

Year 4 - Development of Target Games

Lesson Plan

PLAYING
EDSTART

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 ballSwing the club in a tick tock motionUnderstand the difference between using the putter and the chipper					
EDSTART KNOW	EDSTART GO		EDSTART SHOW			
<ul style="list-style-type: none">I know how to stand sideways to the ball with feet shoulder-width apartI know the difference between a putter and a chipperI 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 swingingI can swing in a tick-tock motion with controlI 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 othersI can explain why stance and balance matter for accuracyI 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	<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">Chipper Drill Stations: Practice hitting foam balls with chipper onto different distance targets.Tick-Tock Timing Challenge: Pair challenge where one calls "tick-tock" to help pace the other's swing.Putter vs. Chipper Comparison Game: Try same shot with both clubs, discuss what changed.Golf Bowling: Pupils aim chip shots to knock down pins or cones.Zone Chip Scoring: Multiple scoring zones set up, pupils aim for high points using accurate chip shots.Stance Ladder Drill: Mark multiple stance positions, pupils rotate between each, self-check posture and chip.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.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 Start close to the target, extend distances for challenge.	TASK Begin with stance practice, progress to accuracy games.	EQUIPMENT Use larger cones/targets for beginners, smaller for challenge.	PEOPLE 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 bentHands together on grip; low hands for controlSwing from shoulders in a pendulum motion (tick-tock)					

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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	Children can: <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	What is chipping? 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.			
Warm Up	Target Zone Ladder: Set up an area with lines of cones where the children use the chipper to score.			
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">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 Start with closer targets, gradually extend to 5-10m.	TASK Begin with single targets, progress to mini-golf course circuits.	EQUIPMENT Use larger balls/hoops for beginners, smaller targets for challenge.	PEOPLE Work in pairs for feedback, then in groups for competitive games.
Cooldown / Plenary	Golf Course Circuit: Pupils complete a mini-course of 3-5 chip targets in order, using minimal attempts.			
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 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 FrisbeeOpen 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 topI know I should step with the opposite foot when throwingI 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 snapI can use my hips and shoulders to add power and controlI can catch Frisbees from different heights and angles		<ul style="list-style-type: none">I can demonstrate an accurate Frisbee throw using correct techniqueI can explain how hips and wrist flick affect distance and accuracyI 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">Throwing Target Nets: Hit upright nets from different angles – Use netball posts, corner flags, or tall uprights in playground.Frisbee Ladder Throw: Throw through multiple hoops placed at increasing height or distance. Use posts, flags or any other equipment as needed.Moving Target Partner Drill: One pupil walks slowly, the other throws to hit them accurately. Progress to running and receiving.Mirror & Match Drill: Pairs copy each other's footwork and throwing rhythm.Throw & Catch Races: Throw to a partner, run around a cone and return to catch their return throw.Power vs Control Drill: Pupils try different power throws and judge which gives better control for target hits.Line Leader Throws: Follow-the-leader activity where each throw must match the angle and style of the person before.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 FrisbeeStep forward with opposite foot as you throwRotate hips and flick wrist on release					

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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 FrisbeeUnderstand the different angles when it comes to throwing the Frisbee (Slight angle to the right, left, up)Understand they need to judge the weight and power of the throwing depending on distance			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">I know to shift my bodyweight forward when throwingI know different angles (flat, curve, high) change the flight pathI 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 targetsI can change the angle of release to control flightI 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 angleI can show how adjusting my stance and power changes the outcomeI 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. <ol style="list-style-type: none">Angle Zones: Pupils choose high, low, or curve routes to hit specific targets or throwing to a partner.Distance Challenge: Pupils match power with distance using measured cones.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.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.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.Flight Path Cones: Create a curved cone pathway pupils must guide the Frisbee around.Step Skip Throw: Introduce skipping or jumping into the throw to add challenge.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 throwAdjust angle of release for height/distanceUse body weight to push power into the throw			

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Lesson Plan

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EDSTART

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: <ul style="list-style-type: none">Understand they need to move their front foot closest to the target until their feet are shoulder width apartUnderstand they need to keep their muscles strong when drawing the bow					
EDSTART KNOW	EDSTART GO		EDSTART SHOW			
<ul style="list-style-type: none">I know my feet must be shoulder-width apart with front foot facing the targetI know how to hold the bow with a relaxed but firm gripI know my bow arm should be straight but not locked	<ul style="list-style-type: none">I can stand correctly and hold the bow safelyI can keep my balance while aiming at the targetI can practise posture and grip drills with consistency		<ul style="list-style-type: none">I can demonstrate safe bow hold and explain why relaxation is importantI can show correct posture when standing at the shooting lineI 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	<ul style="list-style-type: none">Hold & Count – Pupils hold bow in position while partner counts to 10, then switchBow Grip Relay – Pupils travel to set spots, assume correct grip, hold, and return					
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">Stance-to-Target Stations: Assume correct stance and 'shoot' air arrows at targets. Focusing on how to stand, and where to hold your hands.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.Pause & Pulse Challenge: Pupils hold form until they hear a 'go' signal from their partner.Balance & Bow Stance Drill: Pupils balance on one leg while maintaining bow hold, on their partners call. They release the arrow.Quick Draw Challenge: Pupils must get into perfect bow hold position as quickly and accurately as possible on command.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	<ul style="list-style-type: none">Feet shoulder-width apart and perpendicular to targetBow arm straight but not lockedBow held firmly but relaxed in grip					

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PLAYING
EDSTART

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: <ul style="list-style-type: none">Know how to pull or draw the string toward the side of their face towards the dominant sideUnderstand to rotate their hips and shoulder until their elbow is in front of the arrowKnow that when they draw the bow back, they touch their index finger to the corner of their mouth					
EDSTART KNOW	EDSTART GO		EDSTART SHOW			
<ul style="list-style-type: none">I know how to draw the bowstring smoothly towards my anchor pointI know my elbow should be high and shoulders rotatedI know to touch my index finger to my mouth for consistency	<ul style="list-style-type: none">I can draw the bow using controlled, steady movementsI can coordinate breathing with my draw for accuracyI can release smoothly while maintaining posture		<ul style="list-style-type: none">I can demonstrate drawing the bow correctly to the anchor pointI can explain how breathing and rotation help accuracyI 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. <ol style="list-style-type: none">Anchor Accuracy Drill: Practice drawing and holding without shooting. Start without an arrow to make sure technique is solid, then introduce the arrow.Timed Draws: Draw and hold for 3 seconds, then release at signal. Partner counts and says 'release' after counting to 3.Shoot for Score: Draw the arrow, then release at the target. Suction or foam arrows used for score-based competition.Sequence Station Circuit: Follow the steps of draw, hold, aim. Partner will call 'Draw, Hold, Aim, Release'.Target Sequence Match: Hit targets in a colour or number sequence order.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).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.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	<ul style="list-style-type: none">Rotate body from hips and shouldersAnchor hand to mouth or jaw for consistencyFocus on smooth, steady release					