



Scheme of work Golf – Striking and fielding



Name _____

Class _____

Tri-Golf Skills Award: Pupil Scorecard

Level	Skills for Life	Putting	Chipping	Long Game	Playing
 PAR	How did you stay safe? How were you honest?	<input type="checkbox"/> Keep 2 out of 3 putts in the tunnel. <input type="checkbox"/> Hit 2 out of 3 putts onto the target cone.	<input type="checkbox"/> Land 2 out of 3 shots on the 'Runway'. <input type="checkbox"/> Land 2 out of 3 shots over the first fence.	<input type="checkbox"/> Hit 2 out of 3 shots in the air over the river. <input type="checkbox"/> Hit 2 out of 3 shots over the river and within the fairway.	<input type="checkbox"/> Build and demonstrate a Skills Challenge game. <input type="checkbox"/> Complete 6 games of the Skills Challenge.
 BIRDIE	How did you keep healthy? How did you help your team?	<input type="checkbox"/> Stop 2 out of 3 putts in the hoop. <input type="checkbox"/> Stop the ball in the hoop from all 3 distances.	<input type="checkbox"/> Land the ball over 3 different fences. <input type="checkbox"/> Land 2 out of 3 shots before the river.	<input type="checkbox"/> Hit 2 out of 3 shots over first line. <input type="checkbox"/> Hit 1 shot into each of 3 zones.	<input type="checkbox"/> Hit the ball over the river, then putt the ball into the hoop. <input type="checkbox"/> On 2 out of 3 attempts, hit the ball over the river, then putt the ball into the hoop.
 EAGLE	How did you show respect for your teacher or team mates? How did you concentrate?	<input type="checkbox"/> Hit 5 cones from different distances. <input type="checkbox"/> Stop the ball in the hole from 5 distances.	<input type="checkbox"/> Land 2 out of 3 shots on the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Hit 2 out of 3 shots onto the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Design and build a Tri-Golf hole. <input type="checkbox"/> Score 5 shots or less playing the Tri-Golf hole.

Introduction to pupils

Welcome to the Tri-Golf Initiative. Hopefully, having attended a Tri-Golf Activators workshop for teachers you will be suitably enthused to deliver golf both as a curricular and extra-curricular (Out of hours learning) activity. This resource is designed to support teachers wishing to run a 5 to 6 week block of Tri-Golf and satisfies the PE striking and fielding element of the National Curriculum at Key Stage 2. However, through consultation with a variety of primary school teachers, Partnership Development Managers and School Sport Coordinators, the Golf Foundation has also developed a new Tri-Golf skills award scheme that links directly to the lesson plans and provides schools with the opportunity to extend the Tri-Golf block into a regular after school activity.

The emphasis of Tri-Golf is on having fun in a safe environment. We want you as the teacher to enjoy delivering golf to your pupils and for the pupils to have a positive PE experience. We also want their experience through golf to be wider than physical attainment and you will see that a real emphasis is put on developing social and personal skills during the sessions, an area of focus called Skills for Life.

To help you, as a teacher, deliver the Tri-Golf scheme of work, here are 10 key principle for guidance.

1. Tri-Golf Skills Award

As a way of measuring progression, encouraging pupils' self-motivation and extending the range of Tri-Golf within the curriculum and out of hours learning, the Golf Foundation has developed a Skills Award (found within this pack). Each lesson plan contains at least 3 challenges from the Skills Award so that pupils can assess themselves and see themselves progressing through a structured learning scheme. The pupils should be able to achieve the first level of the award (Par) or beyond within a 6-week block. The 3 levels of the Skills Award can help teachers assess pupil attainment levels at Key Stage 2 of the National Curriculum. More able pupils might also progress onto the second and third levels, Par and Eagle respectively. Individual score cards, stickers and certificates are available to support the scheme.

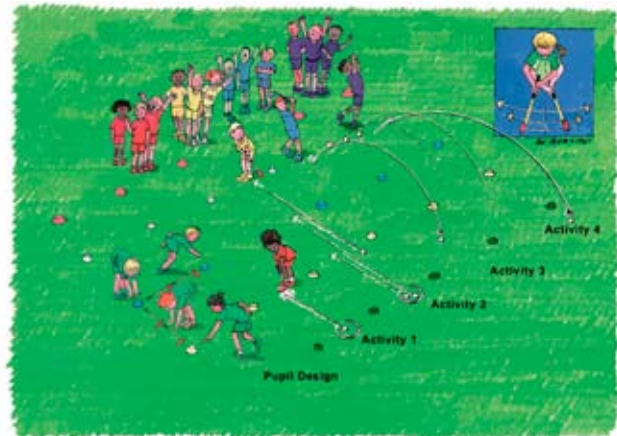
Please note that the Tri-Golf Skills Award is optional and teachers may wish to follow the lesson plans without using the Skills Award as an assessment tool. However, the Skills Award targets can help differentiate between abilities in the class.

2. Self-assessment

Rather than you as a teacher having to observe and assess continually, the session plans are designed so that the pupils can keep their own score when participating in the skills challenges. A master register is available for the teacher to keep a record as well as individual score cards for each pupil to sit down and complete their own assessment after the PE lesson. Self-regulation and self-assessment are key aspects of playing golf, encouraging honesty and linking to the 'Evaluating/Improving' strand of the curriculum.

3. Session layouts

Each session is designed to last 45 to 50 minutes and includes 3 games using the same layout of cones to make the progression easier and quicker. The session plans also include a section on set up and how to use the cones to lay out your session. Each activity is shown on the same diagram to demonstrate the progression. All the games and activities can be laid out by the pupils themselves cooperating in teams and using a putter as a standard unit of measurement. Recommendations on the number of pupils per team are given but these provide only a guide and you may wish to adapt the number of teams and challenges according to the space available. However, try to encourage as smaller teams as possible so that there is more time spent on task for the pupils.



4. Skills for life

Recognising the 5 outcomes of the Every Child Matters, the Golf Foundation is focused on not only developing the golf skills of young people but also on their personal and social skills, termed the Skills for Life. Each lesson plan will contain a lesson objective that relates to one of 6 core Skills for Life:

Honesty (keeping and recording your own score)

Respect (for the rules, for other pupils, for the teacher and for the environment by replacing divots on a field for example)

Cooperation (by working together in not only playing the games but also in laying out the games and challenges)

Self-confidence (by developing skills and seeing a progression in ability through simple teaching points)

Perseverance (by having to achieve progressively more difficult attainment targets in a fun setting)

Concentration (by having to focus on the tasks set out).

