

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - Year A– Tri Golf

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

Tri Golf

- To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping and long game technique within a game.
- To know how to hold the golf club appropriately and be able to show control and balance when putting and swinging
- To know how to vary swing length to control distance and know when to use a put, chip, and long shot.
- To know how to score games fairly and effectively.

Key Vocabulary

putting, chipping, long game, tee, par, aim, swing, control, accuracy, stance

Recommended Resources:

- Tri-golf putters and chippers
- Soft practice golf balls
- Plastic cones, hoops, markers, coloured spots
- Measuring tape or putter-length measuring activities
- Target buckets, tunnels, and obstacle challenges

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Curriculum Connections:

Literacy

Use of modal verbs (e.g. You should aim lower) and bossy verbs (e.g. Grip the club)

Development of precise technical vocabulary for movement

Peer feedback using structured sentence stems (I noticed that..., Next time try...)

Maths

Measure distances between ball and hole using putters or tape

Tally and score shots per hole and use averages

Create charts to track personal bests and improvements

Science

Understand the role of muscles and joints during different strokes

Discuss effects of hydration, warm-up, and exertion on the body

Compare reaction times and coordination in putting vs chipping

Citizenship/PSHE

Emphasis on sportsmanship, teamwork, and perseverance

Promote resilience, fairness and peer encouragement

Career Opportunities:

Career Pathways:

1. **Golf Instructor or Tri Golf Coach**
2. **Tournament Director / Sports Event Manager**
3. **Biomechanics or Movement Specialist**
4. **Performance Analyst or Sports Psychologist**
5. **Groundskeeper / Course Designer**

☐ **Role Model: Tommy Fleetwood (England)**

- An internationally recognised English golfer known for precision and calm under pressure
- Promotes **youth access and golf inclusion** across the UK
- Excellent example of **discipline, fairness, and technical refinement**

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Session 1 – **To be able to control the direction of the ball using both a putter and a chipper. To understand where to stand safely when playing Tri-Golf games.**

- To know the importance of safety and how to hold the golf equipment correctly.
- To know how to demonstrate the correct putting, chipping, and long game technique.
- To know how to demonstrate the setting up for putting.
- To know how to demonstrate the knowledge of how to play a golf hole. (Play a par-3 golf hole or play a par -3 hole in 7 shot or better.

Warm up- As a pair or small group of children to lead a golf related warm up involving specific stretches. Discuss the areas that will be needed to focus on arms/ legs etc.

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.

Suggested Activity- Deliver a target game to work on chipping and putting focusing on stance and ball positioning using appropriate grip. Can I get the ball to land in a zone, hoop or bucket?

Main Activity- Players get multiple balls and chip toward circles with various Colour code small circles and align them with larger circles. Player must hit both colours of lily pads with chip to get a point. If ball misses a lily pad, then player must switch with partner and allow them to go. Continue to chip, alternating colours and count how many lily pads the ball (frog) hits.

Healthy Participation – To discuss knowledge of the main components of fitness appropriate to golf.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Session 2 – **To be able to control the distance of the ball using both putter and chipper. To recap on where to stand safely when playing Tri-Golf games. To identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement.**

- To know how to aim a putter and how to control the distance when putting.
- To know how to build a tunnel using cones and a putter.
- To know when to use a tee shot and to correctly apply chipping technique when playing a golf hole.

Warm up- Get ready for swing- Aiming the club, how to stand, swinging the club.

Suggested Activity- Acorn Swing- Players pretend to be a TREE and hit chip shots while leaning away from the target, toward the target and then straight and tall. Also, players can explore chipping with stiff branches (stiff arms) or flexible branches (relaxed arms). In addition, players can explore swaying in the wind during a chip like a Palm tree or be very still like an Oak tree.

Main Activity- Penguin, flamingo, bat- Players get one ball and hits chip with an iron. Players chip ball as a PENGUIN (i.e., feet close together), while visualizing a penguin flipping an egg onto the ice with their beak. At other stations explore chipping with a wider stance. Use a mark on the ground to represent width of stance and vary it from station to station. Final station: Players identify the width of stance which gives them the best balance for a chip shot

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Healthy Participation – To discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can have on the pupil's Tri-golf performance.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Session 3 – **To be able to control the distance of the ball in the air using a chipper. To identify how they showed respect for their teacher and peers.**

- To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping within a game.
- To know how to land the ball over a river 10 putter lengths away.
- To know how to hit two out of three shots over a line of cones.
- To know how to hold the golf club appropriately.
- To be able to show control and balance when putting.

