An analysis and review of published literature appertaining to early years physical education and an authority alternative

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An Analysis and Review of Published Literature Appertaining to Early Years Physical Education and An Authority Alternative

by

Christopher Rose

A Master's Thesis submitted in partial fulfilment of the requirements for the award of Master of Philosophy of the Loughborough University of Technology.

ABSTRACT

This study arose out of a recognition that more comprehensive support should be provided for early years (5-8) teachers in programmes of Physical Education. Thus, it was decided to undertake a study which involved teachers in the construction of a critical reflection and the development of appropriate documentation to guide their practice. In order to do this the study needed to encompass:-

1. A review of literature and current support materials for first school teachers of Physical Education.

2. A critical analysis of current guidelines for Early Years produced by local education authorities.

3. The formation of a working party of teachers to debate the content and write guidelines.


The analysis of current early years local education authority guidelines showed a strong dependence upon didactic teaching as opposed to more open, learning procedures, which were recommended by educators in the early years. There was a striking similarity of content and selected schemes in these guidelines.

The study produced a set of guidelines entitled, 'Let's All Move', which was submitted to critical scrutiny by distinguished practitioners in Physical Education. The evaluation was fed back into the final production of the book for teachers.
I wish to record my gratitude to a number of people who provided support, encouragement and guidance during the preparation of this study. My thanks extend to Professor H. Thomason, Director of Research of the Department of Physical Education and Sports Science for providing opportunities to conduct research in this area.

I am particularly indebted to Len Almond, who was the inspiration behind this project, and who so skilfully advised with the development of the 'Lets All Move' guidelines. I am especially grateful to the Director of Education and the Education Committee of the Metropolitan Borough of Rotherham, who provided the resourcing for this project, and the opportunities for the writing team associated with the guidelines to meet, plan and prepare the teaching materials. Members of this team who devoted considerable effort and gave much personal commitment were, Enid Bailey, Sheila Hughes, Pat Moss, Elizabeth Ragsdale, Dorothy Sawyer, Pat Smith and Norma Trickett. I am most grateful to them all for their involvement, forceful debate and charm.

Evaluation of 'Lets All Move' was undertaken by numerous colleagues and friends in the Physical Education profession and I wish to record my thanks to Her Majesty's Inspectors, Denzil Flanagan and John Parsons, Rod Thorpe, Dave Bunker and Colin Hardy of Loughborough University, Helen Elkington and Margaret Whitehead of Bedford College, Celia Brackenridge and David Crutchley of Sheffield Polytechnic, Jeanette Maxwell of Bishop Grosseteste College, Lincoln, Alan Leach of the Derbyshire College of Higher Education, Jan Roberts, Advisory Teacher for Physical Education for the London Borough of Waltham Forest and Michael Mawer of Hull University.

Many of the photographs and all of the developing and printing were undertaken by Ron Foggitt, a very dear friend, who thoroughly enjoyed himself in all the Rotherham schools in which photographs were taken. The proof reading of 'Lets All Move' was meticulously undertaken by a retired, local government officer, Reg Squires to whom I extend my gratitude.

Finally my special thanks go to the two typists Deidre Parker and Julie Soames who undertook the difficult task of typing the manuscripts.
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CHAPTER ONE

INTRODUCTION
INTRODUCTION

1.1 Background to the Problem

Since becoming an Adviser for Physical Education to the Rotherham Metropolitan Borough Council in 1974, a good deal of the author's in-service education and training work has been devoted to teachers of children in their early years. This has been in response to needs expressed by these teachers for guidance in the teaching of Physical Education.

Initial Training

Many teachers had expressed concern that their initial training courses did not provide sufficient time, depth of knowledge or experience to equip them to teach Physical Education satisfactorily. In a survey conducted amongst 47 new teachers to the Rotherham Education Authority in 1978, 91% of teachers had followed a compulsory Physical Education course, but 55% had been involved in courses of less than 30 hours' duration. In the time allocated to Physical Education, there were very wide variations, for 10% of teachers had spent over 100 hours in Physical Education studies, whereas 2% had been involved in courses only lasting 2 hours. During teaching practices, 6% of the teachers had taught no Physical Education whatsoever. The majority of teachers had taught equal proportions of games and gymnastics, dance had featured less prominently and only 2% of teachers had taught any swimming whatsoever. In interviews with these teachers, it appeared that some courses had been set at students' own level and some had provided no time whatsoever for topics such as organisation and management, nor the philosophy and rationale of Physical Education. A survey conducted by The Physical Education Association (1978) into the preparation of Primary school teachers supported the view that an insufficient bedrock of experience and knowledge in the subject was present after initial training had been
completed. Further studies by Williams, A. of Birmingham University entitled 'Physical Education in the Junior School - A Study of the Teachers Involved'. (1979) and one by Mawer, M. and Sleap, M. of Hull University entitled 'Physical Education within Primary Education'. (1984). revealed very similar findings.

In an article in the British Association of Advisers and Lecturers in Physical Education, 'Bulletin', the author, Mrs. A. Thurlow, discussed some of the problems at initial training level ... 'far too much theory and not enough practice was a general criticism. for I felt I could only learn how to teach Physical Education by working with a class of children and not by copying from a text book'. The Bulletin of Physical Education Volume 22 No. 1 Spring. Thurlow, A. (1986).

Adviser Perceptions

During the past 13 years, both through observation of teachers and in discussion with them, a number of significant aspects have emerged. For many, the basic lack of knowledge in the elements of Physical Education, has resulted in flimsy excuses being given as reasons for not taking classes for Physical Education lessons. Sometimes, non-participation in Physical Education is used as a punishment. People have been quoted as saying 'you are not going to take part in P.E. until you have finished your Maths!' Through lack of knowledge, teachers have often relied on their own personal experiences and invariably lessons have been unsuitable and inappropriate for the needs of children. Many teachers have resorted to the unstructured use of large apparatus as well as B.B.C. radio broadcasts. In many Infant schools there is little games activity and this only occurring in warm, fine weather.

There is little evidence of planning for Physical Education teaching and schemes of work show only passing reference to Physical Education. Teachers have little notion of objectives and what should be achieved for children by the time they leave the Infant school. In reading, language development,
mathematics and science, these objectives are often well known and well thought out. In general class work, many Infant teachers have demonstrated their ability to observe a situation, assess it and then develop teaching strategies and development from initial observations. In this way, children have been challenged and progression has been undertaken quite naturally and spontaneously. This has rarely been witnessed in Physical Education.

Published Materials

Many teachers have eagerly turned to published materials for guidance and help, but have found no national guidelines for Physical Education. This has not been the case as far as language development, the teaching of reading or the teaching of mathematics is concerned. The only document which could be considered as a national guideline was 'Movement' published by Her Majesty's Stationery Office (1972). This book provided a framework for Physical Education in the Primary years and emphasised the significance of movement. It epitomised physical accomplishment but was very generalised and did not provide teachers with methodology or the development of ideas in practice. A clear sense of guidance and direction was missing. Research has revealed little published materials relating specifically to early years' physical education. Some that have been written, were Local Authority guidelines but only available to those teachers in the Local Authorities that had produced them. Several books were available on general Primary Physical Education, either covering aspects of curriculum such as games or dance, whilst others related to the entire Primary Physical Education curriculum. It was from these that early years' teachers had to extract and adapt information and ideas to match their young children's needs.

In the late seventies, The Department of Education and Science produced its 'Survey of Primary Education in England' (1978), and amongst its recommendations, called for schools and local authorities to draw up schemes of work which would
provide guidance and thus assist in the teaching of Primary school subjects. The survey found that only 26% of schools had written guidelines for Physical Education. Essentially, the Primary school survey was a focal point in calling for more and better guidelines.

Some local education authorities responded to this and produced publications, some as a result of teacher working parties, some written as personal comments by an Adviser, or by groups of Advisers, for example, Area 6 of the British Association of Advisers and Lecturers in Physical Education (1978). Only a few local authorities had produced materials relating to the early years and in these there was considerable variety in terms of presentation, content and in the structure of the information. They were similar in that task setting was of a highly didactic nature but they also showed that teachers had not been fully involved in the development of the guidelines.

1.2 Purpose of the Study

The purpose of this study is:

- To undertake a review of the literature published since 1944.

- Local authority guidelines will be listed and some of these, written specifically for the early years, will be analysed to determine whether tasks are appropriate for a child-centred approach to learning which is regarded as educationally desirable for children in their early years.

- Work will be undertaken with a group of teachers from the Rotherham Local Education Authority to produce teaching materials to guide practice. The book will examine the needs of children in their early years and the reasons why Physical Education is important in children's development. There will be information concerning the core content of movement, since some teachers are unable to develop their children's movement ability through either a lack of understanding
or a basic movement knowledge. The second and main part of the book will provide a series of lesson ideas in four areas of experience contained in separate sections with information about how to use them, namely: Expressive Movement, Movement Extended to Large Apparatus, Games and Small Apparatus and Movement in Water. The final part of the book will offer teachers some suggestions concerning evaluation. The finished book will then be piloted in six schools within the Rotherham Authority to test initial reaction and its value as a guide to practice. Thereafter, specific in-service work will be undertaken, firstly, with Head Teachers, since staff development is unlikely to occur without Heads’ knowledge and support, and, secondly, with the staffs in pyramids of schools. The writing team will work in two’s to help initiate this programme of in-service education.

The final part of this study will seek the views and critical comments from distinguished practitioners in the field of Physical Education, including lecturers in Institutes of Higher Education concerned with initial training and advisers concerned with induction and in-service education. Their evaluation will be used in the final production of the book.

