

# Year 6 - Target Games

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To create a small course with 6–8 activities in Tri-Golf

**Lesson 1/6**

**Equipment Needed** Tri-Golf clubs, foam golf balls, flat markers, small cones, large cones.

**Success Criteria** Children can:

- Create a course using 6–8 activities
- Understand what club they need to use depending on the shot they need
- Control the direction of the ball using both a putter and a chipper

### EDSTART KNOW

- I know how to use a putter for rolling and a chipper for lifting
- I know what makes a hole harder or easier (distance, obstacles, target size)
- I know the importance of controlling direction when playing

### EDSTART GO

- I can create and play a golf hole with obstacles and targets
- I can choose the correct club for the type of shot
- I can control the ball's direction through different activities

### EDSTART SHOW

- I can design a hole that challenges myself and others
- I can explain why I chose a certain club or shot
- I can demonstrate control by completing my hole with accuracy

**Key Questions** What made some holes harder than others? Smaller targets, longer distances, or tricky obstacles. Success came from teamwork, picking the right shot, and concentrating on control.

### Warm Up

Pupils rotate through a series of movement stations designed to develop coordination, balance, and agility. Activities include hopping on one foot and two feet, side-stepping with control, balancing on one leg or along a line, and skipping with rhythm and flow. As confidence grows, ball-handling elements are added to increase challenge and focus. Pupils roll balls accurately between cones, aiming for control rather than speed, and work with a partner to roll and receive the ball smoothly using soft hands and good body positioning. This combination of movement and ball skills encourages spatial awareness, control, and teamwork while keeping all pupils active and engaged.

### Main Activity

**RECAP PUTTER VS CHIPPER TECHNIQUE.** Children practise in pairs, focusing on control. Split into small groups. Each group designs 1–2 “holes” that together make up a class golf course. Rotate so all pupils play every hole. Below is a list of ideas for the children to use. Teacher models how to design a simple hole (start point, obstacle, target).

1. **Putting Gate Challenge:** Pupils set up two cones as a “gate.” The aim is to roll the ball cleanly through with as few strokes as possible. Progression: make the gate narrower to increase difficulty.
2. **Chipping Over a Barrier:** Groups place a small barrier (cones/bench/rope) that pupils must chip over. Ball must land in a marked target zone behind the obstacle.
3. **Zig-Zag Path:** A winding path is marked with cones. Pupils must navigate their ball through the course in the least strokes.
4. **Bullseye Zone:** Set up a hoop or marked circle acts as a “bullseye.” Closer landings score higher points. Children take 3 attempts and keep score.
5. **Long Putt:** A distant hoop/target is set up. Pupils must judge power for distance.
6. **Curved Shot Challenge:** Set up cones to create a curve to get around before reaching the target. Children must think tactically about shot placement.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use larger spaces with wide gates for beginners, narrower gates or zig-zag paths for challenge.

#### TASK

Start with simple putting gates, progress to complex multi-shot holes.

#### EQUIPMENT

Use large cones/hoops first, smaller bullseyes or barriers for challenge.

#### PEOPLE

Work individually to design, then in groups to build and play full courses.

### Cooldown / Plenary

**RELAY GOLF:** Teams of 4–5 work together to move the ball towards the target, with each player taking one stroke before passing to the next teammate. The aim is to reach the target in as few shots as possible, encouraging pupils to think strategically about shot choice, distance, and accuracy. Teams must communicate, support each other, and plan the safest route to the target, reinforcing teamwork, cooperation, and shared responsibility for performance.

### Key Technical Points

- **Grip:** Hands together, gentle grip
- **Stance:** Feet shoulder-width apart, knees slightly bent, eyes on the ball

# Year 6 - Target Games

## Lesson Plan

**COMPLETE**  
**EDSTART**

### Lesson Objective

To play a round of golf and be able to keep score

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:

- Work together as a team, measure out and build a game
- Demonstrate their understanding of aim, distance and control through taking part in several skills games
- Identify how they concentrated on a task

### EDSTART KNOW

- I know how to keep score fairly in golf
- I know which club to use for putting or chipping
- I know how to aim my body and club face at the target

### EDSTART GO

- I can play a mini round of golf using different clubs
- I can keep an accurate score on a scorecard
- I can work with my team to complete challenges

### EDSTART SHOW

- I can demonstrate keeping fair and accurate scores in a group game
- I can explain how shot choice affected my score
- I can support my peers in playing a round responsibly

### Key Questions

What skills helped you lower your score? Staying calm, focusing on aim, judging distance, and working together.