The Skills for Life will be addressed in the lesson objective, during the session and at the end of the lesson in the plenary. As a teacher, you can help reinforce all the Skills for Life during the lessons. For example, if a novice pupil has hit a good shot question them about the quality of that experience:

“What a great shot – how did that sound, feel and look? If you had to think of a song or a colour to remind you of that shot what would it be? Now remember that and next time you want to hit a good shot, think of that song or colour”.

This is a technique in psychology called anchoring where a positive memory is associated to a trigger such as a song or a colour (similar to Pavlov's Dogs: stimulus – response). It is a key tool in the playing armoury of Tiger Woods and a simple way of building self-confidence and concentration.

5. Pupil scorecard

The scorecard is designed for pupils to keep a record of their own progress on the Scheme of Work as the weeks progress. It can be completed by the pupils after the PE lesson back in the classroom. As a teacher, you may wish to use the Skills for Life section on the scorecard to guide discussion with the whole class instead of the pupils attempting to write their answers on the card individually.

Level	Skills for Life	Putting	Chipping	Long Game	Playing
PAR	How did you stay safe? <input type="checkbox"/> Keep 2 out of 3 puts in the hole. <input type="checkbox"/> Hit 2 out of 3 puts onto the target cone.	<input type="checkbox"/> Land 2 out of 3 shots on the Runway. <input type="checkbox"/> Land 2 out of 3 shots over the first fence.	<input type="checkbox"/> Hit 2 out of 3 shots in the air over the river. <input type="checkbox"/> Hit 2 out of 3 shots over the river and within the fairway.	<input type="checkbox"/> Build and demonstrate a Skills Challenge game.	<input type="checkbox"/> Complete 6 games of the Skills Challenge.
BIRDIE	How did you keep healthy? <input type="checkbox"/> Stop 2 out of 3 puts in the hole. <input type="checkbox"/> Stop the ball in the hoop from all 3 distances.	<input type="checkbox"/> Land the ball over 3 different fences. <input type="checkbox"/> Land 2 out of 3 shots over the river.	<input type="checkbox"/> Hit 2 out of 3 shots over the river. <input type="checkbox"/> Hit 1 shot into each of 3 cones.	<input type="checkbox"/> Hit the ball over the river, then put the ball into the hoop.	<input type="checkbox"/> Hit 2 out of 3 attempts, hit the ball over the river, then put the ball into the hoop.
EAGLE	How did you show respect for your teacher or team mate? <input type="checkbox"/> Hit 5 cones from different distances. <input type="checkbox"/> Stop the ball in the hole from 5 distances.	<input type="checkbox"/> Land 2 out of 3 shots on the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Hit 2 out of 3 shots onto the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Design and build a Tri-Golf hole.	<input type="checkbox"/> Score 5 shots or less playing the Tri-Golf hole.

6. Fifth lesson – Skills Challenge

Five prescriptive session plans have been provided in this pack. The fifth lesson encourages you to run the national Tri-Golf Skills Challenge. This links into Golf's school competition framework which essentially provides a pathway of competitive opportunities for pupils in schools from Tri-Golf and Golf Xtreme through to a full golf event on a golf course using metal clubs. The beauty of the Skills Challenge is that your Activator Pack provides simple scorecards and instructions for the pupils to first of all build the challenges. The pupils can demonstrate the challenges to each other and then play and score the challenges. The Skills Challenge provides a neat culmination to the programme of Tri-Golf as well as the chance for pupils to self-assess using the Skills Award scheme and keep a score. If your school facilities are limited to a small hall, the Skills Challenge could be run over week 5 and 6, and three games played at a time instead of 6.

7. Sixth lesson

The sixth lesson has been left to the teacher's discretion so that the final week can be used for a variety of purposes:

- Repeat earlier missed session.
- Practice the Skills Challenge on week 5 and repeat on week 6. Split the Skills Challenge into 3 games per week due to limitations in time or space.
- Build a course by giving pupils in teams of 3 a putter and a chipper, a ball each, a hoop and cones (could be used for measurement in numeracy).
- Organise a visit to a local junior friendly golf course. Contact your Regional Development Officer for help in setting this up.

8. Order of the lessons and differentiation

The lesson plans are built around a standardised lay-out of cones for each session and the Tri-Golf Skills Award. However, the order of the lessons can be flexible subject to weather, facilities and even abilities of the pupils if you as the teacher feel that the pupils are ready to progress more quickly. For example, a more able group might be encouraged to develop their longer hitting skills within week one and progress onto activity 3 early in the lesson. The Skills Challenge should be kept for the latter weeks as it relies on the pupils' understanding of how to measure out and build a challenge as well as the pupils' own playing ability.

9. Equipment required

All the equipment required to run a successful and inclusive session can be found within the Tri-Golf bag. The bag contains 50 coloured marker cones but once the pupils are designing their own challenges, you may wish to supply extra cones from the school store cupboard. Tri-Golf equipment bags can be bought from www.davieSPORTS.co.uk.

10. Activities for non-pupils

Pupils that are unable to participate in a lesson can be given the work sheet in the Tri-Golf teachers manual that asks them to identify the:

