



What's unique about Athletics

Funetics is an inclusive and engaging athletics programme for children aged 4–11 that develops running, jumping, and throwing skills through enjoyable and achievable activities. Designed for primary schools, clubs, and community settings, it supports the National Curriculum and can be delivered through PE lessons, extra-curricular provision, and holiday programmes. Funetics helps children build confidence, coordination, and physical literacy while encouraging positive experiences in movement and physical activity. Funetics Multi Challenge increases regular participation with a flexible format. Creating positive experiences focusing on fun and inclusive events. FMC promotes achievement by focusing on performance and improvement. It complements existing opportunities such as Sportshall Athletics, Cross Country, and The Daily Mile, while providing a clear and accessible pathway into athletics competition through the Funetics Multi Challenge.

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Improve health and wellbeing (i.e. 60 active minutes)



Provide inclusive opportunities

Funetics is built on the principle of fundamentals of running, jumping, throwing, key skills required for building the foundations for physical literacy.

A built-in competency framework allows teachers to track individual progress, helping children set goals and celebrate achievements. This promotes self-esteem, motivation, and a sense of accomplishment.

- Physical Health: Regular activity improves cardiovascular fitness, muscle strength, and bone health
- Mental Wellbeing: Active children often show better mood regulation, reduced anxiety, and improved focus
- Social Skills: Group activities foster teamwork, communication, and resilience.

Funetics is fully inclusive, with adaptable activities and resources designed to support all young people to take part and experience success. Mainstream resources include inclusive adaptations for activities, alongside additional provision for SEND settings.

Target group benefits



All young people

Athletics is for everyone and provides inclusive opportunities for all young people to experience success, regardless of ability or background. Through funetics, children develop confidence, coordination, resilience, and competence within physical activity through enjoyable running, jumping, and throwing challenges focused on personal improvement and achieving personal bests.

Designed for children aged 4-11 across key stage 1 & 2, funetics creates positive experiences through movement, teamwork, and challenge while encouraging lifelong enjoyment of physical activity and sport. The funetics multi challenge builds a positive relationship with competition through teamwork and challenge towards achieving their personal best.

It's just not athletics if you...

1

Don't run, jump and throw!

2

Don't feel safe, included and encouraged to succeed!

3

Don't challenge yourself to learn, improve and achieve your personal best!





How to run inter-competition: Funetics Multi Challenge (FMC)



How to set up

- FMC can run as a festival (have a go), or competitive (record times and distances) format to improve personal bests, or find the winning team
- Using the resource cards, choose which activities you want to set up
- Review the kit list and set up the stations as shown on the activity card
- Decide if you want participants to work individually, or in teams, spending 10 minutes at each station
- Ensure players rotate around the stations until they are back where they started.



Age group

KS2 (7-11 years old)



Gender

Mixed – participants compete against the same gender in a mixed sex team.



Participant numbers

- Up to 100 Participants
- Each school team should be made up of 4-5 females and 4-6 males.



Target audience

- Athletics is one of the most inclusive and accessible sports, providing opportunities for all young people to experience success through running, jumping, and throwing activities. FMC and Sportshall Athletics focus on personal improvement, confidence, and achieving personal bests alongside enjoyable competition, helping young people develop physical literacy, resilience, and self-belief in a positive environment
- Activities can be differentiated through equipment, space, challenge, and support to ensure every child feels included, challenged, and able to achieve their personal best as much as compete.



Benefits for YP

Young people will:

- Have fun and enjoy themselves
- Develop friendships and meet new people
- Develop determination and resilience skills
- Understand and demonstrate the importance of respect for others
- Develop self-control and manage emotions
- Win with pride and lose with grace
- Aspire to improve and challenge themselves
- Be part of a team and understand their contribution to it
- Develop goal setting skills and how to achieve them
- Learn the importance of practice and preparation.



Roles for YP

Young people can:

- Be officials (timekeepers, distance measurers, scorers)
- Group or team leaders.



Progression

- For those young people or schools who've enjoyed FMC, direct them to their local funetics centres, by [clicking here](#) or, to their local track and field clubs. Use the England Athletics find a club tool by [clicking here](#).



Additional support

Athletics is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational need and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

- For any queries about athletics or funetics, please contact England Athletics Support:
- Tracey Francis Head of Participation and Programmes Tfrancis@englandathletics.org
- Daniel Tolhurst – Funetics support officer Dtolhurst@englandathletics.org
- Ryan Chard – Youth Competition Manager – Funetics multi challenge Rchard@englandathletics.org

Personal development

- Funetics offers CPD for Primary School Teachers which is the Primary School Athletics Teacher Training (Qualified Teachers) which [can be accessed here](#)
- There is a Teaching Primary Schools Athletics App and a new online modular course which are available by clicking here [Apple version](#) / [Google version](#)
- The funetics club and community activator award is suitable for mid-day supervisors, Teaching Assistants, and support workers, and can be accessed by [clicking here](#).

Where to participate next?

- Funetics enables children to transition from School to Community and onto local track and field clubs
- To find your nearest club use the England Athletics find a club tool by [clicking here](#)
- To find your nearest funetics centre then [click here](#)
- Alternatively, we can establish a funetics community hub, either on your school site or in a local leisure facility within your community! For information about establishing a funetics satellite centre contact Dtolhurst@englandathletics.org.

