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SPORTS DAY '21

Sports Day Manual

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 of 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!

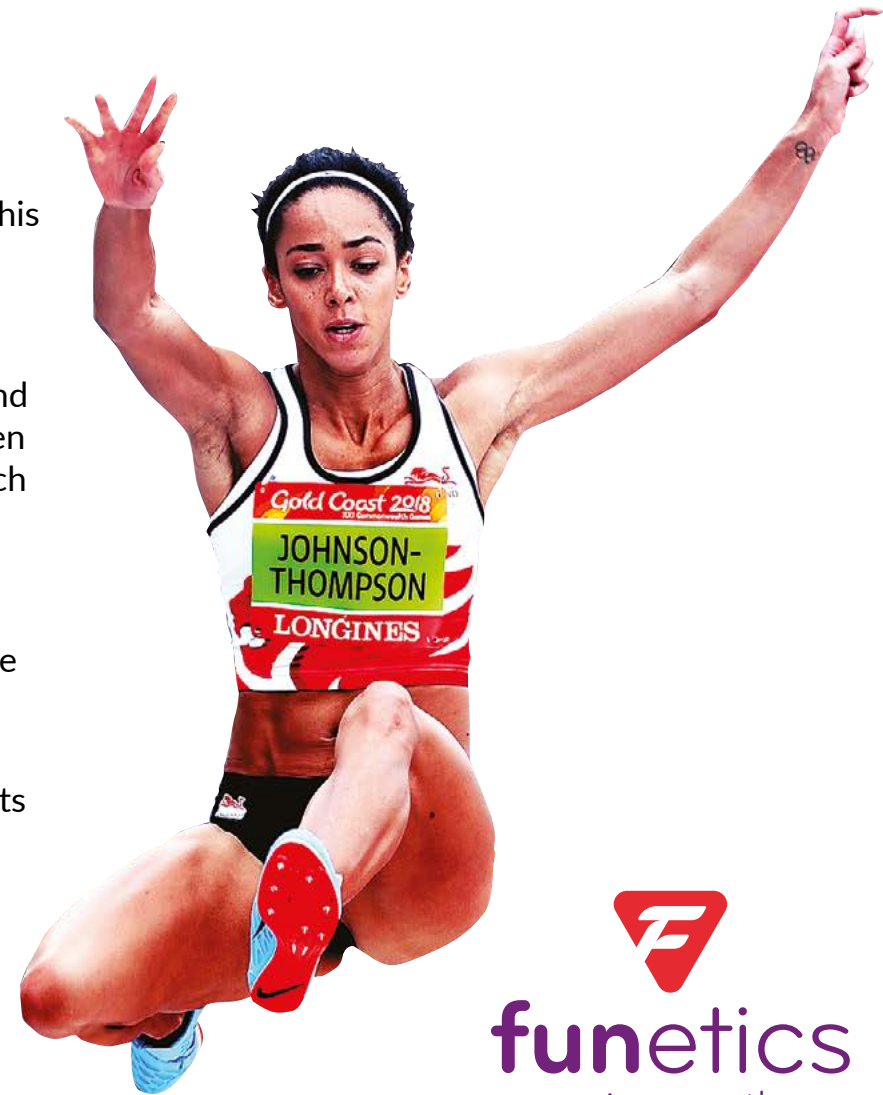
funetics is a fantastic opportunity for more young children to access running, jumping and throwing at an early age and in a way that is fun, safe and nurturing and accessible all year round. Having been lucky enough to meet some of young children during the development of the funetics programme has 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!



funetics
run + jump + throw

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 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

