

Year 4 - Development of Target Games

Lesson Plan

Lesson Objective	To develop the stance needed when using a Tri-Golf club				Lesson 1/6
Equipment Needed	Tri-Golf clubs, foam golf balls, flat markers, small cones, large cones.				
Success Criteria	Children can: <ul style="list-style-type: none">• Stand sideways to the ball• Swing the club in a tick tock motion• Understand the difference between using the putter and the chipper				
EDSTART KNOW	I know how to stand sideways to the ball with feet shoulder-width apart		EDSTART GO	EDSTART SHOW	
	<ul style="list-style-type: none">• I know the difference between a putter and a chipper• I know the tick-tock swing comes from the shoulders, not the arms		<ul style="list-style-type: none">• I can set up my stance correctly before swinging• I can swing in a tick-tock motion with control• I can use both putter and chipper to see how they are different		<ul style="list-style-type: none">• I can demonstrate a correct stance and swing to others• I can explain why stance and balance matter for accuracy• I can help a partner adjust their grip and posture
Key Questions	How do you hold the Tri-Golf Club? Feet shoulder-width apart, a slight bend in the knees. The hands should grip the club firmly but comfortably, with the lead hand (closest to the target) at the top of the grip.				
Warm Up	Stance Check Relay: Pupils take turns racing to a mat, setting up proper stance and returning.				
Main Activity	Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting. <ol style="list-style-type: none">1. Chipper Drill Stations: Practice hitting foam balls with chipper onto different distance targets.2. Tick-Tock Timing Challenge: Pair challenge where one calls “tick-tock” to help pace the other’s swing.3. Putter vs. Chipper Comparison Game: Try same shot with both clubs, discuss what changed.4. Golf Bowling: Pupils aim chip shots to knock down pins or cones.5. Zone Chip Scoring: Multiple scoring zones set up, pupils aim for high points using accurate chip shots.6. Stance Ladder Drill: Mark multiple stance positions, pupils rotate between each, self-check posture and chip.7. Chipper Accuracy Grid: Set up a grid with squares marked out on the floor. Pupils must chip balls into specific squares based on colour or score value. Encourages directional control and thinking tactically.8. Golf Target Towers: Use stackable cones or lightweight towers as targets. Pupils must chip to knock down the tower or aim to land next to it without touching it.				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Start close to the target, extend distances for challenge.	Begin with stance practice, progress to accuracy games.	Use larger cones/targets for beginners, smaller for challenge.	Start individually, then in pairs to give stance feedback.	
Cooldown / Plenary	Chipping Relay: In teams, each pupil must chip the ball to a marker before running to the back of the line. Emphasizes speed, control, and consistency.				
Key Technical Points	<ul style="list-style-type: none">• Feet shoulder-width apart, knees slightly bent• Hands together on grip; low hands for control• Swing from shoulders in a pendulum motion (tick-tock)				

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Lesson Plan

Lesson Objective	To develop being able to control the chipper			Lesson 2/6
Equipment Needed	Tri-Golf clubs, foam golf balls, flat markers, small cones, large cones, arches, small tunnels (objects for obstacles).			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">Control the distance of the ball in the air using a chipper. Encourage the pupil to:<ul style="list-style-type: none">Stand with the club on the floor with the grip pointing to the centre of their feetMake like a scarecrow with hands out – the hand closest to the target goes on top of the gripThe hand furthest from the target goes underneathBoth hands are touching			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">I know chipping makes the ball travel into the air for short distancesI know how my grip changes the distance (lower for short, higher for far)I know swing speed affects how far the ball travels	<ul style="list-style-type: none">I can chip the ball to different distances with controlI can choose the right swing for the target I'm aiming atI can complete simple chipping challenges with accuracy	<ul style="list-style-type: none">I can demonstrate a chip and explain how swing speed changes distanceI can hit a target consistently using good techniqueI can support a partner in choosing the correct chip for a target		
Key Questions	<p>What is chipping?</p> <p>Chipping involves using a wedge to launch the ball in the air and land it short of a hazard (like a bunker) or onto the green, followed by a putt to finish the hole.</p>			
Warm Up	<p>Target Zone Ladder:</p> <p>Set up an area with lines of cones where the children use the chipper to score.</p>			
Main Activity	<p>Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting.</p> <ol style="list-style-type: none">Chip & Stop: Aim to stop the ball inside a marked circle.Chipper Bowling: Knock down cones set at 5-10 metre zones.Distance Decision Making: Pupils choose the best swing for each range and explain.Chipping Carousel: Rotate through stations focused on distance, height, power, and control.Point the Spot: One partner place a cone or marker as a target; the other chips to that exact point.Golf Course Circuit: Pupils complete a mini-course of 3-5 chip targets in order, using minimal attempts.Guess the Distance: Pupils estimate distance, then chip and measure how close they were.			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Start with closer targets, gradually extend to 5-10m.	Begin with single targets, progress to mini-golf course circuits.	Use larger balls/hoops for beginners, smaller targets for challenge.	Work in pairs for feedback, then in groups for competitive games.
Cooldown / Plenary	<p>Golf Course Circuit:</p> <p>Pupils complete a mini-course of 3-5 chip targets in order, using minimal attempts.</p>			
Key Technical Points	<ul style="list-style-type: none">Stand side-on with ball centralGrip lower for shorter shots, higher for powerSwing speed affects distance – slow for close, faster for far			

