Chapter 1: 
Surveying the Landscape of Primary Physical Education 
by Gerald Griggs

In Chapter 1, Gerald Griggs reveals the problems surrounding primary physical education. He states that there is a significant number of primary teachers who lack the confidence to teach physical education. He explains that primary teachers have little training in teaching physical education, which could account for this lack of confidence. Griggs states that it may also be a result of schools deciding to hire coaches to run PE classes in order to save money.

Chapter 2: 
The Importance of Primary Physical Education 
by Ian Pickup

In Chapter 2, Ian Pickup discusses the importance of primary physical education. He states that it helps children learn how to leap, dance, float, climb, dodge and throw. These outcomes are unique to physical education, making it extremely important to teach. He urges primary teachers to embrace the uniqueness of PE in order to understand it’s significance (p. 14).

Pickup also states that young children learn through movement, therefore, physical education is very important in primary curriculum. He expresses the importance of keeping the PE experiences positive, fun and motivating to encourage students to remain active throughout their lives. In order to accomplish this, the experiences need to be developmentally appropriate (p. 15).
It is important for teachers to know that the fundamental movement phase of motor development is a crucial time for children to build on the basic movements of infancy. The development of fundamental skills "provide children with increasing complexity, variety, and versatility in a range of activities" (p. 17). Children can develop socially and cognitively throughout the development of these skills (p. 18). As children reinforce their fundamental movement skills, they are able to move to more complex movements that will help them transition into upper primary activities (p. 19).

In conclusion, teachers need to embrace the importance of primary physical education, as it is key to the physical, social and cognitive development of a child.

Chapter 3
The Challenges and Potential within Primary Physical Education
by Dominic Haydn-Davies

In Chapter 3, Haydn-Davies discusses the 'hidden' problem, which is part of the practical and organizational challenges that physical education faces (p. 25). This hidden problem is an unclear goal or purpose of primary education (p. 26).

Some of the organizational challenges include planning the curriculum because lessons are often dominated in one area and not well-balanced (p. 28). Some of the practical challenges include having a range of levels within the same class. Teachers need to be aware of their students developmental stage in order to plan more effect and meaningful lessons. Each child is different and needs to be carefully observed and assessed.

Primary physical education needs to have a clear goal and purpose in order to achieve a meaningful and effective program.

Chapter 4
The Future of Primary Physical Education
by Mike Jess

In Chapter 4, Mike Jess discusses a vision for a developmental physical education curriculum. He states that it is being worked on by the DPEG (p. 30).

Primary physical education is the key component of a lifelong approach to physical education because it is the period when the foundation for future engagement needs to be developed (p. 38).

There are 5 developmental physical education principles (p. 40):
1. Developmentally appropriate: children need developmentally appropriate activities because if they are constantly given inappropriate activities they may think they cannot do the activity and become unmotivated. In order to accomplish this, teachers need to be aware of children developmental stages.
2. Self-organizing and emergent: children need to be allowed to be creative in the way they learn movements as each child is different and learns differently.
3. Inclusive: physical education activities need to meet the needs of the children to be inclusive to all. Teachers need to be constantly assessing children and giving feedback in order to keep physical education inclusive.
4. Connected: children need to understand the purpose for the activities they are doing in physical education.
5. Lifewide: the activities need to have authentic real life application in order to make them relevant to the children and allow them grow to be active for life.

Jess states that the goal for primary physical education is to connect physical education to primary curriculum and to connect primary PE curriculum beyond school. He states that these three things need to happen in order for PE to be more successful in creating active children (p. 43).

Successfully carrying out Jess' developmental principles will help in creating a meaningful and effective primary physical education program that will encourage children to be active for life.

"The unique blend of learning to move and moving to learn provides a powerful conduit for the educative process"
~ Ian Pickup

PART 2: PRIMARY PHYSICAL EDUCATION CURRICULUM

Chapter 5
The Development of Primary Physical Education
by Sue Chedzoy

In Chapter 5, Sue Chedzoy explores how young children need a rich variety of physical experiences and challenges as they grow and develop throughout their primary years (p. 54). She states that they need experiences which help them master fundamental motor skills. When these skills are mastered, children can begin more complex movements.

Chapter 6
Games in the Primary School
by Gavin Ward

In Chapter 6, Gavin Ward aims to show how teachers can use games in primary
physical education to enable children to enjoy a fundamental part of their national culture (p. 68).

Ward states that it is argued that FMS are vital to becoming proficient in activities which require complex movements, however, Ward believes that games can be enjoyed by children playing purposefully, even with only basic skill proficiency (p. 73). He states that games are an ideal context in which learning and skill development can take place (p. 75). Games require an understanding of their purposes in order to use them effectively (p. 76).

In conclusion, tactical game-based pedagogical models can be employed to teach games. These games are categorized by the tactical problems created. Conceptual frameworks are formed which utilize core concepts and terminology. Teachers should move their thinking from a technical-based model of teaching games to one which is more closely allied to pedagogical models, such as TGfU-teaching games for understanding (p. 101).

