

Target Games (Tri-Golf/Boccia/Kurling)

M. Bond 2023

Summer 1 - KS4 (year 2) Tri-golf

Curriculum intent:	Physical Education at North Ridge High School should contribute to pupils' physical, cognitive, social and emotional development, as well as playing an important role in their spiritual, moral and cultural development. The P.E. curriculum is broad and balanced so as to increase pupils' self-confidence in their ability to manage themselves and their bodies within a range of movement situations. Through a variety of individual, paired and group activities, the different strengths, needs and preferences of each pupil will be catered for using differentiated physical activities. All pupils will be provided with the opportunity to move, be active, develop skills and improve communication and self-esteem. Additionally, through providing positive experiences within the P.E. curriculum, a lifelong interest in physical activity is encouraged.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
By the end of KS3, pupils will have developed their understanding of how to send an object towards a specific target when using their hand or equipment. They will have developed their awareness of the need to be accurate when sending objects towards targets and have engaged in adapted games to develop their understanding and experience of playing different types of target games.	By the end of KS4, pupils will have built further on understanding and skills developed throughout KS3. They will have developed a better understanding of rules and regulations when playing adapted target games and they will have developed tactical awareness of how to outwit opponents using a range of tactics and teamwork skills.	N/A	
Intent for topic:	This unit of study gives pupils the opportunity to engage with activities which develop hand-eye coordination initially and then support the development of a competitive game using Tri-Golf clubs, Boccia balls and Kurling stones. Pupils will experience differentiated activities which enable them to develop their understanding of how to use a club/stone/ball to send the projectile in the desired direction towards a		

	specific target. Pupils will develop an awareness of concepts during different types of games and how to implement tactics to outwit opponents. Pupils will also develop their understanding of rules which allow them to play within set regulations both non-competitively and competitively.
Key vocabulary for subject:	Warm-up, stretch, prepare, movement, fitness, competition, cool-down
Key vocabulary for this topic:	Tri-golf, golf ball, target, hole, flag, putt, chip, grip, handle, boccia, ball, mat, team, Kurling, stone, slide, end, aim.

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PE - Target Games	New Age Kurling	Spring 1 - Year 1	Understand the aim of the game. Understand what team they are on. Understand the basic concept of scoring. Know how to send the stone towards the target. Understand they have to take turns. Understand the tactics of stone placement and power shots.
KS3	PE - Target Games	Tri-golf	Spring 1 - Year 3	Understand the aim of the game. Understand what team they are on. Understand the basic concept of scoring. Know how to grip the club. Know how to play different shots to send the ball towards the hole, depending on distance/different obstacles.
KS4	PE - Target Games	Boccia	Summer 1 - Year 1	Understand the aim of the game. Understand what team they are on. Understand the basic concept of scoring. Know how to send the ball towards the target. Understand they have to take turns. Understand the tactics of ball placement and power shots. Know how to play different shots depending on ball placement near the jack (e.g. roll, lob, fast send).

Links to other subjects: PSHCE, ICT, Maths, English

RRSA:

- I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.
- I have the right to a good quality education.
- I have the right to try new things.

Key Knowledge Concepts	OU Progression Step 8	OU NC Step 1	OU NC Step 2	OU NC Step 3	OU NC Step 4
	<p>Pupils will be able to identify which team they are on in relation to the colour of their ball (CO, AE, CH)</p> <p>Pupils will be able to identify the 'Jack' ball during an adapted game (AE, CH)</p> <p>Pupils will be able to understand basic concepts of scoring in Boccia e.g. closest to the Jack ball wins (UT, AE)</p> <p>Pupils are able to identify which team they are on in relation to the colour of their stone (CO, AE, CH)</p> <p>Pupils will be able to identify the target during an adapted game (AE, CH)</p>	<p>Pupils are able to understand how to send the ball with different amounts of power dependent on the target/jack/hole placement (M, COM, AE)</p> <p>Pupils can show some understanding of when it is their turn to send the ball during structured games (AE, CO)</p> <p>Pupils can follow simple rules in competitive games e.g. Only throw one ball at a time (CO, COM, AE, M, UT)</p> <p>Pupils use correct terminology when talking about or answering questions</p>	<p>Pupils can choose a lob send or roll send related to the layout of the balls during competitive games (M, CH, COM, UT)</p> <p>Pupils understand which team and individuals turn it is to send related to ball positions e.g. if red is closer, its blue turn (AE, CH)</p> <p>Pupils are aware to why balls are measured in distance from the Jack to record how many balls have scored e.g. ball(s) score 1 point each if closer than opposition ball (AE, CH)</p> <p>Pupils are able to choose a send related to the layout of the stones during competitive</p>	<p>Pupils show knowledge of the ball behaviour during different sends e.g. lob shot = not much movement after landing (AE, UT)</p> <p>Pupils can identify and demonstrate the correct send in relation to tactics and ball placement</p> <p>Pupils are able to show knowledge of the stone behaviour during different sends e.g. power shot = fast travelling into target (AE, UT)</p> <p>Pupils can select correct sends in relation to tactics and stone placement</p>	<p>Pupils can officiate a game of Boccia using official rules (AE)</p> <p>Pupils are able to create Boccia skill development activities to develop and refine skills (AE, CH, M, UT)</p> <p>Pupils will be able to support other pupils to developed their stone sends (CO,AE, UT)</p> <p>Pupils can officiate a game of New Age Kurling using official rules (AE)</p> <p>Pupils will create New Age Kurling skill development activities to develop and refine skills (AE, CH, M, UT)</p>