Where to compete next?

- England Athletics is launching an exciting new competition format, FMC, to encourage more regular, age-appropriate opportunities for primary school aged children to compete in athletics
- FMC will be piloted in primary schools and will be launched as part of the School Games wave 3 competition offer for Key stage 1 & 2 for more information click this link: [funetics multi-challenge – England Athletics](#).



Why Athletics – funetics multi challenge (FMC) for your school?

Running, jumping, and throwing are the foundation movements for many sports and physical activities. The FMC format encourages every child to take part in enjoyable and achievable athletics challenges that develop all-round movement skills, confidence, and physical literacy through running, jumping, and throwing activities.

Athletics is unique because every young person can experience success through competition and personal improvement. Children are encouraged to challenge themselves, achieve personal bests, and celebrate progress at their own level. Using the England Athletics Personal Best Awards, the FMC format recognises each child's development against a range of achievable targets, helping to build confidence, resilience, motivation, and a positive relationship with physical activity.

How to use activities in curriculum time

The FMC competition format is supported by the funetics Primary School programme, which can be delivered through curriculum and extra-curricular activities. The funetics programme provides schools and teachers with schemes of work, lesson plans, and activity cards designed to support the delivery of fun, inclusive, and engaging athletics activities. Each funetics activity card includes STEP adaptations, cross-curricular links, and activities that are easy to set up using minimal equipment. A range of online videos, digital resources, and printed activity cards are also available to support teachers and young leaders to deliver the programme confidently and effectively.

Additional support

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Thrive isn't a checklist – it's a lens to help you sense check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.



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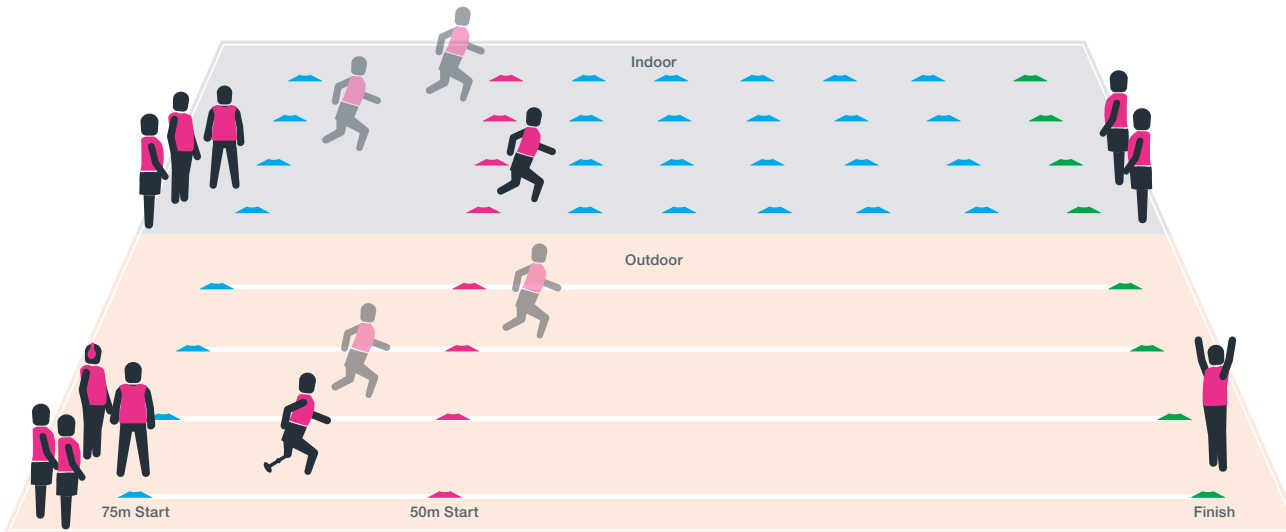
Progression

- Intra-school competitions can lead to inter-schools' competition between local schools
- Contact your local SGO to enquire about local inter-competition opportunities
- For those young people or schools who've enjoyed FMC, direct them to their local funetics centres, by [clicking here](#) or, to their local track and field clubs. Use the England Athletics find a club tool by [clicking here](#).



50m (Years 3 & 4)/75m Sprint (Years 5 & 6)

PRIMARY



How to play

- Measure and mark out a 50m or 75m running area
- Use cones or existing markings to identify start and finish lines
- Split participants into groups of 6–8 and assign each a lane
- Where possible, group children by similar ability to create balanced and enjoyable races
- Ensure all participants begin behind the start line
- Start the race using the commands: “On your marks, Set, Go!” or by using a whistle
- Participants race to the finish line, the winner is either the first participant across the finish line, or the participant with the fastest recorded time.

Safety

- Allow sufficient recovery time between races (3–5 minutes)
- Remind children to remain in their lane where applicable and walk back outside the running area
- Check the running surface is safe, clear, and free from hazards
- Ensure all participants understand the start and finish procedures before racing.

Equipment required

- Cones
- Whistle
- Stopwatch
- Recording chart (or [scoring App-Roster](#))
- 2-3 volunteers (1 starter and 1-2 timekeepers).

Space required

- 50m-75m length grass or tarmac surface
- 6 to 8 lanes marked by lines or cones.

Estimated set-up time

- 10 minutes if start and finish lines need to be marked out.