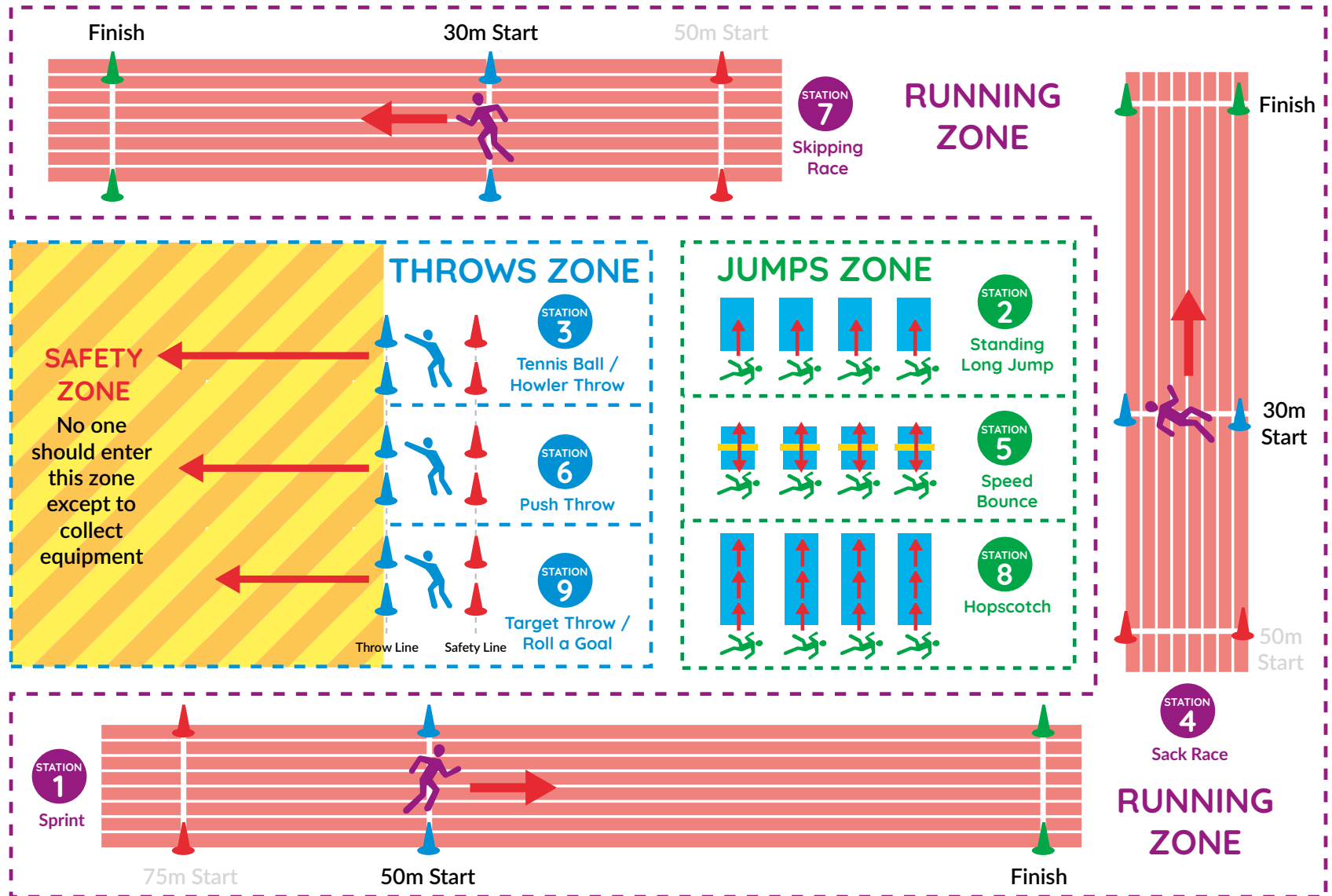


Example Sports Day layouts

Suggested Layout for Sports Day

Large Schools

Reception to Year 4