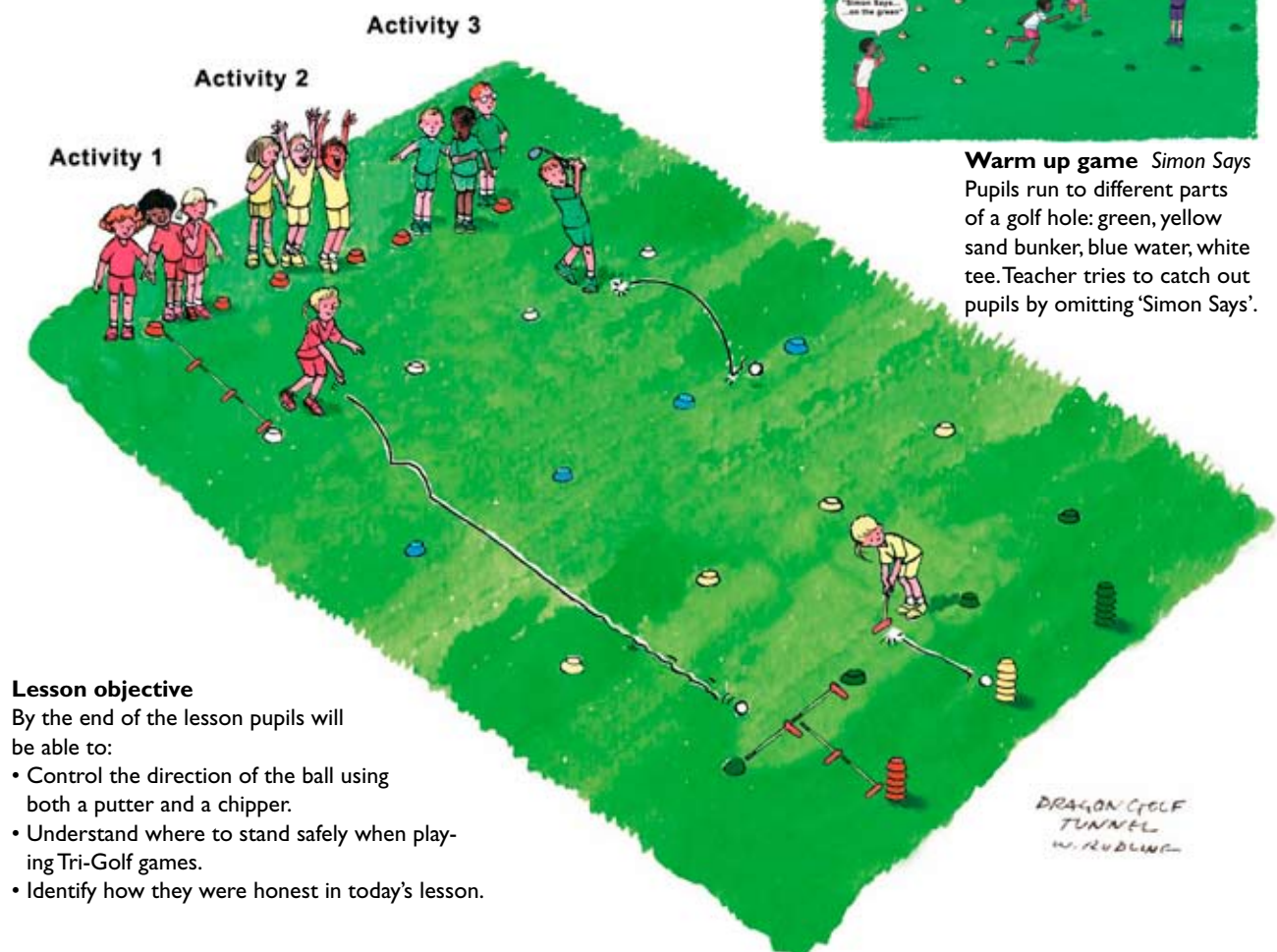
- Lesson objectives;
- Key teaching points;
- Names of the games being played;
- Key Skills for Life.

Further support

Please contact your Regional Development Officer if you have any queries about delivering golf in school and making links with your nearest junior-friendly golf facility.

If you would like to register for a FREE Tri-Golf Skills Award start-up pack that includes pupil score cards, certificates and stickers, please contact 01922 449830 and ask to register for a Tri-Golf Skills Award pack,.

Tri-Golf Lesson 1



Lesson objective

By the end of the lesson pupils will be able to:

- Control the direction of the ball using both a putter and a chipper.
- Understand where to stand safely when playing Tri-Golf games.
- Identify how they were honest in today's lesson.

Set up for activities

Ideally, 8 teams of 4 players, or 6 teams of 5 players.

Lay out red cones for safety area and white cones for hitting area, 3 putter lengths away from red cones.

Same number of tunnels as teams, marked by cones and each 2 putters length wide.

Activity 1: Tunnel

Pupils start on the white cones and roll a ball down the tunnel, first using their hand then a putter. A stack of cones can be put at the end of each tunnel and if the ball travels through the tunnel without hitting the sides, the pupil can collect a cone from the stack. The first team to collect all the cones from the stack is the winner.

Skills award To keep 2 out of 3 putts in the tunnel.

Teaching point Aim – club face and shoulder point at target.

Activity 2: Tunnel Extension

Pupils start at the green cones at front of tunnel and putt the ball to hit stack of cones. Again, they can pick up the cone if successful. The game can be developed by the pupils aiming for the target from progressively further away.

Skills award To hit target stack of cones on 2 out of 3 attempts from 2 putter lengths away.

Teaching point Tick-Tock – swing same distance back same distance forward.



Warm up game *Simon Says*
Pupils run to different parts of a golf hole: green, yellow sand bunker, blue water, white tee. Teacher tries to catch out pupils by omitting 'Simon Says'.

Activity 3: Runway

Pupils must chip the ball to land within the runway.

Skills award Land 2 out of 3 shots on the 'runway' which is 2 putter lengths wide.

Teaching point Bigger Tick-Tock swing and Brush the Ground.

Plenary

How do you aim the club?

Where should you stand when waiting for your turn?

How were you honest in today's lesson?

PE Assessment strands met during lesson

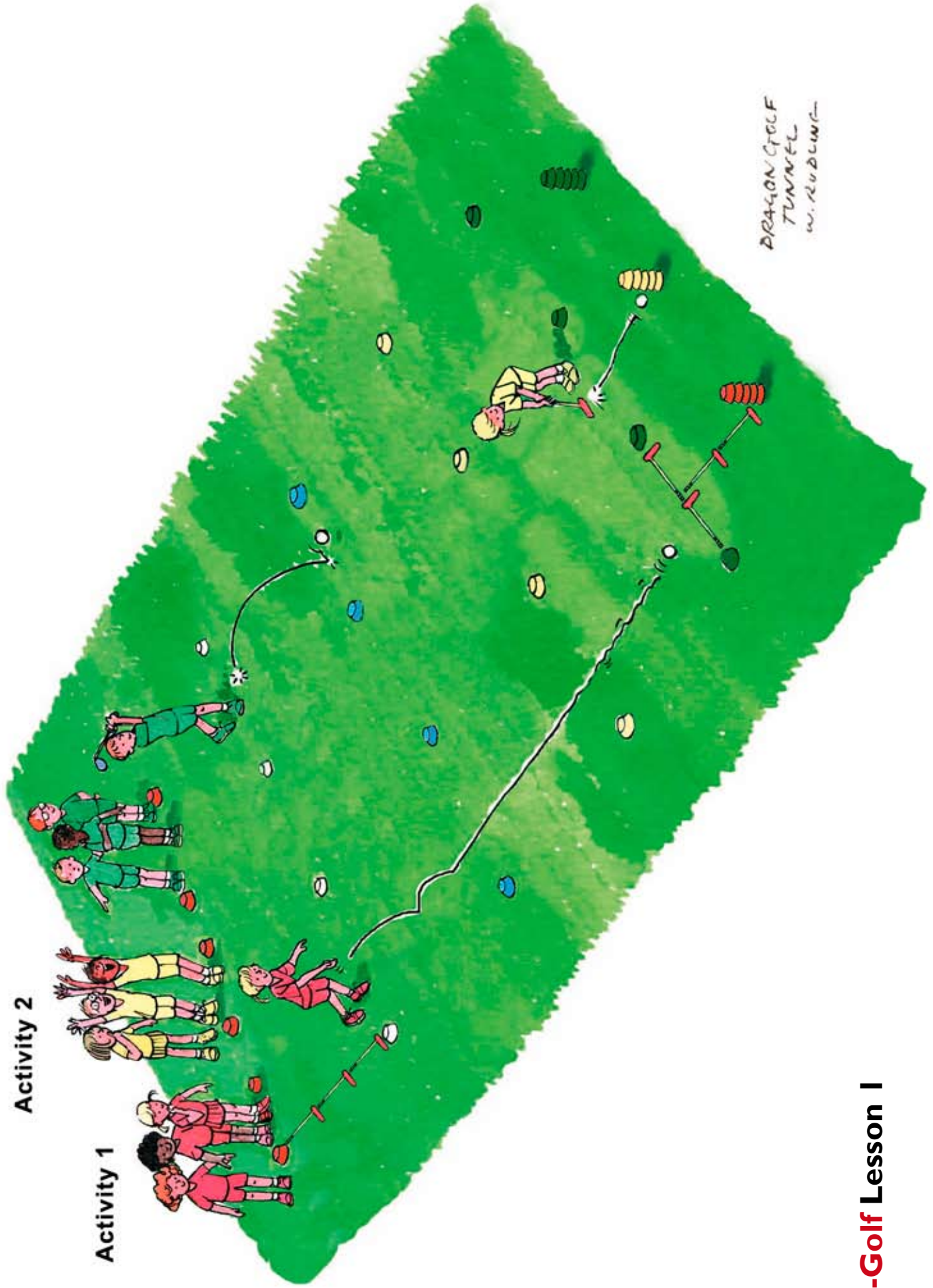
Strand	How introduced
Knowledge of Health, Safety & Fitness	How do our bodies feel after playing? How do we play safely? All other games – How do you act responsibly with a club? Where should you stand when waiting for your turn?
Acquiring & Developing Skills	Tunnel/Runway – How to aim a putter and chipper (Club face) How to control distance in chipping (Tick-Tock)
Evaluating & Improving Performance	Tunnel/Runway – Can I identify other pupils who can aim a putter correctly? Am I better at putting or chipping? Why?