Difficulty level



How to make it easier

- Decrease the distance
- Use staggered starts to support mixed-ability competition

How to make it harder

- Increase the distance
- Use staggered starts to provide additional challenge for faster runners
- Change the challenge to distance covered within a set time period

Spirit of the Games



- What helped you keep running strongly throughout the race?
- What strategies helped you keep trying when the race became difficult?

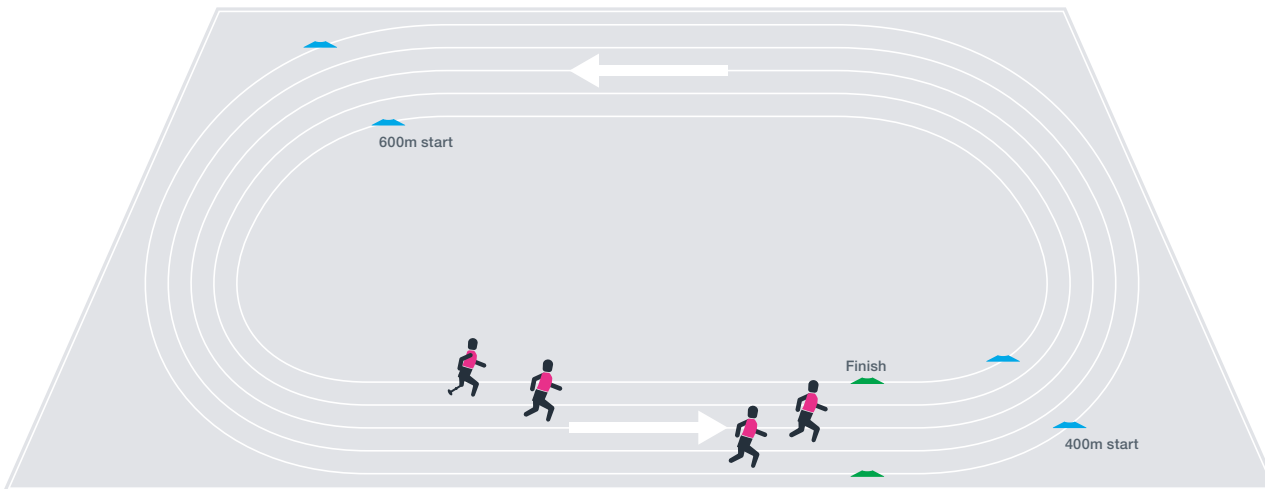


- How did you recognise and celebrate the effort of others after the race?
- Why is it important to support others regardless of the result?



400m (Years 3 & 4) / 600m Sprint (Years 5 & 6)

PRIMARY



How to play

- Measure and mark out a 400m or 600 running area
- Use cones or existing markings to identify start and finish lines
- Split participants into groups of 2-3 and assign each a lane
- Where possible, group children by similar ability to create balanced and enjoyable races
- Ensure all participants begin behind the start line
- Start the race using the commands: "On your marks, Set, Go!" or by using a whistle
- Participants race to the finish line, the winner is either the first participant across the finish line, or the participant with the fastest recorded time.

Safety

- Allow sufficient recovery time between races (5-10 minutes)
- Remind children to remain in their lane where applicable and walk back outside the running area
- Check the running surface is safe, clear, and free from hazards
- Ensure all participants understand the start and finish procedures before racing.

Equipment required

- Cones
- Whistle
- Stopwatch
- Recording chart (or [scoring App-Roster](#))
- 2-3 volunteers (1 starter and 1-2 timekeepers)

Space required

- 200m or 400m of (grass or tarmac surface)
- 2-3 lanes marked by lines or cones.

Estimated set-up time

- 10 minutes if start and finish lines need to be marked out.

Difficulty level



How to make it easier

- Decrease the distance run
- Use staggered starts to support mixed-ability competition

How to make it harder

- Increase the distance run
- Use staggered starts to provide additional challenge for faster runners
- Change the challenge to distance covered within a set time period

Spirit of the Games



- What helped you keep going when the race became challenging?
- How did you encourage yourself to keep moving and finish the race strongly?



- What made you feel confident that you could complete the race?
- What goal would you like to achieve next time, and how can you prepare to achieve it?