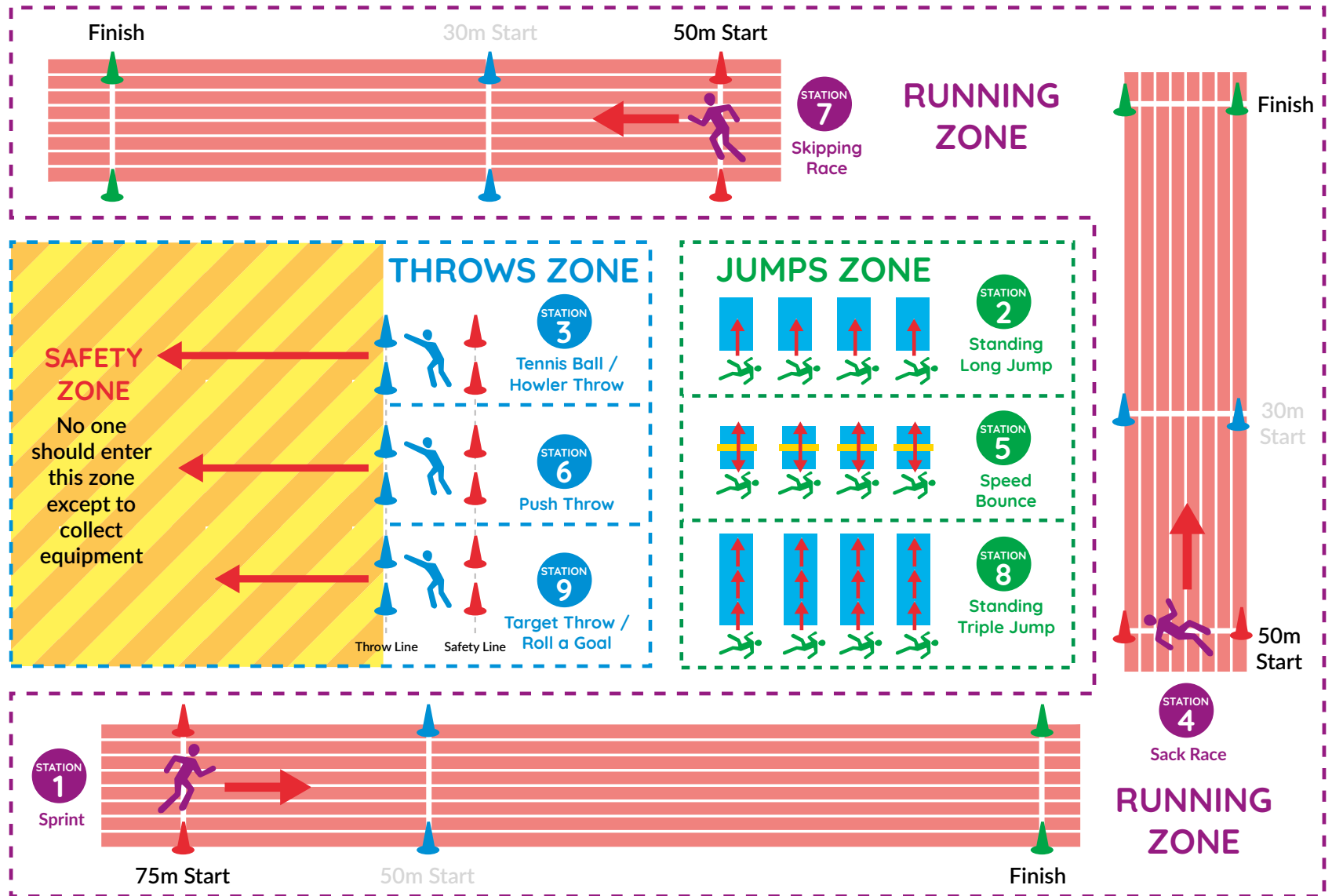


Example Sports Day layouts

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 ZONE(S)