High Quality and Differentiation references – see appendices

Activity 3

Activity 2

Activity 1



DRAGON GOLF
TUNNEL
w. RUDOLPH

Tri-Golf Lesson 2



Warm up game *Divots*

Lesson objective

By the end of the lesson pupils will be able to:

- Control the distance of the ball using both putter and chipper.
- Recap on where to stand safely when playing Tri-Golf games.
- Identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement.

Set up for activities

- Teacher lays out red safety cones and white tee cones.
 - Teacher demonstrates how to build a tunnel using a putter and cones.
 - Pupils lay out their own tunnels using cones and a putter.
- White cones – 3 putter lengths from red cones.
 Blue cones – 2 putter lengths away from white.
 Yellow cones – 2 putter lengths away from blue.
 Place a half hoop 2 putter lengths from yellow cones.

Activity 1: Tunnel Extension – half hoop

Pupils have to putt a ball so that it stops in the half hoop. Start on yellow cones and after a few practice goes run the Skills award target.

Skills award To stop a ball in the half hoop 2 out of 3 times from 2 putters lengths away – the yellow cones.

Teaching point *Tick-Tock* – distance controlled by length of the swing.

Activity 2: Three in a Row

Starting from yellow, pupils have to stop the ball in the half hoop from 3 different distances. Practise, and then run the Skills Award.

Skills award To stop 3 putts within the half hoop from 3 different distances (2 putters length, 4 putters length, 6 putters length).

Teaching point *Tick-Tock* swing – different distances require different lengths of *Tick-Tock* swing.

Activity 3: Grand National

From the white tee, pupils must land the ball on its first bounce between the last set of cones (yellow) and the half-hoop.

Skills award Land 2 out of 3 balls in an area between 4 and 6 putters lengths away.

Teaching point Bigger *Tick-Tock* swing and *Brush the Ground*

Activity 4: Grand National

Pupils must land a ball in each of the 3 zones laid out i.e. between blue and yellow cones, between yellow and green cones, over green cones.

Skills award Land a ball in each of 3 zones from the tee (2 putters length, 4 putters lengths, 6 putters lengths)

Plenary

What happens to our tic toc swing to control distance?

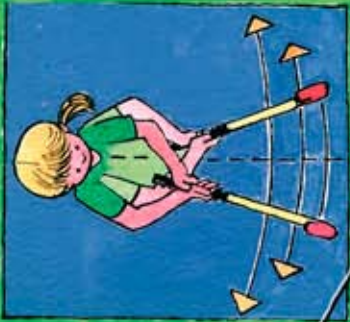
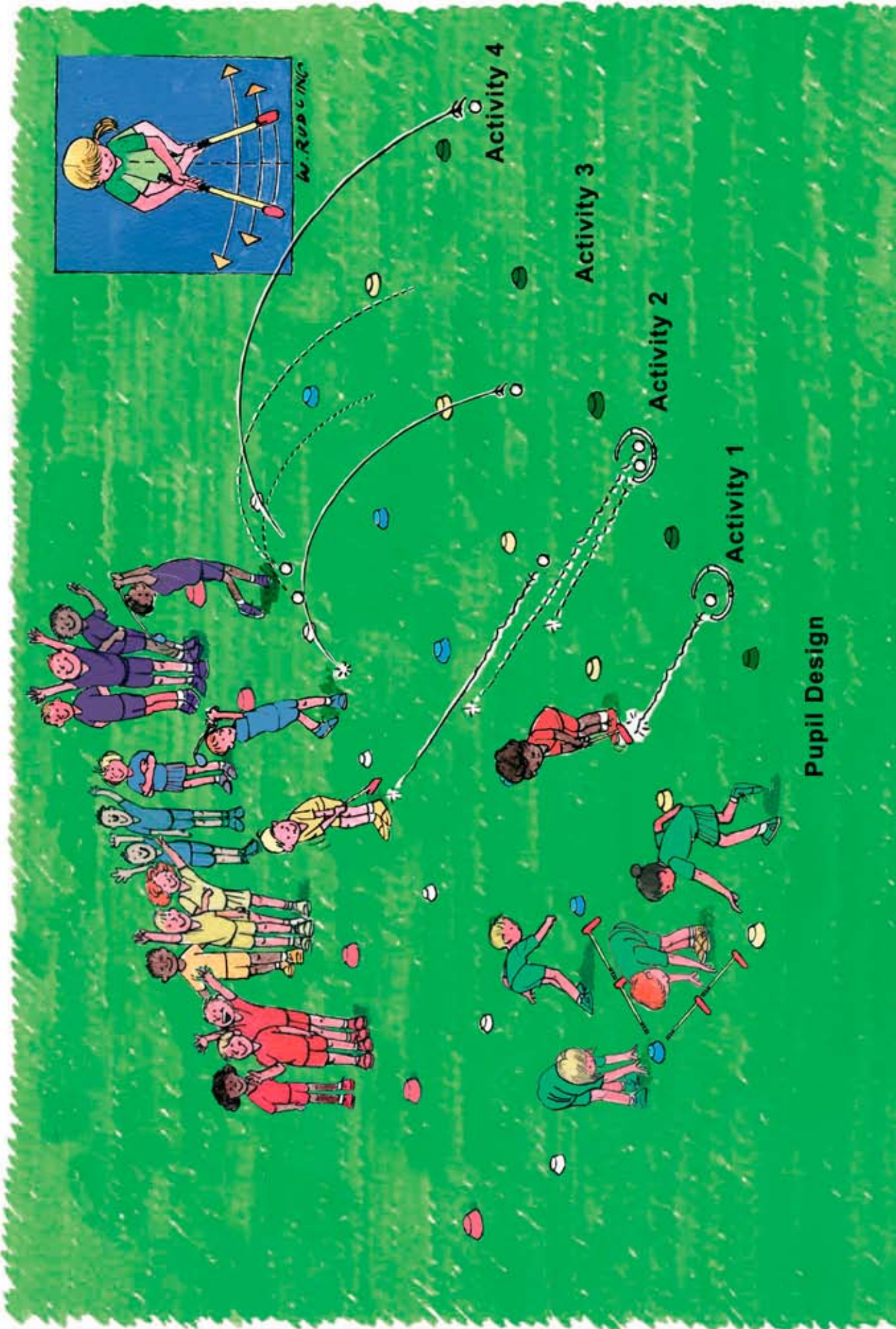
How did you work together as a team today?