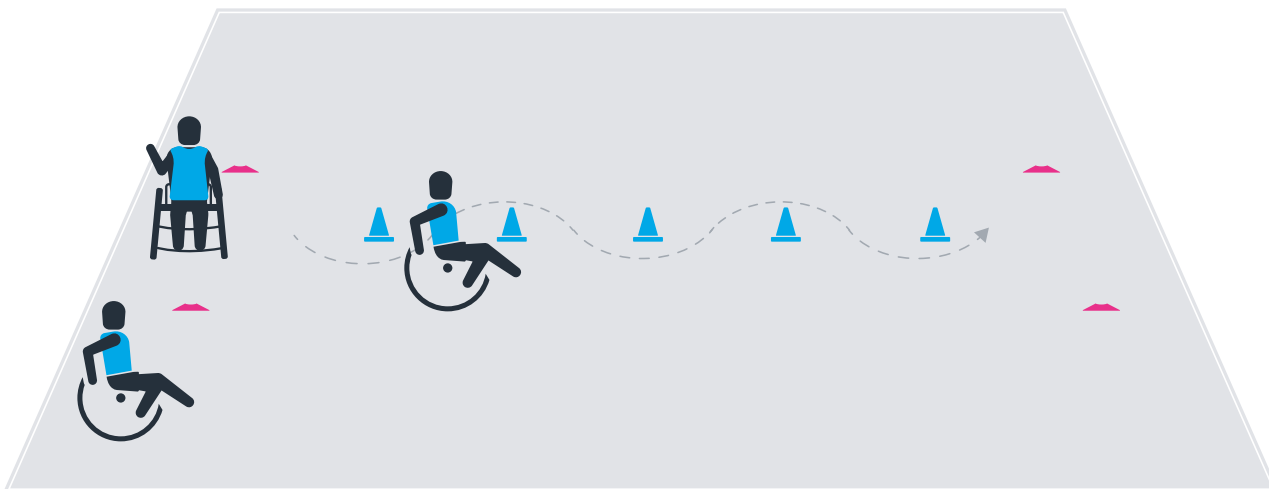


Slalom Race

Years 3 & 4: 20–30m
Years 5 & 6: 30–40m

Wheelchair Users

PRIMARY



How to play

- Measure and mark out a 20m–40m slalom course
- Use cones or existing markings to identify the start and finish lines
- Place 6–10 tall cones evenly spaced throughout each lane for participants to weave around
- Divide participants into groups of 3–4 and assign each child a lane
- Where possible, group children by similar confidence and ability levels to create balanced and enjoyable races
- Ensure all participants begin behind the start line before racing
- Start the race using the commands: “On your marks, Set, Go!” or by using a whistle
- Participants move through the slalom course as quickly and safely as possible while maintaining control around the cones.

Safety

- Ensure all participants are balanced and comfortable in their wheelchair before starting
- Check all wheelchairs and equipment are safe and suitable for use
- Ensure participants remain aware of others while racing and returning to the start area
- Maintain clear space between lanes and slalom cones
- Check the surface is safe, smooth, and free from hazards before starting the activity.

Equipment required

- Cones  Whistle
-  Recording chart (or [scoring App-Roster](#))
-  2-3 volunteers (1 starter and 1-2 timekeepers)
-  Wheelchairs appropriate to participant needs

How to make it easier

- Reduce the race distance
- Increase the space between slalom cones
- Allow additional practice time before racing

How to make it harder

- Increase the race distance
- Reduce the space between slalom cones
- Introduce timed personal-best challenges across multiple attempts

Space required

- 20m–40m running area on a grass, tarmac, or suitable athletics surface
- 3–4 lanes marked using cones or lines
- Enough space between lanes to allow safe movement and turning.

Estimated set-up time

- 12 minutes if using a marked athletics track or field
- If no markings are available, allow additional time to mark lanes and place slalom cones.

Difficulty level



Spirit of the Games



- What helped you keep trying when moving through the slalom became challenging?
- How did you encourage yourself to stay focused and complete the course?

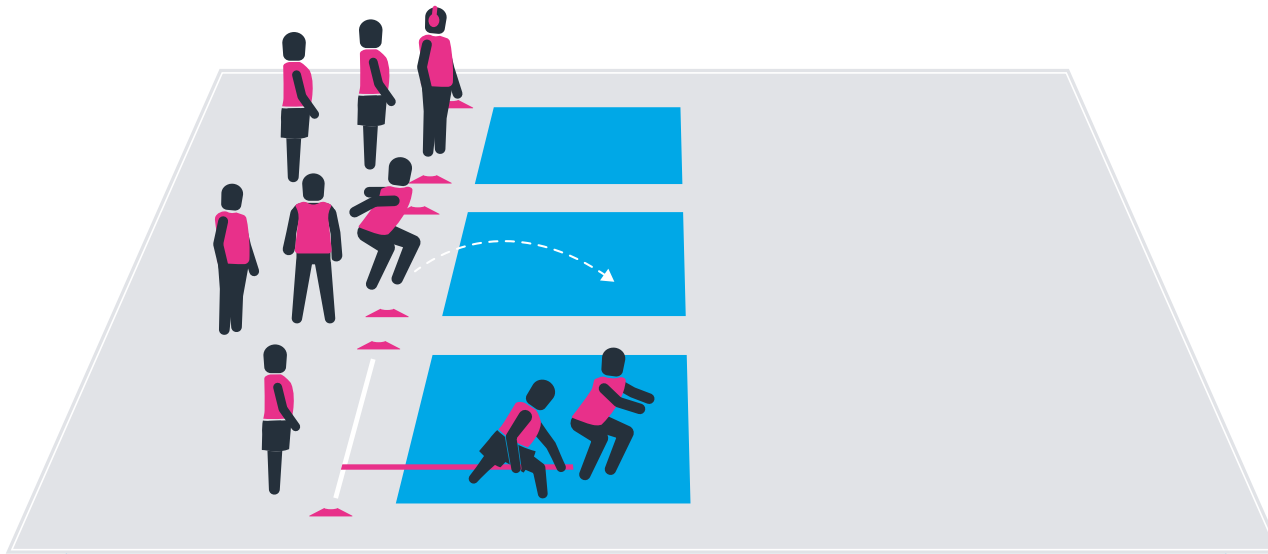


- What helped you feel confident moving through the cones?
- What is one thing you could practise to help improve your performance next time?



