

Year 6/7 Transition

Athletics



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www.youthsporttrust.org/mypersonalbestpri



Learning Intention:



1. To be able to show self-discipline when using different jumping patterns.



2. To be able to encourage self and others when using a two feet to two feet jump for distance.

3. To be able to concentrate when combining step patterns together fluently.



Social Connectedness:

Practise your jump individually and then compare your jump with a partner – how can you help them to jump further? How can you communicate with your partner to help them concentrate on the different aspects of the jump if they struggle to demonstrate the correct technique?



You will need:

Three different coloured cones for each child.
Upbeat music.



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:

- Do you have the self-discipline to complete all of your work when you may not feel like doing so?
- How might you encourage someone in your class when they are feeling sad or upset?
- Why is it important to concentrate in lessons as you move towards the next stage of your learning?

STEP: Space Task Equipment People

- Move the target cone forwards or backwards to challenge and encourage success.
- To simplify standing triple jump, pupils can just practise two parts of the jump e.g. hop and step or step and jump.
- Use additional cones for pupils as a cue to mark out the step pattern.



HEALTHY ME

Self Discipline

“the ability to be doing what you should be doing.”

Place one cone down and stand next to it. How many different jumps can you do over your cone?

There are five different types of jumps:

- two feet to two feet (jump)
- one foot to one foot (step)
- two feet to one foot (jump)
- one foot to two feet (jump)
- one foot to one foot (hop)

Try each of these jumps over or around your cone.

Now play some music – can you perform your five jumps to the beat of the music? This is great for practising rhythm and is really important when timing your jump correctly in athletics.

Teacher Question: How can I show self-discipline when taking part in this activity?

Pupils may explore; setting clear goals, rewarding themselves for success and staying focused!



THINKING ME

Concentration

“the action or power of focusing your attention.”



Practice these foot patterns in order;

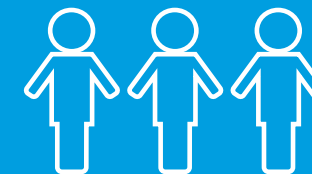
- one foot to one foot hop
- one foot to one foot step
- one foot to two feet jump.

Take three strides back from your cone. Can you hop, step, jump and land on two feet? You must really concentrate on making sure your jumps are in the correct order.

Put your cone down where the back of your heel lands. Have 3 more goes - how far can you move your cone forward? Compete against your partner next to you. Can you jump further than them? How can you help your partner to concentrate on the different aspects of the jump?

Teacher Question: Why do you need to be concentrating when performing your jump? Why might this help you jump further?

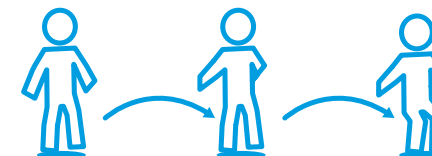
Pupils may explore: repeating the terms (hop, step and jump) whilst performing to help them remember.



SOCIAL ME

Encouragement

“the action of giving someone support, confidence or hope.”



Stand next to your cone – jump forward from two feet to two feet.

Top Tips:

- Stand with you feet shoulder width apart
- Swing your arms
- Bend your knees

Jump again, this time with one cone in your hand. When you have landed, put your cone in line with the back of your heel.

Try your jump again – can you beat your last jump and move your cone forward? Now jump at the same time as your partner next to you. Can you jump further than them?

Teacher Question: How can you encourage the person next to you to jump further?

Pupils may explore: exploding from the feet, upwards and forwards, using their arms for momentum.