1.3 Description of the Development of the Study

After presenting the background to the problem in Chapter 1, a review of British published literature since 1944 will be undertaken in the second chapter. In Chapter 3 a list of local education authority guidelines, specifically appertaining to the early years will be tabled after which an analysis of task setting will be undertaken.

Chapter 4 will be presented in a second volume and will present an authority alternative to the published literature and other local education authority guidelines. The final chapter will indicate reflections on the production of this authority alternative.
CHAPTER 2

A Review of Related British Published Literature since 1944

Introduction

A review of British published material was undertaken to determine the exact nature of the guidance available to teachers of children in their early years. Many teachers of these children had expressed a need to discover meaningful literature to assist them in developing suitable programmes of Physical Education. It was difficult to recommend a recently published book which provided a rationale for early years Physical Education, which guided teachers in practical terms and which provided assistance in evaluating outcomes. A number of questions presented themselves, for although it was somewhat easier to recommend books which discussed aspects of the Physical Education curriculum, but to what extent, in what ways, and with what emphasis were materials presented concerning the early years? Did the books develop objectives, provide a structure and a framework and did they offer specific help regarding content? Were early years children treated as a whole or did the programmes differentiate according to age and aptitude? It was also necessary to determine the status of the authors and the nature of their experience of working with young children, and discover too whether any significant methodology, organisation and content had emerged since the publication of the Plowden Report.

These concerns were epitomised in a policy statement made by the British Association of Advisers and Lecturers in Physical Education where it was suggested, 'that children in first schools were not benefiting from the values of properly taught Physical Education'. Bulletin of Physical Education Volume XI Number 2 Page 14 (April, 1975). It was against this background that a review of published literature was undertaken.

Detailed examination of British published materials since 1944 suggests four clear categories as follows:

* Books published by the then Ministry of Education and now the Department of Education and Science.

* Books relating specifically to Physical Education in the early years.

* Books relating to general Primary Physical Education.
* Books relating to aspects of Primary Physical Education:
  - Primary Dance
  - Primary Gymnastics
  - Primary Games
  - Primary Swimming

2:1 Books Published by The Department of Education and Science

In an examination of the first category, that is material published by the then Ministry of Education and the now Department of Education and Science four books are significant. The first entitled 'Primary Education', Ministry of Education (1959), was written largely in response to the growing demands of teachers as a result of providing education for two million extra children in the post war years. It superseded a 'Handbook of Suggestions' (1937) which stressed a change in emphasis of educational thought and practice from the subject of instruction to the child. 'Primary Education', H.M.S.O. (1959), developed the emerging philosophy of a child centred approach of the post war years in that it was concerned with 'children as children, with their great diversity of aptitudes, abilities and temperaments, with their many but interdependent and changing needs' (P.V).

Physical Education is seen as playing a significant part in the education of the infant child. Chapter 4 in the book, entitled 'Infant Schools' refers to the infant child's active, restless body and inquiring mind and stressed that for much of the school day children ought to be occupied in activities which focussed powers of mind and body. The purpose of Physical Education was seen as being significant in overall development for it says that by the end of the infant stage children, 'should be using their physical powers with confidence, and their bodies and limbs with increasing dexterity and continued satisfaction' (P.55).

In Chapter 10 entitled 'Physical Education' the Ministry refer to two previously published books 'Moving and Growing' and 'Planning and Programme' stating 'that they have a wide circulation in training colleges and schools' (P.139). No further statement concerning the purpose of Physical Education is developed although the chapter states, 'in some schools P.E. is thought of solely as an antidote to sedentary work - an opportunity to let off steam. Sometimes that is the only function it can
fulfil, because the regime of the school day makes release an urgent need, but children need more than activity, they want to develop mastery, to do different things in different ways and work out ideas' (P.133).

In discussing the content of the Physical Education programme the book requests a seeking of balance between activities of an athletic kind and experiences which have an expressive purpose and states that, 'of course, the younger the children the less hard and fast will these categories be' (P.133). In helping the children to learn, no real guidance is given but rather ambiguous statements are expressed, 'but exploration, invention and creation all take time' (P.134). It goes on to say that, 'some teachers seem to be able to evoke development, some can only attempt to command it, some have exceptional personal skill which may be a source of delight and stimulation to the children' (P.134). It seems strange that chapter 10 on Physical Education appears to be in sharp contrast to many of the more positive guidelines and recommendations made early in the book.

The first authoritative book and statement to emerge on primary Physical Education in the early post war years was 'Physical Education in the Primary School'. This was divided into two separate books, 'Moving and Growing' and 'Planning and Programme', Ministry of Education (1959). The first was a statement concerning an examination of movement whilst the second was concerned more with content. 'Moving and Growing' was, without doubt influenced by the work of Rudolph Laban for much of the book is concerned with the developmental aspects of movement, factors, modes, the movement period and the application of ways of learning and utilising movement skills in fields of Physical Education which were listed as 'Games, Swimming, Movement as an Art, Dance, Dramatic Movement and P.T.'.

As Britain had just emerged from the second world war, 'Moving and Growing', was concerned to express the benefits of a balanced diet, the value of an open fresh air life style, plenty of sleep and care with clothing.

In the second chapter entitled 'Mode of Movement', the book highlights patterns of behaviour which would be seen in movement. It goes on to stress the need for exploration with opportunities for repetition which in turn infiltrates learning.

The section entitled 'Children in Schools' outlines the differences in requirements and facilities for the three stages of primary experience.
nursery, infant and junior. The nursery child should have 'plenty of opportunities for moving and growing' (P.40). In the infant stages the book emphasises the need for plenty of opportunities for purposeful activities and states that the infant school should be regarded 'not as a place of instruction but as an instructive environment' (P.42). It compares the new and old schools, the latter where there may be no hall, classrooms may be full of heavy furniture arranged in rows and some even screwed to the floor. It argues the case for careful planning, for the use of spaces which meet the needs of young and growing children and urges that 'on a stormy day, a few minutes burst in the playground several times during the day may best meet their needs' (P.45).

In the chapter entitled 'Physical Education' the purpose of the subject is developed (although one has to read much between the lines) and much is made of the need for programmes which are health related. In developing the programme, the writer establishes broad lines for development 'even though elasticity is necessary in carrying it out' (P.51), and argues time for activity which satisfies the sheer appetite for movement; for opportunities to satisfy the hunger for skill acquisition in a variety of ways and emphasises the need to develop quality in movement skills. Ways of learning are stressed through exploration, repetition and creation, from other children and from the teacher. In an examination of the component parts of Physical Education it makes significant reference to dance in that 'infinite variety is possible' (P.63). The writers saw tremendous potential in dance which teachers were a long time recognising and appreciating, and in 1952 these statements reflected important developments. The same may be said of the section on dramatic movement in that it is only in recent years that the values of such work have been recognised nationwide. The section on 'P.T.' which we would now term gymnastics, argues a case, 'for a balance to be struck in these periods between compensatory or remedial movements and agility on apparatus' (P.75).

Although much of the material may be regarded as rather vague and over philosophical by some educationalists, 'Moving and Growing' was a remarkable book for its day. In that it projected a need for a greater understanding of movement and saw in the processes it expounded, a much needed enrichment of pupils lives in the post war period. Certainly, it can be said that even today, it is not out of date in the case it presents for a movement orientated primary programme.
'Planning the Programme' the companion to 'Moving and Growing' explained the content and provided direction for teachers in developing programmes of Physical Education in Primary schools. Now regarded as outdated, the book sets out clearly and logically derived programmes of activities and it made positive statements about content.

The opening chapter discussed facilities, the school hall, playground, field, swimming baths, countryside (for those in rural schools) and apparatus. Much new equipment was designed: some of it high tubular steel equipment, over which one could suspend nets and ropes. This was particularly challenging especially for the timid child. Due reference is made to 'small apparatus' - hoops, skittles, canes, ropes, balls and to improvised equipment - wooden planks, boxes and tree trunks.

The second chapter dealt with the change of emphasis on teaching; from the direct drill like approach to one of 'direction and free practice'. The framework of the lesson is discussed at length and recommended general activity, compensatory movement for trunk, arm and shoulder and feet and legs. The purpose of compensatory movements is explained and examples are given.

In chapter 3 entitled 'Games', a very brief reference to the infant programme is made and placed due emphasis on exploration and invention although a list of activities provided in the appendix. Chapter 4 on 'Dance' developed the philosophy outlined in 'Moving and Growing', perhaps because this was a developing area of Physical Education and the book provides suggestions for themes and lesson ideas. There is no particular reference to programmes suitable for the early years.

Chapter 5 deals with 'Swimming' and is largely concerned with general advice and does not provide the teacher with any content material. An interesting chapter 6 entitled. 'The Observation of Movement' deals very much with the progress of children in Physical Education, and gives the teacher helpful advice on the correcting and improving of technique of basic movements such as running, jumping, vaulting, rolling (forwards only!), crouched jumps, cat springs, climbing and throwing. These particular activities were chosen for the purpose of providing material for observation. A series of excellent black and white photographs illustrate the use of apparatus and involvement in dance.
The Appendix which is illustrated with line drawings is 'a nucleus of material for physical training' (P.33) and includes compensatory movements and general activities. Appendix II deals with games, chasing and dodging games, races and group games.

The whole book seemed to be very much material for the junior teacher, for infant staff had to be capable of skilful extraction and develop an ability to devise their own programmes.