Standing Long Jump (Years 3 & 4 and 5 & 6)

PRIMARY







How to play

- Set up standing long jump mats or marked jumping areas with a clear take-off line
- Split participants into small groups and assign each group a jumping station
- Participants begin with both feet behind the take-off line
- From a standing position, participants jump forwards as far as possible using a two-footed take-off and landing
- Measure the jump from the take-off line to the back of the closest heel on landing
- Participants may step forwards after landing, but if they step backwards or place a hand behind their landing position, the measurement is taken from that point
- Each participant should complete a minimum of three attempts.

Safety

- Ensure landing areas are soft, stable, and clear from hazards
- Allow only one participant to jump at a time in each area
- Ensure the landing area is clear before the next jump begins
- Limit the number of jumps completed within one session to avoid fatigue.

Equipment required

-  3-4 standing long jump mats or gym mats with a take-off marker
-  3-4 measuring tapes (one per jumping area)
-  Recording chart (or [scoring App-Roster](#))
-  Cones to mark waiting areas if required

Space required

- 10m x 10m to accommodate four standing long jump mats.

Estimated set-up time

- 3-5 minutes.

Difficulty level



How to make it easier

- Set simple distance targets for participants to jump beyond
- Allow participants to take 2-3 steps before jumping

How to make it harder

- Challenge participants to improve their previous best distance
- Introduce personal-best targets across multiple rounds
- Remove the use of arm swings to increase the challenge

Spirit of the Games



- How did you support others during the activity?
- What can you do to help everyone feel encouraged and successful?



- Why is it important to measure and record scores fairly?
- How can following the rules help make the competition enjoyable for everyone?



Long Jump (Years 5 & 6)

PRIMARY



How to play

- Organise participants into a clear jumping order and allow time to practise their run-up
- Participants use a controlled approach run before taking off from one foot into the sandpit
- To record a successful jump, participants must take off on or before the take-off board or within the take-off zone
- Measure the jump from the take-off line or zone to the back of the closest heel on landing
- Each participant should complete a minimum of three attempts
- A take-off zone can be used instead of a take-off board to encourage more successful jumps and increase confidence
- Suggested take-off zones: U10: 60cm take-off zone; U12: 40cm take-off zone.

Safety

- Ensure the sandpit is level, soft, and deep enough for safe landings
- Encourage controlled take-offs and balanced two-footed landings
- Allow only one participant to jump at a time
- Ensure the landing area is clear before the next jump begins
- Check the run-up area is clear, safe, and free from hazards.

Equipment required

- 1 - 2 Long Jump pits
- Tape Measure
- Brush and rake
- Cones
- Recording chart (or [scoring App-Roster](#))

Space required

- 1-2 Long Jump pits
- 20–30m run-up area for each jumping pit
- Safe waiting area for participants between jumps.

How to make it easier

- Use a shorter run-up distance
- Increase the size of the take-off zone
- Allow all jumps to count and measure from the point of take-off

How to make it harder

- Increase the length of the run-up where safe to do so
- Reduce the size of the take-off zone or introduce a take-off board
- Award style points for controlled technique and balanced landings

Estimated set-up time

- 3-5 minutes.

Difficulty level



Spirit of the Games



- How did you support and encourage others during the activity?
- What feedback could you give to help a classmate improve their jump?

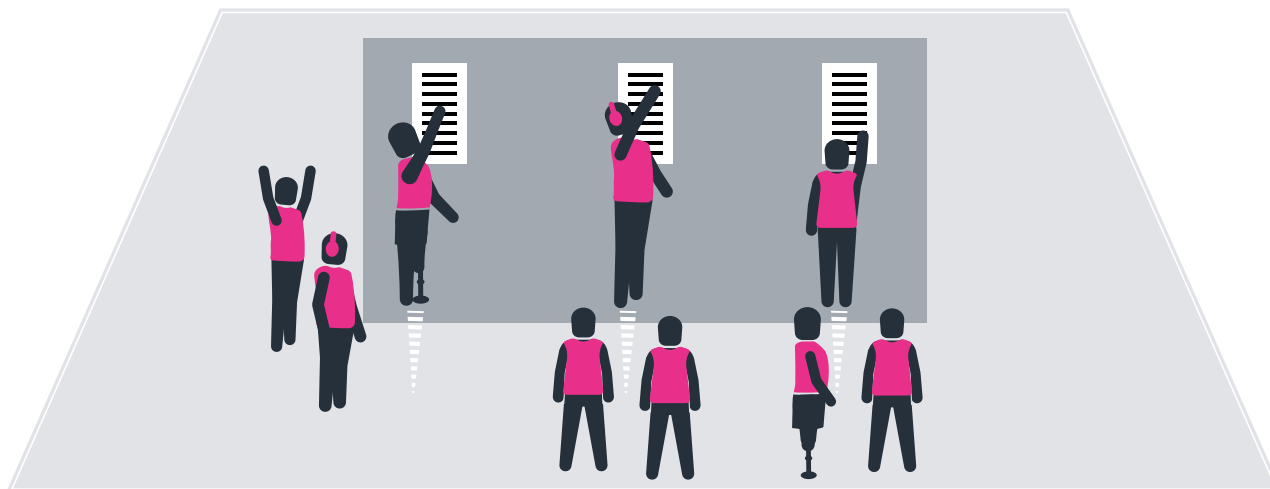


- Why is it important to follow the rules and measure jumps fairly?
- How does honest scoring help make competition enjoyable for everyone?



