
# 3Ps Physical Education Programme

Physical Proficiency Philosophy for KS2

# The Farrell Partnership

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Physical Proficiency Philosophy for KS2

Programme Designed by Premier League Coaches & Sports Science PhD

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PhD Sports Science, 20 Years International Experience (Head of Sports Science)

Tosh Farrell (13 years Everton FC) | Jose Baxter (Premier League) | Mike Dickinson (Former Head of Education & Welfare, Everton FC)

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# The 3 Ps: Our Physical Proficiency Philosophy

Physical proficiency means children can move confidently, safely, and effectively across a wide range of activities. Our programme builds the fundamental movement skills that underpin all sport and physical activity. Rather than just teaching children to play specific sports, we develop capable, confident movers who can adapt to any physical challenge they encounter.

## Our Vision

We aim to develop physically capable, confident young people who move well, think clearly under pressure, and can apply their skills across different sports. We start with rock-solid fundamentals - the basic building blocks of movement - before adding sport-specific skills. This approach, proven in elite academies, creates resilient athletes who are less prone to injury and better prepared for competitive sport.

## The Three Movement Domains

- **Locomotion**: Moving your body through space: running, jumping, hopping, skipping, dodging. These are the foundation movements that every sport needs.
- **Stability**: Balance and body control: landing safely, staying balanced on one leg, controlling rotation. Essential for preventing injuries and performing well under pressure.
- **Manipulation**: Controlling objects, throwing, catching, kicking, striking with hands or feet. The skills needed for all ball sports and games.

# Evidence-Based Approach to Athletic Development

## The Sports Science Behind Our Programme - Dr. Phil Hewitt

Our Head of Sports Science, Dr. Phil Hewitt, has designed this programme using 20 years of international experience and the latest research in youth athletic development. Every activity targets specific physical improvements:

- **Brain-Body Connection:** Coordination drills like agility ladders improve how quickly the brain can send signals to muscles, making movements faster and more precise.
- **Energy Systems:** High-intensity bursts (sprinting, chasing) train the body's explosive energy system, while recovery periods develop endurance. This combination is exactly what children need for team sports.
- **Strength Without Weights:** Acceleration, stopping quickly, and changing direction all build leg strength naturally - the safest way for young athletes to get stronger.
- **Smart Decision-Making:** Games that require quick choices under pressure train children to think fast while moving - a skill that separates good athletes from great ones.

## Premier League-Standard Delivery

With over 13 years at Everton FC's Academy, our lead coach Tosh Farrell brings elite-level training methodologies to school settings. Mike Dickinson's experience as Head of Education & Welfare at Everton FC ensures our approach balances performance development with age-appropriate practice and psychological wellbeing. This is Premier League expertise made accessible for every child.

# Activity 1: Agility Ladders - Neuromuscular Activation

**Duration:** 8-12 minutes | **Key Focus:** Coordination, foot speed, body control

## Why This Works - The Science

Ladder drills wake up the connection between your brain and muscles. By repeating fast, precise foot movements, children train their nervous system to send signals quicker and more accurately. This makes all their movements sharper and more controlled. Research shows this type of training improves how quickly children can change direction, react to what's happening around them, and recover from stumbles - all crucial for staying safe and performing well in sport.

## Core Activity Progressions

- Single-foot steps (establishing rhythm and body control)
- Two-feet-in patterns (coordination and lateral movement)
- Icky shuffle (rapid foot turnover and balance)
- Lateral steps (frontal plane movement development)
- In-out patterns (multi-directional coordination)
- Backwards movements (proprioceptive challenge and spatial awareness)

## INCLUSIVE ADAPTATIONS

- **Wheelchair Users:** Create parallel hand markers on tables/mats. Perform rapid hand placement patterns matching foot drill complexity. Develops upper body coordination and reaction speed.
- **Limited Lower Limb Mobility:** Seated ladder patterns using arms in air or on table surface. Focus on rhythm, pattern recognition, and upper body coordination.
- **Visual Impairments:** Use textured markers, auditory cues for rhythm, and tactile feedback through floor surfaces. Partner assistance for spatial awareness.
- **Cognitive/Learning Disabilities:** Simplified patterns with visual demonstrations, slower tempo, repeated practice of single patterns before progression. Use colour-coded squares for clearer visual guidance.