### Warm Up

**RELAY PUSH:** Teams push a ball with their putter around cones without lifting it off the ground. **PROGRESSION:** Add a time challenge, reduce cone spacing for tighter control, require weak-hand putting, or introduce a relay rule where players must stop the ball dead at each cone before continuing.

### Main Activity

Begin by recapping the key rule of golf: the aim is to complete each hole in the fewest strokes possible. Discuss what counts as a stroke and why accuracy and control are often more important than power. Pupils work in pairs to practise taking turns to hit the ball, carefully counting each shot aloud and recording scores on simple scorecards. Emphasise honesty, concentration, and supporting partners by helping track scores and retrieve balls safely. Use this time to reinforce correct grip, stance, and a smooth putting or chipping action, reminding pupils to aim before striking.

#### TEAM GOLF CHALLENGES:

Set up a carousel of golf-style challenges that pupils rotate around in small teams.

1. Mini Course Play: Pupils play 4–5 short holes set up around the space, each with a clear start point and target (cone, hoop, or mat). Teams record the number of strokes taken per hole and aim to improve accuracy with each attempt rather than rushing.
2. Team Score Relay: Teams line up behind a starting point and take turns hitting the ball towards a target. Each player completes one shot before rotating. The team challenge is to reach the target in the fewest total shots, encouraging communication, turn-taking, and tactical thinking about shot choice.
3. Accuracy Ladder: Create distance zones leading towards a target, with each zone worth different points (short = lower risk, long = higher reward). Pupils decide how far to aim based on confidence and control, reinforcing decision-making and consistency.
4. Obstacle Golf: Pupils navigate their ball through creative obstacles such as passing through gates, rolling around cones, or gently lifting the ball over low barriers. This develops problem-solving, touch, and creativity while keeping the activity fun and engaging.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Start with short, simple holes, extend to larger courses.

#### TASK

Begin with one hole, progress to multi-hole courses.

#### EQUIPMENT

Use big hoops for easy targets, smaller hoops for challenge.

#### PEOPLE

Play in pairs for practice, then in teams for full course scoring.

### Cooldown / Plenary

**OFFICIATED ROUND:** Pupils work in pairs, with one pair playing while another pair acts as officials. The officiating pair keeps score accurately, watches for rule adherence (ball must be played from the correct spot, no moving the ball with hands, counting every stroke), and offers clear, respectful decisions. After each hole, roles rotate so everyone experiences playing and officiating, building honesty, responsibility, and understanding of the rules. **PROGRESSION:** Introduce penalty strokes for rule breaks, use official scorecards, add timed decisions to improve focus, or challenge officials to explain rulings using correct golf terminology.

### Key Technical Points

- **Shot Selection:** Putter for rolling, chipper for lifting
- **Aim:** Point body and club face towards target
- **Power Control:** Smooth swing, avoid hitting too hard
- **Scoring:** Fewest shots = best score. Always count each stroke

# Year 6 - Target Games

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To understand the rules of Frisbee Golf and to be to compete against themselves and others **Lesson 3/6**

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

**Success Criteria** Children can:

- Understand the correct rules to throw and compete when it comes to taking part in Frisbee Golf
- Keep scores when it comes to playing Frisbee Golf
- Follow a course correctly set up, avoiding hazards along the way

### EDSTART KNOW

- I know the rules of Frisbee Golf (taking turns, scoring throws, following the course)
- I know how to keep score in a fair way
- I know why rules make competition safe and fair

### EDSTART GO

- I can throw the Frisbee with control while following rules
- I can play through a course, counting my throws
- I can avoid hazards while completing holes

### EDSTART SHOW

- I can demonstrate playing by the rules of Frisbee Golf
- I can explain why following rules keeps the game safe and fair
- I can lead my team in keeping scores accurately

**Key Questions** Why is it important to follow the rules in Frisbee Golf? It makes the game fair, helps everyone know their score, and keeps competition safe.

### Warm Up

**TARGET TOSS:** Pupils throw beanbags or mini-Frisbees into hoops placed at different distances, focusing on aim, control, and consistent throwing technique. Encourage pupils to judge distance, select the appropriate throw, and retrieve equipment safely between turns. **PROGRESSION:** Move hoops further away, reduce hoop sizes, require use of the non-dominant hand, introduce a points system for different distances, or add a time challenge where pupils score as many accurate throws as possible in 30 seconds.

### Main Activity

**Skill Development:**

Teacher demonstrates backhand throw and Frisbee Golf rules: Start at tee marker, take turns, count throws until Frisbee lands in target zone. Children practise in pairs aiming for hoops.