Vertical Jump (Years 3 & 4 and 5 & 6)

PRIMARY







How to play

- Set up three or more vertical jump stations depending on available equipment
- Split participants into small groups and assign each group a jumping station
- Participants take turns jumping vertically from a standing position using a two-footed take-off
- Participants reach as high as possible to touch the jump board or marked target area
- One member of the group measures and records each jump height.

Safety

- Ensure participants jump vertically upwards and away from the wall
- Encourage controlled take-offs and balanced landings
- Allow only one participant to jump at a time at each station
- Keep the jumping area clear from hazards and equipment
- Limit the number of jumps completed within one session to avoid fatigue.

Equipment required

-  2-3 Vertical jump boards or chalk
-  Solid wall surface
-  A tape measure
-  Recording chart (or [scoring App-Roster](#))

Space required

- 50m-75m length grass or tarmac surface
- 6 to 8 lanes marked by lines or cones.

Estimated set-up time

- 10 minutes if start and finish lines need to be marked out.

Difficulty level



How to make it easier

- Set simple, visible height targets for participants to reach

How to make it harder

- Set simple, visible height targets for participants
- Try jumping without using an arm swinging action

Spirit of the Games



- How did you support and encourage others during the activity?
- What could you say to help a classmate feel confident before their jump?

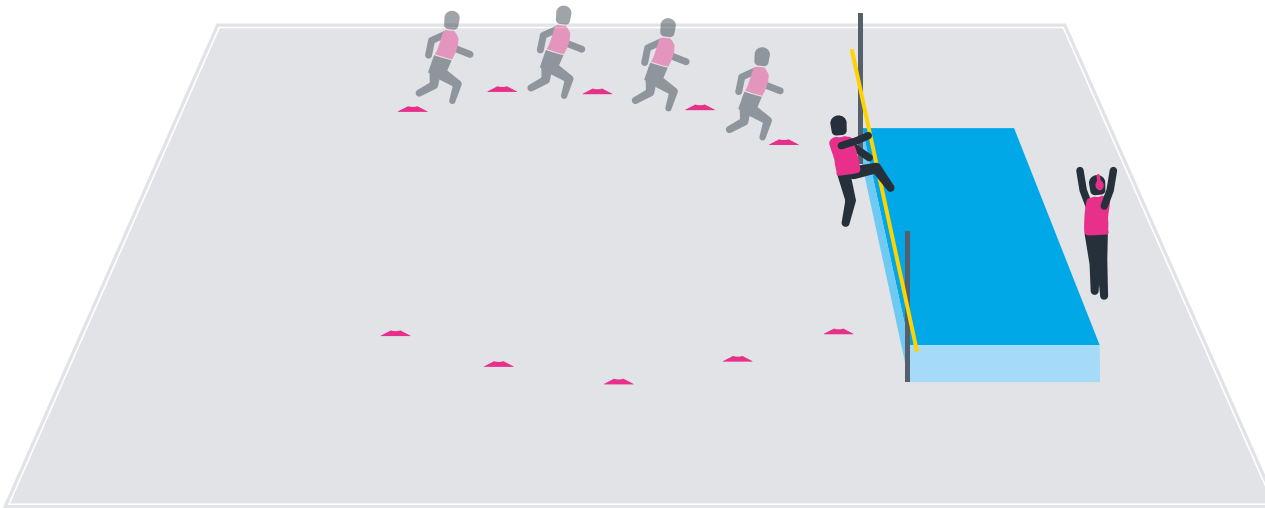


- What helped you keep trying to improve your jump height?
- What could you do differently next time to help you jump even higher?



High Jump – Traditional (Years 5 & 6)

PRIMARY







How to play

- Set up a line of cones approximately 5–10m from the bar at a slight angle to guide the approach run
- Participants take turns approaching the bar and performing a scissor jump over the bar
- The scissor jump involves taking off from the foot furthest from the bar and stepping over in a controlled scissor action
- Each participant should complete a minimum of three attempts
- Once all participants successfully clear the height, gradually raise the bar to provide additional challenge.

Safety

- Only use the scissor jump technique unless the participant has been safely taught alternative landing techniques
- Ensure the landing mats are secure, level, and safe before starting
- Encourage controlled one-footed take-offs and balanced landings
- Allow only one participant to jump at a time
- Ensure the landing area is clear before the next jump begins.

Equipment required

-  High Jump Mat
-  Uprights and Bar (Spare bar if available)
-  Cones
-  Recording chart (or [scoring App-Roster](#))

Space required

- An area approximately 25m x 25m with a safe run-up and landing area.

Estimated set-up time

- 10-15 minutes.

Difficulty level



How to make it easier

- Lower the height of the bar
- Use a shorter approach run-up to focus on jumping technique

How to make it harder

- Gradually increase the height of the bar
- Allow a longer approach run-up to build momentum into the jump

Spirit of the Games



- What helped you keep trying when you did not clear the bar on your first attempt?
- How did you challenge yourself to improve during the activity?

