

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** UKS2 Year B– Tri Golf

**Key Concept- Concepts:** Joy of movement, personal challenge, building resilience, Critical thinking, and action.

**POS aims from NC:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

### **Prior Learning (what pupils already know and can do)**

- Pupils will be able to throw a ball under arm with both hands.
- Pupils will be able to aim at a target with some accuracy.
- Will be able to kick a ball with some accuracy.
- Pupils will be able to strike a ball with a racket or bat and hit a target still and moving.
- Pupils will be able to roll using both hands.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

#### **Tri Golf**

- To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping and long game technique within a game.
- To know how to hold the golf club appropriately and be able to show control and balance when putting and swinging
- To know how to vary swing length to control distance and know when to use a put, chip, and long shot.
- To know how to score games fairly and effectively.

#### **Key Vocabulary**

putting, chipping, long game, golf hole, control, tunnel, safety, par, tee

**Session 1 – To be able to control the direction of the ball using both a putter and a chipper. To understand where to stand safely when playing Tri-Golf games.**

- To know the importance of safety and how to hold the golf equipment correctly.
- To know how to demonstrate the correct putting, chipping, and long game technique.
- To know how to demonstrate the setting up for putting.
- To know how to demonstrate the knowledge of how to play a golf hole. (Play a par-3 golf hole or play a par -3 hole in 7 shot or better.

Healthy Participation – To discuss knowledge of the main components of fitness appropriate to golf.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

**Session 2 – To be able to control the distance of the ball using both putter and chipper. To recap on where to stand safely when playing Tri-Golf games. To identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement.**

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- To know what colour is used for safety areas in games.
- To know how to aim a putter and how to control the distance when putting.
- To know how to build a tunnel using cones and a putter.
- To know when to use a tee shot and to correctly apply chipping technique when playing a golf hole.

Healthy Participation – To discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can have on the pupil's Tri-golf performance.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

### **Session 3 – To be able to control the distance of the ball in the air using a chipper. To identify how they showed respect for their teacher and peers.**

- To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping within a game.
- To know how to land the ball over a river 10 putter lengths away.
- To know how to hit two out of three shots over a line of cones.
- To know how to hold the golf club appropriately.
- To be able to show control and balance when putting.

Healthy Participation – Discuss the benefits of playing tri-golf and how it can help to improve fitness, coordination, and skill development.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

### **Session 4 – To be able to control the distance and height of the ball using a chipper. To identify the importance of persevering on a task.**

- To know how to hit a ball over and above a line or wall.
- To know how to use a tik-Tok swing and be able to brush from the ground.
- To know the difference between putting and chipping shots.
- To know how to place and hit shots into zones.
- To know how to vary swing length to control distance.

Healthy Participation – To know the importance of having regular drink breaths throughout the PE lesson. To understand that if you are sweating you need to be drinking fluids to replace the fluids you lose when you sweat.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

### **Session 5 – To be able to work together as a team, measure out and build a game. To be able to practically demonstrate a game to their peers. To be able to demonstrate their understanding of aim and distance control through taking part in a number of skills games.**

- To know when you would use a put, chip, and long shot.
- To know how to work in teams of six rotate around a series of different games – three in a row, finders' keepers, building bridges, high fives, dive for show and cliffhangers.
- To know how to score games fairly and effectively.

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Healthy Participation – To discuss the benefits of completing a thorough warm up. It helps to loosen the joints, increases blood supply to the muscles and engages the brain with the body.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

#### **Session 6 – To be able to set up, play and score a game of tri- golf.**

- To know how to play a series of different courses in an around the world game of tri-golf.
- To know how to play tri-games of golf safely in a tri game hole or course.
- To know how to observe partners/ teams and comment on differences between putting, striking, chipping, and playing games.
- To know how to give feedback to other pupils and how to make improvements.

Healthy Participation – To discuss how will playing Tri-Golf help me improve my fitness?

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Future learning this content supports:

This unit will support future subjects. Pupils will develop the skills such as sending an object towards a target with some aim and accuracy which will help with other topics within PE. Pupils will have the ability to develop movement skills, movement strategies and movement concepts.

**Cross Curricular Links:** Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).