**Frisbee Golf Course:**

Class sets up 4–6 holes using hoops/targets. Pupils rotate through course.

1. **LONG DRIVE HOLE:** Pupils aim for maximum distance with a controlled throw toward a distant target, focusing on smooth technique rather than power alone. Encourage a balanced stance, clear aiming point, and safe retrieval of equipment before the next turn.
2. **ACCURACY HOLE:** Pupils throw toward a small, close hoop, concentrating on precision, soft release, and follow-through. Emphasise choosing the correct throwing force and resetting calmly after each attempt to improve consistency.
3. **OBSTACLE HOLE:** Pupils throw around or over cones to reach the target, encouraging problem-solving and shot selection. Discuss different options, such as a higher arc or a wider angle, and allow pupils to experiment to find the most effective route.
4. **RELAY GOLF HOLE:** Teams work together to complete the hole, with each player taking one throw before passing to the next teammate. Pupils plan their order, communicate clearly, and decide how to position the object to give the next player the best chance.
5. **BULLSEYE HOLE:** Pupils aim to land the Frisbee in marked scoring zones, with higher points awarded for closer or more challenging areas. This hole reinforces control, accuracy, and decision-making as pupils decide whether to aim safely or take a higher-risk shot for more points.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Start with shorter, open holes, extend to longer or obstacle-filled holes.

#### TASK

Begin with basic throws into hoops, progress to full course play.

#### EQUIPMENT

Use foam Frisbees and large targets for beginners, smaller targets for challenge.

#### PEOPLE

Play individually first, then in pairs and groups for full 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

- **Grip:** Fingers under Frisbee, thumb on top
- **Release Angle:** Keep Frisbee flat – tilting causes it to curve
- **Step Into Throw:** Transfer weight forward to add power

# Year 6 - Target Games

## Lesson Plan

**COMPLETE**  
**EDSTART**

Lesson Objective	To understand the concept of creating a course, to challenge pupils' ability for Frisbee Golf				Lesson 4/6
Equipment Needed	Frisbee, cones, flat markers, hoops.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Work together or as individuals to create a hole/course for Frisbee Golf</li><li>• Set limitations throughout the course, which will challenge themselves or others</li><li>• Compete against themselves and others when it comes to Frisbee Golf, whilst keeping score throughout</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I know how to design a Frisbee Golf hole with obstacles and challenges</li><li>• I know which throws (forehand, backhand) suit different holes</li><li>• I know accuracy is more important than power</li></ul>	<ul style="list-style-type: none"><li>• I can create my own Frisbee Golf hole with targets and hazards</li><li>• I can adapt my throws depending on the course</li><li>• I can keep score fairly while playing my course</li></ul>		<ul style="list-style-type: none"><li>• I can design a challenging but fun course for others to try</li><li>• I can explain how obstacles change the difficulty of a hole</li><li>• I can support others by helping them complete my course</li></ul>		
Key Questions	What made your course fun but also challenging? Adding obstacles, different distances, or rules like “must throw forehand.				
Warm Up	FRISBEE FITNESS RELAY: Pupils run a short shuttle, accurately pass the Frisbee to a teammate, then tag the next player to continue the relay. PROGRESSION: Increase the challenge by extending the shuttle distance, requiring passes to be made with the non-dominant hand, or insisting the receiving player moves into space before the pass is released. You can also add a time challenge to encourage quicker transitions and sustained teamwork.				
Main Activity	<p>:FLIGHT SCHOOL SKILLS: Recap key throwing techniques including backhand and forehand grips, stance, and follow-through. Pupils experiment with different release angles, aiming for improved accuracy and distance through playful challenges and target-based games.</p> <p>COURSE DESIGN &amp; PLAY: Pupils design their own Frisbee Golf holes, adding obstacles and challenges. Rotate and try other groups' holes.</p> <p>Course Examples:</p> <ol style="list-style-type: none"><li>1. <b>Tree Gate Hole:</b> Pupils aim to throw the Frisbee cleanly through a cone “gate,” focusing on accuracy, control, and correct release angle.</li><li>2. <b>Curved Hole:</b> The Frisbee must bend around one or more cones before landing in the target area, encouraging pupils to experiment with different throwing angles, wrist flicks, and flight paths.</li><li>3. <b>Hazard Hole:</b> A marked “water” zone must be avoided. Throws landing in the hazard receive a penalty stroke, promoting thoughtful decision-making and controlled power.</li><li>4. <b>Distance Hole:</b> Pupils throw from a set start point to the furthest target, working within a par limit to balance distance with accuracy and consistency.</li><li>5. <b>Creative Hole:</b> Pupils design their own hole using cones, targets, and rules, then explain the challenge to their group, developing creativity, problem-solving, and leadership alongside Frisbee skills.</li></ol>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Begin with open spaces, progress to courses with zig-zags or hazards.	Start with set holes, then progress to designing new creative holes.	Use larger cones/gates first, smaller or angled targets for challenge.	Work in small groups to design, then rotate to try others' courses.	
Cooldown / Plenary	MINI FRISBEE GAME (4V4): Pupils play small-sided games focusing on possession and passing. Encourage communication, lead passes, maintain body position for accurate throws. Ask pupils to reflect on how communication and movement helped their team keep possession. Discuss which type of pass was most effective in game situations and how they could improve accuracy and decision-making next time.				
Key Technical Points	<ul style="list-style-type: none"><li>• <b>Body Position:</b> Side-on stance, shoulders relaxed</li><li>• <b>Throwing Choice:</b> Use backhand for accuracy, forehand for quick releases</li><li>• <b>Control Before Power:</b> Accuracy is more important than distance</li></ul>				

