

Year 3 - Intro to Target Games

Lesson Plan

Lesson Objective To introduce 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:

- Understand to swing with balance it is important to stand correctly
- Need to ensure:
 - Feet are shoulder width apart
 - Ball is in line with the centre of body
 - Toes and waist facing the ball

EDSTART KNOW

- I know that my feet should be shoulder-width apart for balance
- I know the ball must be in line with the centre of my body
- I know my toes and waist should face the ball before swinging

EDSTART GO

- I can stand correctly in the ready position with stable feet and soft knees
- I can swing gently while keeping my eyes focused on the ball
- I can move between activities while keeping my stance consistent

EDSTART SHOW

- I can show others the correct stance and body position for balance
- I can explain why balance and stability are important in golf
- I can help a partner improve their stance using the key points

Key Questions What makes a good stance?
Stand with feet shoulder-width apart, knees slightly bent, and a relaxed yet firm grip on the club.

Warm Up Golfers' Fitness:
Begin with a set of dynamic stretches: toe touches, gentle lunges, side reaches, and balance challenges (stand on one leg, then swap). Introduce a game of **Balance Statues** pupils walk and freeze in different stances on command.

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

1. **Stance Practice:** Pupils mirror the teacher's demonstration of correct stance using visual markers on the floor.
2. **Swing and Stop:** Practice gentle swings, stopping the club at different points to reinforce control.
3. **Cone Challenge:** Pupils swing to roll the ball through a pair of cones. Increase difficulty by narrowing the cone gap.
4. **Mirror Pairing:** Pupils work in pairs to mirror each other's stance and correct each other using a checklist.
5. **Balance Obstacle Path:** Navigate a simple course while keeping correct stance, holding club in ready position.
6. **Golf Island Hop:** Lay out flat spots (islands) across the area—pupils must move from one to the next using their golf stance and swing to reach each new station.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use larger areas for beginners, smaller targets for challenge.

TASK

Simplify by focusing only on stance; progress to swing and roll through cones.

EQUIPMENT

Use larger foam balls for easier control, smaller cones for harder accuracy.

PEOPLE

Work alone for confidence, then in pairs to correct each other's stance.

Cooldown / Plenary Stance Coach Says:
Teacher calls out stance instructions (feet together, feet shoulder-width, knees bent, etc.) Pupils copy only when prefaced with "Coach says".

Key Technical Points

- Stand with a stable base
- Gentle swings work best; power comes later
- Eyes should stay on the ball

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Lesson Plan

Lesson Objective To introduce being able to control the putter **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:

- Control the distance of the ball in the air using a putter
- Need to ensure:
 - Stand with the club on the floor with the grip pointing to the centre of their feet
 - Make like a scarecrow with hands out – the hand closest to the target goes on top of the grip
 - The hand furthest from the target goes underneath. Both hands are touching

EDSTART KNOW

- I know the correct grip for holding the putter with both hands touching
- I know that a gentle swing makes the ball travel a short distance
- I know a bigger swing makes the ball travel further

EDSTART GO

- I can control my putter to change the distance the ball travels
- I can keep my head still and eyes on the ball when putting
- I can practise accuracy by aiming into hoops, pins, or targets

EDSTART SHOW

- I can demonstrate a controlled putt with the right grip and stance
- I can explain how swing size changes the distance of the ball
- I can show others how correct grip and alignment improve control

Key Questions How do you hold the putter?
Right-handed – The left index finger rests on top of the right little finger (opposite for left-handed).

Warm Up Scarecrow Tag:
Pupils play tag but must freeze in a scarecrow pose when tagged.

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

1. **Grip Stations:** Rotate through stations to practice setting up grip and stance with guided prompts.
2. **Target Zone Putts:** Place hoops at different distances; pupils attempt to stop their ball inside each hoop using controlled putts.
3. **Putter Bowling:** Set up pins or cones in a triangle. Pupils use putters to knock down as many as possible with a single stroke.
4. **Distance Ladder:** Pupils aim to reach various distances marked by cones—points awarded based on accuracy.
5. **Speed Control Challenge:** Pupils try to land their ball just before a set line to practice finesse.
6. **Golf Obstacle Course:** Pupils attempt to putt the ball around and through obstacles such as cones, tunnels, or arches.
7. **Timed Accuracy Game:** Pupils race against a timer to complete as many accurate putts to a target as they can within a minute.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use closer hoops/targets first, extend distance for challenge.

TASK

Remove obstacles for beginners, add tunnels/ pins for challenge.

EQUIPMENT

Larger balls or wider targets for ease; smaller targets for accuracy.

PEOPLE

Work in pairs for grip checking; small groups for putting challenges.

Cooldown / Plenary Putter Tennis:
In pairs, pupils pass the ball back and forth using their putters over short distances, trying to control the speed.

Key Technical Points

- Gentle swing = short distance; bigger swing = longer distance
- Keep head still and eyes on the ball
- Proper grip and body alignment help control direction

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Lesson Plan

Lesson Objective To introduce receiving and throwing of a Frisbee

Lesson 3/6

Equipment Needed Frisbees (foam and plastic), cones, flat markers.