The Department of Education and Science produced a successor to 'Physical Education in the Primary School - Moving and Growing and Planning the Programme'. 'Movement'. Physical Education in the Primary Years, Her Majesty's Stationary Office (1972), examined the principles of movement as essential to children's development, looked at the planning of appropriate programmes of Physical Education for children in their primary years, and aim the contents chiefly at non-specialist teachers in those schools. In the first part the philosophy and significance of movement is examined as the basis of Physical Education. Part two reviews aspects of Physical Education, namely gymnastics, dance, athletics, swimming and outdoor activities.

Like 'Moving and Growing', the early pages of the book emphasise the significance of movement, epitomising physical accomplishment and the child's ever changing modes and interests. Whilst there is no direct reference to the purpose of Physical Education much has to be gleaned by reading between the lines: 'it is the role of Physical Education to reveal and extend the child's powerful drive to indulge his capacity for movement, and to lead him towards his full potential as an individual' (P.8).

Writing on the early years lacks detail. The reader is encouraged to provide the child with wide ranging movement experiences for, 'he should be helped to acquire functional efficiency as well as creative skill, he needs a gymnastic type of control and a different type of bodily discipline for expressive forms of movement' (P.10). Physical Education is seen to promote development in skill, self expression, self esteem and confidence which, 'will stand a child in good stead as he enters adolescence and in later years' (P.12).
In part two of the book, 'Aspects of Physical Education', there is an examination of elements of the Physical Education curriculum. In the chapters on gymnastics, dance, games, athletics and outdoor activities, the needs of the primary school child are considered as a whole, and the early years teacher has to extract appropriate reference for the infant child. There is no attempt to detail developmental stages of work, rather general considerations are applied throughout. Thus in the chapter on 'Gymnastics' the development into more 'objective' movement is again through play: 'young children run, jump, climb and roll for sheer joy. They love to scramble over and around obstacles and to bounce, heave and swing' (P.25).

The use of apparatus is encouraged to provide challenge and develop a natural urge for children to try out their physical powers. There are some useful guidelines provided on the use of apparatus for gymnastics, for it is regarded as, 'essential for a full gymnastic experience' (P.34). Children in the early years are encouraged to explore apparatus in their own ways, gradually becoming aware of the needs of others as they circulate and use other apparatus more freely. These early experiences are regarded as 'essentially a gathering and a broadening of experience' (P.40). Later the child is encouraged to explore different ways and the teacher, 'will tune in quickly to their reactions and will know when it is right to stand back without comment' (P.40). Rather than highlight detail too specifically the chapter concludes that, 'development can not be defined in stages. It is a process of gradually increasing mastery across a wide span of experience' (P.44).

In describing the nature of dance this section of the book begins by stating the obvious, 'every child can dance' (P.45). Yet for many teachers this area of the Physical Education curriculum causes more concern than any other, perhaps because it is less tangible and more concerned with inner feelings and emotions. The book discusses early experiences and again emphasises the logical development of play like situations. In starting the children off it refers to natural activities such as jumping, twisting and running which can form the basis of work, by utilising a 'different functional emphasis that can be described as expressive rather than objective' (P.46). 'The key lies in the use of different forms of language - words which suggest an expressive form of movement rather than a purely functional one: creeping, darting, swaying, whirling, swooping are
essentially helpful because of the quality of inferences' (P.48). There are early references to stimuli, visual, tactile and oral, together with the use of sound both percussive and melodic. As in the chapter on gymnastics, the infant teacher has to tease out appropriate lines of development, although reference is made for the need to bear in mind 'two parallel lines of development ..... increase the depth of experience ..... and increase the range of movement so that his expression can take different forms' (P.50). The basis for the younger child is suggested as being towards 'a broadening of experience' and as children grow, they will be able to improve the clarity of their expression.

Due emphasis is placed in the chapter on the close links between dance and drama, although with a young child, 'a teacher is likely to accept that which comes as a personal interpretation of subjects' (P.51).

In discussing partner and group work, the chapter states that in the early years associations will be brief, 'more a matter of working alongside others than of achieving any real co-operation' (P.55). There is little reference to developing group work with infants except when discussing the use of percussion as sound stimuli. The links between early experiences of using instruments in music are discussed and suggested as a natural method of developing response in dance when children 'can try out different ways of moving to an instrument and with it, playing it to enhance their movement' (P.59). This develops naturally into partner and group work when a simple percussion piece can form the focus of a piece of movement. Reference is made to seven year olds working to vocal sounds but this is normally regarded as a line of development for older children. There is recognition of the problems of the use of recorded music and broadcast lessons.

In concluding the chapter the writer highlights the rewards of successful teaching, the sharing of a creative experience, sharpened senses 'and constant surprise in the originality and unbounded ability of children' (P.66).

In the discussion on games the desirability of extending play like situations for the children in the early years is emphasised for, 'the spirit of play must remain the dominant feature, the fun of playing should be paramount' (P.67). The early years are suggested as being important if opportunities for games playing are provided, for early experiences will formulate the
basis of games learnt later on. Chances to invent games should be given, encouraged by teachers and friends so that a repertoire of games can be built up extending skill and resources. The early involvement in games by young children should provide challenge and competition but in mastery of equipment and development of skill. Exploratory and personalised activities are to be encouraged, with 'adventurous, imaginative chasing games as important as ball games' (P.68). A plentiful supply of equipment of immense variety, open spaces, including hard, flat surfaces and a field, rebound surfaces and generous amounts of time to explore, create and repeat are suggested as important for young children. Individual opportunities are very necessary as, 'very young children play alongside - rather than with each other' (P.74). Top infant children are more willing to share and make up games but often in pairs and with groups of friends of similar ability. Skill is required from the teacher in knowing when to step in to teach in a direct manner in order to develop skill. By the age of eight most boys and girls 'should be able to control a ball with hands and feet, and to throw, catch and strike with reasonable accuracy and force' (P.78).

In the chapter 'Swimming', the author stresses 'that from a safety point of view every child a swimmer, is a maxim worth adopting by every primary school' (P.83). Early involvement in swimming activities is to be encouraged, reference is made to the numerous opportunities made available by the ever increasing number of pools being built by voluntary effort, and to greater numbers of very young children being taught to swim. Shallow, warm water is desirable 'water less than 0.6 of a metre in depth may lead to rapid progress with infants' (P.83). Importance is placed on the experience of buoyancy and the basic traction of water. Flotation, practices to acquire stability, generous use of buoyancy and discovery of the effect of various parts of the body in propulsion, and numerous games to achieve confidence are recommended. Relaxed, unhurried movement under control must be the objective, for enjoyment, safety and later good swimming are dependent upon relaxed posture in the water.

In the chapter, 'Athletics', there is little reference to the younger children except that 'natural athletics' should be encouraged in the early years - a personal striving to run fast, jump high and long and to throw distances. Games of hopscotch, jumping in and out of hoops in the playground, throwing bean bags, balls of different sizes, weighted bags, coits and rings: the
early fundamentals of athletics are to be encouraged as part of general movement activities. Written work, painting and writing emanating from an international event such as the Olympic Games may trigger off exciting work in the early years and may be a useful stimulus. 'Sports Day' should encourage involvement by larger numbers of children with an abundance of fun and activity.

The chapter, 'Outdoor Activities' makes no reference to the younger child. In conclusion the authors state that their aim had been to help teachers by suggesting starting points, describing different approaches and predicting patterns of development 'recognising that the most positive assistance a teacher can receive comes from the children' (P.119).

2:2 Books Relating Specifically to Physical Education in the Early Years

With regard to books written specifically about the infant or early years Physical Education curriculum, only three of significance emerge. The first, 'Physical Education for Infants', Manden I. (1953) was one of a series of books entitled 'The London Physical Education Series' whose general editor was F.J.C. Marshall. The book was an attempt to bridge the gap between those people who advocated that Physical Education for infant children, should consist of nothing but free play, and those who would have lessons formally taught in a direct manner.

In discussing aims, the author makes reference to both the 1919 and 1933 editions of the 'Syllabus of Physical Training for Schools', and states that in those publications, aims had changed little in those fourteen years. Twenty years on, the author advocated little difference, encouraging 'alertness, independence and happiness of spirit, of aiding healthy growth and maintaining flexibility of choice so as to prevent the onset of postural defects, of encouraging good hygienic habits of changing for exercise and using handkerchiefs' (P.11). Much emphasis was placed on changes in methodology even though rather guardedly the author says, 'we are now tending to carry principles which hold sway in the nursery school further into the infant school' (P.12). A middle line between free play, for the younger infant to a gradual increase of a teacher directed approach for older children was advocated because a teacher should be 'aiming at increasing skills' (P.12).
An examination of content reveals that in the '50s, there was considerable emphasis upon the use of newly designed apparatus for climbing, swinging and balancing. This was established out of doors, set in tarmac and hard surfaced playing areas and was designed to stimulate children into understanding their natural instincts. It was, however, planned with a purpose, for, 'exercises involving climbing and hanging not only strengthen arm and abdominal muscles, but are excellent for extending the spine and strengthening the muscles of the back, as well as offering opportunities for initiative, courage and enterprise' (P.13). Where schools existed that did not have this apparatus, exercises to maintain mobility, develop agility and skill were tabled, and 'small apparatus' such as bean bags, skipping ropes and balls was suggested as a means of developing the content of the lesson.

Lessons were planned in three parts: introduction, which could be a teacher directed specific activity, or one of free choice. Part two, involving specific body training exercises, especially joint mobility and suppleness, balance and control, strengthening and training in 'good footwork' (P.22) were advocated. Part three were groups of class activities and emphasised training in jumping skills, agility, balance work, game skills, hanging and climbing activities. Young infants would receive an accent on 'free play' but a greater demand upon skill and concentration were sought for the older children.