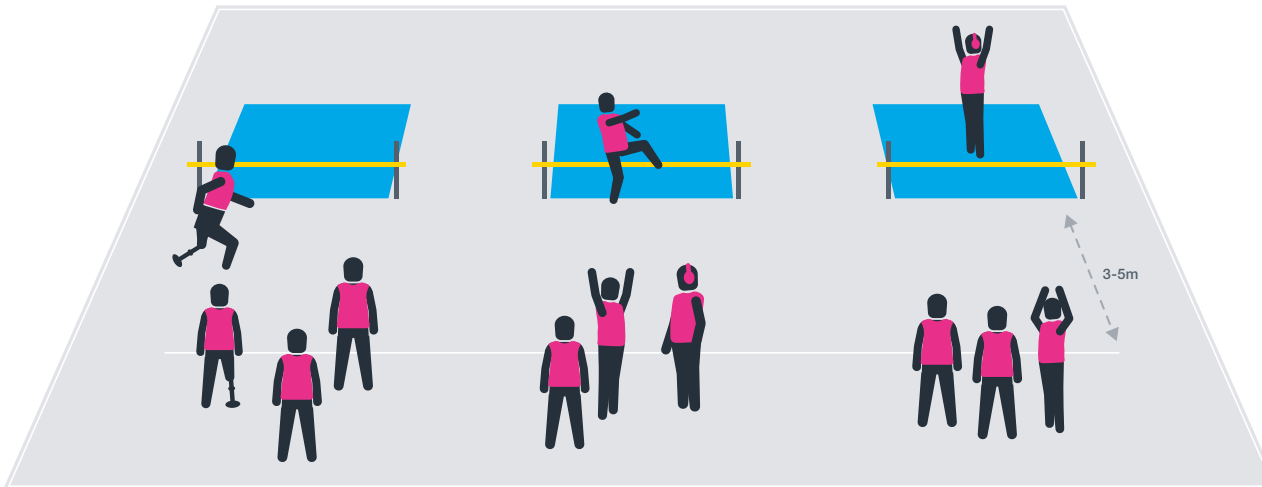


- What helped you feel confident before each jump?
- What could you focus on next time to help improve your performance?



High Jump – Adapted Offer (Years 5 & 6)

PRIMARY



How to make it easier

- Lower the height of the bar or elastic
- Use a shorter approach run-up

How to make it harder

- Gradually Increase the height of the bar or elastic
- Increase the run-up approach distance if safe to do so

How to play

- Divide participants into groups of 4–6 and assign each group a jumping station
- Set up a low flexi bar or elastic across the jumping area using mini uprights or children holding the elastic securely at ankle height
- Participants use a short, controlled approach run before performing a scissor jump over the obstacle
- The scissor jump involves taking off from one foot and stepping sideways over the bar in a controlled movement
- Rotate roles regularly so all participants have opportunities to jump, support, and help organise the activity
- Once participants successfully clear the height, gradually raise the bar to provide additional challenge.

Safety

- Ensure landing mats are soft, stable, and positioned safely
- Allow only one participant to jump at a time at each station
- Ensure the landing area is clear before the next jump begins
- Keep run-up distances short and controlled
- Check all equipment is secure and safe before starting the activity.

Equipment required

- 3 thick gym mats
- Mini uprights and a flexi bar
- ▲ Cones
- 3 tape measures
- 📄 Recording chart (or [scoring App-Roster](#))

Space required

- An area approximately 25m x 25m with enough space for safe run-ups and landing areas.

Estimated set-up time

- 5-10 minutes.

Difficulty level



Spirit of the Games



- What helped you keep trying when the jump became challenging?
- How did you show determination throughout the activity?

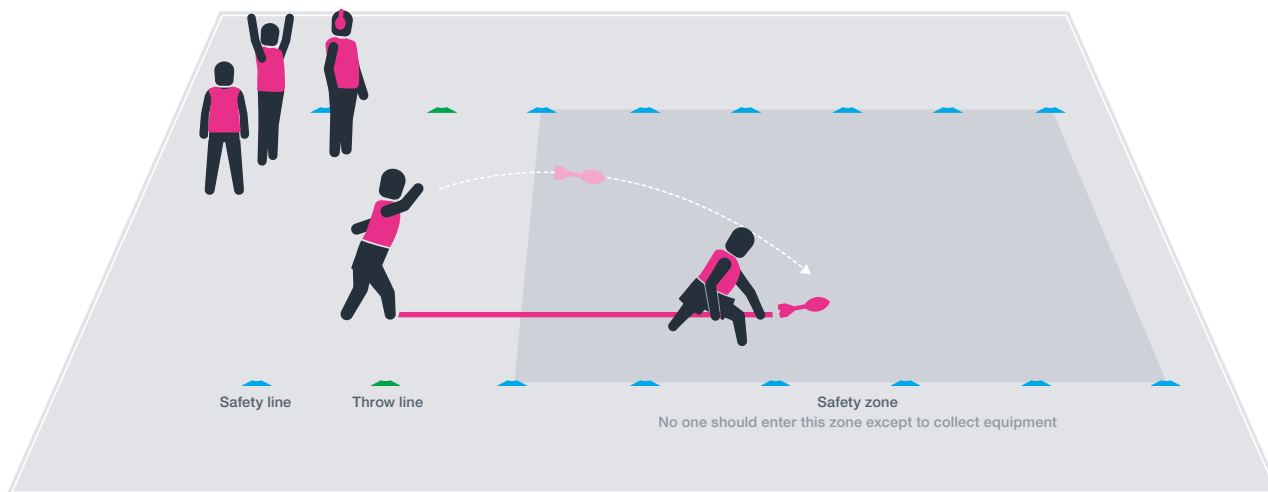


- What helped you feel confident before each jump?
- What could you focus on next time to help improve your jump height?