Station 1: 50/75m Sprints

Station 4: Sack Race

Station 7: Skipping Race

JUMPS ZONE

Station 2: Standing Long Jump

Station 5: Speed Bounce

Station 8: Hopscotch or Standing Triple Jump

THROWS ZONE

Station 3: Howler / Tennis Ball Throw

Station 6: Push Throw

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

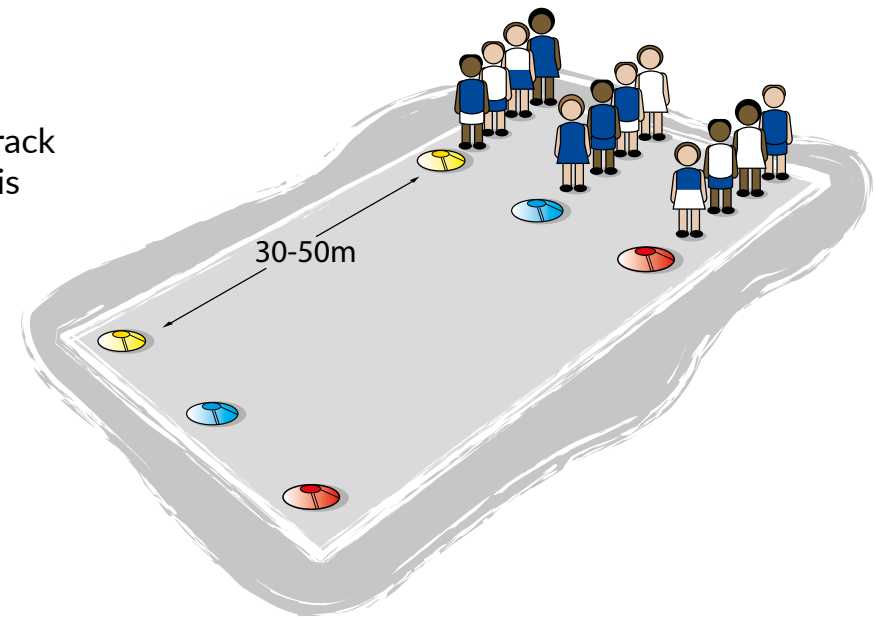
A shuttle relay is a nice, basic, easy to set up activity, which focuses on the pupils running speed and teamwork.

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.



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.

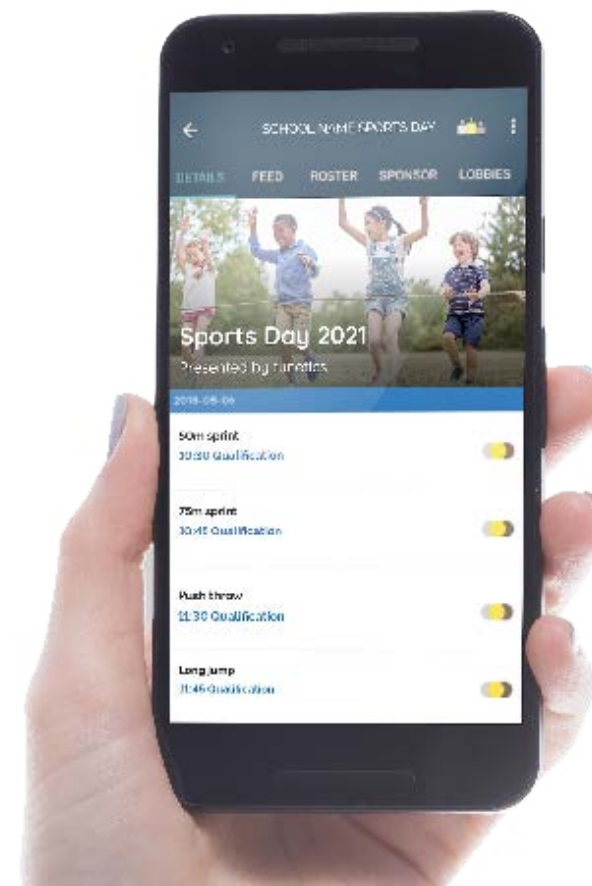
Primary Schools Athletics Track & Field Festival
Score Sheet

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	Suggested Alternatives for groups 1 - 4		
					Standing Long Jump	Vortex Throw	75m Sprint
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							



Certificates

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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. 50m / 75m Sprint, Standing Long Jump, Tennis Ball Throw
- ▼ **Best Class or House**

Awesomeness

- ▼ **Most 'Sportsmanlike'** - 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

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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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Running Zone

