

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 - Year A– Boules

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Pupils will be able to throw a ball under arm with both hands.
- Pupils will be able to aim at a target with some accuracy.
- Will be able to kick a ball with some accuracy.
- Pupils will be able to strike a ball with a racket or bat and hit a target still and moving.
- Pupils will be able to roll using both hands.

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

- To know how to pull the arm back and roll a ball in a set direction
- To know how to play the game of boules and know the rules of the game, as well as how to measure the distance from the jack
- To evaluate the strength and the direction of the shot, to gauge what to do to improve.
- To know how to use a forehand throw aiming to get close to an object and improving their skills of directional throws.
- To explore different use of tactics to win the game

Key Vocabulary

Agility, balance, coordination, control, jack, shot, roll, target, strength, direction, placement, accuracy, strategy, forehand, follow-through

Recommended Resources:

- Standard or foam boules sets (1 set per 4–6 pupils)
- Measuring tapes or sticks
- Coloured cones or chalk for target zones
- Hoops for scoring areas
- Scorecards or whiteboards
- Jack markers

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Curriculum Connections:

Literacy

Use of prepositions (e.g. "close to the jack", "behind the marker")

Develop vocabulary through speaking and listening games (e.g. describing shots, giving instructions)

Use of modal and imperative verbs (e.g. You should roll with less power, Try aiming lower) in peer feedback

Maths

Measure and estimate distances between boules and jack using tape or stride estimate

Science

Understand how joints, and reaction time are used in fine motor control

Discuss hydration and warm-up/cool-down processes

Citizenship/PSHE

Encourage sportsmanship, collaboration, and respectful competition

Discuss and model turn-taking, fairness and resilience

Career Opportunities:

1. Boules or Crown Green Bowling Coach
2. Community Sports Leader
3. Game Official or Tournament Referee
4. Sports Event Planner (Clubs or Community Tournaments)
5. Physiotherapist

? Role Model: Simone Minelli (International Boules Athlete, Italy)

- One of the world's top boules players known for his precision and sportsmanship
- Role model for patience, control and **strategic thinking under pressure**
- Highlights how less mainstream sports still require elite skill and discipline

Session 1 – Rolling with Control

LO: To roll the ball with control towards a target.

Objectives:

- I can grip and roll the ball using underarm action.
- I can aim towards a jack or marker.
- I can adjust the power and direction of my roll.
- I can work safely and fairly with a partner.

Teaching Content:

- **Warm-up:** *Rolling Relay* – Pupils roll foam balls to a line, aiming to stop closest to the cone.
- **Skill Practice:** Roll a ball underarm to a hoop or jack using both dominant and non-dominant hands.
- **Game Scenario:** *Closest to the Jack* – In pairs, take turns to roll and score based on distance to jack.
- **Plenary:** What helped you control your roll? How did you adjust your strength?

Vocabulary: Roll, aim, control, distance, jack

Healthy Participation:

To understand how focus, hand–eye coordination, and physical control improve skill and confidence in sport.

Session 2 – Aiming with Accuracy

LO: To improve accuracy when aiming at a fixed target.

Objectives:

- I can roll the ball to land near the jack.
- I can aim at a specific part of a target zone.
- I can change the angle of approach to improve accuracy.
- I can reflect on my own performance.

Teaching Content:

- **Warm-up:** *Zone Scoring* – Roll into hoops/zones worth different points.
- **Skill Practice:** Practise rolling at different distances using cones for angle challenges.
- **Game Scenario:** *Accuracy Zones* – Take turns to roll and score depending on landing zone.
- **Plenary:** What did you change to become more accurate?

Vocabulary: Accuracy, target, angle, zone, score

Session 3 – Developing Tactical Thinking

LO: To make decisions about where to place the ball in game scenarios.

Objectives:

- I can observe where the jack and other balls are placed.
- I can decide whether to aim directly or block my opponent.
- I can work with a teammate to plan tactics.
- I can reflect on the outcome of my decisions.

Teaching Content:

- **Warm-up:** *Target Strategy Game* – Teams roll 3 balls to reach jack with varied approaches.
- **Skill Practice:** Explore rolls for blocking and scoring positions using cones.
- **Game Scenario:** *Block or Score?* – Pairs play tactical mini games and explain choices.
- **Plenary:** What did you think about before your shot? What would you try next time?

Vocabulary: Strategy, block, decision, placement, tactic

Healthy Participation:

To develop focus and reflective thinking while working respectfully with others.

Session 4 – Measuring and Judging Shots

LO: To measure and evaluate shot placement accurately.

Objectives:

- I can use a ruler or tape to measure distances.
- I can compare the closeness of two or more shots.
- I can record results and scores fairly.
- I can judge shots using clear criteria.

Teaching Content:

- **Warm-up:** *Estimate and Check* – Pupils estimate then measure how far their ball is from a line.
- **Skill Practice:** Roll and measure – pairs practise taking turns rolling and judging nearest to target.
- **Game Scenario:** *Judge the Winner* – Small group games with rotation of measuring and judging roles.
- **Plenary:** What was tricky about judging distance? How did you stay fair?

Vocabulary: Measure, nearest, distance, fair, judge

Healthy Participation:

To explore how measuring and comparing develops numeracy and sports ethics in decision-making.

Session 5 – Playing as a Team

LO: To work with others to apply tactics and scoring in a game.

Objectives:

- I can play in a team using agreed roles.
- I can take turns and support my teammates.
- I can help my team by suggesting good tactics.
- I can follow rules and apply fair play.

Teaching Content:

- **Warm-up:** *Team Cone Target* – Teams aim to roll and score using shared strategies.
- **Skill Practice:** Work in trios—one rolls, one advises, one scores—rotate after each round.
- **Game Scenario:** *Team Tournament* – Small teams play timed matches, keeping score.
- **Plenary:** What helped your team succeed? What role did you enjoy most?

Vocabulary: Team, fair play, score, rotate, support

Healthy Participation:

To understand how taking part in fair and respectful team games supports physical and social health.

Session 6 – Tournament and Reflection

LO: To take part in a boules tournament and reflect on progress.

Objectives:

- I can follow the rules of boules in a competitive setting.
- I can apply my aiming and tactical skills.
- I can support my team and give constructive feedback.
- I can reflect on what I have improved.

Teaching Content:

- **Warm-up:** *Self-Target Circuit* – Quick challenge: roll as close as possible to varying cone placements.
- **Skill Practice:** Each team sets a focus—accuracy, tactics, or scoring—for practice before matches.
- **Game Scenario:** *Class Tournament* – Round-robin or team play format with scorekeeping and peer evaluation.
- **Plenary:** What was your proudest moment? What is your next target in boules?

Vocabulary: Reflect, tournament, target, accuracy, improvement

Healthy Participation:

To celebrate progress, confidence, and effort in sport—and recognise the link between activity, pride, and self-belief.

Future learning this content supports:

This unit prepares pupils for:

- **Phase 3 Boules and Tri Golf**, where **shot placement, tactical thinking and spatial awareness** become more complex
- Enhanced ability to **plan, evaluate and adapt strategies** in competitive settings
- Development of **independent scoring, judging, and peer feedback** using formal criteria
- Transfer of **fine motor skills** to racket sports, target games and invasion game