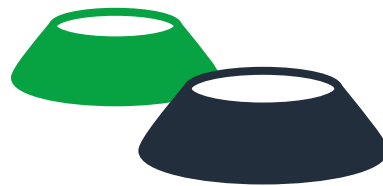


# Year 6/7 Transition

## Multi-Skills



If you've found this resource useful, visit our website for more information on our whole school My PB resource and training.

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



### Learning Intention:



1. To show resilience when performing many different repetitions.
2. To develop an understanding of gratitude when making choices for the actions in your circuit.
3. To show curiosity when learning new skills to include in your circuit.



### Social Connectedness:

Practise your different actions individually. Once you have these actions mastered, teach them to a partner. Create a series of actions together for a circuit. You can then teach this circuit to others within the group. Discuss the positive points about your circuit and what you could improve.



### You will need:

Each child will need 4 coloured cones.  
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:

- As you move to the next stage of your learning, why is it important to show resilience? How might this help you?
- What things are important to show gratitude for? Can you name one thing you are grateful for in school and one thing you are grateful for outside of school?
- What area of your life could you show more curiosity in? Can you learn 3 new things today?

### STEP: Space Task Equipment People

- Increase the number of actions in the circuit.
- Increase or decrease the amount of time spent on each action depending on the ability of pupils.
- Consider how to make each action easier or harder to perform – what are the alternative versions of these actions?



## HEALTHY ME

### Resilience

**“the ability to recover quickly from difficulties.”**

Place your cones in a square two strides apart. How many different movements can you do in your square? Try:

- Jumping
- Skipping
- Hopping
- Running
- Balancing

How many different actions can you think of that exercise your:

- Arms
- Legs
- Core Muscles

Choose four different actions. Your teacher will now time you doing each action for 20 seconds – how many repetitions can you do in this time?

Now try this activity again – add two repetitions onto your score. Can you show resilience and achieve your new target score in the same amount of time?

Teacher Question: How can pupils show resilience during these exercises?

Pupils may explore why they need to show resilience when trying to achieve a higher target score. How does this make them feel when they succeed?



## SOCIAL ME

### Gratitude

**“being kind and ready to show appreciation.”**

Choose your four favourite actions. Can you put them together in a circuit? Your teacher will now time you for 20 seconds for each action. Can you complete your circuit without stopping?

What do you need to consider when setting up your circuit?

- Do you have lots of arm actions one after the other?
- Do you have lots of leg actions one after the other?
- Why might it be a good idea to try and alternate leg and arm actions?

Turn to face a partner and watch their actions. Can you advise them on how to improve their circuit. Swap over and let your partner watch your actions – what could they improve? Your teacher will time each action for 20 seconds again. What effect does alternating your actions between arms and legs have on how many repetitions you can do?

Teacher Question: Why should pupils show gratitude for their partner’s suggestions on how to improve? Why is it important to show gratitude when other people offer their ideas/help?

Pupils may explore why it is important to show gratitude when being given choices about their learning.



## THINKING ME

### Curiosity

**“a strong desire to know or learn something.”**

Still working with your partner, stay in your square but turn to face each other.

Each pupil will choose two actions that they have enjoyed performing. Teach these to your partner. Once you have finished, get your partner to teach you their two actions.

What questions could you ask your partner to be curious about their choices? Why did you choose those actions? What did you like about them?

You now need to add all the actions together to create a new circuit – remember to keep alternating which body parts you are exercising! Your teacher will time you again for 20 seconds for each action. Do the circuit at the same time as your partner.

Think about teaching another pair your circuit of actions.

- How could you make your circuit easier if they are struggling to complete it?
- How could you make your circuit more challenging?

Be ready to answer questions from the other pair about how you selected and ordered your actions.

Teacher Question: Why is it important for pupils to be curious about their learning?

Pupils may explore why curiosity sometimes leads to good ideas and why it is important to listen to others.