50m / 75m Sprints

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

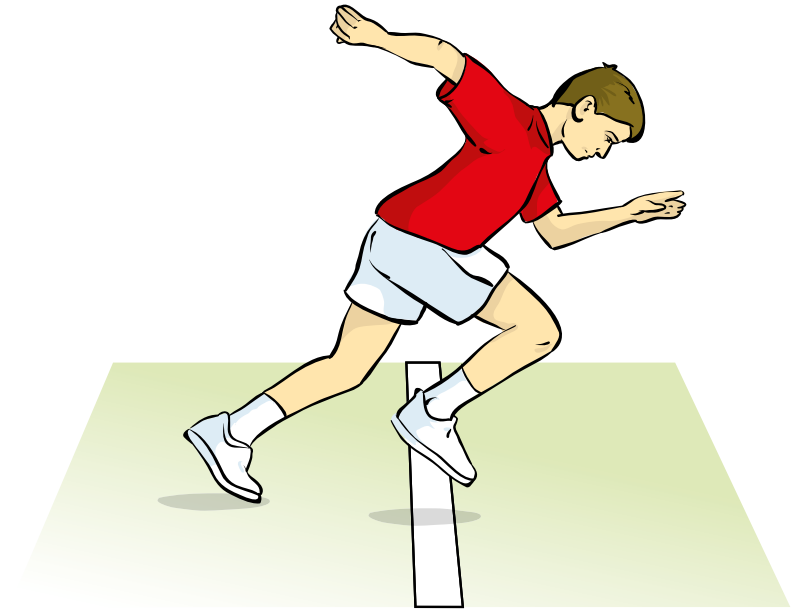
1 run per pupil

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 are not already marked out on the field).
- ▼ 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 to start the race).

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.
- ▼ On the go command, pupils should push down and back with their feet and drive their arms back hard.
- ▼ When up and running, they should pick their feet up quickly, as though they are running on hot coals.



You will require:

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

Sack Race

**30m Race (Reception to Year 4) or
50m Race (Years 5 & 6)**

1 race per pupil

How to set up the event:

- ▼ Measure out 30 - 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 on the field).
- ▼ 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 to start the race).



You will require:

- ▼ 30- 50m track
- ▼ Cones
- ▼ 6-8 sacks
- ▼ Recording chart
- ▼ 1 teacher to start the race
- ▼ 2 - 3 teachers to record the results

Skipping Race

**30m Race (Reception to Year 4) or
50m Race (Years 5 & 6)**

1 race per pupil

How to set up the event:

- ▼ Measure out 30 - 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 on the field).
- ▼ Split pupils into groups of 6 - 8 and assign them a lane to race in.
- ▼ Ensure the pupils are spread out enough so that the skipping ropes do not contact each other or another pupil. You may need to decrease the number of pupils in each race for safety reasons.
- ▼ 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 to start the race).



You will require:

- ▼ 30- 50m track
- ▼ Cones
- ▼ 6-8 skipping ropes
- ▼ Recording chart
- ▼ 1 teacher to start the race
- ▼ 2 - 3 teachers to record the results