Success Criteria Children can:

- Have the correct stance when throwing the Frisbee
- Have the right body position when receiving a Frisbee
- Understand the position of their hands when distributing the Frisbee to achieve a strong throw (Thumb should be on top of the Frisbee, your index finger should be against the edge and your remaining fingers should touch the underside. Stand with your feet a 90° to your target)

EDSTART KNOW

- I know how to hold a Frisbee with thumb on top and fingers underneath
- I know I should stand sideways to my target when throwing
- I know how to position my hands and body to catch safely

EDSTART GO

- I can throw a Frisbee with control to a partner
- I can catch a Frisbee using soft hands and good body position
- I can move into space to receive a Frisbee

EDSTART SHOW

- I can demonstrate a throw and catch using correct stance and grip
- I can explain how to release the Frisbee with control, not power
- I can help a partner improve their throwing and catching technique

Key Questions

How do you hold a Frisbee to throw?

Thumb should be on top of the Frisbee, your index finger should be against the edge and your remaining fingers should touch the underside. Stand with your feet a 90° to your target.

Warm Up

Frisbee Freeze:

Pupils move in space and freeze in a throwing pose when signalled. Vary the call with commands like "ready to throw" or "ready to catch."

Main Activity

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

1. **Grip and Release Demo:** Model grip using oversized disc visuals. Pupils practice grip without throwing.
2. **Partner Passing:** Throw and catch with a partner, focusing on accuracy and soft hands.
3. **Moving Catch Drill:** One partner walks slowly while the other throws, encourages judging speed and angle.
4. **Frisbee Relay:** Teams pass the Frisbee down a line using correct technique.
5. **Catch the Cone:** Pupils throw Frisbees into an area where another child must catch it and drop it into a cone.
6. **Frisbee Mirror Game:** Pupils work in pairs to mirror throwing and catching movements without letting the disc drop.
7. **Zone Passing Challenge:** Set up small zones; pupils must move and throw within these zones, aiming to complete three consecutive passes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with close partners, increase distance for challenge.

TASK

Begin with stationary catches, progress to moving catches.

EQUIPMENT

Use foam Frisbees for beginners, lighter/smaller discs for challenge.

PEOPLE

Start individually with grip practice, progress to pair passing, then team games.

Cooldown / Plenary

Target Catch Circles:

Place hula hoops around the area, one child stands in the hoop as a target while others attempt to throw for an accurate catch. If the Frisbee is caught, the children swap roles.

Key Technical Points

- Controlled release, not power
- Eyes on the disc when catching

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Lesson Plan

Lesson Objective	To introduce aiming at a target with using the correct technique in Frisbee				Lesson 4/6
Equipment Needed	Frisbee, cones, flat markers, hoops.				
Success Criteria	Children can: <ul style="list-style-type: none"> Understand the basic skills when holding the Frisbee Understand the right force to use when passing to another child Be comfortable throwing with basic techniques 				
EDSTART KNOW	<ul style="list-style-type: none"> I know that feet should be shoulder-width apart with a sideways stance I know how to adjust power depending on the target distance I know angle and stance control the direction of my throw 				
EDSTART GO	<ul style="list-style-type: none"> I can throw a Frisbee towards a target with control I can change the distance of my throw by adjusting my power I can keep my body balanced when aiming and throwing 				
EDSTART SHOW	<ul style="list-style-type: none"> I can demonstrate aiming at a target and explain how I controlled power I can hit different targets at short and long distances I can show how stance, angle, and release affect accuracy 				
Key Questions	How to stand when throwing a Frisbee? Feet shoulder-width apart and turn sideways to your target, with your throwing-arm shoulder pointing towards it, slightly bend your knees for balance. When ready to throw, shift your weight towards your back foot and then explode forward.				
Warm Up	Hit the Cones: Set out cones around the space. In teams, pupils aim to knock down cones with their throws. Count how many cones each team knocks down.				
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"> Target Grid Challenge: Set up numbered targets around the space. Pupils aim to hit specific numbers in sequence. Frisbee Bowling: Set up skittles. Pupils take turns knocking them over using correct throwing technique. Distance Ladder: Pupils aim for targets set at increasing distances. Score points for accuracy and control. Frisbee Golf Course: Create a mini course around the area where pupils must hit specific target zones in the fewest throws. Accuracy Ladder: Mark lines for 2m, 4m, 6m etc.—pupils attempt to hit a cone at each line level. Bullseye Game: Mark out a series of circles to represent a dart board, give each circle a different point value. Pupils compete to score highest with limited throws. Bounce & Land Challenge: Throw Frisbees to first bounce and land on a target spot. 				
Adapted Learning (Differentiation) (Challenge)	SPACE Shorter distances for beginners, further away or angled targets for challenge.	TASK Simple "hit the cone" first, then progress to Frisbee golf or bullseye scoring.	EQUIPMENT Use hoops/skittles for target practice; smaller targets for challenge.	PEOPLE Individual practice first, then in groups to compete for accuracy.	
Cooldown / Plenary	Target Hoop Stations: Place different sized hoops at various angles and heights. Pupils attempt to throw through as many as possible.				
Key Technical Points	<ul style="list-style-type: none"> Angle and stance control direction Adjust power depending on target distance 				