What colour is used to mark safe areas in Tri-Golf games?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	Divots – What colour is used for safe areas in games? All Other Games – How far do I need to swing the club?
Acquiring & Developing Skills	Tunnel/3 in a row – How to aim a putter: How to control distance in putting. Grand National – How to aim a chipper: How to control distance in chipping.
Evaluating & Improving Performance	All games with clubs – What aspect of putting/ chipping do I need to improve upon?

High Quality and Differentiation references – see appendices



W. RUBBING

Activity 4

Activity 3

Activity 2

Activity 1

Pupil Design

Tri-Golf Lesson 3

Warm up game *Finders Keepers*

Pupils or teacher lay out a safety zone with red cones and a hitting line with white cones, then scatter all the remaining cones on the floor in front of the tees. Taking turns, pupils putt to hit the cones. Any cones that they strike are collected until all of them have been collected.

Players pick up only the cones that they have hit (**Honesty**) and the team counts them. They should remember their score and then scatter the cones out again to try and beat their previous score (**Perseverance**). Yellow cones can now be worth 10 points. Teacher asks at the end of the second round, "Did you beat your score?" Hopefully, all pupils have achieved success cooperating in teams, playing against themselves (**Task Mastery**) and developing more (**Self-Confidence**).



Lesson objective

By the end of the lesson pupils will be able to

- Control the distance of the ball in the air using a chipper.
- Identify how they showed respect for their teacher and peers.

Set up for activities

8 teams of 4 players, standing behind red cones.

Pupils to lay out challenges, including red safety and white hitting tees.

White cones for tees – 3 putters length from red cones.

Line of yellow cones – 8 putters length from white cones.

Line of blue cones – the river – 2 putters length from yellow cones.

Activity 1: Cliffhanger

Pupils have to throw the ball under-arm to land it before river. They can then use a blue chipper to have a go. This can be extended to stopping the ball before the river, a more challenging task.

Skills award 2 out of 3 shots to land 2 putters lengths from the river which is 10 putters lengths away.

Teaching point Recap on *Tick-Tock* and *Brush the Ground*

Activity 2: Over the River - extension

Pupils have to land the ball over a river 10 putter lengths away.

Skills award Hit 2 out of 3 shots over a line of cones 10 putters lengths away.

Teaching point *Bigger Tick-Tock swing*.

Activity 3: Down the Middle

Pupils to layout 3 fairways past river by laying down 2 lines of green cones at right angles to the river with a gap of 5 putters in between.

Pupils must land ball within the fairway in front of them and over the river.

Skills award Land 2 out of 3 shots in the fairway 5 putters lengths across and past a river 10 putters lengths away.

Plenary

How did you show respect for the teacher and your team mates today?

What aspect of chipping do you need to improve upon?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – how will playing Tri-Golf help me improve my fitness?
Acquiring & Developing Skills	Cliffhanger/Over The River – How to control distance in chipping Down the Middle - How to aim a chipper when using a full swing
Selecting & Applying Skills	All Games – How to vary swing length to control distance
Evaluating & Improving Performance	Tunnel/Runway – Can I identify other pupils who can aim a putter correctly? Am I better at putting or chipping? Why?