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Jumping Zone

Standing Long Jump

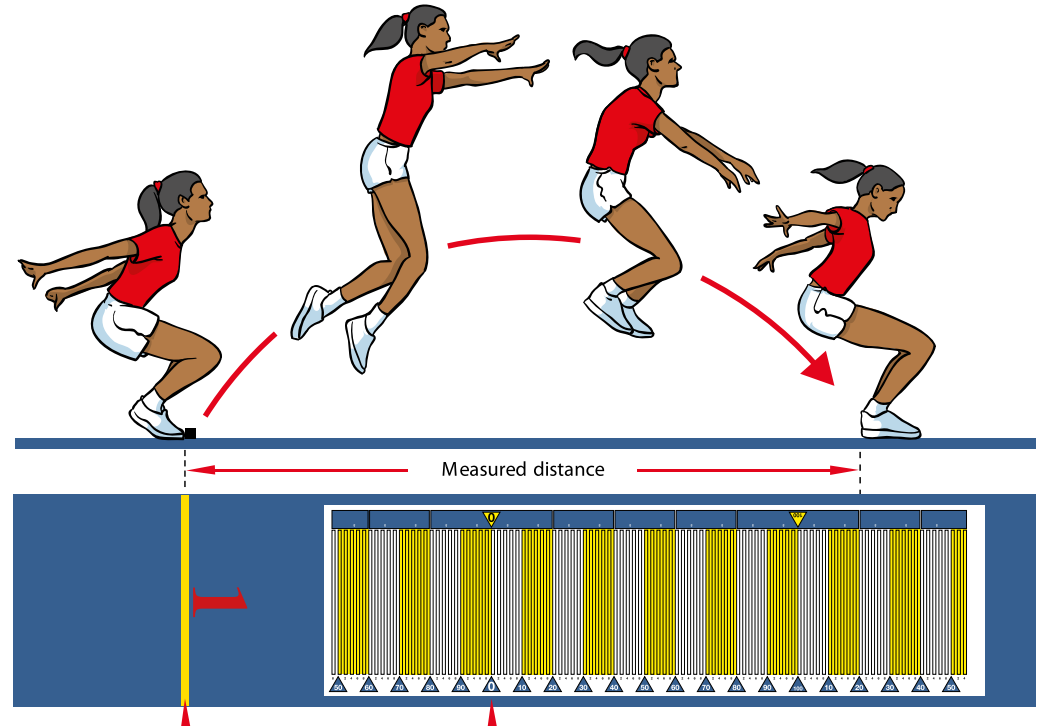
Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Children use a two-footed take-off from a standing position, with both feet behind the take-off line.
- ▼ The 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.

Tips:

- ▼ Children should bend then extend at the knees and swing arms back then forward, for lift at take-off
- ▼ Children should land with soft knee. Bending the knees to cushion the landing.



You will require:

- ▼ 3-4 Standing Long Jump or Gym Mats, with a take-off marker
- ▼ 3-4 measuring tapes (one for each mat)

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Jumping Zone Activity

Speed Bounce

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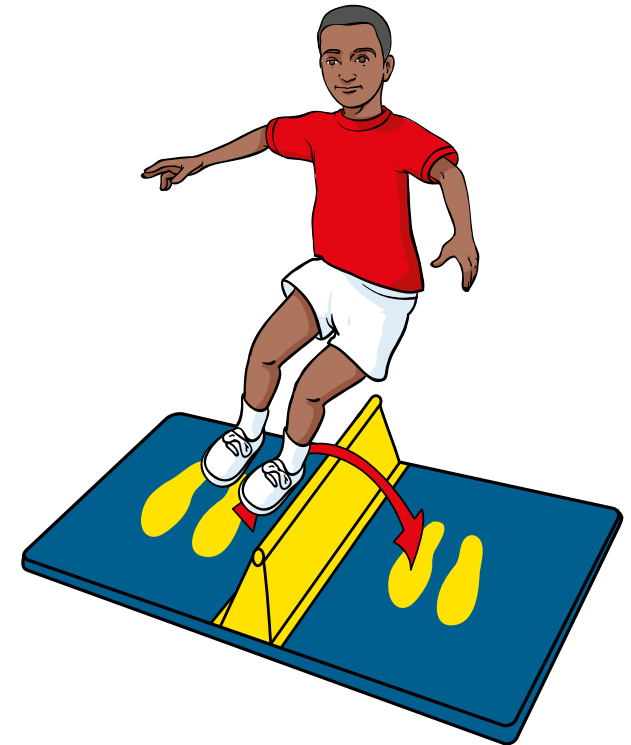
Each child has a minimum of 2 attempts

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.