	<p>Pupils will understand basic concepts of scoring in New Age Kurling e.g. closest to the centre wins (UT, AE)</p> <p>Pupils can use some terminology related to tri golf e.g. stance, grip, swing, shots, chip, putt etc. (AE, CH)</p>	<p>relating to Boccia e.g. Send the ball not throw the ball (AE)</p> <p>Pupils can demonstrate the ability to send a stone with different amounts of power (M, COM, AE)</p> <p>Pupils are able to show some understanding of when it is their turn to send the stone during structured games (AE, CO)</p> <p>Pupils can follow simple rules in competitive games e.g. Only send one stone at a time (CO, COM, AE, M, UT)</p> <p>Pupils use correct terminology when talking about or answering questions relating to New Age Kurling e.g. Send the stone not throw the stone (AE)</p> <p>Pupils are able to use the correct</p>	<p>games (M, CH, COM, UT)</p> <p>Pupils understand which team and individuals turn it is to send a stone e.g. alternate turns (AE, CH)</p> <p>Pupils are aware to why stones are measured in distance from the centre target to record which team has won e.g. stone(s) score 1 point each if closer than opposition stone (AE, CH)</p> <p>Pupils show an understanding of the type of shot they need to use when faced with obstacles e.g. hitting over a bench or around a vertical object. (UT, AE, CH, M)</p> <p>Pupils understand different holes have different challenges and alters their tactics accordingly e.g. uses less power and less backswing for shorter targets (U,AE, UT CH)</p>	<p>Pupils will look at each hole challenge beforehand and answer questions related to the tactics they will use on each hole (AE)</p> <p>Pupils demonstrate a clear understanding of the rules of each tri golf challenge and can follow them independently (AE, CH)</p> <p>Pupils' demonstrate clear understanding of tactics in tri-golf and is able to discuss reasons as to why they use specific skills e.g. chipping over obstacles to score points.</p> <p>Pupils show a clear understanding of different tri golf shots with others when supported by staff or other pupils (AE, CH, UT)</p>	<p>Pupils will be able to understand and demonstrate how to send stones to block, smash or score in relation to team tactics and competitive game situations (CH,AE)</p> <p>Pupils will be able to support the learning of others by coaching how to use the correct grip when hitting the ball (AE, UT)</p> <p>Pupils share their understanding of the game to create simple practice games for others to participate in for putting and hitting the ball (AE)</p> <p>Pupils will provide verbal feedback for other pupils when playing the game to use the correct power and shot type (AE, UT)</p> <p>Pupils will create a number of tri golf challenges and set up</p>
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		terminology related to tri golf e.g. stance, grip, swing, shots, chip, putt etc. (AE, CH)			<p>their own mini tournament in small groups (AE, CO, COM)</p> <p>Pupils will understand all rules and regulations for tri golf (AE)</p>
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Key Skill Concepts	OU Progression Step 8	OU NC Step 1	OU NC Step 2	OU NC Step 3	OU NC Step 4
	<p>Pupils can send a boccia ball in the direction of a target using their own technique (UT), (COM)</p> <p>Pupils will participate in a adapted game of Boccia with others (CO, UT)</p> <p>Pupils will be able to send a Kurling stone in the direction of a target using their own technique (UT), (COM)</p> <p>Pupils will participate in a adapted game of Kurling with others (CO,</p>	<p>Pupils demonstrate how to use the lob and roll when supported to send a Ball towards the Jack in an isolated game (UT, M, CH, AE)</p> <p>Pupils will be able to send a stone towards the centre of the target in an isolated game (UT, M, CH, AE)</p> <p>Pupils can grip the club using own technique with two hands and hit the ball towards a target (M, UT, CH)</p>	<p>Pupils can send the ball with the correct amount of power to suit the game situation (CH, COM)</p> <p>Pupils are able to implement tactics when playing competitive games of Boccia e.g. fast send to knock other balls out of the way (AE, CH. UT)</p> <p>Pupils are able to demonstrate sending the stone with the correct amount of power to suit the game situation (CH,</p>	<p>Pupils are able to send a ball with spin e.g. backspin during lob shot (M, UT)</p> <p>Pupils can participate in a competitive game of Boccia following official rules (COM, CH, UT, M)</p> <p>Pupils can discuss and implement team tactics with teammates dependent on ball placements (CO, M, UT)</p> <p>Pupils are able to curl a stone effectively towards it intended</p>	<p>Pupils will be able to support other pupils to developed their Boccia sends (CO,AE, UT)</p> <p>Pupils can select and adapted tactics within games to best suit game situations (AE)</p> <p>Pupils will show an understanding of sending balls to block, smash or score in relation to team tactics and competitive game situations (CH, AE) (CH,AE)</p> <p>Pupils will select and</p>