High Quality and Differentiation references – see appendices

Tri-Golf Lesson 3



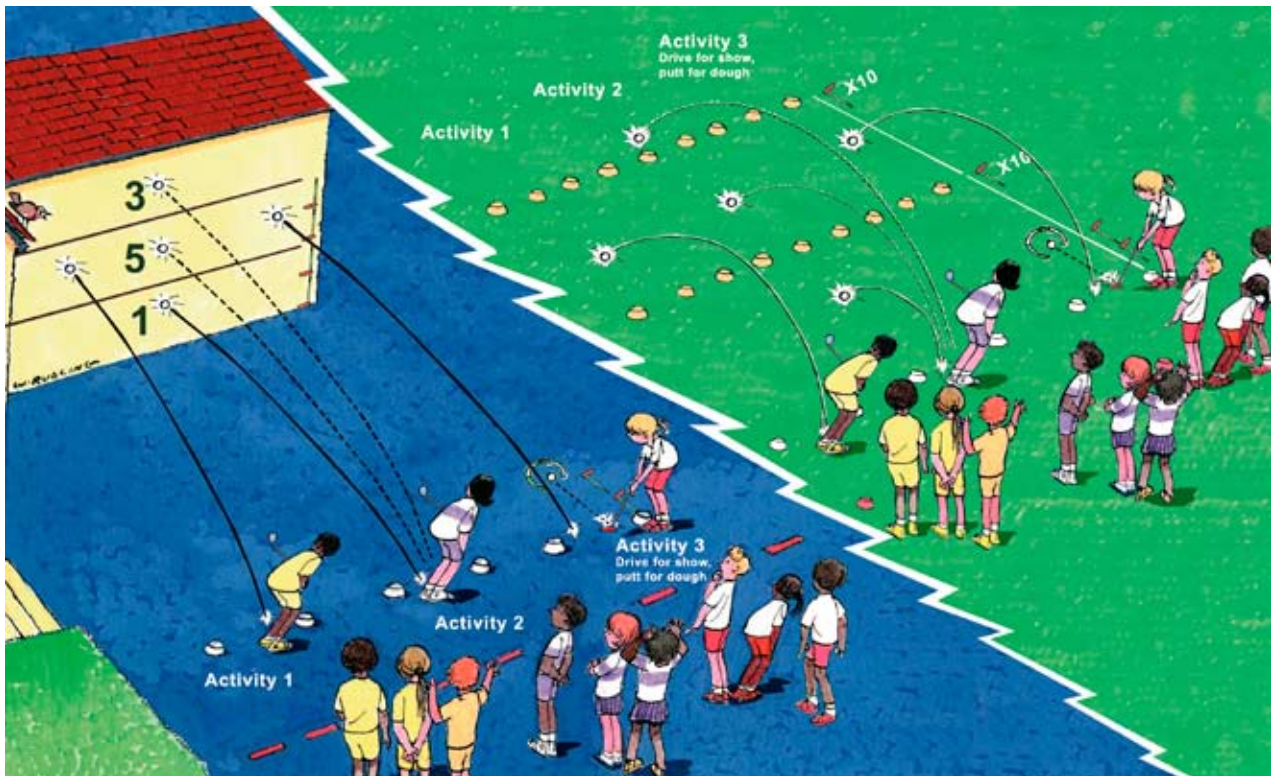
Tri-Golf Lesson 4

Lesson objective

By the end of the lesson pupils will be able to

- Control the distance and height of the ball using a chipper.
- Identify the importance of persevering on a task.

Warm up game Choose from – Simon Says or Finders Keepers or Divots.



Set up for activities

8 teams of 4 players facing:

- either a wall (10 putter lengths away from the white tees) with 3 zones marked on it by 2 horizontal lines
 - 1 putter length height and 3 putter lengths height
- or a field with 2 lines of cones
 - 10 putter lengths away and 20 putter lengths away

Activity 1: High Five

Pupils have to hit ball above a line (1 putter high) on a wall or for a field over a line 10 putters away.

Skills award Hit 2 out of 3 shots above or beyond the first line on a wall (2 putters in height) or over the line (10 putters away) on a field.

Teaching point Bigger *Tick-Tock* swing required and recap on *Brush the Ground*.

Activity 2: High Five – extension

Skills award To hit a shot into each of the 3 zones.

Teaching point As above.

Progression Give different points to each zone – 1 point for hitting below the bottom line, 5 points for the middle zone and 3 points for the top zone. Play *pontoon* – the first team to score 21 exactly wins. If a team goes over 21, they 'bust' and start from zero again.

Activity 3: Drive for Show, Putt for Dough

If pupils hit a ball above the first line, they can then have a putt for a half hoop 2 putters away.

Skills award Land a ball over a river 10 putters lengths away and then hole a putt from 2 putters lengths away.

Extend On 2 out of 3 attempts, land a ball over 10 putters lengths away and then hole a putt from 3 putters length away

Teaching point Aim with clubface and shoulder, control distance with *Tick-Tock*.

Plenary

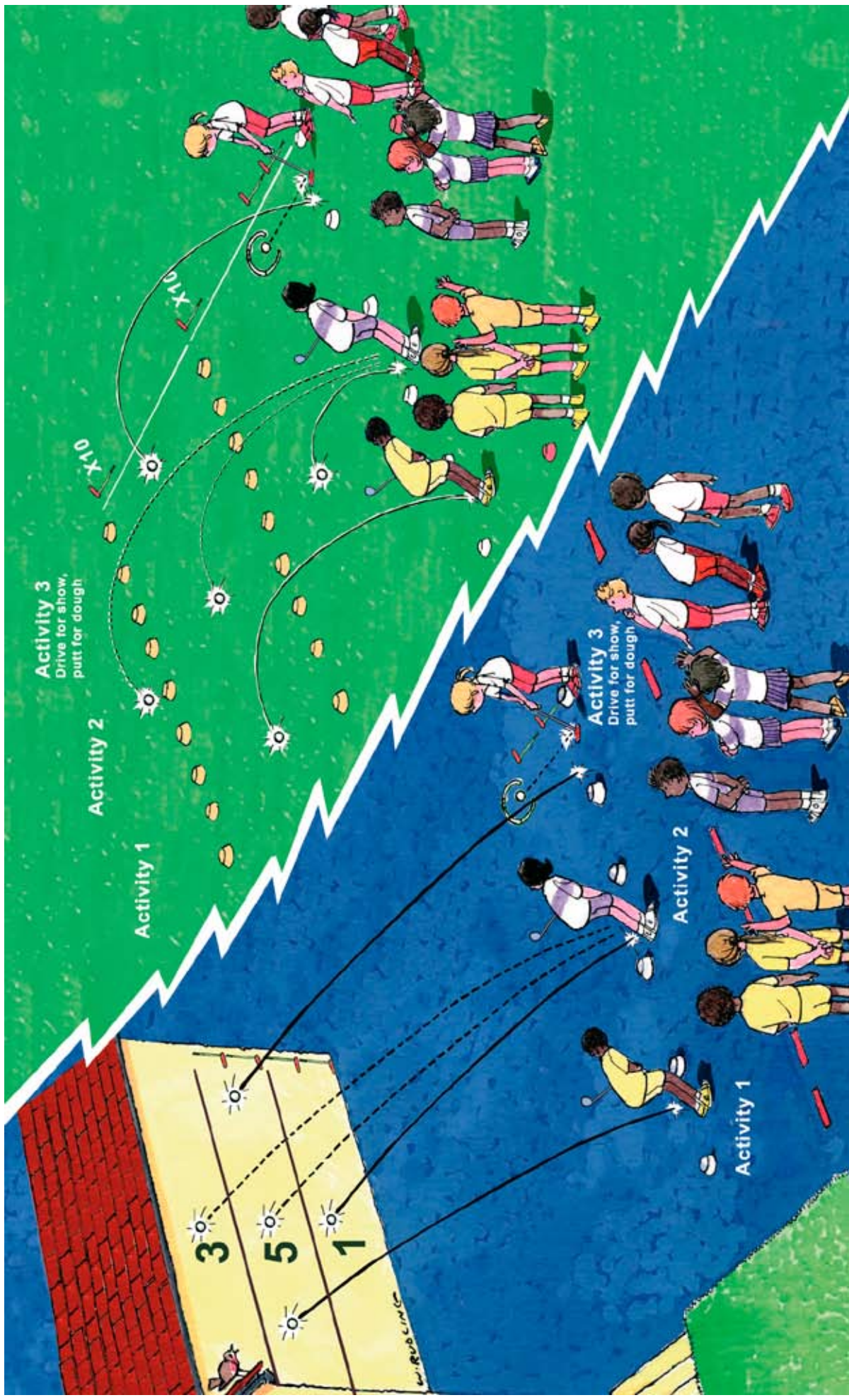
Can you identify areas for improvement in others performance? How did you stick with the task today? Why should you never give up?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – Can I suggest other warm up activities/ games for Tri-Golf?
Acquiring & Developing Skills	High Five – How to control distance and aim in chipping/full swing Drive for Show, Putt for Dough - How to control aim and distance when putting
Selecting & Applying Skills	All Games – How to vary swing length to control distance
Evaluating & Improving Performance	All games with clubs – Can I identify areas for improvement in others performance? Can I suggest ways to improve performance?