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)

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Standing Triple Jump

Standing Triple Jump Mat (Years 5 & 6 only)

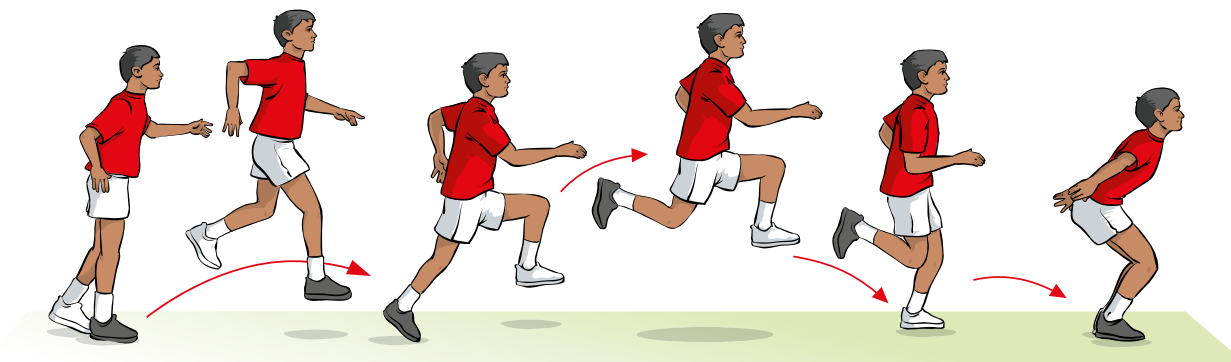
Each child has a maximum of 3 attempts

How to set up the event:

- ▼ 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.
- ▼ 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.

Tips:

- ▼ When first trying this, hold your free leg for the 'hop' then let go for the 'step'



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You will require:

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



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Throwing Zone

Each child has a minimum of 3 attempts

How to set up the event:

- ▼ Children 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.
- ▼ Children must NOT go into the throwing area unless requested by the teacher.
- ▼ Measure the distance thrown to the nearest completed metre.

Tips:

- ▼ Children should aim to throw at roughly a 40-45° angle.
- ▼ Children should pull the arm through from behind the body fast, to help with the speed of the throw.
- ▼ 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 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

Throwing Zone Activity

Push Throw

SPORTS DAY '21

Each child has a minimum of 3 attempts

How to set up the event:

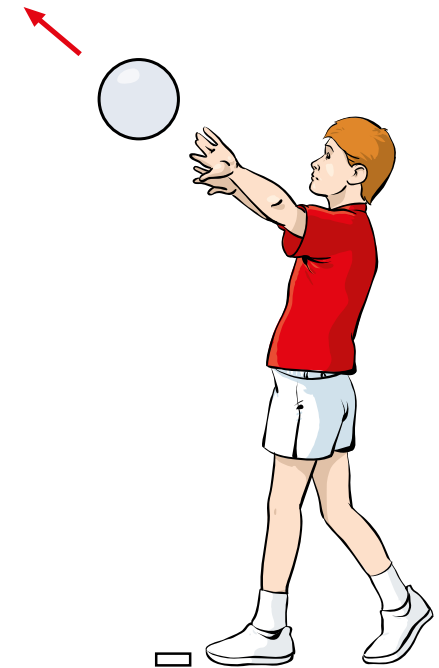
- ▼ Children have at least 3 throwing attempts.
- ▼ Children push throw either a football or netball as far as possible from a standing position.
- ▼ Children must stand with one foot in front of the other. Preferred foot forwards.
- ▼ They must use a two handed push throw, similar to a netball chest pass.
- ▼ Children must NOT go into the throwing area unless requested by the teacher.
- ▼ Measure the distance thrown to the nearest completed metre.

Tips:

- ▼ Children should aim to push throw at roughly a 45° angle.
- ▼ Children should extend the arms and then flick at the wrists in front of the body.
- ▼ 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).