# Year 6 - Target Games

## Lesson Plan

**COMPLETE**  
**EDSTART**

**Lesson Objective** To set up their shot in archery

**Lesson 5/6**

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

**Success Criteria** Children can:

- Be confident with holding, drawing and aiming the bow
- Stand correctly over the shooting line, with their least dominant foot forward

### EDSTART KNOW

- I know how to stand on the shooting line with my least dominant foot forward
- I know how to hold, draw, and aim the bow correctly
- I know calm focus helps me prepare for a shot

### EDSTART GO

- I can load an arrow and set up a shot with correct stance
- I can draw the bow smoothly and aim at a target
- I can release safely while keeping my posture steady

### EDSTART SHOW

- I can demonstrate setting up a safe and accurate shot
- I can explain what makes a good setup (stance, grip, calmness)
- I can give feedback to a partner about their setup

### Key Questions

What helps you set up a good shot? Strong stance, steady grip, correct arrow position, calm focus.

### Warm Up

**HUNTER & PREY:** A fast-paced tag game designed to quickly raise heart rate while developing awareness of space, movement, and body positioning. One or two players are the Hunters and attempt to tag the Prey, who must evade using quick changes of direction, speed, and smart use of space. Between rounds, pause briefly to integrate dynamic shoulder and posture movements including arm circles (forwards and backwards), shoulder rolls, chest openers, and relaxed upper-body rotations to promote mobility and safe movement as intensity increases. **PROGRESSION:** Reduce the playing area, add an extra Hunter, or introduce a rule where Prey must perform one dynamic shoulder movement before re-joining after being tagged.

### Main Activity

**ARCHERY ACADEMY – AIM, DRAW, FIRE!** The teacher demonstrates the correct stance on the shooting line, safe bow holding, careful arrow loading, and smooth draw and release. Pupils first rehearse movements without arrows to build confidence and safety awareness, then progress to short-range shots focusing on control, accuracy, and calm, steady technique. Archery Stations:

Working in groups of 3 or 4 and move around each station. Set up 2 or 3 boards at each station.

1. **CLOSE TARGET PRACTICE:** Pupils throw from a short distance of 2–3 metres, allowing them to concentrate fully on correct technique without worrying about power. Emphasise a stable stance, eyes on the target, smooth arm action, and controlled release. This builds confidence and consistency, helping pupils feel success early before increasing challenge.
2. **FORM FOCUS:** Working in pairs, one pupil throws while the partner acts as a coach, checking key technique points such as elbow position, shoulder alignment, and upright posture. Partners give simple, positive feedback after each attempt, helping pupils refine their movement and become more aware of what good technique looks and feels like.
3. **BALANCE CHALLENGE:** Pupils must hold a strong, balanced stance for 10 seconds before releasing the throw. This encourages control, focus, and body awareness, reinforcing the importance of stability in accurate throwing. Pupils reflect on how balance affects both accuracy and power once the throw is released.
4. **HIT THE COLOUR:** Pupils aim for different coloured rings or markers, with each colour representing a different target or score. Encourage pupils to scan, select a target, and adjust their throw accordingly. This develops decision-making, accuracy, and adaptability, as pupils learn to vary force and angle depending on the colour they choose.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Begin with close targets, extend to longer distances.

