

LESSON PLAN: TRI GOLF: YEAR 6: WEEK 1

LESSON OBJECTIVE: To focus on power and accuracy in putting.

WARM UP (10 MINS)

Ask pupils to Lay out different areas of a golf course using coloured cones. Each area stands for a different exercise:

Yellow cones: bunker: burpees

Green cones: the green: star jumps

Blue cones: water: sit ups

Red cones: tees: press ups

When each area is called out pupils must run to that area and perform the exercise.

MAIN LESSON (20 MINS)

Introduce the putter. Working in pairs with 1 putter, explain how to hold the putter. The writing hand goes at the bottom of the grip and the other hand at the top, pupils need to stand side on to the ball with feet shoulder width apart. Place a flag a short distance away from the pupils. Pupils practice using the putter to hit the target with the ball.

Develop: Place a line of cones across in front of the target and make sure there are gaps between the cones so they have to be more accurate to try and hit the target.

GAME/COMPETITION (15 MINS)

In the same pairs, lay out a line of cones so that they all touch. A cone in the middle should be red, 2 cones either side yellow and then 3 cones each side of those blue. Try to hit the yellow or red cones to score the highest points. 3 attempts each. Number the cones, with red being the highest scoring cone and record the results.

EQUIPMENT

- Putters
- Cones
- Flags
- Balls

KEYWORDS

- Putter
- Swing
- Power
- Accuracy

DIFFERENTIATION

LESS ABLE

- Don't add a line of cones in front of the target.
- Decrease the distance to putt.

MORE ABLE

- Put a line of cones closer together.
- Add more than 1 line of cones.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the putting skills to a high ability?
	7	Can they perform the putting skills with a certain degree of control?
	6	Can they perform the putting skills with some control?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the task set.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: hitting a target whilst putting accurately in a competitive environment?
	7	Can they show and link: putting accurately at a target?
	6	Show putting.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.