# Activity 2: Fundamental Movement With & Without Ball

**Duration:** 10-15 minutes | **Key Focus:** Spatial awareness, decision-making, ball manipulation

## Why This Works - The Science

This activity trains children to make good decisions while moving. They need to constantly scan the area, spot gaps, and choose where to move next - all while avoiding others. When you add the ball, they're now managing two things at once: where they're going AND controlling the ball. This 'thinking while doing' is exactly what happens in real games. The more children practice this, the more automatic these decisions become, freeing up their brain to focus on tactics and strategy during actual matches.

## Core Activity - Without Ball

- Players navigate space avoiding others, scanning constantly for gaps
- Emphasis on head-up posture - vision drives movement decisions
- Vary pace: walk → jog → sprint → decelerate
- Change direction when space opens (acceleration into space)
- Encourage creative movement patterns (sideways, backwards, changes of direction)

## Core Activity - With Ball

- Add ball control: keep ball close using all surfaces of foot
- Dribble into identified space with controlled touches
- Challenge: maintain head-up position while manipulating ball
- Vary speed of dribble based on space available
- Protect ball when space becomes crowded (body positioning)

## INCLUSIVE ADAPTATIONS

- **Wheelchair Users:** Navigate using power or manual propulsion, focusing on spatial awareness and speed changes. Ball can be held in lap or attached to chair with elastic cord for dribbling equivalent.
- **Limited Mobility:** Use walking frame or mobility aid with adapted equipment (larger, slower balls). Create designated lanes with more space. Focus on scanning and decision-making rather than speed.
- **Upper Limb Impairments:** Use feet-only ball control or head-height balloons for header control. Modify ball type (larger, lighter) for easier manipulation.
- **Sensory Processing:** Quieter space, clear boundaries, reduced number of participants. Use visual cues for direction changes. Predictable movement patterns initially.

See Session plan

# Activity 3: Follow The Leader - Spatial Awareness Development

**Duration:** 8-10 minutes | **Key Focus:** Reactive agility, anticipation, close control

## Why This Works - The Science

This activity develops what we call 'reactive agility' - responding to unpredictable movements. Research shows this is actually more important for sport than pre-planned drills. The follower must watch constantly and react instantly to whatever the leader does. This trains faster reactions and better anticipation you start predicting what's coming next rather than just reacting after it happens. In football, basketball, rugby, this split-second advantage is what creates space and wins games.

## Activity Structure

- Pairs: Leader and Shadow (roles swap every 90-120 seconds)
- Shadow maintains fingertip contact with leader's back
- Leader moves dynamically to lose contact (dodging, direction changes)
- Both navigate around other pairs - develops spatial awareness under pressure
- **Progression 1:** No ball (movement focus)
- **Progression 2:** Leader dribbles ball, shadow follows without ball
- **Progression 3:** Both players dribble while maintaining relationship
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## INCLUSIVE ADAPTATIONS

- **Wheelchair Users:** Leader in wheelchair, shadow can be walking/running behind or also in wheelchair. Focus on quick turns and spatial navigation. Contact via ribbon/band rather than physical touch if needed.
- **Mixed Ability Pairs:** Match based on mobility level or use locomotion that suits both (e.g., both must hop, both must move sideways). Levels playing field.
- **Visual Impairments:** Use auditory cues (leader wears bell/makes sounds). Follower uses sound to track rather than vision. Develops alternative sensory pathways.
- **Balance Challenges:** Reduce speed requirements, use walking only, or allow brief stationary periods. Focus on quality of movement and spatial problem-solving.

# Activity 4: Get To A Cone - Decision Making Under Pressure

**Duration:** 10-12 minutes | **Key Focus:** Acceleration, deceleration, reactive decision-making

## Why This Works - The Science

This game trains children to make smart decisions even when they're tired. In real sport, you need to keep thinking clearly when your legs are burning and your heart's pounding. This activity deliberately creates that challenge. It also teaches proper acceleration (getting up to speed quickly) and deceleration (stopping safely), both crucial for preventing knee and ankle injuries. The unpredictable sprint commands mean children can't anticipate - they have to genuinely react, which is exactly what happens in matches.