High Quality and Differentiation references – see appendices

Tri-Golf Lesson 4



Key Stage 2

Tri-Golf Lesson 5

If lack of space is an issue, select 3 games only from the Skills Challenge and run them in lesson 5. Then in lesson 6, select the remaining 3 games.

Lesson objective

By the end of the lesson pupils will be able to:

- Work together as a team, measure out and build a challenge.
- Physically demonstrate a challenge to their peers.
- Demonstrate their understanding of aim and distance control through taking part in a number of skills challenges.
- Identify how they concentrated on a task.

Warm up game Instruct pupils to build their own challenge using the Skills Challenge scorecards in the Activator Manual.

Set up Follow the Skills Challenge – see Activator Manual and layout overleaf

Skills award The session can be used as an opportunity for pupils to have another go at some of the passport targets that they missed in earlier weeks.

Plenary

When would you use a putt, a chip and a long shot?

What skill can you improve upon?

What does concentration mean and how did you concentrate today?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – Can I suggest activities/lead a warm up for the Tri-Golf Skills Challenge?
Selecting & Applying Skills	All Games –control of aim and distance during a game situation
Evaluating & Improving Performance	All games with clubs – Can I be the coach for my team?

High Quality and Differentiation references – see appendices

Sample scorecard from the Competition Toolkit.

TRI-GOLF SKILLS CHALLENGE

Cliffhanger

Station 2

Instructions Chip the ball over the bunker (yellow cones) and try get the ball to finish between the green cones and the river (blue cones).

Scoring
If the player hits the ball over the yellow cones (bunker) and the ball finishes between the green and blue cones = 10 points

Equipment
1 x Tri-Golf putter per team
1 x Tri-Golf chipper per team
10 balls per team
Cones as below

Key points for success

1. *Brush the ground* to get the ball into the air
2. Make an equal *Tick-tock* swing

Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 10, 10, 10, 10, 10, 10, 10,	80
1				
2				

Tri-Golf Lesson 5

Tri-Golf Lesson 5 - Layout

- Teacher builds central safety area using red cones.
- Teacher splits pupils into 6 equal teams and gives each team a scorecard to build a challenge.
- Each team builds its challenge and then demonstrates their game to the rest of the class.
- Pupils rotate around the challenges, spending approximately 5 minutes on each activity.