I think that teachers need to stay away from games that are considered 'busy work' and teach games that develop fundamental movement skills. As discussed, games need to have a purpose and need to develop a child’s fundamental movement skills. Keeping their developmental stage in mind and the purpose of games, a teacher can create an effective primary physics, education program.

Chapter 7
Gymnastics in the Primary Years
by Lawry Price

In Chapter 7, Lawry Price advocates the importance of gymnastics in primary physical education. He states that it contributes to gross motor development and social skills development. Gymnastics teach speaking, listening, problem solving and observation. It also provides an opportunity for children to explore spaces and work with equipment, which encourage exploration, experimentation and discovery (p. 109).

Price states that teachers need to plan well and observe students constantly. As teachers observe growth in children, they need to encourage children to do movements together, creating more complex and flowing movements. Teachers also need to be aware of the development stages of their children in order to challenge them appropriately. This will lead to success and achievements (p. 112).

In conclusion, gymnastics will allow children to become increasingly controlled, motor competent and skilful in physical movements. Gymnastics are important in the primary age range because they are recognized as beneficial to children's development, growth and overall learning needs.
Chapter 8
Dance Teaching and Learning Opportunities
by Rachael Jeffereson-Buchanan

In Chapter 8, Rachael Jefferson-Buchanan states that dance helps in personal, social and emotional development. The interactions between students will help them grow personally, socially and emotionally. She states that dance helps in communication, language and literacy. It also helps in problem solving, reasoning and numeracy as children explore shape, size and pattern in dance. Dance also grows knowledge and an understanding of the world. By promoting reflective approach to dance, children can evaluate types of dances and learn from each other (p. 128).

There are two key stages in dance. Stage 1 is the use movement imaginatively, responding to stimuli, including music. It has a focus on the change in rhythm, speed and level. In this stage children can create and perform dances using simple patterns. Stage 2 involves creating and performing dances using a range of movement patterns (p. 135).

There are three main dance processes. The first is composition. Composition fosters children's creativity. The second is performance. Performance teaches technical skills and expressive skills. The third is appreciation. Appreciation focuses on description, observation and analysis.

Chapter 9
Getting Athletics off the Track
by Gerald Griggs

In Chapter 9, Gerald Griggs discusses how meaningful athletic experiences have been lost in primary physical education because either progressive development is neglected or the belief that athletics is a secondary school focus, not primary (p. 151).

Griggs’ framework for athletics in primary physical education is as follows (p. 153):

- Phase 1 - integrated play: immerse young children in the world of basic movement. Engage in movement activities.
- Phase 2 - the athletic form: children explore different ways to do specific movements, such as experimenting different ways of throwing and what purpose each different tactic holds.
- Phase 3 - athletics as a sport: action possibilities progress into formal practices. In other words, throwing will be recognized as javelin, discus, hammer and shot.

In conclusion, introducing athletics into primary physical education is extremely important as it helps children gain an interest in athletics and promotes children to become active for life.

Chapter 10
Outdoor and Adventurous Activities
by Naida Wainwright

In Chapter 10, Wainwright advocates adventurous activities in primary physical education because of the high level of movement combined with low stress. Also, the rough landscapes challenge motor activity and encourage bodily skills. These outdoor activities also develop strength, flexibility and coordination (p. 160).
Outdoor activities also reduce stress, make children active and help children with concentration. Outdoor activities help develop an understanding of risk in a child, therefore, children need to be exposed to slight risk to develop an understanding of what could hurt them. This will teach them how to play safe (p. 163).

Outdoor activities also develop an awareness of the earth. Children can learn how to safeguard the environment (p. 164). These activities also increase broad experiences as children, who do not consider themselves athletic, engage in them (p. 165).

In conclusion, team building and adventure activities help children overcome challenging situations. Outdoor activities are beneficial and should be encouraged in primary physical education.

Chapter 11
Addressing Training and Development Needs
by Jeanne Kaey and Jon Spence

In Chapter 11, the key issue raised is that teacher development is important in raising achievement in primary physical education. Teachers should take part of professional development in primary physical education. It is important for teachers to not brush off physical education, but understand its significance and importance to children developmentally.

Chapter 12
Towards a More Inclusive Provision
by Richard Medcalf

Chapter 12 states that the environment is a critical factor for children in physical education. Teachers need to create a safe and inclusive environment for children. If this is accomplished, teachers move made one step towards building a generation of active children, who will hopefully stay active for life.

Chapter 13
Placing an Importance in Health and Physical Activity
by Kristy Howells

In Chapter 13, Kristy Howells states that an emphasis on health and physical activity can help with the lifelong learning process. It is a much more holistic development of the child. These key points need to be passed onto parents and caregivers, so that, at home, the children can be active and healthy.

Chapter 14
Creative Physical Education
by Jim Laving

In this chapter, the key point is that a teacher should spend time being creative with physical education activities to meet the needs of the children.

"Taking a creative approach has the potential to transform..."

~ Jim Lavin