As many lessons as possible were expected to be taken out of doors. Indoor lessons were taken only when inclement weather prevailed and then windows were expected to be opened so that the lungs could be fully exercised. In older and rural schools, teachers were encouraged to push desks and chairs back and improvise with apparatus. Only brief reference was made to the work Rudolf Laban in a chapter entitled 'The Time, Space, Weight Approach'. An alliance between Laban's methodology which was essentially indirect was attempted with the more traditional, well tried methods and was direct in approach. 'The richness in interpretation on the children's part is well worth the teacher's planning, thought and experiment' (P.34).

Three chapters detailed work at different stages of the infant child's development; the nursery years and at 5, 6 and 7. Content is outlined and each activity shows progressive development. A table is drawn up showing the progressive stages, points are given in coaching and organisation
and a final chapter on building up game skills briefly outlines practices and activities once more for children at different stages of the infant years.

In response to requests from teachers, the Inner London Education Authority's Women Inspectors of Physical Education produced a book entitled 'Movement Education for Infants', I.L.E.A. (1966). After an introductory chapter, detailed work was outlined on 'agility (the term gymnastics was not chosen) the outdoor lesson and dance'.

Virtually nothing was stated about the purpose of Physical Education, rather the authors were concerned to emphasise the importance of safety and analyse movement principles. A programme was devised to include a daily lesson of Physical Education in which content was broken down into:- a movement lesson finishing with agility work using small apparatus as obstacles, two lessons using large apparatus, one skills lesson using small apparatus, and one dance lesson.

The lessons were provided to cater for different types of movement and to achieve different purposes. The agility lessons were movement lessons aimed at developing skill in using both small and large apparatus, there was considerable stress on safety training and on body management.

These lessons were expected to be taken indoors. The skills, outdoor lesson, aimed at the acquisition of game skills utilising small apparatus such as balls, hoops, skittles and ropes where co-ordination of hand and eye was stressed. The dance lesson was concerned to involve the children expressively and 'to give free rein to the imagination' (P.12).

The second, third and fourth chapters detail content in these areas of movement and very specific lines of direction in the form of activities are given as 'suggestions'. Stages of development in the use of apparatus were also given including a differentiation between London and Essex apparatus. The indoor lessons had an opening activity suggested as free practice and aimed at warming and limbering up. The second part of the lesson was called movement training, the aim of which was to provide the children with sound experience for situations they would be later expected to meet on apparatus. The concluding part was apparatus work. The outdoor lesson was broken down in similar fashion with a main emphasis
being placed on skill training and the application of the skills in small game like situations. In the chapter on dance it seemed significant that the aims of dance are listed, this being the exception to the general rule. A list of suggested activities makes direct reference to specific work on different body parts and as in the other chapters a movement analysis is given. The lesson was organised into an 'opening', movement training (including body awareness, space and quality) and a climax which took the form of a drama, a simple dance study or an interpretation of a piece of music. Some very definite ideas were given on movement themes. There was guidance on the development of partner and group work, use of suitable music, percussion and finally sample lessons were given for 5, 6 and 7 year old classes.

In 1969 another book was written specifically for infant teachers and especially for those who felt a need for guidance in applying the principles of movement of Rudolph Laban. 'Education in Movement in the Infant School'. Cameron, W.McD. and Cameron, M. (1969) aimed to give practical advice with regard to planning, organisation and teaching of aspects of movement education.

In presenting their case for Physical Education, in the opening chapter, the authors discussed the education of the infant child in general terms. Due recognition is made to the significance of nursery and infant education in providing sound foundations for future development. Physical Education is stated to offer much in the establishment of individual security, 'for it provides opportunities for learning through movement when the body is used as a medium of expression and communication and to perform purposeful tasks of body management' (P.4).

Aims are discussed more fully in the third chapter after an examination of an analysis of movement. Due emphasis is placed upon providing opportunities for enjoyable activities for this is regarded as, 'our first and foremost aim' (P.10). Full bodily action involvement, 'helps to ensure fitness and vigour' (P.10) and, 'the effort represents the acquisition of skill'. The authors did not regard, 'education of physical skills' as their sole aim but rather that a balanced movement education should contribute to the development of the whole individual through physical activity. Working with others aims to develop 'concentration and socialisation' (P.12) and the recognition of psychological needs was seen 'through such things as self assertion, a need for attention of lack of confidence' (P.14).
Content is divided into three areas and recognised terms are used: 'Gymnastics. Dance and Games for the sake of clarity and understanding' (P.20). Gymnastics is largely concerned with movement of a functional or objective nature. A series of themes is suggested: general body awareness stressing areas of the body able to take weight in both balancing and travelling; general body awareness emphasising definitive body parts, e.g. hands and feet, and a third theme of general body awareness involving parts used in combination. Three other general themes are suggested, body action. (curling, stretching and twisting) body shape and directional flow. The time, weight, space and flow elements are central and expected to be present throughout. Work is tried on the floor first and a theme later transferred to apparatus using either 'small' apparatus, for example, hoops, ropes and canes, or 'large' apparatus, that is fixed and portable of the more traditional variety. Lesson plans are outlined into parts. In part one there is an introductory activity or free practice following by travelling or a weight transference and balance, or a jumping and landing theme. Part two consists of the application of a theme on apparatus. Each element of the suggested lesson is dealt with in detail and firm recommendations are given.

In the chapter on dance, creativity is stressed: 'a time for exploration and discovery, of active participation in a wide ranging field of creative movement. Its aim is the developing control of the body as an instrument of expression and communication' (P.36). The reader is recommended to look for avenues of integration of dance into other areas of the infant curriculum - music, painting and English. The Laban themes, numbers 1, 2, 4 and part of theme 5 - 'partner work' are recommended as content for the infant years. A three part lesson is suggested, an introduction or warm-up followed by movement training, with the conclusion of the lesson drawing together the threads of what has been undertaken previously. Suggestions are developed in a competent manner with clear guidance given on methodology and organisation. There is sound reference to the use of percussion and recorded music, and helpful advice on action words as stimuli for dance. The authors conclude by stating 'Dance is probably one of the most neglected parts of infant education today' (P.48).

At the beginning of the chapter on games, the authors emphasise the point that material of the three areas of the infant curriculum, 'should not be mixed, for game skills undertaken in the same lesson as expressive movement can only lead to confusion and inefficiency' (P.49).
In the opening of the chapter on games, the authors stress the point that time spent on team games in the infant school 'is time wasted' for games lessons at this stage are structured 'to expose the children to opportunities to experiment with and develop skill in, the control of a wide range of easily handled equipment' (P49).

A suggested list of apparatus is given and the lesson plan is much as before: introductory activity or free practice, skill development and final activity. In the latter stages of the infant years the authors recommend that the last section is changed to 'Group Work'. There is good advice given on the development of the introductory phase and a list of suitable activities is provided. There is no mention of group games. 'on no account should the final part of the lesson involve competition with another child' (P.57) and there is a singular lack of reference to the traditional British games of street and playground.

This section in the book seems to lack the clarity of detail and purpose of the two preceding chapters on gymnastics and dance. The book concludes by providing a series of sample lessons for the three stages of the infant years. These are clearly and logically derived giving teaching points and indicating lines of development.

2:3 Books Relating to Primary Physical Education

The third category of published material comprises books written on the subject of Primary Physical Education where both infant and junior work is discussed. One of the earliest of these books was 'Physical Education in the Primary School', Bilbrough, A. and Jones, P. (1963). It can be truthfully stated that the authors saw a threat through the great upsurge of involvement in 'Laban philosophy', particular by women colleagues, and a potential demise of traditional programmes of Physical Education. The book written some ten years after 'Planning and Programme' is in fact a development of material outlined in that Ministry publication.

Throughout the book there is no direct reference to the needs of the infant child. In an introductory chapter on aims, the authors develop those traditionally accepted, i.e. maximum development of each individual child, physically, mentally, morally and socially to include an emphasis upon developing versatility and adaptability to cope adequately and satisfactorily
with varying situations: to experience enjoyment and a sense of achievement: to co-operate successfully with others in a group: to develop powers of creativity and discovery: to develop physical and mental co-ordination, self control and confidence and to utilise numerous opportunities for widening experiences. The purpose is developed sufficiently to post a series of valid questions: 'Do the children have opportunities to be creative? Do the children have opportunities to practice freely? Do the children have opportunities to choose freely?' etc.

As with other books, infant teachers are left to glean appropriate information, modify and adapt it to their purpose. The book has a chapter on apparatus - small apparatus (balls, hoops, wooden blocks, ropes, skittles) and large apparatus (frames, benches, mats, crambling nets and ropes) and an interesting section on methodology where the authors compare direct, indirect and limitation methods, providing points for and against.

In a chapter on lesson planning, reference is made to 'Planning the Programme' and the authors developed the lesson strategy outlined by the Ministry of Education ten years ago to be: Part one, introduction (running, jumping and landing, body movements and weight bearing activities) and Part two, class activity or group work. Subsequent chapters develop content for these suggested lesson elements in detail. There is also special reference to the development of the use of small apparatus and a concluding chapter which discusses the learning process, gives some profound advice to the teachers on helping them to become 'better', and finally debates sections on progression, standards of work, safety and schemes of work.

The book certainly provides more tangible help to teachers who were still wrestling with a change of approach as advocated by the Ministry of Education in 1953. but significantly made no reference whatsoever to a 'movement' approach to Physical Education, which was beginning to show particular development on the other side of the Pennines at this time.

