

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
PE	Striking and fielding	4	Spring 2	6 hours
Key Vocabulary: accuracy, striking, tee, putter, golf club, hazard, hole, chip,				
Knowledge: Pupils will be taught to:				
<ul style="list-style-type: none"> - Improve their technique when sending a ball and striking a ball with a club. - Evaluate their own performance in order to improve. 				

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	WALT: To be able to SEND the ball with the correct weight on a consistent basis	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p><u>ZigZag</u></p> <p>At speed, children move in and out of cones and equipment set up around a marked area.</p> <p>Main Teach:</p> <p><u>Lemmings</u></p>	<p>Tri-Golf Putter</p> <p>Tri-Golf balls</p> <p>Feet</p> <p>Cones</p>

		<p>This game can be played by 2 children or by small groups head to head.</p> <p>Teams must start from a set position marked by cones.</p> <p>Mark out a line using cones.</p> <p>The children or teams try to putt the ball as close to the target line as possible without going over it.</p> <p><u>Three in a Row</u></p> <p>Three lines of cones are set up in front of a half circle. The closest line is yellow, then blue and the furthest away is green.</p> <p>The children aim to putt the ball into the half hoop from each line of cones. Each child will get three putts. Yellow=1, blue=3 and green=5. Once the shots have been taken the child should place their club down and collect the balls ready for the next child.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p><u>Peer Reflection</u></p> <p>Child will show either a thumbs up to show they have learnt something new and are ready for the next challenge.</p> <p>Thumb halfway to show they have learnt something new but need help to improve.</p>	
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			Thumbs down, the child has not learnt anything in the lesson and needs help throughout lessons.	
Lesson 2	1 hour	WALT: Strike a ball at a target	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Balance Beanbags</u></p> <p>Children walk around, moving in any direction, balancing a beanbag on their head or different parts of their body.</p> <p>Coaches give the children fun cues (e.g. 'touch the floor) to help develop their balance.</p> <p>Main Teach:</p> <p><u>Snooker</u></p> <p>Each group has one putter and one ball.</p> <p>Place a line of markers to represent red, yellow, green, brown, blue, pink and black. The red cone is the cone closest to the target.</p> <p>Starting from the red marker the first player tries to 'pot' a red. i.e. putt the ball in or on the target for one point.</p> <p>If successful they then play from a colour. i.e. yellow= 2, green=3, brown=4, blue=5, pink=6 and black=7.</p>	<p>Tri-Golf Putter</p> <p>Tri-Golf balls</p> <p>Feet</p> <p>Cones</p>

			<p>If they score, the child carries on alternating between the red and a colour.</p> <p>When they miss, control of the putter passes to the next child.</p> <p>The child with the highest score after a set period wins.</p> <p><u>Finders Keepers</u></p> <p>This station involves putting for direction. Children should stand on the white line and putt the ball towards the coloured cones. The children aim to hit any of the coloured cones. Do not remove the cones after they are struck. Each child will get three putts. Once the shots have been taken, the child should place their club down and collect the balls ready for the next player. Yellow=1, blue=3, green=5.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Personal Performance Review</u></p> <p>Red = Did not improve today</p> <p>Yellow = Made some progress but still room for improvement</p> <p>Green = Successful at all aspects – Ready for next challenge</p>	
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Lesson 3	1 hour	WALT: Use skills learned to complete core tasks	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Reaction Board</u></p> <p>Children stand opposite each other. One makes a one-handed movement and his/her partner follow and touches his/her hand. They do 10 movements and then swap over. When they have developed a single movement on both hands, they can try using two hands as a progression.</p> <p>Main Teach:</p> <p><u>Task 1</u></p> <p><u>Hit The Ball And Jump Into The Hoop Until The Ball Is Returned</u></p> <p>Person A: Hit the ball off a low tee.</p> <p>Person A: Quickly jump into and out of the hoop before the ball is returned.</p>	<p>Different sized balls</p> <p>Wickets and bats</p> <p>Cones</p> <p>Clubs</p>
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		<p>Person B: Pass the ball to each fielder and quickly return the ball to base.</p> <p><u>Task 2</u></p> <p>Hit the ball and run until the ball is returned</p> <p>Person A: Hit the ball off a low tee</p> <p>Person A: Run to 1 of the 4 zones</p> <p>Person B: Quickly return the ball to base</p> <p><u>Task 3</u></p> <p>Think of your own game</p> <p>Choose a new game to teach to friends</p> <p>Choose a good scoring system for your game</p> <p>What would you change in your game?</p> <p><u>Task 4</u></p> <p>Hit the ball and run between the wickets</p> <p>Person A: Hit the ball. Person R: Run to the wicket and back = 1 run</p> <p>Person B: Fielders</p> <p>If the ball is caught or lands to base, do not run.</p> <p>Person A: change wickets after 6 balls</p>	
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Task 5

Play an innings as part of a pair

Get into 3 pairs: batters, fielders, bowler and wicket keepers

Share a 3,6,9 or 12 bowls over a 12 or 24 ball innings

In the beginning you have 10 runs

If caught, run or bowled out, you lose 5 runs.

Task 6

Score As Many Points As You Can In Your Innings

The batter and bowler play on the same team, sharing 6 bowls each against 6 fielders.

Points are scored by runs and lost when a player becomes out.

The batting team should have a pre-set number of points to achieve.