Warm up- Fitness coin golf- The object of the game is to flip the coin and land on heads the number of times that is equal to the hole number being played. For example, 1 head on hole 1; 2 heads on hole 2; 3 heads on hole 3. This is a 4-hole game. In Fitness Coin Golf you must do 5 jumping jacks after each flip. After completing each hole, do the exercise listed and then begin flipping for the next hole. 1 (push ups), 2 (Burpees), 3 (15 seconds plank), 4 (25 Jumping Jacks).

Suggested Activity- Bucket or cup golf- Move the bucket (or cup) to a spot on the ground that far enough away from where you'll start tossing to make it a challenge to hit in 1 toss. Take turns tossing your ball at the bucket. If you miss, the player furthest away from the bucket takes a turn from the spot where the ball stopped rolling.

Main Activity- Create your own golf game- Pupils create their own hole. Children try each other's designs to see who can complete each hole in the least number of shots. Use whiteboard to record scores.

Healthy Participation – Discuss the benefits of playing tri-golf and how it can help to improve fitness, coordination, and skill development.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Session 4 – **To be able to control the distance and height of the ball using a chipper. To identify the importance of persevering on a task.**

- To know how to hit a ball over and above a line or wall.
- To know how to use a tik-Tok swing and be able to brush from the ground.
- To know the difference between putting and chipping shots.
- To know how to place and hit shots into zones.
- To know how to vary swing length to control distance.

Warm up- Putt the Rainbow- Lay out different colored spots pupils take it in turns to get the golf ball to land on the dots which team can slide down the rainbow first getting to the end in a relay race of putting. This can be done using hoops to increase distance and varying swing lengths.

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Suggested Activity- Get in the hole- Spread out hoops and dots around the space players take it in turns to shoot from the tee (dot) into a hoop matching the color tee.

<https://youtu.be/xxOhVrTdUho>

Pupils must putt a ball so that it stops in the half hoop. Start on behind cones and after a few practices goes aim to stop a ball in the half hoop 2 out of 3 times from 2 putter's lengths away – the yellow cones. Tick-Tock – distance controlled by length of the swing.

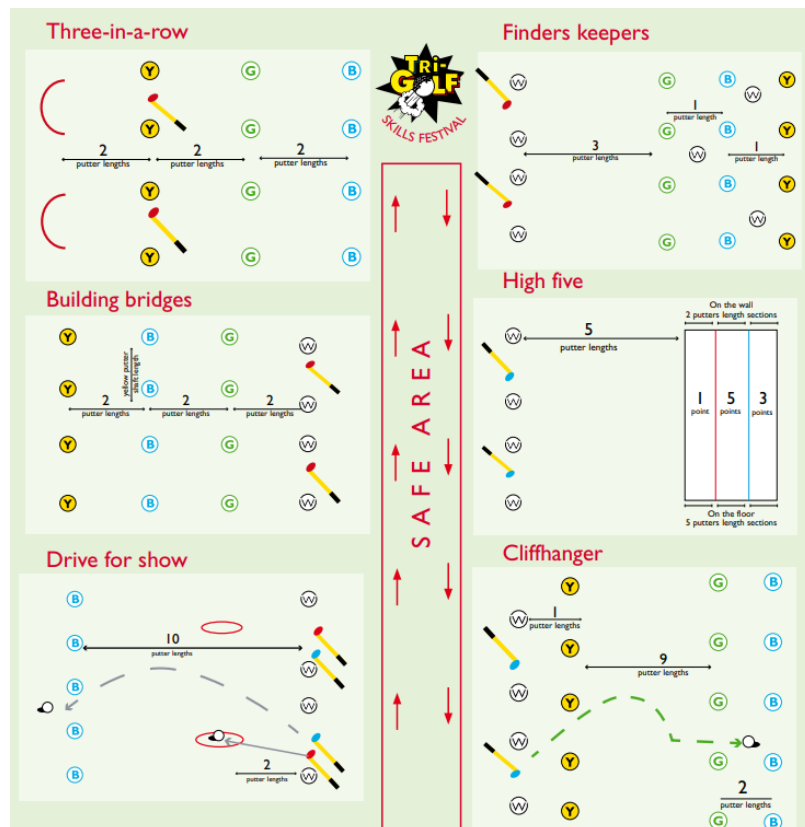
Main Activity- The grand national- Pupils must land a ball in each of the 3 zones laid out i.e. between blue and yellow cones, between yellow and green cones, over green cones.