'Physical Education for Teaching', Churcher, B. (1971) was a book embracing elements of both Primary and Secondary Physical Education. The author's purpose was to discuss differences in the approach to the teaching of both expressive and functional elements of movement. The underlining
philosophy seemed to indicate that whilst younger children need not be aware of any dichotomy, older children required to understand the differences in methodology and values of these aspects of Physical Education.

The first chapter of the book is concerned with general aims and the teacher's approach, which it is suggested should be to encourage the development of natural, creative interests and urges in children which are inborn and common to all. Individual differences in the individual nature of children should indicate to the teacher that each child has 'his own characteristic way of moving and his own movement potential' (P.15). In the second chapter aims are discussed although fulfilment of them is again stressed as being dependent upon the teacher's recognition of individual characteristics, body type, rate of movement growth, attitude, ability, capacity and concern for the individual pupil's happiness. The author states her aims as broad based: exertion 'vigorous exercise which disturbs breathing' (P.17), enjoyment and satisfaction, acquisition of skills, strong physique; 'we should also be concerned with the range of movement in the joints as mobility tends to deteriorate with age' (P.17). Self expression and social training - the development of attitudes of cooperation, sharing and fair play, were other stated aims.

There is useful guidance on teaching technique, preparation and lesson planning. Laban's principles are discussed briefly in chapter three and subsequent chapters are devoted to content of the primary programme which 'should include:-- 'Gymnastics, using obstacles, small and large apparatus: games training using appropriate small apparatus, dance and swimming' (P.26).

The primary programme is developed between chapters five and twelve and once more the infant teacher is left to extract the appropriate information. The author regarded gymnastics as an aspect of Physical Education which provides 'the grammar of whole body movement, necessary to negotiate obstacles successfully, skilfully and safely. The body in this context is being used functionally and with agility in a challenging situation' (P.30). Early lessons are suggested as being exploratory using both floor and a variety of apparatus and future development is outlined by the undertaking of a series of tasks which are set to 'make the child think, to encourage him to work within his own capacity, to stimulate inventiveness, to provide problem solving situations and to ensure
development by limiting the number of favourite activities' (P.32). The
tasks are further developed in the following chapter, but no specific
reference to infant work is made, although much of the material is suited
to work with children in their early years. Certainly, the author suggests
a series of activities which may be termed progressive.

In an interesting chapter which precedes work in games skills, the author
discusses the significance and power of play, 'which no teacher can ignore
or neglect' (P.63). She classifies play in four periods of school life, and
in an extract covering the ages of one to seven she says, 'play is individual,
experimental, imaginative and 'imitative. The period is one of great
emotional change' (P.64). During this time, teachers are encouraged to
help individuals to provide challenges and increase opportunities for finely
controlled movement. Games become similar to gymnastics in one sense
for they are concerned with the functional and skillful action of the body
in an objective situation. There is some guidance to infant teachers with
a suggested programme of work suitable for children five to seven years
based on exploratory and developmental work using ropes, hoops, large
and small balls, canes and skittles, bean bags, bats and quoits.

In a chapter on swimming, the author rightly examines the need to start
swimming skills early, highlighting successes in teaching babies to swim
and the provision of cheap learner pools in many primary schools. In
discussing the advantages in teaching the younger child to swim, reference
is made to the fact that young children show little fear, natural suppleness
and buoyancy aids the learning process considerably. the natural curiosity
can be satisfied, and pleasurable sensation gained of being in water,
especially if temperatures are made high. Good advice is given on
methodology and early training and there is excellent material on content
for the age group five to seven, which is based on exploration, enjoyment
and fun.

The author commences her chapter on dance by stating, 'It is the aspect
of movement education most often neglected in primary schools, in spite
of being the oldest and most natural human activity' (P.100). She goes
on to explain in a precise manner the structure of dance which is based
on Laban's principles in which she categorises three main elements, body
awareness, spatial awareness and dynamic awareness. The sixteen basic
movement themes are outlined, 'which progress parallel to the normal.
In a rather simplistic way, therefore, an infant teacher can be directed to teach only themes 1, 2 and 3 and it could be argued that the natural development of the child requires more work than these three initial programmes. There is a useful section on stimuli for dance and 'a typical lesson' for five to seven year olds is given. The author concludes her chapter on dance by describing the effects of a well taught programme. Amongst them she highlights, 'it preserves or rekindles the natural desires to enjoy movement for movement's sake, and children are made aware of dance as an art form, a living, changing, transient, art form which can reinforce other creative arts' (P.116).

The book concludes with a very useful list of reference books and index, although infant teachers will be disappointed to find no reference in this section to the children they teach.

2:4   Books Relating to Aspects of Primary Physical Education

The fourth category of books concerns those written about aspects of Primary Physical Education and a large number fall into this grouping. These are sub-divided into recognised curriculum areas of primary Physical Education, namely Dance, Gymnastics, Games and Swimming. The first sub-division, therefore, embraces a number of books which have been published about Dance/Movement.

2:4:1 Dance/Movement

One of the first books to be written by a student of Rudolph Laban's was 'Modern Dance in Education', Russell, J. (1958). Joan Russell was perhaps a pioneer in the development of Laban's work and its subsequent application to practice in schools. It was published for students and teachers of dance and set out lines of approach which had been found useful in introducing work in primary, secondary and higher education. Early chapters are concerned with firstly an enquiry into types of dance, the fact that 'the English do not dance' is lamented, and there is an examination of movement in its various forms. There is an exploration of the core elements, of effort, and space, and the appropriateness and significance of group dance and dance drama is discussed.
Chapter six is entitled 'Dance in the Primary School' and here there is reference to infant work. The fact that 'modern' methods were involved in the infant schools was considered relevant because 'we find an atmosphere conducive to creative expression in dance' (P.53).

The purpose of dance is the desire to stimulate 'general body movement which is spontaneous in growing children, which is often counteracted by an increasing immobility in desk and classroom' (P.54). In discussing content, the author stresses the natural inclinations of children; where would be inhibition if too much attention is focused on ideas, rather than allowing children to become aware of their own capabilities and development in movement.

The author provides general guidance on forms of stimuli and characteristics associated with various age groups which affect the appropriateness of content for dance teaching. A series of general infant themes is outlined which provide some material for content. This material is general rather than developmental however, e.g. movement and stillness, locomotion, body awareness, and space awareness. These are briefly discussed. Movement qualities, teasing out differences in strength and lightness, suddenness and sustainment, and direct and flexible use of space, are again briefly discussed, with general ideas suggested as to their implementation. Rhythm is encouraged through the playing of instruments, and the use of accent and free movement of infant children with personal handling of percussion is recommended.

In the concluding chapter the author returns to the purpose of dance: 'one of the great values is the power of absorption and concentration brought into play. Dance brings into action thought processes, physical activity, intuitive and imaginative power and emotional responses' (P.88).

It was in the early sixties that the B.B.C. radio broadcasts in Music and movement became very popular, particularly with teachers in infant schools and it was quite common to see almost the entire physical education programme dominated by these radio broadcasts. A book entitled 'Music, Movement and Mime for Children', Grey, J. and Percival, R. (1962), was written as a supplement to the B.B.C. radio broadcasts. The authors were the producers of those radio programmes when the book was written. The aim was to stress the value of 'good' music, and 'that you can only
give young children a pleasurable awareness of simple musical acts in association with movement' (Preface P.V.). The book also sought to provide the follow up to the weekly broadcast and aimed at providing teachers with material on which to build and adapt as they wished.

Virtually the whole book is content. The opening chapter analyses movement and uses Laban's principles for this analysis. Examples of movement work relating to the use of time, weight and space are given and the summary discusses 'ten points of departure for movement education in the infant school'. These are listed and developed - 'body awareness, variation of time, use of space, levels, use of weight, locomotion, flow, shape formation, group work and combinations of these' (P.15).

The second chapter examines the musical content and applies suggested musical pieces to the movement elements. The range of percussion instruments is discussed and their use appropriate to movement is suggested. Chapter three analyses the use of mime as a development of movement work. There is a suggestion that the eight basic effort actions 'can suggest a story' (P.38). Examples are given with children asked to 'be a .....!' and interpretations suggested for development of movement stories in finished pieces of work.

The fourth chapter describes the broadcast, its planning, preparation and presentation, chapter five discusses follow up lessons in movement. The space and dynamics elements are given as examples for development and partnerwork ideas are also suggested - working in opposites, question and answer and working together with percussion. Lessons plans are developed around 'What part of the body moves, how does it move and where does it move?' (P.71). The introduction is 'something old, something new' (P.71) and suggestions are made. The central theme of the lesson is developed around the time, weight, space factors and the conclusion is a group piece of dance of some kind. Again examples are given. There are two appendices to conclude the book. The first gives suggested lesson material whilst the second examines music suitable for movement. This is clearly analysed, for musical pieces, (all classical) are given as examples suitable for the development of movement qualities.

Although the B.B.C. Music and Movement broadcasts have evoked much justified criticism, this book has useful extracts which would be suitable for some early years' teachers.
By the mid-60s and early 70s, a number of books appeared on the education market which examined elements of movement work. Some chose to incorporate three strands of art form, namely dance, music and drama. One such book was 'Dance and Dance Drama in Education', Bruce, V. (1965). This book was written chiefly for students and teachers. The treatise is based on Laban's work and provides an exposition of the language of movement and the way it can be utilised in both the primary and secondary school. Much time was given to the history of dance, leading to an examination of the role of dance and dance drama in education.