Task 7

Beat The Batting Or Bowling Pair By Getting The Most Points

Points are awarded for each:

-Completed run

-Time a post/wicket is passed

-Time a wicket is taken/batter is out

Bowlers are supported by 4 fielders.

			<p>Innings are made up of 20-30.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p><u>Personal Performance Review</u></p> <p>Red = Did not improve today</p> <p>Yellow = Made some progress but still room for improvement</p> <p>Green = Successful at all aspects – Ready for next challenge.</p>	
Lesson 4	1 hour	WALT: Send a ball towards the correct target area	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Skipping</u></p>	<p>Tri-Golf</p> <p>Chipper</p> <p>Tri-Golf balls</p> <p>Tees</p> <p>Feet</p> <p>Cones</p>

			<p>After coaching basic skipping patterns, the coach allows children to develop different skipping techniques and patterns (including movement).</p> <p>Main Teach:</p> <p><u>Longest Drive</u></p> <p>Mark out a corridor of cones. Children take it in turns to try and hit the ball as far as possible down the corridor of cones. Balls that finish outside the cones have gone 'out of bounds' and do not count. The child who hits the ball the furthest distance while staying in bounds, wins.</p> <p><u>Driving Range</u></p> <p>In groups, 3 balls per group and one club.</p> <p>Set out a series of different colour target areas at varying distances from the groups.</p> <p>Each area is worth a different amount of points depending on difficulty.</p> <p>Each child has 3 attempts to score as many points as possible by trying to land the ball into the variety of areas.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turn each week to lead the cool down.</p> <p><u>Paired Reflection</u></p>	
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			In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.	
Lesson 5	1 hour	WALT: Send the ball using a Tri-golf Club	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Traffic lights</u></p> <p>The coach holds up a coloured cone and the children respond accordingly:</p> <p>Red = Stop</p> <p>Yellow = Jog</p> <p>Green = Accelerate</p> <p>Main Teach:</p> <ol style="list-style-type: none"> 1. Finders Keepers 2. Three in a Row 3. Building Bridges 4. Cliff Hanger 	<p>Tri-Golf Chipper</p> <p>Tri-Golf Putter</p> <p>Tri-Golf balls</p> <p>Tees</p> <p>Feet</p> <p>Cones</p>

			<p>5. High Five <i>Please see Tri-Golf Inter Competition Resource Pack</i></p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p><u>Peer Reflection</u></p> <p>Child will show either a thumbs up to show they have learnt something new and are ready for the next challenge.</p> <p>Thumb halfway to show they have learnt something new but need help to improve.</p> <p>Thumbs down, the child has not learnt anything in the lesson and needs help throughout lessons.</p>	
Lesson 6	1 hour	WALT: Use skills learned to complete core tasks	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Reaction Board</u></p>	<p>Different sized balls</p> <p>Wickets and bats</p> <p>Cones</p> <p>Clubs</p>

			<p>Children stand opposite each other. One makes a one-handed movement and his/her partner follow and touches his/her hand. They do 10 movements and then swap over. When they have developed a single movement on both hands, they can try using two hands as a progression.</p> <p>Main Teach:</p> <p><u>Task 1</u></p> <p><u>Hit The Ball And Jump Into The Hoop Until The Ball Is Returned</u></p> <p>Person A: Hit the ball off a low tee.</p> <p>Person A: Quickly jump into and out of the hoop before the ball is returned.</p> <p>Person B: Pass the ball to each fielder and quickly return the ball to base.</p> <p><u>Task 2</u></p> <p>Hit the ball and run until the ball is returned</p> <p>Person A: Hit the ball off a low tee</p> <p>Person A: Run to 1 of the 4 zones</p> <p>Person B: Quickly return the ball to base</p> <p><u>Task 3</u></p>	
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		<p>Think of your own game</p> <p>Choose a new game to teach to friends</p> <p>Choose a good scoring system for your game</p> <p>What would you change in your game?</p> <p><u>Task 4</u></p> <p>Hit the ball and run between the wickets</p> <p>Person A: Hit the ball. Person R: Run to the wicket and back = 1 run</p> <p>Person B: Fielders</p> <p>If the ball is caught or lands to base, do not run.</p> <p>Person A: change wickets after 6 balls</p> <p><u>Task 5</u></p> <p>Play an innings as part of a pair</p> <p>Get into 3 pairs: batters, fielders, bowler and wicket keepers</p> <p>Share a 3,6,9 or 12 bowls over a 12 or 24 ball innings</p> <p>In the beginning you have 10 runs</p> <p>If caught, run or bowled out, you lose 5 runs.</p> <p><u>Task 6</u></p> <p><u>Score As Many Points As You Can In Your Innings</u></p>	
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		<p>The batter and bowler play on the same team, sharing 6 bowls each against 6 fielders.</p> <p>Points are scored by runs and lost when a player becomes out.</p> <p>The batting team should have a pre-set number of points to achieve.</p> <p><u>Task 7</u></p> <p><u>Beat The Batting Or Bowling Pair By Getting The Most Points</u></p> <p>Points are awarded for each:</p> <ul style="list-style-type: none">-Completed run-Time a post/wicket is passed-Time a wicket is taken/batter is out <p>Bowlers are supported by 4 fielders.</p> <p>Innings are made up of 20-30.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p><u>Personal Performance Review</u></p> <p>Red = Did not improve today</p>	
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