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

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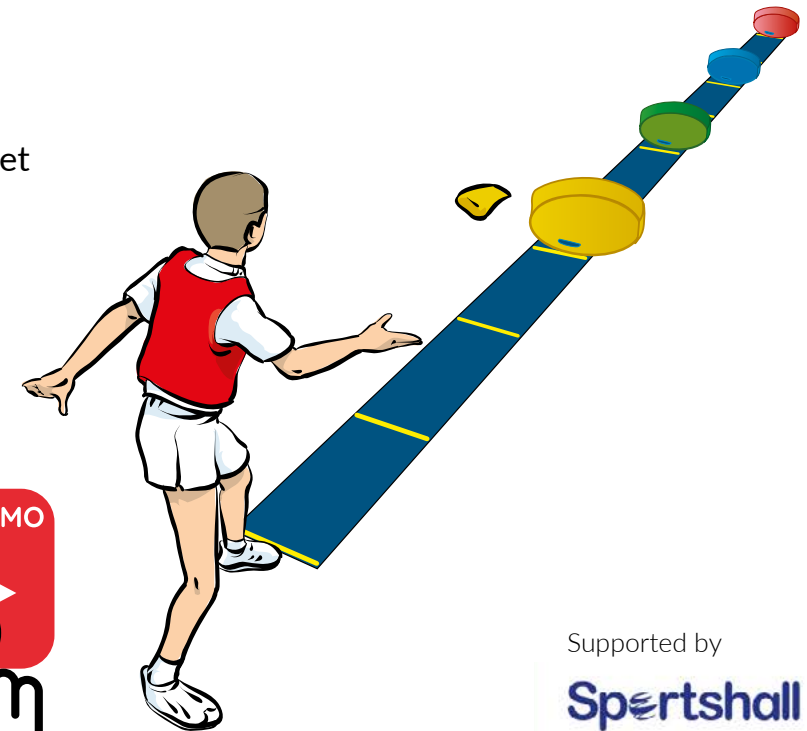
Each child has 1-2 attempts

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.



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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.
- ▼ Children not throwing, should be positioned behind a safety line (see diagram layout 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

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.

Bean Bag Balance

- ▼ Pupils balance a bean bag on their head and walk as fast as possible over a specified distance (40-50m).
- ▼ If the bean bag falls off, they must stop and put it back on their head before continuing the race.
- ▼ An alternative could be to replace this with an egg and spoon race or balancing a ball on a tennis racket race.

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 will be provided to support schools adapt the various challenges / activities over the coming weeks. Please keep an eye out for the additional resources.

Within these additional resources, 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 29.

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.

Learning disabled athletes

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.

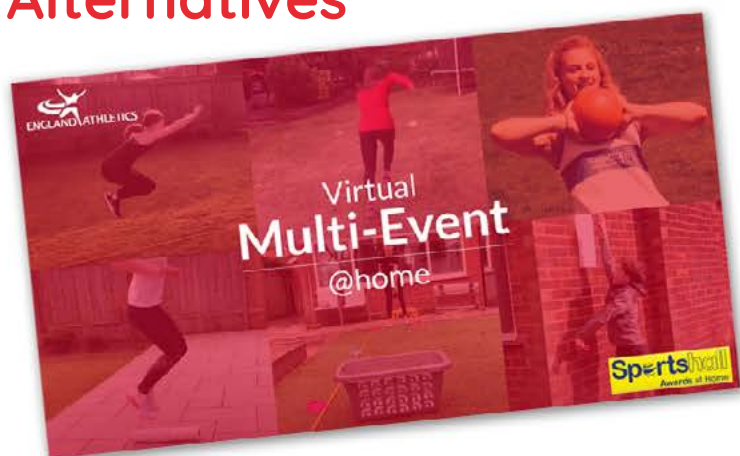
GROUP	Examples of pupils and impairments in this group	Additional information	Most pupils will be able to do	Some pupils will be able to do
1 Power chair user	<ul style="list-style-type: none"> • Athlete with cerebral palsy – electric wheelchair user – quadriplegic – severe to moderate involvement in 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 '21

If children aren't able to take part in Sports Day, why not try one of our exciting @Home Alternatives



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[Sportshall Pentathlon and Sportshall Home Pentathlon](#)



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Acknowledgments

For supporting the production and providing content for this resource we would like to thank

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Date Published: 26th February 2021.

Please note all the information provided within this document were accurate as of the publication date.

Due to the ever-changing guidelines relating to COVID-19, we will provide regular updates, as and when required for this document.