The purpose is outlined in a chapter on aims and there is a separate section of the book developed to primary dance and dance drama. In this, there are appropriate references to infant work. The value and purpose of dance is based on a series of observations made by the author after reference to personal enquiry, observation instruction and judgement. A number of educationalists had testified to 'increased poise, confidence, ability to learn, improved behaviour and increased liveliness' (P.28). The author also referred to other important qualities, 'to fulfil the needs of pupils, to create and to express and an awakening of the senses beyond that which would occur otherwise – the heightening of hearing, touch, bodily sensation and an increase of sensitivity to the ways and needs of others. There should be a lessening of clumsiness and awkwardness of body' (P.29).

An examination of content suitable for the early years is given as a series of sample lessons. This is prefaced by an introductory element in which certain points are made. There is reference to a need to include movement material which is natural to the child and 'the inappropriateness of aping adult gesture ... It is strange that many teachers do not see the beauty in a child's own movement' (P.56). The difference in movement quality between a young infant and a seven year old is made, as too are different interests in boys and girls. There is important reference to language and careful choice of words suitable for infant children. Careful experimentation with different stimuli is suggested rather than a firm directive, 'one is often surprised by their ability to enjoy and find kinship with quite difficult rhythm and sound' (P.57). The lessons provided are based on themes. Thus the five year olds are concerned with space, its use both generally and personally, the six year olds are given a theme of strength and lightness. The conclusion of the chapter on infant work is made interesting by the author's summary of work possible and suitable
at the infant stage. In this she details what can be expected to have been achieved by the time the children leave the infant school. This is, of course, both interesting and useful to the infant teacher and of all the books reviewed is the only one that undertakes this important task.

A book entitled 'Creative Dance in the Primary School' Russell, J. [1965-revised 1975] was written and extended material given in 'Modern Dance in Education'. This book, recently revised, has long been regarded as one of the best and most informative of works suitable for the primary teacher. The material was produced as a result of personal experience by the author in schools in Worcestershire. Photographs were included to illustrate children's involvement, and there can be little doubt that the combination of methodology, content and photographs, have considerably assisted many teachers.

The opening chapter discusses the place of dance in the primary school which is seen as an important strand in the Physical Education programme to provide the balance between the functional and expressive. Dance is seen to be concerned with 'the mastery of the body in order to use the language of movement expressively and creatively' [P.11]. The purpose of dance is discussed in some detail. There is reference to the work of Bruner and, of course, Laban. The emphasis is placed much on the creative aspects, 'the lesson should aim to provide opportunities for the child to develop an understanding of his own movement capacities, to learn the language of movement and so invent and create sequences and dances of his own', and later, 'we are concerned with educating through movement, with fostering the child's love of movement and with giving scope for discovery, imagination and tuition' [P.17].

Perhaps one of the best ever written, and easily understood analyses of movement, is given in chapter 2 and the structure and planning of movement is outlined in chapters 3 and 4. The infant teacher is given positive and clear guidance which is as refreshing as it is unusual. Infant work is categorised into stages. The first stage deals with the young infant where, 'he learns directly from personal experience and action' [P.31]. Experiences are centred on, 'the total stir of the body, from enjoyment through full involvement, through response to a variety of stimulus, the words and variety of sounds, and through opportunities to discover his own capacities' [P.32]. The second stage follows on logically and progressively. It is
concerned to provide an understanding of the world of movement as well as experience of it. Sequences and dances of personal invention are tried as well as the development of relationships between what moves, how it moves and where it moves.

Content is set out in two broad age groupings for the infant years. 'This is because of the wide age ranges found in infant classes in practice and because of the growing use of family grouping' (P.33). First year material is concerned with body awareness and locomotion activities which involve 'the total stir of the whole being'. Laban themes, numbers 1 to 3 are listed: speed is experienced in variations of quick and slow, weight is tried through contrasts also and space attempted through exploration of levels, and variety of locomotion and elevation ideas. Relationship work (Laban theme number 5) is concerned with developing unison work with the teacher and meeting and parting. Photographs numbers 1 to 16 are used in conjunction with this section of the book.

Additional material for infants shows development for the more senior pupils with an extension of work in the Laban themes 1 to 5. Greater awareness of body parts is suggested, speed is developed through gradual changes, time is experienced through contrasts with attempts to achieve real suddenness and sustainment in meeting and parting of body parts, whilst weight qualities are also experienced in directional work, increased by use of body parts leading and causing movement, and levels work is emphasised. Relationships work is further developed by the beginnings of pair work and there is continued enjoyment with a dance relationship with the teacher. 'In general a greater independence is developed by the children in building their own rhythms, phrases and sequences' (P.35).

Lesson: structure and planning is discussed and good examples are given. Themes are provided and developmental aspects discussed, based on particular content. The main theme idea is suggested utilising effort, space and bodily concepts. For example, movement contrasted with stillness, firmness contrasted with fine touch, dancing alone contrasted with dancing with a partner. A subsidiary theme is also suggested and chosen from one of the two remaining aspects: the body, space and effort. The purpose of this form of structure is to provide considerable variety and richness of movement ideas and, 'most important, that sense of the unity of bodily action from which these aspects derive will be preserved' (P.43).
Lessons are given for reception infant, top infant and lower juniors. There is a useful section entitled 'Asking the right questions' which is aimed at stimulating movement imagination and developing all aspects of the work. The good black and white photographs support the written ideas. The final chapters discuss the links dance has with other arts and dance as a creative activity. This is a most useful book for the early years teacher.

By the mid-60s there were very few local education authorities where movement work of real quality was being developed. One of these was the West Riding of Yorkshire where a number of teachers had been inspired by one of the Authority's Physical Education Advisers to involve themselves with this aspect of curriculum. The work had been influenced by Diana Jordan who had also been one of Laban's students. Her book entitled 'Childhood and Movement' Jordan, J. (1966) was later to become 'a best seller'. The author drew heavily on her observations of infant and junior work with whom she had worked a great deal and the book was written for those teachers who often worked in isolation and found it difficult to receive experience or help. In the preface, L.C. Schiller made the point that 'to recognise movement, one must have observed it in action and to appreciate it fully, one must have experienced it within oneself'.

The author wrote in depth about movement and what it meant - the development of bodily skills, the meaning of control, the material of skills and agilities, the awareness of different parts of the body and through this conception of movement in its fullest sense she outlined the purpose. 'It is, after all, only a continuation of what children had been doing since they were born, namely exploration of their physical powers' (P.8).

In an examination of content, the author draws attention to apparatus of varying kinds of games equipment, apparatus for climbing and swinging, and the importance of a good floor surface. All these, she wrote, 'can widen and enlarge the possibilities for movement' (P.13). She outlined the minimum knowledge required in teaching in order to develop suitable programmes of work. 'the main aim is to understand something of the interdependence of the factors of space, weight, time, energy and flow of movement and the relation of all these to the functional aspect of bending, stretching and twisting' (P.14). Other important factors she considered, were an awareness of bilateral movement and shape.
In the third chapter of her book, the author discussed expressive movement in the infant school and from it the teacher has to extract material for content. In the early part of the infant school the author suggests the notion of 'wholeness' of movement, for 'the aim should be to stimulate full movement experiences encouraging skill and sensitivity in whatever the children are doing' (P.22). Furthermore, 'it must be understood that children at the infant stage show both the utilitarian and expressive aspects of movement. To them, these two aspects are combined, exploring, doing, expressing are all one and the teacher should obviously value this 'wholeness' and try to divide it into activities, skills and agilities, dance and drama' (P.22). Reference is made to the 'teachers somewhat undefined contribution' (P.23) but it is suggested that it is to lead, encourage and stimulate enjoyment using natural urges to move, whilst at the same time helping children to gain 'greater mastery, skill and, therefore, confidence'. The author also suggested that the teacher could also help children to understand the qualities of lightness vigour, differences of speed and to become aware of direction and space. She did not suggest how this might be tackled nor indicate lines of development. In discussing 'development' it was suggested that the older pupils could be given more complex tasks such as 'jumping with a turn' where quality of movement was expected – lightly, fluently, or with firmness and strength (P.25). Sequences for combinations of movement ideas were regarded as further development, as too was work with partners, with a teacher concentrating on the idea of encouraging her children to share action and reaction in movement.

The infant school was regarded as the place where good foundations of movement were established with the children developing sensitivity in movement and becoming aware 'not only of moving, but how they are moving' (P.28). The use of imaginative powers would extend experience and through it the gradual growth of ability: 'there may be expected the beginnings of rhythm and the possibility of making phrases in movement with dynamic changes and stresses' (P.28). The author went on to stress that, 'the opportunities for dramatic play should be encouraged and expressive movement is expected to develop alongside work in art, craft, story and music. Real development comes when children begin to work naturally in pairs, sharing ideas and feelings' (P.29).

For many teachers the book is difficult to understand, in that movement is not 'categorised', but there could be no doubt that the work Diana Jordan
undertook in the West Riding was considerably valued and of real quality. In an extremely useful appendix the author outlines the basic needs of the child in movement education and proceeds to develop ideas of how this can be achieved. The second appendix detailed relationship between sound and movement. provided suggestions for exploring these combinations and moving with instruments suitable for accompaniment. It was in this particular area of movement that the quality of work was exemplified.