## Setup & Rules

- One cone/marker per pupil distributed across playing area
- Pupils start at a cone, continuously moving to different cones
- Rule: Must not revisit previously visited cones (memory + planning)
- Regular command: 'GET TO A CONE!' - pupils sprint to nearest empty cone
- Only one person per cone - last person without cone is 'out' (optional competitive version)

## INCLUSIVE ADAPTATIONS

- **Wheelchair Users:** Participate fully using propulsion variations (forward, backwards, tight turns). May need slight head start on 'sprint' calls due to acceleration differences. Develops wheelchair handling skills.
- **Reduced Mobility:** Use walking only version, increase cone spacing to reduce required speed. Focus on efficient movement and route planning rather than racing.
- **Cognitive Processing Speed:** Reduce number of cones (less visual information to process), use colour-coded cones for clear differentiation, allow extra processing time before 'GET TO A CONE' command.
- **Competitive Anxiety:** Non-elimination version where everyone continues regardless. Track personal improvement (how many cones visited) rather than comparing to others.

# Activity 5: Quick Reactions And Chase

**Duration:** 8-10 minutes | **Key Focus:** Reaction time, explosive acceleration, partner work

## Why This Works - The Science

Reaction time training improves how fast your nervous system works - reducing the gap between seeing something and responding to it. The unpredictable nature of the 'BALL!' call means children can't cheat by anticipating - they have to genuinely react. This type of training has been proven to transfer directly to game situations: first to the loose ball, quickest off the mark, fastest to close down space. We're training the explosive power and rapid reactions that separate good players from great ones.

## Activity Progressions

- **Phase 1:** Reaction drill - both players stand beside ball, teacher calls body parts ('heads', 'shoulders', 'knees'). On 'BALL!' fastest player grabs it.
- **Phase 2:** Throw and catch - pairs throw ball backward/forward between them on teacher commands. Develops hand-eye coordination and reactive catching.
- **Phase 3:** Chase - player with ball sprints to marker 10m away, partner chases and attempts tag on back. Develops explosive acceleration and evasion skills.
- **Phase 4:** Dribble variation - repeat chase phase but player must dribble ball. Adds technical demand under pressure.

## INCLUSIVE ADAPTATIONS

- **Wheelchair Users:** Use wheelchair racing start position. Chase distance adjusted based on propulsion speed. Focus on explosive starts and racing technique. Ball secured in lap or use adapted ball holder.
- **Unequal Speed Pairing:** Faster player starts in push-up position or must complete extra movement (e.g., touch ground twice) before sprinting. Levels competition.
- **Upper Limb Challenges:** Use feet to touch body parts or roll ball between feet. Chase phase uses legs only with ball rolling ahead.
- **Hearing Impairments:** Use visual signals (coach drops hand, coloured flag) rather than verbal cues. Maintains reaction training without auditory dependence.
- **Anxiety About Competition:** Focus on personal best times using stopwatch. Compare against own previous times rather than partner.

# Activity 6 Introduction To Turning

## Why This Works – The Science

This activity develops fundamental ball control skills while teaching pupils to change direction under pressure. Turning effectively requires balance, coordination, and acceleration, which also supports injury prevention by strengthening lower-body stability. By adding the retrieval and competitive element, pupils must scan their surroundings, anticipate obstacles, and make quick decisions, replicating game-like conditions where they need to think and act under time pressure. Naming the turn and checking their shoulders reinforces cognitive awareness and communication, crucial for team sports.

## Setup & Rules

- Mark a safe playing area suitable for the age and ability of pupils.
- Split pupils into 4 evenly matched teams.
- Place more balls than players in the centre of the area.
- The first player runs to the centre.
- Bring ball back to their team using a turn of choice (inside cut, outside cut, or drag back).
- Player returns and the next teammate goes.
- Team with most balls wins.
- Progression options:
- Players must call out the turn they are performing.
- Optional knockout: team with fewest balls eliminated for next round.

### Inclusive Adaptations

## Wheelchair Users:

- Perform turns using wheelchair propulsion, incorporating tight turns and controlled stops.
- May need extra space for acceleration/deceleration.