	<p>UT)</p> <p>Pupils will be able to hit the ball using two hands to grip the club (M, UT, CH)</p> <p>Pupils can swing the club away from and towards the ball to strike it (M, AE, UT)</p> <p>Pupils can demonstrate hitting the ball over various distances and putting towards a target (UT, AE, CH)</p> <p>Pupils can face side on to the ball to ensure the ball is between their feet (UT, CH, AE)</p>	<p>Pupils can use different amounts of power to strike the ball over increased distances (M, AE, UT)</p> <p>Pupils are able to stand with the ball between their feet and alter foot position depending on which shot they are taking e.g. putting, chipping etc. (M, UT, CH, AE)</p> <p>Pupils can hit the ball towards a designated large target independently (UT, M)</p>	<p>COM)</p> <p>Pupils can identify and implement tactics when playing competitive games of New Age Kurling e.g. fast send to knock other balls out of the way (AE, CH, UT)</p> <p>Pupils will choose a specific grip technique when striking the ball e.g. baseball grip, interlocking fingers (CH,AE, UT)</p> <p>Pupils can aim at a specific target over various distances and is able to land the ball within 50cm of it consistently. (UT, M, CH)</p> <p>Pupils can alter their grip and stance depending on the lie of the ball e.g. up/down a slope, putting, chipping, hitting the ball long (M,UT,AE)</p>	<p>target e.g. centre, blocking, clearing (M, UT)</p> <p>Pupils can participate in a competitive game of New Age Kurling following official rules (COM, CH, UT, M)</p> <p>Pupils are able to discuss and implement team tactics with teammates dependent on stone placements (CO, M, UT)</p> <p>Pupils use the correct full swing and grip to hit shots at small targets and lands them within 20cm consistently (UT, M, CH)</p>	<p>adapted tactics within games to best suit game situations (AE)</p>
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Key Sports	Suggested Learning Activities - Adapted into games and differentiated for pupil need where applicable
Tri-Golf	<ul style="list-style-type: none"> • Simple isolated individual ball striking activities towards targets to develop power, accuracy, grip and co-ordination • Sending the ball in different directions to differentiated targets • Using a range of different shot types eg, putting, chipping etc..... • Small adapted Tri-Golf games to develop rules and understanding
Boccia	<ul style="list-style-type: none"> • Develop different types of sends through a range of differentiated activities • Develop and understand how much power per shot • Focus on sending a Boccia ball towards specific targets from differentiated angles and distances • Small adapted games of Boccia to help pupils to gain understanding of rules and regulations
New Age Kurling	<ul style="list-style-type: none"> • Small isolated games to develop pupils ability to send a stone towards a target • Pupils to play adapted games of Kurling to understand the scoring and points system • Differentiated sending/throwing skills to develop hand-eye co-ordination • Differentiated sending/throwing skills to develop power and accuracy of sends