The book entitled 'Practical Modern Educational Dance', Collina, C. (1969) was written as a result of requests by student teachers for a simplified dance curriculum. The author deals separately with infant work in chapter 2 after a brief introduction. Dance, it is suggested, is based on children's functional actions within the scheme of Laban's movement themes. Whilst the author makes no attempt to explain the purpose of dance (perhaps this is not her objective) she suggests a series of studies and themes which can be used to develop dance work. Much is dramatic in interpretation and based on imaginative situations and a direct teaching style is suggested. It is questionable whether many children could interpret some of the ideas; it would be difficult, for example, for children from an inner city school to perhaps interpret the movement play 'Across the Winding River'. The teacher is left very much in the dark as to how she would develop work and correctly and fully utilise the stimuli suggested by the author. It is questionable whether this book could provide the support and guidance a student teacher would require.

In the early 70s a series of books entitled 'Physical Education in Primary Schools' edited by Margaret E. Anderson were produced. There were three books: 'Expressive Movement', Murdoch, E. (1973) - 'Inventive Movement', Anderson, M.E. (1972) - 'Games Skills'. Anderson, M.E. (1971). 'Expressive Movement' was written to guide the primary teacher towards an awareness of the fundamental aspects of expressive movement. namely dynamics, space patterns and relationships. Throughout the book there is no reference to infant work and like so many other publications, teachers are left to extract appropriate material. There is no reference either to the purpose of expressive movement in a specific sense, but in the introduction the reader gains some insight, for, 'expressive movement provides one way in which the child can learn more about his world ..... it gives him opportunities to respond to situations and make statements of his feelings and ideas ..... Movement is a natural medium and does not rely on the
written or spoken word for communication. It should be approached not as a subject separated from others in any way, but as a necessary part of a complete educational experience. Expressive movement lessons give the child a chance to explore and enjoy movement' (P.8). Later, the author develops the theme of creative challenge provided by expressive movement. 'Some children may find that their creative ability is fulfilled in the medium of paint, others in words or others in clay, but there will be some who have a greater affinity towards, and serve greater facility with, the medium of movement. These children may find themselves more fluent and more flexible in this medium than they could be in any other' (P.10).

Large sections of the book are devoted to content. This is sub-divided into four units: activities which indicate what the children are doing, dynamics are concerned with how the children move, space tells where the children are moving, relationships indicate to what the children are relating their movement. These factors are regarded as the framework of the lesson upon which a series of movement ideas are built and interwoven, and the author illustrates these with sample lesson plans including a series of imaginative themes. In a later section of the book, there is interesting and informative material on development and progression, in which more of the purpose of expressive movement can be gleaned. The author sets a series of goals 'since it is only through mastery of material and subject matter that creativity can be so released that it finds its full expression' (P.71). These goals are an increase in physical skill, a widening of the range of movement experiences and a realisation of creative potential. Three stages of development are outlined which, 'are given only as a general guide, for it is very difficult to predict when the children will pass from one stage to another, as the rate of development is different for each individual' (P.72).

Finally, in connection with content, the author devotes time to accompaniment for expressive movement and its links with other areas of the curriculum.

Yet another series of books devoted to the primary school Physical Education curriculum was produced in the late 60s. Don Buckland edited a series entitled 'Activity in the Primary School' and this series contained works on dance, gymnastics, games, swimming and drama. In a book entitled 'Dance', Lofthouse, P. (1970), the author described the book as 'an aid
to layman teaching five to twelve year olds' [P.1]. In his introduction, the author assumes the acceptance of movement as 'the primary activity of mankind' and that the need to use this medium is still a major force in man's life. Content is the first eight Laban themes of movement study, although theme seven is omitted.

The purpose of dance teaching seems to be outlined in the introduction: 'we are seeking to provide an experience of enjoyable rhythmicised movement towards which children can contribute something of their own, through which they can express something of themselves. This expression of fun is for now - the awareness of being through moving' [P.3]. In the second chapter dance is defined as 'thinking, feeling and doing' and the author quotes Jan Carroll, although his definition is 'the rhythmicising of a body activity'.

The author's attachment to rhythm is reinforced throughout the book. Chapter 4 suggests rhythm is necessary to provide 'a sense of purpose and a satisfaction in execution' [P.11]. In a chapter on language, the rhythmical quality of a phrase of a poem is stressed. 'for repetition serves a child's sense of mastery and need of human contact' [P.15].

In discussion on the first eight movement themes, the author speaks in very generalised terms as though the material he suggests is suitable for the whole age range of first to middle school children. As with many books it is left to the infant teacher to extract appropriate material. Some distinction is made for infant children in theme two (awareness of weight and time) through a more playful treatment. Repetition is regarded as the essence of the approach to teaching infant children. In the theme on space awareness 'the work will most probably remain at the individual stage and at a rudimentary level' [P.29].

Theme five which is concerned with adaptation to a partner suggests that, 'only the teacher's experience can gauge when the class is ready to work on theme five, which provides an opportunity for the development of awareness of others, through adaptation to a partner' [P.33]. Theme six, the body as an instrument utilises actionwords, e.g. 'whiz, whirl, bounce and freeze' to develop a phrase of travelling involving turning, leaping and stillness. Although this theme may be considered especially suited to infant children, no specific reference is made. The same thing happens in connection with the theme eight on occupation rhythms.
The concluding chapter on stimuli, audible, vocal, visual, tactile and musical again makes no specific reference to special adaptations and suitability for early years work.

The book suggests meaningful approaches to dance, but is more appropriate for the junior and middle school teacher. References to early years work are somewhat limited.

The book, 'An Introduction to Movement Study and Teaching', North, M. (1971) was intended to be used as a guide even without personal, practical experience and the author suggested that that would be gained alongside teaching children. She saw movement as a part of Physical Education and stated quite categorically it was not Physical Education, but that movement practices and elements had been incorporated into Physical Education programmes 'to the great enrichment of work'. Furthermore, she saw that movement could be a medium 'through which a pupil can gain a broader educational experience and through which he can participate in universal rhythms, patterns and symbols [Preface, P.XII].

The book is more appropriate for students of movement and a great deal of hard work is necessary to extract suitable material for infant schools. There are virtually no references to infant children in the text.

A more appropriate book is 'Movement Education - A Guide for the Primary and Middle school Teacher', North, M. (1973). This book set out to provide practical guidance to the whole field of movement education and attempted to show how movement could be used to develop the whole personality of children.

The early chapters explore the question 'what is movement?' and discuss the movement lesson in school. It is here that one discovers something of the purpose. The author presents two broad categories, the first serving an inner purpose - personal movement patterns, the second an outer purpose that concerned with a functional activity, for example doing a job, manipulating materials and responding to some external material challenge. The chief aim is stated later, 'movement education is learning to know ones body in rhythm, action and stillness in skills and in striving, in freedom and restriction' (P.23).
As the author sees movement in two broad forms, content is planned around movement as an art, serving mainly the inner function and practical movement serving mainly the outer function. The case is argued for balance, keeping in mind these main distinctions. Chapter 3 entitled 'The Art of Movement Lesson in the Infant School' examines this area of work appropriate to the mental, emotional and bodily development of children at this stage. The author sees aim and purpose of lessons as important as too is a structured approach. This structure, the author states, is supplied in one of two ways - a class rhythm can be provided within which variations are possible, or there can be a specific challenge of some sort, e.g. an action of the whole body, or an action stressing one part of the body. 'The content should be regarded as a rhythmical whole, rather than a series of isolated actions or experiences' (P.41). Themes are suggested as developments, from 'an aspect of nature, the environment, the literary, musical and visual arts or fantasy' (P.42). A series of action words are suggested with contrasting themes, for example rising and growing contrasted with sinking and shrinking, penetrating and piercing contrasted with surrounding and enfolding. It is felt a lesson could include a number of these experiences of bodily actions. Further work could be extended by following up the initial approach, but with other kinds of stimulus, 'so that a group of children is not working all the time either with or without music, or percussion or voice or in silence' (P.43). Movement through dramatic story is also suggested. Working with others in pairs and small groups is recommended, but few strategies are given for development. Unison activities such as rising and sinking and counter movements are also given as examples. 'Dramatic action and reaction can be introduced in simple forms, until children are very skilled in relating to one another' (P.44).

In chapter 5 entitled 'Practical Movement in the Infant School', content is presented with specific suggestions and lines of development are drawn. Practical movement is categorised as 'agilities and the handling of objects' (P.87). Agilities are regarded as developments of natural activities associated with climbing, scrambling, sliding, jumping, crawling and swinging. Challenges are imposed and mainly concerned with the use of apparatus, the use of the body (how the weight is taken in balance or movement) the rhythm, timing and quality of movement. Tasks using apparatus are given - early experiences are exploratory, for example movement over, off, on, under, moving through to avoid touching, and
moving only on apparatus. The addition of 'action tasks' are outlined as developments, for example, 'when getting on and off apparatus the children can also try taking their weight on different parts of their bodies' (P.70). Rolling and balancing tasks are suggested. Further tasks are related to the timing or quality of movement, but floor work is not recommended as being allied to apparatus.

The second category: a rather strange one. 'handling objects' refers chiefly to the practice of games skills, but the development of movement skills is improving manual dexterity and body agility in relation to these objects. Simple skills are developed after exploratory work in activities such as catching and throwing, throwing and aiming, hitting and bouncing. Skills are developed on the spot or in travelling and dodging. Four broad categories are again outlined: action tasks such as catching and aiming, body agility tasks, quality tasks, for example involving changes of speed and finally direction tasks. Combination tasks are regarded as progressive, but 'these skills are often not achieved until the junior school' (P.74). Whether a more functional approach to the development of games skills would be more relevant to the needs of the infant teacher is, of course, questionable, but it is surprising that the author chooses this method of developing this area of curriculum.

