Underarm throw – Beanbag
 - » Round 3: Frisbee throw – Frisbee
- Once all throws are completed, pupils move the cones 10 yards apart and repeat.

SKILL: Throwing
ZONE: Tennis Ball Zone
EQUIPMENT:
2 x Tennis Balls
2 x Beanbags
2 x Frisbees



Differentiation & Inclusion:

- S** Adjust distance between pupils to challenge or support.
- T** Practise one type of throw (easier), use weak hand (harder)
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

- Assign some pupils as mentors to support others through positive communication - i.e "keep going" (resilience/inclusion)
- Assign pupils as coaches to re-enforce the 'Coach It Cues'

LESSON 6: Review it

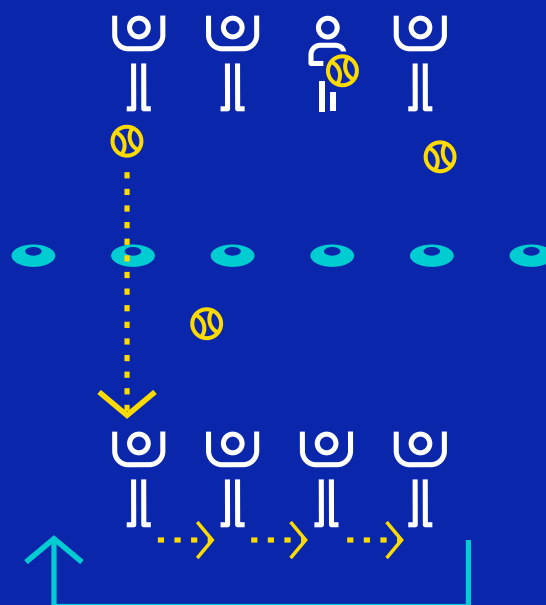
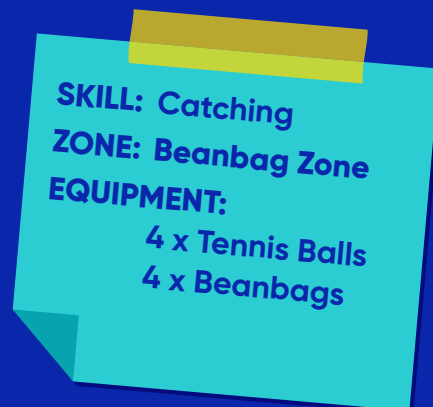
Week 6: CATCHING SKILLS

Set-up

- Set up a half-way line across the middle of the area
- Pupils get into pairs and stand opposite each other either side of the half-way line
- Each pair starts with a tennis ball and a beanbag

How to Play:

- Pupils practice each type of catch multiple times.
- They throw to the pupil opposite and complete 10 catches.
- One side shuffles right after each round until back to the start.
- Then, they switch to the next catch and equipment:
 - » Round 1: Above waist catch – Tennis Ball
 - » Round 2: Below waist catch – Beanbag
- Repeat rounds for the available time.



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity.
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

Opportunities for Peer Coaching & Leadership:

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LESSON 6: Review it

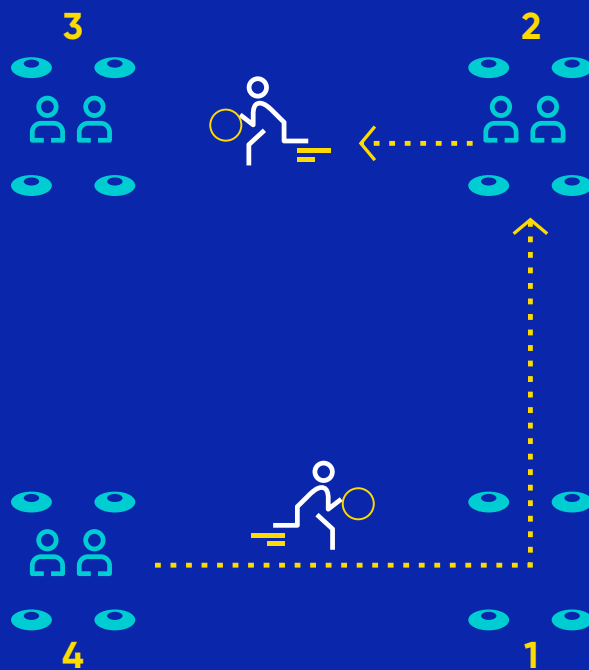
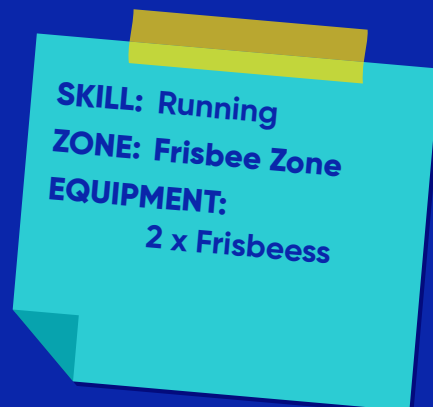
Week 6: RUNNING SKILLS

Set-up

- Set-up 4 x 3 yard squares in each corner of the area
- Spilt the group into 2 x teams, at least 1 pupil from each team goes to each corner
- 1 pupil from each team starting in corner number 1 starts with a frisbee

How to Play:

- Pupils practice running technique using "Coach It" cues in a nonstop relay with Frisbees as batons.
- Starting at corner 1, they run to the next corner, passing the baton to a teammate.
- If a corner is empty, they continue running to the next corner.
- While waiting, they practice a Coach It cue for running
 - » Corner 2: Arms – "hips to lips"
 - » Corner 3: Legs – "drive knees high"
 - » Corner 4: Feet – "quick, short strides"



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity. (e.g., add decision-making elements).
- E** Offer different-sized balls or objects to throw
- P** Adapt groups (e.g., pair skilled with less confident pupils).

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LESSON 6: Review it

Week 6: JUMPING SKILLS

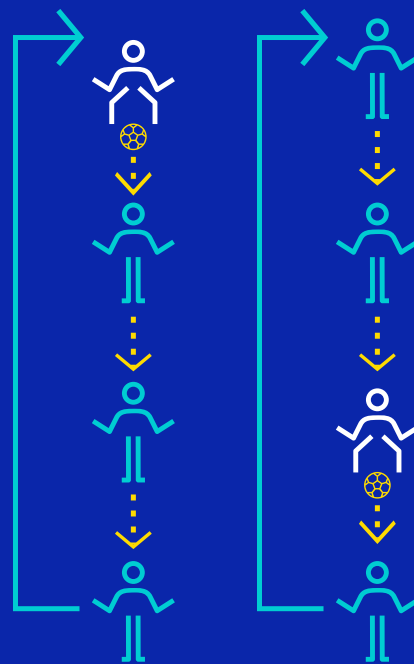
Set-up

- Arrange pupils into two teams.
- Pupils form two lines, with 5 yards in between each pupil and with the first pupil in the line holding a ball.

How to Play:

- Teams roll a ball down the line without hitting pupils.
- The first pupil rolls the ball backward between their legs.
- Others jump over it using their "Coach It" cue technique.
- The last pupil picks up the ball, runs to the front, and everyone shifts back.
- They repeat until back to the starting position.
- Teams then form one long line and repeat.

SKILL: Jumping
ZONE: Soft Ball Zone
EQUIPMENT:
2 x Soft Balls



Differentiation & Inclusion:

- S** Adjust area size to challenge or support.
- T** Modify complexity (e.g., add decision-making elements).
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