

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - Year A– Crown Green Bowls

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 hold the boule; practise using all three techniques.
- To know how to throw the boule with aim and to keep balance through the delivery.
- To successfully set up a game of boules, understand the rules and know how to score

Key Vocabulary

Agility, balance, coordination, control, direction, delivery, claw grip, follow-through, accuracy, score, distance, stance, release, placement, bowling arm, target, tactic, judgment

Recommended Resources:

- Crown green or foam training bowls
- Flat and crown-style target mats or jack markers
- Foot mats for delivery stance
- Cones, hoops and centre/outer scoring zones
- Measuring tapes or metre sticks

Curriculum Connections:

Literacy

Use of modal and conditional verbs (e.g. You should have aimed wider, If you follow through, you'll stay balanced)

Mastery of prepositional and positional phrases

Maths

Measure distances using standard and non-standard units

Record and compare scores, calculate margins

Science

Identify muscle groups and joints used during controlled bowling

Discuss the impact of warm-up and hydration on performance

Observe body responses to physical activity (breathing, heart rate)

PSHE/Citizenship

Support sportsmanship, peer feedback, and fairness

Reflect on personal progress, decision-making and wellbeing

Career Opportunities:

1. Professional Bowls Player
2. Coach (Precision Sports or Lawn Bowls)
3. Biomechanics Consultant (Focus on fine motor sport)
4. Umpire or Competition Official
5. Data Analyst (Sports performance tracking)
6. Sports Journalist or Match Commentator

? Role Model: Greenslade Jenkins

- British Crown Green Bowls Champion with over 30 years in the sport
- Known for **consistency, discipline, and mentoring new players**
- Promotes the message that **precision and calm under pressure** are as vital as strength or speed in sport

Session 1 – Delivery with Control and Accuracy

LO: To deliver a bowl with control and accuracy.

Objectives:

- I can adopt a balanced stance and grip.
- I can roll the ball with accuracy using underarm delivery.
- I can aim consistently towards a jack or target area.
- I can follow through with my bowling arm to maintain direction.

Teaching Content:

- **Warm-up:** *Cone Target Roll* – Pupils roll to numbered cones in sequence.
- **Skill Practice:** Focus on stance, grip and smooth underarm delivery to a jack.
- **Game Scenario:** *Beat the Jack* – Pairs take turns to land closest to the jack using two bowls.
- **Plenary:** What helped your accuracy most—stance, grip or speed?

Vocabulary: Delivery, accuracy, stance, follow-through, jack

Healthy Participation:

To understand how correct posture, control, and delivery build technical consistency and prevent injury.

Session 2 – Rolling with Judgement and Varying Force

LO: To control the speed and force of a bowl for distance.

Objectives:

- I can adjust force to reach a short or long target.
- I can judge slope and resistance on a surface.
- I can explain why a stronger or softer delivery was needed.
- I can self-assess how close my bowl landed to the target.

Teaching Content:

- **Warm-up:** *Distance Check* – Pupils roll to targets at varying lengths.
- **Skill Practice:** Practise rolling to three distances, adjusting backswing and follow-through.
- **Game Scenario:** *Zone Bowl* – Score based on landing in short, middle or long zones.
- **Plenary:** What part of your delivery helped you roll further or shorter?

Vocabulary: Force, judgement, backswing, zone, resistance

Healthy Participation:

To develop spatial awareness, planning, and patience—all of which support emotional regulation and sporting focus.

Session 3 – Strategic Shot Placement

LO: To decide where to place the bowl for strategic advantage.

Objectives:

- I can observe previous bowls and adjust my aim.
- I can block opponents or improve team position with my delivery.
- I can work with a teammate to agree on strategy.
- I can give and receive tactical advice respectfully.

Teaching Content:

- **Warm-up:** *Strategic Target Game* – Pupils roll to protect one area or disrupt another.
- **Skill Practice:** Practice placing blocking shots or aiming past opponent's bowls.
- **Game Scenario:** *Team Tactics Game* – 2v2 matches with discussion before each roll.
- **Plenary:** How did your tactics affect the outcome? Did communication help?

Vocabulary: Strategy, block, placement, teammate, adjust

Healthy Participation:

To develop respectful communication, tactical awareness, and collaboration for lifelong physical and social wellbeing.

Session 4 – Scoring and Measuring Accuracy

LO: To score and measure shot placement accurately.

Objectives:

- I can measure the distance from a bowl to the jack fairly.
- I can use correct scoring criteria for crown green bowls.
- I can rotate roles as scorer, player, and judge.
- I can interpret scorecards and calculate winning margins.

Teaching Content:

- **Warm-up:** *Estimation and Measure* – Estimate closest bowl, then check with a metre stick.
- **Skill Practice:** Measure and score after every roll in trios.
- **Game Scenario:** *Scoring Challenge* – Teams play 3 ends and keep full records using scorecards.
- **Plenary:** What makes scoring fair? What challenges did you face when judging?

Vocabulary: Score, margin, measure, judge, fairness

Healthy Participation:

To promote honesty, responsibility and fairness—skills that support ethical behaviour in sport and life.

Session 5 – Tournament Preparation and Role Rotation

LO: To prepare for a tournament and rotate team roles effectively.

Objectives:

- I can take on different roles (bowler, umpire, scorer).
- I can explain the rules of crown green bowls.
- I can help my team by using tactical decisions and supportive communication.
- I can follow the flow of the game independently.

Teaching Content:

- **Warm-up:** *Team Role Relay* – Pupils rotate stations: bowling, measuring, scoring.
- **Skill Practice:** Quick-fire ends using full rules—3 bowls, score, rotate.
- **Game Scenario:** *Mini Matches* – Round-robin format with role assignment cards.
- **Plenary:** Which role did you find most challenging? What did you enjoy most?

Vocabulary: Umpire, scorer, rotate, fair play, rule

Healthy Participation:

To build leadership, flexibility, and confidence through diverse experiences within the sport.

Session 6 – Tournament and Performance Reflection

LO: To compete in a class tournament and reflect on my progress.

Objectives:

- I can use all skills in a competitive setting.
- I can support others through sportsmanship and teamwork.
- I can reflect on my strengths and areas for development.
- I can evaluate both team and individual progress.

Teaching Content:

- **Warm-up:** *Bowls Ladder* – Pairs ranked by accuracy in a quick bowl-to-jack challenge.
- **Skill Practice:** Focused pre-tournament station (player-led)
- **Game Scenario:** *Class Tournament* – Teams play in matches with set scoring and peer officials.
- **Plenary:** What have you improved since session 1? What's your next goal?

Vocabulary: Tournament, reflect, progress, strength, target

Healthy Participation:

To celebrate physical effort, progress and teamwork—and value sport as a source of confidence and wellbeing.

Future learning this content supports:

This unit prepares pupils for:

This unit will support future subjects. Pupils will develop the skills such as sending an object towards a target with some aim and accuracy which will help with other topics within PE. Pupils will have the ability to develop movement skills, movement strategies and movement concepts.