

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject: Phase 1 - Year A– Skittle Bowl**

**Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.**  
**POS aims from NC:**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### **Prior Learning (what pupils already know and can do)**

- Pupils will know how to throw underarm.
- Pupils will be able to work with others and take turns.
- Pupils will be able to strike a ball with their foot for power.
- Will be able to roll a ball with some accuracy.
- Receive a ball moving swiftly into the right position.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

#### **Skittle Bowl**

- To know how to aim and roll a ball with some accuracy at a target.
- To know how to work well with others and communicate effectively.
- To negotiate space successfully.
- To know how to keep a low stance to help with your balance and how to use arms to help improve balance
- To know how to set up, play the game of skittle bowls fairly and score a game successfully.

#### **Key Vocabulary**

Roll, throw, target, soft, hard, big, small, forward, bowling, hand–eye coordination

#### **Recommended Resources:**

- Soft, lightweight skittle sets (or plastic bottles as alternatives)
- Beanbags or foam balls
- Cones and chalk for boundaries or delivery zones
- Hoops and mats for differentiation

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### Curriculum Connections:

#### **Literacy**

Use of key vocabulary in verbal instructions (e.g. aim, roll, target)

Follow simple instructions and use of prepositions (e.g. roll behind the cones)

Encourage pupils to describe how they roll using bossy verbs (push it gently, aim straight)

#### **Maths**

Count and compare skittles knocked down

Use ordinal numbers (e.g. first, second, third turn)

Estimate and measure distances

#### **Science**

Understand the effects of warming up and cooling down

Learn about hydration and joint movement

Discuss energy in and energy out for a healthy lifestyle

#### **PSHE/Citizenship**

Turn-taking, cooperation, and fair play

Building resilience and self-belief

Supporting others and giving positive feedback

### Career Opportunities:

1. Youth Sports Coach
2. Target Games Coach (e.g. bowls, boules, cricket)
3. Primary PE Leader
4. Community Health and Fitness Worker
5. Sports Inclusion Officer

### **? Role Model: Alison Yearling (Visually Impaired Bowls Athlete, England)**

- Represents England internationally in inclusive bowls
- Inspires children to overcome barriers and achieve through sport
- Excellent example of **resilience, teamwork, and adaptability**

## **Session 1 – Rolling Towards a Target**

**LO:** To roll a ball underarm towards a target.

### **Objectives:**

- I can hold the ball with two hands.
- I can roll the ball underarm.
- I can aim towards a cone or skittle.
- I can stay behind the line when I roll.

### **Teaching Content:**

- **Warm-up:** *Roll and Stop* – Pupils roll a ball and chase it to stop it before it hits a cone.
- **Skill Practice:** Roll balls to knock over a single skittle or cone.
- **Game Scenario:** *Target Roll* – Pupils take turns rolling at different skittles to earn points.
- **Plenary:** What helped you roll more accurately? Did aiming help?

**Vocabulary:** Roll, aim, target, underarm, stop

### **Healthy Participation:**

To understand how using small, controlled movements helps us play safely and learn new sports.

## Session 2 – Aiming at a Group of Skittles

**LO:** To roll a ball to knock down more than one skittle.

### Objectives:

- I can roll towards a group of skittles.
- I can adjust my aim to hit the middle.
- I can watch how the ball moves.
- I can count how many skittles I knock over.

### Teaching Content:

- **Warm-up:** *Cone Aim* – Roll beanbags into cone gates for points.
- **Skill Practice:** Roll from a set distance toward three skittles in a triangle.
- **Game Scenario:** *Skittle Sweep* – Teams take turns rolling to knock down grouped skittles.
- **Plenary:** What helped you knock more skittles over? What will you change next time?

**Vocabulary:** Skittle, middle, aim, group, count

### Healthy Participation:

To explore how changing our aim and power helps us improve, and how physical activity supports strength and focus.

## Session 3 – Using More Power or Less Power

**LO:** To change the power of my roll depending on the distance.

### Objectives:

- I can roll the ball softly or with more power.
- I can choose how far I want the ball to go.
- I can explain what power means in this sport.
- I can practise rolling to targets at different distances.

### Teaching Content:

- **Warm-up:** *Far or Near?* – Pupils roll balls into near and far hoops.
- **Skill Practice:** Roll from different markers – close, medium, and far.
- **Game Scenario:** *Power Pick* – Pupils roll to different skittle setups and choose how hard to roll.
- **Plenary:** What made your ball go further or shorter? How did you change your roll?

**Vocabulary:** Power, soft, strong, far, near

### Healthy Participation:

To understand how strength and control help us play accurately and why warming up helps prepare our bodies.

## Session 4 – Playing as a Team

**LO:** To take turns and work together in a team.

### Objectives:

- I can take turns with a partner.
- I can roll to help my team score.
- I can cheer and support my team.
- I can talk about what our team could try next time.

### Teaching Content:

- **Warm-up:** *Team Target Relay* – Pairs take turns rolling at different skittles to win points.
- **Skill Practice:** Roll and return – one player rolls, one collects and encourages.
- **Game Scenario:** *Team Knockdown* – Pairs or trios compete to knock over grouped skittles.
- **Plenary:** What did your team do well? What could you try again next time?

**Vocabulary:** Team, turn, cheer, try, score

### Healthy Participation:

To learn how playing together builds confidence, friendship, and positive communication.

## Session 5 – Keeping Score and Aiming Carefully

**LO:** To keep score and aim with care.

### Objectives:

- I can count how many skittles I knock over.
- I can write or say my score.
- I can aim carefully to knock down the skittles.
- I can try to beat my own best score.

### Teaching Content:

- **Warm-up:** *Skittle Count* – Pupils roll and record their scores on simple tally sheets.
- **Skill Practice:** Repeat rolls from the same point and track progress.
- **Game Scenario:** *Score and Improve* – Pupils try to beat their first score by focusing aim and rolling again.
- **Plenary:** Did you improve your score? What helped you?

**Vocabulary:** Score, beat, improve, best, record

### Healthy Participation:

To learn how setting small goals helps us improve and feel proud in sport.

## Session 6 – Tournament and Celebration

**LO:** To take part in a skittle bowl competition and reflect on what I have learned.

### Objectives:

- I can roll and aim using what I've learned.
- I can play fairly and take turns.
- I can support my team and celebrate effort.
- I can say what I am proud of and what I want to practise next.

### Teaching Content:

- **Warm-up:** *Skittle Circuit* – Pupils rotate through different rolling stations.
- **Skill Practice:** Pupils practise on their chosen “challenge setup”.
- **Game Scenario:** *Mini Tournament* – Pupils compete in teams, keeping score and cheering each other on.
- **Plenary:** What was your favourite part of the unit? What skill did you improve the most?

**Vocabulary:** Tournament, fair, proud, practise, improve

### Healthy Participation:

To celebrate the joy of playing together, learning new skills, and setting personal goals in PE.

### Future learning this content supports:

This unit builds foundational skills that support:

- Phase 2 target games (e.g. **boules, tri golf**)
- Introduction to **scorekeeping, rules and turn-taking**
- Development of **aim, force control, and balance** for other striking and fielding sports
- Progression in **collaborative PE roles**, including judge, scorer, or coach assistant