Year 3 - Intro to Target Games

Lesson Plan

Lesson Objective	To introduce 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 straddle the shooting line with one foot on either sideUnderstand they need to stand forward with their least dominant foot over the shooting lineUnderstand they need to turn their front foot towards the target			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">I know I must straddle the shooting line with one foot on each sideI know my least dominant foot should be forwardI know my front foot should turn slightly towards the target	<ul style="list-style-type: none">I can hold the bow safely with correct grip and stanceI can balance my weight evenly to stay stableI can practise aiming safely without releasing an arrow	<ul style="list-style-type: none">I can demonstrate correct foot placement and bow holdI can explain why a solid stance makes shooting safer and more accurateI can check and give feedback to a partner's stance		
Key Questions	How do you stand when holding a bow? Feet should be shoulder-width apart, providing a solid base. The weight should be balanced, with a slight forward lean onto the balls of the feet.			
Warm Up	Mirror Me: Pupils face a partner and copy holding, aiming, and standing actions. Incorporate slow, controlled movements.			
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">Stance Drill: Pupils take turns stepping into position over the shooting line, checking for correct foot placement.Grip and Aim: Use foam bows or string trainers to practice grip without shooting.Shooting Line Walkthrough: Pupils rotate through stations learning different stages: load, aim, stance.Stance & Aim Pairs: Pupils assess and correct each other's posture while mimicking shooting.Balance Line: Pupils walk a line heel-to-toe while keeping bow in safe carry position—reinforces balance and control.Follow-the-Leader Form: Pupils follow a coach or peer through slow-motion form sequences.Grip Challenge: Set up an obstacle station where pupils carry their bow safely while navigating balance beams or stepping-stones.			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Shorter distance to target for beginners, further away for challenge.	Practice stance without shooting first, then progress to safe aiming.	Use foam bows/strings for practice, progress to light bows and real targets.	Work individually for focus, then in pairs to check and correct stance
Cooldown / Plenary	Target Match Game: Pupils shoot at coloured shapes or numbers and match the correct answer to a challenge card.			
Key Technical Points	<ul style="list-style-type: none">Always stand in the safe zoneBow held firmly but gently			

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Lesson Plan

Lesson Objective	To introduce the technique of drawing the bow				Lesson 6/6
Equipment Needed	Archery set (boards/bows/arrows), cones, flat markers.				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• I know how to pull the string towards my face on my dominant side• I know to rotate my hips and shoulders with my elbow high• I know my index finger should touch the corner of my mouth when drawing				
EDSTART GO	<ul style="list-style-type: none">• I can draw the bow smoothly using back muscles for strength• I can use controlled breathing to stay calm and balanced• I can adjust my draw to different distances from the target				
EDSTART SHOW	<ul style="list-style-type: none">• I can demonstrate drawing the bow safely and accurately to the anchor point• I can explain how body rotation and breathing improve accuracy• I can observe a partner's draw and give clear feedback				
Key Questions	<p>How do you draw the bow?</p> <p>Extend your bow arm towards the target, keeping it stable and level. At the same time, draw the bowstring back, engaging your back muscles and keeping your elbow high.</p>				
Warm Up	<p>Archer's Stretch:</p> <p>Pupils stretch arms, shoulders and upper back using controlled breathing. Include seated torso twist and wrist stretches. Finish with slow breathing in a wide circle stance.</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">1. Anchor Practice: Pupils draw and hold to anchor point using string bows, aiming.2. Draw & Freeze: Pupils practice drawing an imaginary bow. Focus on elbow and shoulder movement for consistency.3. Wall Target Aim: Pupils aim at spots on a wall using suction arrows, checking for body rotation.4. Partner Form Check: Pairs use a checklist to observe posture and elbow height during draw.5. Draw-Release Timing Game: Pupils draw back and release on a timed whistle to improve rhythm.6. Distance Focus Drill: Pupils move to increasing distances from the target, adjusting draw and aim.7. One-Knee Focus Draw: Pupils kneel to isolate upper body mechanics, improving technique and stability.8. Shape the Shot Challenge: Create shape outlines (square, triangle, circle) that pupils must aim through or land near with suction arrows.9. Draw & Rotate Relay: Pupils move through stations where they must draw and rotate the body properly before firing a safe shot.				
Adapted Learning (Differentiation) (Challenge)	SPACE Start close to the target, extend distance as accuracy improves.	TASK Begin with imaginary draw practice, progress to shooting at targets.	EQUIPMENT Use string bows or suction arrows for beginners, light bows for progress.	PEOPLE Individual practice for safety, pairs for observation and feedback.	
Cooldown / Plenary	<p>Precision Breathing Stretch:</p> <p>Pupils breathe slowly while stretching the arms across the body and behind the back. Include shoulder rolls, neck tilts, and fingertip reach to the ceiling. Reflect quietly on the calm focus archery requires.</p>				
Key Technical Points	<ul style="list-style-type: none">• Rotate torso, lead with elbow• Controlled breathing helps with aim				