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Lesson Plan

Lesson Objective	To develop the correct technique for throwing the Frisbee			Lesson 3/6
Equipment Needed	Frisbees (foam and plastic), cones, flat markers, hoops.			
Success Criteria	Children can: <ul style="list-style-type: none">• Correctly hold a Frisbee (Three fingers underneath, thumb on top)• Understand the correct techniques to hold and throw the Frisbee• Open the hips when throwing the Frisbee			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I know how to grip the Frisbee with three fingers underneath and thumb on top• I know I should step with the opposite foot when throwing• I know I need to open my hips when releasing the Frisbee	<ul style="list-style-type: none">• I can throw the Frisbee with a flat release and controlled wrist snap• I can use my hips and shoulders to add power and control• I can catch Frisbees from different heights and angles	<ul style="list-style-type: none">• I can demonstrate an accurate Frisbee throw using correct technique• I can explain how hips and wrist flick affect distance and accuracy• I can help a partner improve their grip and throwing stance		
Key Questions	How do you throw a Frisbee for accuracy? Focus on a flat release, controlled wrist snap, and keep a consistent grip.			
Warm Up	Frisbee Twist: Standing in place, pupils twist hips and shoulders to warm up rotation One throws, other checks grip and hip rotation. Catch and repeat			
Main Activity	Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting. <ol style="list-style-type: none">1. Throwing Target Nets: Hit upright nets from different angles – Use netball posts, corner flags, or tall uprights in playground.2. Frisbee Ladder Throw: Throw through multiple hoops placed at increasing height or distance. Use posts, flags or any other equipment as needed.3. Moving Target Partner Drill: One pupil walks slowly, the other throws to hit them accurately. Progress to running and receiving.4. Mirror & Match Drill: Pairs copy each other’s footwork and throwing rhythm.5. Throw & Catch Races: Throw to a partner, run around a cone and return to catch their return throw.6. Power vs Control Drill: Pupils try different power throws and judge which gives better control for target hits.7. Line Leader Throws: Follow-the-leader activity where each throw must match the angle and style of the person before.8. Catching Combos: Mix low, mid, and high throws for partners to catch. Start whilst stationary, then progress onto moving to catch the Frisbee.			
Adapted Learning (Differentiation) (Challenge)	SPACE Begin with close targets, increase distance or moving partners.	TASK Start with static throws, progress to accuracy ladders and moving catches	EQUIPMENT Use foam Frisbees first, smaller/heavier ones for challenge.	PEOPLE Begin with individual practice, progress to pair drills and group games.
Cooldown / Plenary	Throw to Score: Children work in teams to throw and catch the Frisbee in a specific area. The score different points based on the difficulty and direction of the throw.			
Key Technical Points	<ul style="list-style-type: none">• Thumb on top, fingers under the Frisbee• Step forward with opposite foot as you throw• Rotate hips and flick wrist on release			