Howler Throw (Years 3 & 4 and 5 & 6)

PRIMARY







How to play

- Set up a clearly marked throwing area with safety lines and measuring markers
- Split participants into small groups and organise a safe throwing order
- Participants throw the howler as far as possible using an overarm throwing action from a standing position
- Participants should begin with one foot positioned in front of the other to support balance and control
- Measure the distance from the throwing line to where the howler first lands
- Each participant should complete a minimum of three attempts.

Safety

- Ensure all throws are directed into the designated throwing area
- Participants should only throw and collect equipment on the leader's instruction
- Ensure all waiting participants remain behind the safety line
- Check the throwing area is clear before collecting equipment.

Equipment required

- 9-12 [Howlers](#)
- Cones  Measuring tape 
- Safe throwing area 
- Recording chart (or [scoring App-Roster](#)) 

Space required

- 20m x 40m.

Estimated set-up time

- 3-5 minutes.

Difficulty level



How to make it easier

- Use a tennis ball or softer throwing object
- Use a two-handed overhead throw with a light ball

How to make it harder

- Allow participants to use a controlled three-step approach before throwing
- Challenge participants to throw using their non-dominant arm

Spirit of the Games



- What helped you feel confident when throwing the howler?
- What could you practise to help improve your throwing distance next time?

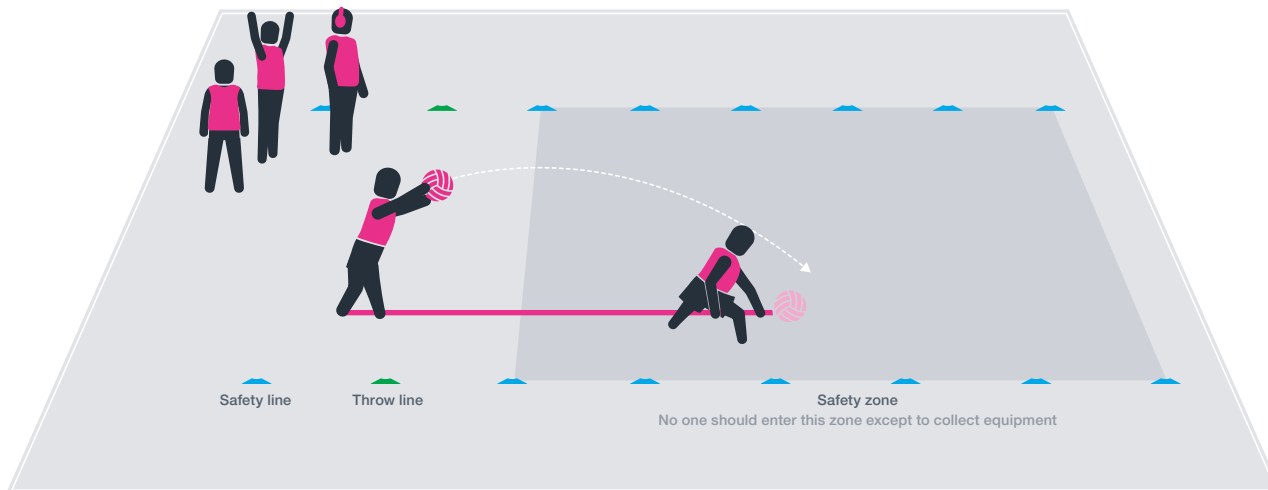


- How can you encourage and celebrate the performances of others?
- Why is it important to follow the safety rules during throwing activities?



Push Throw (Years 3 & 4 and 5 & 6)

PRIMARY



How to play

- Set up a clearly marked throwing area with safety lines and measuring markers
- Split participants into small groups and organise a safe throwing order
- Participants perform a two-handed push throw using a football, netball, or light medicine ball
- Participants should stand with one foot in front of the other to support balance and control
- The throw should use a pushing action similar to a chest pass in netball
- Measure the distance from the throwing line to where the ball first lands
- Each participant should complete a minimum of three attempts.

Safety

- Ensure all throws are directed into the designated throwing area
- Participants should only throw and collect equipment on the leader's instruction
- Ensure all waiting participants remain behind the safety line
- Check the throwing area is clear before collecting equipment.

Equipment required

- 9-12 netballs or footballs
- Cones
- Measuring tape
- Safe throwing area
- Recording chart (or [scoring App-Roster](#))

Space required

- 20m x 40m.

Estimated set-up time

- 3-5 minutes.

Difficulty level



How to make it easier

- Use a lighter or softer ball
- Allow participants to take a few steps before releasing the ball

How to make it harder

- Use a 1kg medicine ball where appropriate and safe to do so
- Challenge participants to throw with feet side by side to increase balance demands

Spirit of the Games



- What positive thoughts helped you feel confident before throwing?
- What could you practise to help improve your throwing distance next time?



- How can you show encouragement and respect towards others during the activity?
- Why is it important to follow the safety rules during throwing activities?