Healthy Participation – To know the importance of having regular drink breaths throughout the PE lesson. To understand that if you are sweating you need to be drinking fluids to replace the fluids you lose when you sweat. Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Session 5 – To be able to work together as a team, measure out and build a game. To be able to practically demonstrate a game to their peers. To be able to demonstrate their understanding of aim and distance control through taking part in a number of skills games.

- To know when you would use a put, chip, and long shot.
- To know how to work in teams of six rotate around a series of different games – three in a row, finders' keepers, building bridges, high fives, dive for show and cliffhangers.
- To know how to score games fairly and effectively.

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



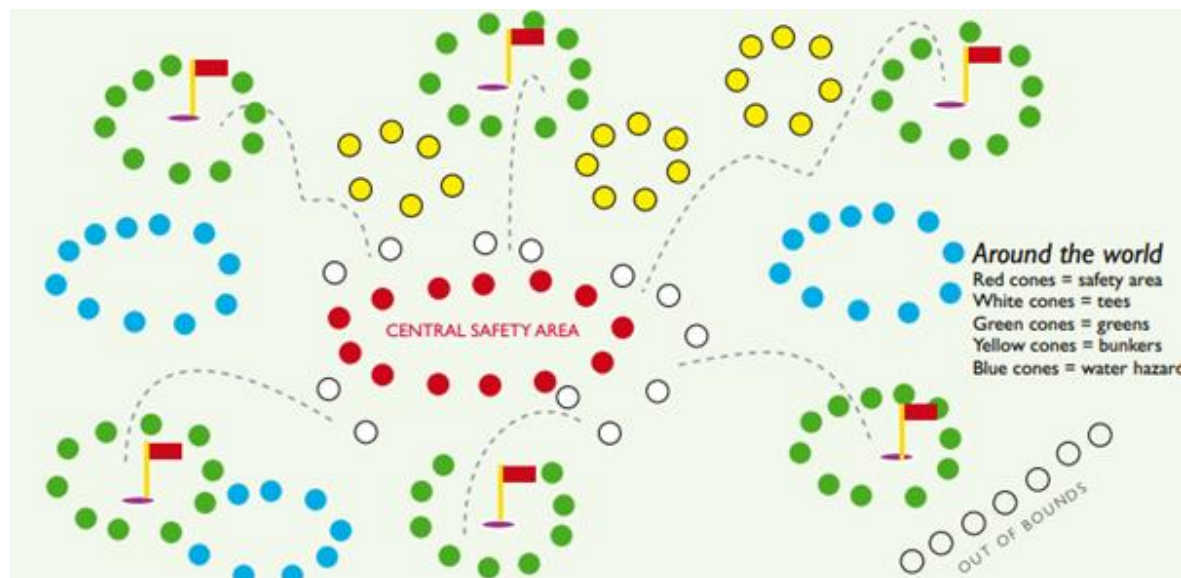
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Healthy Participation – To discuss the benefits of completing a thorough warm up. It helps to loosen the joints, increases blood supply to the muscles and engages the brain with the body.

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Session 6 – To be able to set up, play and score a game of tri- golf.

- To know how to play a series of different courses in an around the world game of tri-golf.
- To know how to play tri-games of golf safely in a tri game hole or course.
- To know how to observe partners/ teams and comment on differences between putting, striking, chipping, and playing games.
- To know how to give feedback to other pupils and how to make improvements.



Healthy Participation – To discuss how will playing Tri-Golf help me improve my fitness?

Vocabulary – Agility, balance, control, coordination, teamwork, putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance.

Future learning this content supports:

This unit prepares pupils to:

- Transition into more advanced **target games, cricket and tennis**, using precision, placement and controlled force
- Take on **self-managed roles** like umpire, coach, or scorer
- Develop **resilience, planning and adaptability** for outdoor and team sports
- Understand and reflect on **performance, fitness and improvement goals**