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Lesson Plan

Lesson Objective	To develop the correct way to aim a Frisbee			Lesson 4/6
Equipment Needed	Frisbee, cones, flat markers, hoops.			
Success Criteria	Children can: <ul style="list-style-type: none">• Shift bodyweight forward onto front foot when throwing the Frisbee• Understand the different angles when it coming to throwing the Frisbee (Slight angle to the right, left, up)• Understand they need to judge the weight and power of the throwing depending con distance			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I know to shift my bodyweight forward when throwing• I know different angles (flat, curve, high) change the flight path• I know I must judge power depending on distance to the target	<ul style="list-style-type: none">• I can aim and throw the Frisbee towards set targets• I can change the angle of release to control flight• I can throw with accuracy at different distances	<ul style="list-style-type: none">• I can demonstrate aiming at a target and explain my choice of angle• I can show how adjusting my stance and power changes the outcome• I can help a partner correct their aim for better accuracy		
Key Questions	How do you aim when throwing the Frisbee? When releasing the Frisbee, extend the Frisbee at shoulder height, arm’s length away from body. Index finger (that is on the rim of the Frisbee) should be pointing in the direction of your target.			
Warm Up	Step & Throw Accuracy: Pupils take a step forward and throw towards a partner, making sure their throw is accurate and avoiding other players.			
Main Activity	Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting. 1. Angle Zones: Pupils choose high, low, or curve routes to hit specific targets or throwing to a partner. 2. Distance Challenge: Pupils match power with distance using measured cones. 3. Hoop Challenge: Pupils aim to land the Frisbee through a hoop, over a set distance. Use netball posts with a hoop attached, or corner flags. 4. Partner Aiming Duels: Side-by-side competition: first to land 3 throws in a specific zone. Lay out a series of zones that the children can use as targets. 5. Frisbee Golf Course: Follow a course of targets using as few throws as possible. Course can be set out on the playground / field and marked by tall cones, which children must hit. 6. Flight Path Cones: Create a curved cone pathway pupils must guide the Frisbee around. 7. Step Skip Throw: Introduce skipping or jumping into the throw to add challenge. 8. Time Tracker: See who can keep their Frisbee in the air the longest while staying accurate.			
Adapted Learning (Differentiation) (Challenge)	SPACE Start close with wide zones, progress to narrow or curved paths.	TASK Begin with simple cone hits, progress to Frisbee golf or bullseye scoring.	EQUIPMENT Larger hoops/cones for beginners, smaller or higher ones for challenge.	PEOPLE Individual aim practice first, then paired aiming duels or team golf.
Cooldown / Plenary	Throw to Score: Children work in teams to throw and catch the Frisbee in a specific area. The score different points based on the difficulty and direction of the throw.			
Key Technical Points	<ul style="list-style-type: none">• Watch the target before and during throw• Adjust angle of release for height/distance• Use bodv weight to push power into the throw			

Year 4 - Development of Target Games

Lesson Plan

Lesson Objective To develop the skill of how to hold the bow in archery

Lesson 5/6

Equipment Needed Archery set (boards/bows/arrows), cones, flat markers.

Success Criteria Children can:

- Understand they need to move their front foot closest to the target until their feet are shoulder width apart
- Understand they need to keep their muscles strong when drawing the bow

EDSTART KNOW

- I know my feet must be shoulder-width apart with front foot facing the target
- I know how to hold the bow with a relaxed but firm grip
- I know my bow arm should be straight but not locked

EDSTART GO

- I can stand correctly and hold the bow safely
- I can keep my balance while aiming at the target
- I can practise posture and grip drills with consistency

EDSTART SHOW

- I can demonstrate safe bow hold and explain why relaxation is important
- I can show correct posture when standing at the shooting line
- I can give feedback to a partner's stance and bow hold

Key Questions How do you hold the bow?

Relaxed grip with the bow handle nestled into the "heel" of your hand. Ensure your knuckles are at a 45-degree angle and maintain a loose grip with your fingers.

Warm Up

- **Hold & Count** – Pupils hold bow in position while partner counts to 10, then switch
- **Bow Grip Relay** – Pupils travel to set spots, assume correct grip, hold, and return

Main Activity Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting.