### Reduced Mobility / Walking Only:

- Allow slower pace and longer route to balls.
- **Focus on controlled turns and route planning rather than speed.**

### Cognitive Processing / Attention:

Reduce the number of balls or teams to simplify choices.

- Use colour-coded balls to reinforce instructions (e.g., “collect a blue ball only”).

### Competitive Anxiety:

- Non-elimination version: track team or individual progress (how many balls retrieved).
- Encourage personal improvement rather than direct competition. Inclusive Adaptations Framework (PE & School Sport)

# Inclusive Adaptations Framework What Is It?

The Inclusive Adaptations Framework is a way for teachers and coaches to modify activities so that all pupils can participate successfully, regardless of ability, mobility, confidence, or learning needs. Rather than changing the whole activity, small adjustments are made so that everyone works towards the same learning objective while participating at an appropriate level.

# Why It Is Important

## Inclusive adaptations help to:

- Ensure all pupils are involved and active
- Support pupils with SEND or additional needs
- Promote confidence and enjoyment in physical activity
- Provide appropriate challenge for different ability levels
- Create a safe and supportive learning environment

# The Four Areas of Adaptation

### Space

Adjust the size or layout of the activity area.
Examples:

- Increase space for wheelchair users or pupils needing more time to move.
- Reduce space to simplify movement and decision-making.
- Create clear zones to improve safety.

### Equipment

Modify the type, size, or visibility of equipment.
Examples:

- Larger or softer balls for easier control.
- Lighter equipment for younger pupils.
- Colour-coded cones or balls for visual clarity.

### Task

Adapt how the activity is performed while keeping the learning objective the same.
Examples:

- Walking instead of running.
- Practising a simpler version of the skill.
- Completing fewer repetitions.

### Rules

Adjust the rules of the activity or game.
Examples:

- Allow extra time to complete tasks.
- Remove elimination in competitive activities.
- Provide head starts for some players.

## Example in Practice

## In a football turning activity:

Original task:
Players run to the centre, collect a ball, and return using a turn.

Inclusive adaptations may include:

- Walking version for reduced mobility.
- Larger turning space for wheelchair users.
- Colour-coded balls for visual support.
- Non-elimination version for pupils with competitive anxiety.

## Summary

The Inclusive Adaptations Framework ensures that activities can be adjusted through space, equipment, task, or rules so that every pupil can participate, learn, and enjoy physical activity while working towards the same learning outcomes.

# Programme Summary & Implementation

## The Complete 3Ps Session Structure

A complete 45-60 minute session follows this structure, ensuring comprehensive physical development while maintaining engagement and progressive challenge:

- **Warm-Up & Activation (10-12 mins):** Agility Ladders and dynamic stretching for neuromuscular activation and injury prevention
- **Skill Development (15-20 mins):** Fundamental Movement and Follow The Leader for technical development and decision-making
- **Game Application (15-20 mins):** Get To A Cone and Quick Reactions for competitive application and intensity development
- **Cool Down (5 mins):** Light movement and reflection for recovery and learning consolidation
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## Differentiation Using STEP Framework

Every activity can be adapted for different abilities using the STEP principle:

- **Space:** Increase or decrease playing area based on mobility/fitness levels
- **Task:** Simplify or add complexity to movement patterns and rules
- **Equipment:** Modify ball size, weight, texture, or use alternative equipment
- **People:** Adjust group sizes, partner selection, or competitive elements

## Why The Farrell Partnership?

We combine genuine academic sports science expertise with elite-level coaching experience. Dr. Phil Hewitt's PhD in Sports Science and 20 years of international experience ensures every session is grounded in the latest research.

Tosh Farrell's 13 years at Everton FC Academy brings Premier League training standards, while Jose Baxter's playing career and Mike Dickinson's safeguarding expertise guarantee safe, effective delivery.

We don't just deliver PE lessons - we develop physically capable, confident young people using the same principles that create professional athletes.

Every session is evidence-based, fully inclusive, and designed to support your school's OFSTED Personal Development & Wellbeing objectives. This is academic rigour and elite coaching combined.

## Contact Us

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**Bringing Premier League Standards to Every School**