● = yellow cone
 ● = green cone
 ● = blue cone
 ● = white cone

Three-in-a-row

Building bridges

Drive for show

SAFE AREA

Finders keepers

High five

Cliffhanger

Tri-Golf Lesson 6

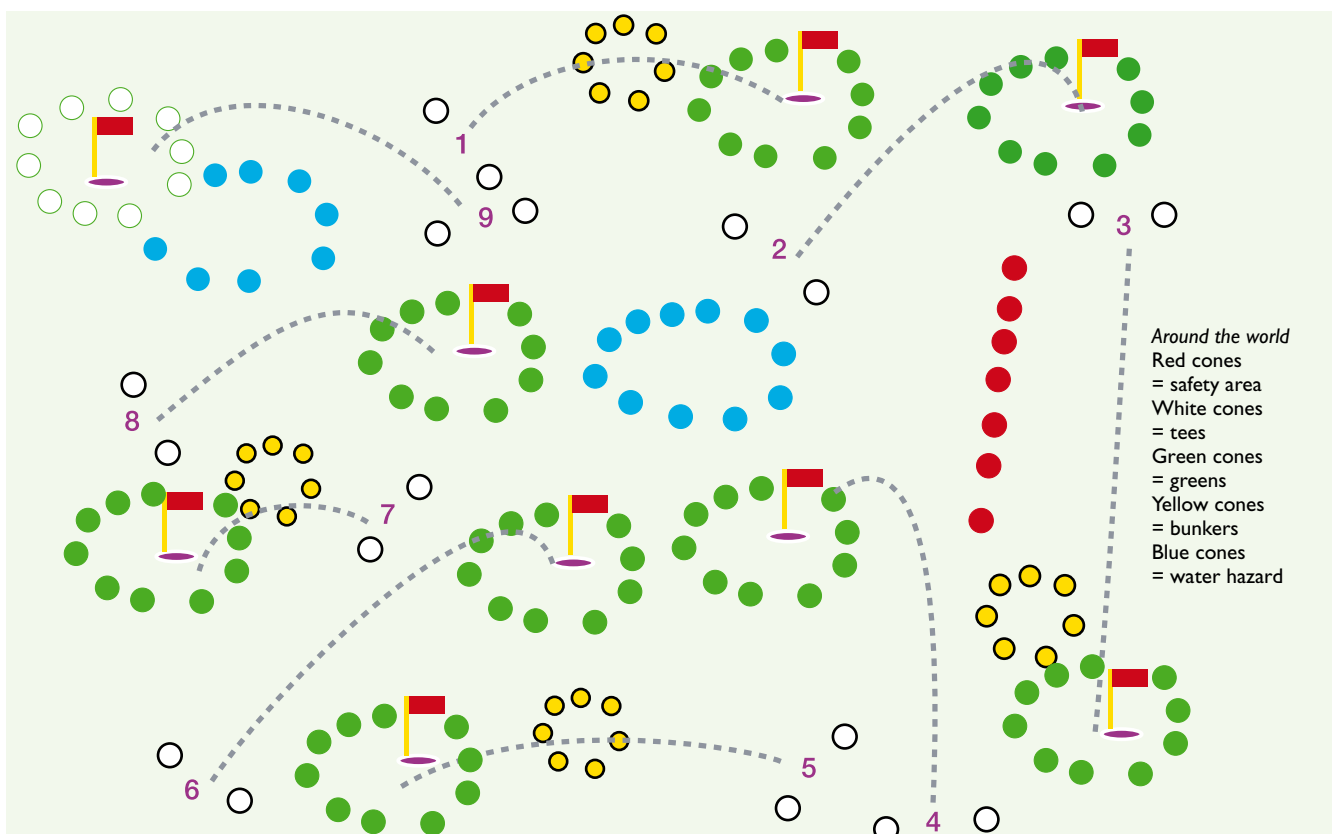
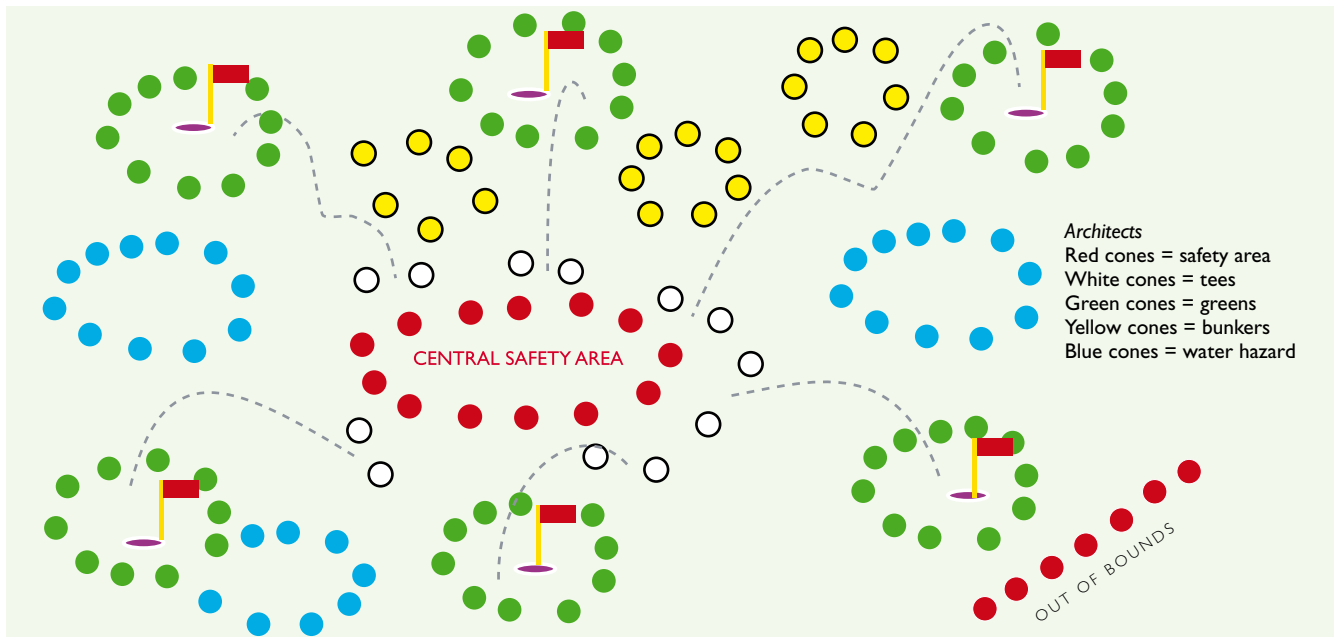
Suggestions from Teachers Notes

Some ideas for a 6th session

- Progress onto the Eagle section of the Skills Award with further games referenced in the Skills Award and found in the Tri-Golf equipment bag.
- Repeat earlier missed session.
- Repeat the Skills Challenge from lesson 5.
- Split the Skills Challenge into 3 games in lesson 5 and

3 games in lesson 6 if you have limited playing space in your school.

- Build a course by giving pupils in teams of 3 a putter and a chipper, a ball each, a hoop and cones (could be used for measurement in numeracy).
- Organise a visit to a local junior friendly golf course – contact your Regional Development Officer for help in setting up this visit.



Tri-Golf Appendices

Lesson 1

High Quality	Differentiation (STEP)
Pupils <u>willingly take part</u> in a range of competitive, creative and challenge-type activities both as individuals and as an integral part of teams and groups.	<u>Space</u> 1. Make the length of the tunnel longer (harder) or shorter (easier). 2. Make the tunnel narrower (harder) or wider (easier).
Pupils clearly think about what they are doing and <u>make appropriate decisions</u> for themselves.	<u>Task</u> Less able pupils can continue to use their hands to roll the ball rather than use a putter. More able pupils can use a putter after the first go or progress to the chipper.
	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to roll/hit with.
	<u>People</u> Specific support given by teacher/coach etc to those who need it.

Lesson 2

High Quality	Differentiation (STEP)
Pupils <u>know and understand</u> what they are trying to achieve and how to go about it.	<u>Space</u> 1. Make the length of the tunnel longer (harder) or shorter (easier). 2. Make the tunnel narrower (harder) or wider (easier).
Pupils <u>show a desire</u> to improve and achieve in relation to their abilities and aspirations.	<u>Task</u> Less able pupils can continue to use their hands to roll the ball rather than use a putter. More able pupils can use a putter after the 1st go or progress to the chipper.
	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to roll/hit with.
	<u>People</u> Specific support given by teacher/coach etc to those who need it.

Lesson 3

High Quality	Differentiation (STEP)
Pupils have the <u>skills and control</u> that they need to take part in PE and sport.	<u>Space</u> 1. Make the distances before or after the river longer (harder) or shorter (easier). 2. Make the fairway narrower (harder) or wider (easier).
Pupils are <u>committed</u> to PE and sport and make them a central part of our lives – both in and out of school.	<u>Task</u> Less able pupils have 1 minute to complete 3 attempts. More able pupils have 1 minute to complete 5 attempts.
	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to hit with.
	<u>People</u> Specific support given by teacher/coach etc to those who need it. Set pupils in each group specific targets, e.g. One group has to have 15 out of 20 successful attempts and another group has to have 10 out of 20 successful attempts.

Lesson 4

High Quality	Differentiation (STEP)
Pupils <u>enjoy</u> PE, school and community sport.	<u>Space</u> 1. Make the width of the targets narrower/move the start position further away (harder) or make the width of the targets wider/move the start position closer (easier). 2. Make the distance for the putting ring longer (harder) or shorter (easier).
Pupils understand that PE and sport are an important part of a <u>healthy and active lifestyle</u> .	<u>Task</u> Less able pupils can continue to use their hands to throw the ball at the different targets. Less able pupils have 1 minute to complete 3 attempts and more able pupils have 1 minute to complete 5 attempts.
Pupils have the <u>confidence</u> to get involved in PE and school and community sport.	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to hit or throw with.
	<u>People</u> More able pupils can support the teacher by helping less able pupils.