1. **Stance-to-Target Stations:** Assume correct stance and 'shoot' air arrows at targets. Focusing on how to stand, and where to hold your hands.
2. **Mirror Posture Drill:** Pairs copy each other's exact stance as if they are facing each other in the mirror. They then talk about the corrections they need to make.
3. **Pause & Pulse Challenge:** Pupils hold form until they hear a 'go' signal from their partner.
4. **Balance & Bow Stance Drill:** Pupils balance on one leg while maintaining bow hold, on their partners call. They release the arrow.
5. **Quick Draw Challenge:** Pupils must get into perfect bow hold position as quickly and accurately as possible on command.
6. **Score & Step Back:** If a pupil scores 3 or more points with 2 arrows, they step back to a more difficult shooting line.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start closer to the target, extend distance gradually.

TASK

Begin with air draws, progress to aiming with foam arrows.

EQUIPMENT

Use light bows or foam equipment first, progress to full archery sets.

PEOPLE

Begin individually for safety, progress to pairs for observation and feedback.

Cooldown / Plenary Bullseye Blitz:

Pupils shoot 3 arrows and try to land at least one in the centre. Rotate after each round.

Key Technical Points

- Feet shoulder-width apart and perpendicular to target
- Bow arm straight but not locked
- Bow held firmly but relaxed in grip

Year 4 - Development of Target Games

Lesson Plan

Lesson Objective To develop the technique of drawing the bow

Lesson 6/6

Equipment Needed Archery set (boards/bows/arrows), cones, flat markers.

Success Criteria Children can:

- Know how to pull or draw the string toward the side of their face towards the dominant side
- Understand to rotate their hips and shoulder until their elbow is in front of the arrow
- Know that when they draw the bow back, they touch their index finger to the corner of their mouth

EDSTART KNOW

- I know how to draw the bowstring smoothly towards my anchor point
- I know my elbow should be high and shoulders rotated
- I know to touch my index finger to my mouth for consistency

EDSTART GO

- I can draw the bow using controlled, steady movements
- I can coordinate breathing with my draw for accuracy
- I can release smoothly while maintaining posture

EDSTART SHOW

- I can demonstrate drawing the bow correctly to the anchor point
- I can explain how breathing and rotation help accuracy
- I can check and support a partner's draw technique

Key Questions How do you draw the bow?
To draw a bow, keep the draw arm elbow elevated, and maintain a smooth, controlled motion. It's crucial to keep the head up, shoulders relaxed, and wrist flat.

Warm Up Draw & Return:
Pupils draw without an arrow, then slowly release.

Main Activity Set up each station across the playground / hall. Have multiple activities at each station to avoid lines and waiting.

1. **Anchor Accuracy Drill:** Practice drawing and holding without shooting. Start without an arrow to make sure technique is solid, then introduce the arrow.
2. **Timed Draws:** Draw and hold for 3 seconds, then release at signal. Partner counts and says 'release' after counting to 3.
3. **Shoot for Score:** Draw the arrow, then release at the target. Suction or foam arrows used for score-based competition.
4. **Sequence Station Circuit:** Follow the steps of draw, hold, aim. Partner will call 'Draw, Hold, Aim, Release'.
5. **Target Sequence Match:** Hit targets in a colour or number sequence order.
6. **Silent Draw Game:** No verbal cues; pupils follow visual instructions only to increase concentration (Arm raised = Draw, Arm lowered = Hold, Partner steps out of eye line = Release).
7. **Partner Anchor Checks:** Pupils anchor, partners give thumbs up/down based on posture. Once thumbs up is given, partner steps to side and the arrow is released.
8. **Breath-Controlled Release:** Pupils practise drawing and releasing arrows timed to deep breaths.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with short distances, progress to longer target practice.

TASK

Begin with imaginary draws, then safe suction arrows, then live shots.

EQUIPMENT

Use string bows or lighter equipment for beginners, standard bows for progress.

PEOPLE

Work individually first, then in pairs for anchor checks and feedback

Cooldown / Plenary Bullseye Blitz:
Pupils shoot 3 arrows and try to land at least one in the centre. Rotate after each round.

Key Technical Points

- Rotate body from hips and shoulders
- Anchor hand to mouth or jaw for consistency
- Focus on smooth, steady release