

# Year 6/7 Transition

## Athletics



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[www.youthsporttrust.org/mypersonalbestpri](http://www.youthsporttrust.org/mypersonalbestpri)



### Learning Intention:



1. To be able to take responsibility for different step patterns which are important in running.



2. To be able to pace a run and show trust in the rest of the group.

3. To be able to decide which method of running is most effective over a longer distance.



### Social Connectedness:

Practise your running technique individually. Put your trust in another member of the group to pace your run. Can you trust the whole group to complete the pacing task together? Discuss and share as a group how you could improve.



### You will need:

Two cones for each pupil.  
A timer, egg timer or stopwatch for the teacher.



### Current Guidance:



- Ensure every child washes their hands before and after the lesson.
- Maintain physical distancing with all children at least 2 metres apart.
- Wherever possible do not use equipment – any essential equipment used must be cleaned before and after use.
- Outdoor PE is preferable, but if indoors make sure the space is well ventilated.



### Links to Learning:

- Where could you take more responsibility in your home or at school to help others?
- Think of an adult that you trust in school – what do they do or say that makes you trust them? Why is it important to trust other people?
- What decisions will you have to make as you move towards the next stage of your learning? How does this make you feel?

### STEP: Space Task Equipment People

- Decrease the distance between cones to support learning or increase the distance for more of a challenge!
- Try increasing the amount of time that pupils have to reach the cone – the longer the time, the harder it is to judge.
- Decrease the number of laps or increase the rest time to allow pupils time to reflect on the questions posed by the teacher.



## HEALTHY ME

### Responsibility

**“doing your job or being accountable for something.”**

Start with two cones. Put one down next to your feet and another cone 10 strides away from you.

- How many high knees can you do in between your cones?
- How many mini steps can you do between your cones?

Can you take responsibility for counting how many high knees and mini steps you take and tell the person next to you your scores? Can they take responsibility for remembering your scores?

Try the tasks again, but try to complete them with two more steps than before.

Can you now count how many long strides you do in between you cones? Take responsibility and count for yourself. Can you complete the task with one less stride?

Teacher Question: How else can pupils show responsibility when completing these tasks?

Pupils may explore different aspects of the tasks that they need to take responsibility for.



## THINKING ME

### Decision Making

**“making choices based on your beliefs and values.”**

You will now be doing five repetitions (to your cone and back). Count in your head how long it takes you to complete five laps.

Take a rest – you deserve it! You will be running your five laps again to see if you can manage the same time that it took you the first time.

You will need to make some decisions:

- Do you start off fast and then slow down on the last few repetitions?
- Do you start off slowly and then speed up?
- Do you try and run at the same pace all the way through?

You will now complete your 5 laps again – the aim is to match the time you set on your first attempt.

Teacher Question: Which method of completing this task did you use? Was it effective or would you change it if you did this activity again?

Pupils may explore all three methods of completing this task – make sure they have a break in between each run!



## SOCIAL ME

### Trust

**“being good, honest, safe and reliable.”**

Stand next to the first cone. You will be running to the opposite cone in this practice.

The teacher will be timing for four seconds. Can you reach your cone as the teacher shouts “STOP”. Try this two or three times until you get to the cone as your teacher shouts “STOP”.

The teacher will tell one selected pupil in the group how long they have to reach the opposite cone. Everyone else in the group has to run at the same pace as this pupil in order to reach the cone as the teacher shouts “STOP”. Can everyone in the group trust the selected pupil to pace the group accurately?

Try this practice with different pupils in the group and select different times for them to pace.

Teacher Question: How can you show other pupils in the group that you trust them? What effect might this have on this pupil?

Pupils may explore pacing out different distances if there is the space to do so.