Online Resources

<https://www.golf-foundation.org/media/1555/tri-golf-skills-festival-pack.pdf>

<https://www.simpleboccia.com/simple-boccia-drills/>

<http://www.gburling.co.uk/PFDs/Kurling%20Awards%20Scheme.pdf>

Pupils working under OU Progression Step 8 will be assessed in Physical Literacy on Onwards & Upwards. Physical Literacy will be assessed across 5 steps, starting from OU Progression Step 4 - 8. In Physical Literacy pupils will be assessed across 6 different areas which are Movement, Co-Operation, Compete, Analysis & Evaluation, Using Skills & Techniques and Challenge

Movement

This area will have a focus of pupil movement during games and activities in PE. Pupils will show a knowledge and understand of direction of movement, different movement patterns and speeds of movements using their limbs.

Examples

OU P Step 4 - Exploring/Moving around a space and pieces of equipment

OU P Step 5 - Following a pre-determined routine with support

OU P Step 6 - Moving in a variety of different ways during activities

OU P Step 7 - Moving body parts and showing co-ordination skills

OU P Step 8 - Repeating a series of movements and creating their own movement patterns

Co-Operation

This area will have a focus on pupil's ability to share equipment, understanding of rules, working with others, to participate co-operatively and to show respect to others.

Examples

OU P Step 4 - Request a symbol/piece of equipment and share this

OU P Step 5 - Wait patiently for their turn during group games/activities

	<p>OU P Step 6 - Can participate with another pupil towards a common goal</p> <p>OU P Step 7 - Show awareness of respect towards others during games/activities</p> <p>OU P Step 8 - Playing by specific set of rules and identifying who's turn it is next</p>
<p>Compete</p>	<p>This area will have a focus on pupils completing tasks when instructed, showing enjoyment, being competitive, use support from staff to implement skills, participate in competitive situations/games and to play against others</p> <p>Examples</p> <p>OU P Step 4 - Able to follow 1 rule from staff during games</p> <p>OU P Step 5 - Play unsupported against a class mate</p> <p>OU P Step 6 - Participate in some sort of competitive game/environment</p> <p>OU P Step 7 - Becoming aware playing competitive sports is not always about winning</p> <p>OU P Step 8 - Attempts to play within the rules</p>
<p>Analysis & Evaluation</p>	<p>This area will focus upon pupils ability to evaluate and analyse performance, is aware of lessons and structures, able to use symbols to identify items, understand the changes to their body and to comment/communicate on topics in PE</p> <p>Examples</p> <p>OU P Step 4 - Able to repeat an action which has been modelled by staff</p> <p>OU P Step 5 - Is aware of the subject and can identify the topic in PE</p> <p>OU P Step 6 - Able to demonstrate a basic skill they have learned</p> <p>OU P Step 7 - Participate in video analysis and comment on the skill</p> <p>OU P Step 8 - Responds to feedback received from staff</p>

<p>Using Skills & Techniques</p>	<p>In Using Skills and Techniques pupils will develop their ability to apply skills to a game/activity, show some control when performing skills, follow instructions, transfer skills from isolation into games and use a range of equipment</p> <p>Examples</p> <p>OU P Step 4 - Can respond to a simple verbal command</p> <p>OU P Step 5 - Repeat an activity at least 3 times in a row</p> <p>OU P Step 6 - Send a ball/quoit in a specific direction</p> <p>OU P Step 7 - Practice a skill and apply co-ordination</p> <p>OU P Step 8 - Independently use a range of equipment to complete a task</p>
<p>Challenge</p>	<p>This area will focus on pupils developing skills and knowledge based around remained interested/engaged in activities, recognising and matching equipment/symbols, solving challenges, using skills for success, engaging in familiar and unfamiliar activities and working independently and supported when necessary.</p> <p>Examples</p> <p>OU P Step 4 - To select at least 1 piece of equipment for specific game/task</p> <p>OU P Step 5 - Select symbols and collect correct equipment</p> <p>OU P Step 6 - Follow verbal/visual instruction to complete a team task</p> <p>OU P Step 7 - Use skills in a game/activity which brings success</p> <p>OU P Step 8 - Recognise a range of equipment and share what equipment is used for</p>