#### TASK

Start with practice draws, progress to coloured scoring challenges.

#### EQUIPMENT

Use light bows or suction arrows for beginners, progress to standard bows.

#### PEOPLE

Start individually for safety, then in pairs for form-checking.

### Cooldown / Plenary

**Round the Board:**

Children start with trying to hit the outer colour, once they hit, they move inwards. First to bullseye – wins.

### Key Technical Points

- **Stance:** Stand side-on to target, least dominant foot forward
- **Grip:** Hold bow gently, don't squeeze handle
- **Draw:** Pull string smoothly to side of face (anchor point)

# Year 6 - Target Games

## Lesson Plan

Lesson Objective	To understand the technique of aiming the arrow in archery				Lesson 6/6
Equipment Needed	Archery set (boards/bows/arrows), cones, flat markers.				
Success Criteria	Children can: <ul style="list-style-type: none"><li>• Need to align the arrow with the target while keeping the muscles active</li><li>• Understand that 'sighting' is an alignment between your eye, the string and the arrow</li><li>• Keep their muscles active during the sighting process</li></ul>				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none"><li>• I know aiming is aligning my eye, string, and arrow</li><li>• I know rushing the release makes the shot go off target</li><li>• I know calm breathing and follow-through help accuracy</li></ul>	<ul style="list-style-type: none"><li>• I can aim my arrow at a target with control</li><li>• I can keep my muscles strong and steady while sighting</li><li>• I can release smoothly with a follow-through</li></ul>		<ul style="list-style-type: none"><li>• I can demonstrate aiming and releasing with good alignment</li><li>• I can explain how focus and breathing improve accuracy</li><li>• I can help a partner improve their aiming technique</li></ul>		
Key Questions	What happens if you rush your release? The arrow goes off target. A smooth release with follow-through improves accuracy.				
Warm Up	TARGET DASH: Set up cones around the space and challenge pupils to run and collect them in a set sequence. Between runs, incorporate shoulder stretches, arm circles, and gentle torso twists to warm the upper body and prepare muscles safely for drawing the bow.				
Main Activity	<p>SMOOTH RELEASE: The teacher demonstrates correct release technique, focusing on relaxed fingers, a smooth forward hand movement, and the bow rocking gently after release. Children practise controlled releases at close targets, prioritising calm focus, consistency, and safe, accurate technique over power.</p> <p>Main Activity (25 mins) – Archery Challenges:</p> <ol style="list-style-type: none"><li>1. <b>SCORING ROUNDS:</b> Children take turns shooting THREE ARROWS EACH, aiming at standard targets and recording their scores carefully. Emphasise honesty, accurate counting, and resetting arrows safely. Focus on consistency of stance and release rather than power.</li><li>2. <b>KNOCKOUT GAME:</b> In small groups, pupils aim to hit SKITTLES OR CONES placed in front of the target. Each successful hit removes an object. The round continues until all targets are cleared, encouraging accuracy, focus, and controlled shooting under light pressure.</li><li>3. <b>DISTANCE CHALLENGE:</b> Children begin shooting from a close distance. After every successful shot on target, they take ONE STEP BACK, gradually increasing difficulty. This builds confidence, strength, and understanding of how distance affects aim and power.</li><li>4. <b>TEAM RELAY SHOOT:</b> Teams share FOUR ARROWS and take turns shooting in relay format. Each score contributes to a team total, encouraging communication, encouragement, and shared strategy while maintaining safe shooting routines.</li><li>5. <b>FORM CHECK STATION:</b> In small groups, one child shoots while partners observe stance, release, and follow-through. Observers give simple feedback using set cues (e.g. "relaxed hand," "still body"), developing technical awareness and coaching skills.</li></ol>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Start with close targets, progress to smaller or further ones.	Begin with dry aiming, progress to scoring games and knockout challenges.	Use large targets for beginners, smaller zones for advanced accuracy.	Start individually, then move to team relay challenges for scoring.	
Cooldown / Plenary	TEAM RELAY SHOOT: Teams take turns shooting 3 arrows each, then pass the bow to the next teammate. Combine points for a total team score. Progression: Introduce mini challenges, e.g., highest team score in limited time, or combining different types of targets for variety.				
Key Technical Points	<ul style="list-style-type: none"><li>• Release: Relax fingers to let arrow go</li><li>• Back Muscles: Keep shoulders and back strong during release</li><li>• Hand Movement: Drawing hand moves forward slightly after release</li><li>• Bow Reaction: Bow should rock gently in hand, not be gripped tight</li></ul>				