The last section of the book discusses how observation of children's movement can give a clear picture of their characters and abilities. Actual examples are given of programmes of observation carried out by students on children of widely differing personalities. This is a useful book and would be helpful to early years teachers, although some of the classifications of lesson suggestions may be confusing.

'Movement and Drama'. Lowndes, B. (1970) is a description of drama work carried out in infant schools in north London, and the content of the book consists of six 'work' chapters, each covering one aspect of movement and drama. The author indicates that the purpose of movement teaching is 'to create a greater awareness of movement and to factors that are inherent in movement expression, namely body awareness, bodily activities, relationships of self to space and other people and awareness of the quality of movement' (P.10). This definition is further developed by the author for she says movement, 'allows the children direct, immediate, spontaneous expression of their intimate feelings; ..... It enables children to derive
pleasure and enjoyment from being able to express these feelings easily and freely. Later children may succeed in co-ordinating both mind, body and imagination in the production of an end product. Through expressive movement they can enjoy the power of creation' (P.10). The author establishes a broad picture of movement and drama and then defines the role of the teacher and outlines the capability range of children aged five to nine.

In discussing content, a range of sensory awareness activities is suggested and developed using touch, taste, smell, visual observation and sound. In the latter section, there is useful work on the involvement of body sound and investigations of abstract sound made by 'junk' instruments. A series of body awareness activities is given which are useful to the infant teacher and this is followed by activities associated with locomotion. Specific exercises are suggested to develop the locomotion themes of walking, running, rolling, twirling, jumping, and these sections are followed by a number of activities which are undertaken by the teacher to develop powers of observation in the children.

In the chapter entitled 'Creative Movement', the author highlights the usual Laban principles. Laban themes numbers one to eight are regarded as suitable for work with young children. The content for creative movement is outlined in four stages. The first stage for very young children is largely concerned with locomotion, and response to the teacher who becomes a focus for the class work. Stage two introduces percussive sound and develops work showing contrasts; quick and slow, high and low, opening and closing. The linking of phrases is also introduced, as too is simple partner work - rising and sinking, advancing and retreating. Stage three develops work on pathways; a greater emphasis is placed on the use and variety of individual body parts and effort work. Themes based on response to stimuli are enlarged to include voice sound and abstract themes, e.g. machinery. The fourth stage introduces group work and reinforces themes already tried, for example symmetry and asymmetry are developed, and there is a greater emphasis on 'refinement in movement work, e.g. the precise use of finger, gesture and facial expression' (P.98). Attention to basic effort actions is suggested with a teasing out of these qualities in percussion and music. Finally, exploration of further abstract themes is suggested and group response to express one of these qualities in a creative dance form.
The later section of the book is concerned with the development of dramatic qualities. There is a section on mime and this is sectionalised to show development. There is further work on imaginative characterisation and verbal drama improvisations. In all of this work, there are appropriate references to stories, poetry, newspaper articles, outside visits as useful forms of stimuli.

There is much useful material for the infant teacher, all of which is based upon the author's own rich experiences and practice with children. As such, it is a very useful publication.

'Teaching Modern Educational Dance', Slater, W. (1974) is a publication for those who possessed both an interest and a basic knowledge of dance, but who found difficulty with presentation of material, lesson planning and progressive development. It is in the 'Forward' that the author discusses the purpose of dance: 'In the creative dance lesson, the child is learning to communicate his feelings through the medium of movement. Dance can be of a special value to the child who has difficulty in reading, writing and conversation ..... for these children dance is a release' (P.V). The author also discusses opportunities of sharing creative experiences: this experience provides basic learning in relationships and chances to explore different social groupings. As a part of the Physical Education programme, dance is seen as having a part to play in the training of the body but not seen as an isolated experience. 'It should be an integrated part of the school timetable, linking with every aspect of education both within the classroom and the environment' (P.VI).

The opening chapter entitled 'Introduction to Movement', discusses elements which concern content – body awareness, space awareness, weight and time awareness and relationships. These aspects are discussed in turn, and a series of questions are tabled which guide the teacher into developing work, rather than simply providing a series of isolated activities. Appropriate reference to infant work is made. The second chapter, the planning of lesson material, is based on the themes mentioned earlier in which one is emphasised as a main theme and one of the others utilised as a subsidiary theme. Relationships is constant throughout. After an introduction, 're-awakening children's awareness' (P.9), the central part of the lesson is movement training whilst the conclusion is either complete in itself or part of a longer dance idea, that continues over a number of
weeks. The teacher's task is to develop: to present a variety of material to her class in order that they may discover new possibilities, to observe and select material and to enable the children to progress by clarification of movement to a greater mastery. Stimuli for dance is discussed in the third chapter of the book: 'Music. Percussion. Words and Language'. A table of word stimuli is presented and a number of story ideas given using the Bible, poetry, voice and body sounds. Visual stimuli is mentioned and includes a diagram showing a dance where varying thickness of lines suggests changes of quality of movement within the pattern. Sculpture is also suggested as stimuli as too is colour, which indicates mood and varying quality, whilst material of different textures 'will automatically suggest different types of movement' (P.21). An excellent chapter is written on choosing and interpreting music where the author fully discusses types of music suitable for dance, and provides useful information on the length and timing of pieces. There is good advice too in the reproduction of sound using record players and tape recorder. A similar excellent chapter provides useful assistance to the teacher on the use of percussive sound, and the table outlines activities which can be developed through accompaniment with various aspects of movement showing the development of ideas, without the added stimuli of poems for the 'climax'. The lessons are not connected and there is no indication for which age grouping they are intended. The contents, however, suggest they are more suitable for junior children.

The seventh chapter contains a series of inter-linked lessons suitable for young infants, i.e. classes of children 'who have not previously done any dance'. The main theme, and sub-theme in relationship ideas are given for each lesson which are generally concluded with a dance to a piece of music. Teaching points are given for each lesson which provide good guides for teachers. All the lessons use body awareness in the main theme and similarly, space awareness for the sub-theme.

Chapter 8 provides similar material for top infant and lower junior children and an initial series of four lessons is centred around the 'Circus' and the likely characters, circus ponies, tight rope walkers, jugglers, and strongmen. The second series focuses on the 'Magic Toy Shop', a third centres on a 'Winter Dance' and a fourth series on a poem entitled 'Late for Work'. Other themes are suggested: Journey into Space, Under the Sea, On the beach, Noah's Ark, The Seasons, The Street and The Trip to the Park.
Much of the work requires strong imaginative interpretation from children and the conclusions to lessons contain more dramatic ideas than natural dance ones. Three appendices conclude the book, a list of percussion instruments, a series of suggested poems for movement and a list of suitable music. It is good to see that not all the pieces are classical and use is suggested of music especially created and written for dance work in schools, 'Listen, Move and Dance' and 'Music for Dance'. The book contains sound advice and gives clear guidance for development. As such, it is useful for infant teachers but those with more specialist knowledge would derive greater benefit than those untrained in Physical Education.

'Children Dancing'. Shreeves, R. (1979) was intended as a practical guide to the teaching of modern dance in the primary school and was divided into three parts. Part one described movement content, part two showed how movement content could be related to include a variety of stimuli and part three contained a collection of lessons. The book was intended for those who knew very little about dance and provided a source of new ideas for the more experienced. Large action words and drawings helped to carry movement ideas and it was hoped that the book would help teachers find ways of making dance relevant to their children.

The book contains an abundance of material and provides the teacher with a rich and wide ranging resource with almost half of it devoted to lesson ideas. For the teacher with a limited knowledge of dance, the book is ideal with almost, 'do as I say and everything will go fine' outlook. It is truly about producing dances with clear definitive tasks set in a directed manner. The teacher is shown how to set the task in a very directed style, e.g. 'bend the arm and hand close to the body and shoot the fingers into the air' (page 17). The introductory chapter discusses movement content with a very brief analysis, followed by a section on action words and action phrases, which are designed to define what the body, or parts of the body, are doing. A series of contrasts is then suggested - going and stopping, body parts, qualitative, spacial and finally relationship contrasts. This is the meat of movement, for unless teachers can understand these concepts, little quality work will develop. This is the real criticism of the book, for the author does not provide the necessary means to help teachers to observe and effectively evaluate children's work. The book lacks the vital component of helping teachers to appreciate what is meant by quality in movement terms. There is only limited reference to the
young child. 'The essence of dance can usually be remembered and repeated another time. The dance might be developed or added to. others will re-make and re-explore. Very young children do not seem to need this end product in the same way, for what matters to them is the flow and delight of the movement experience' (page 24). In a section entitled 'The Teacher and Class Dance', the author says: 'Being near or far from the teacher and doing the same or different is a useful format for infant dance, where the children need the security of the teachers proximity' (page 25). In a section on evaluating stimulus, the author states that, 'Younger children, particularly, respond far more readily to tactile or visual stimuli, where they do not have to make the mental association of image to movement' (page 32). This really begs the question, should they not be given the opportunity? Section 77 on page 45 of the book, provides a useful reference entitled 'Making Things for Young Children', which provides an exiting stimuli and movement guide.

In the third section of example lessons, the author states that, 'When working with young children the stress is a breadth of movement experience, for older children can remember movements in more detail'. She goes on to say that, 'A few lessons are more suitable for older children, some for younger' [she does not say which] 'but a large percentage of them can be used for any age group by adapting the language and development of ideas'. 'It is hoped', the author says, 'that the teacher will select relevant dance ideas and tasks for her class'. The appendices include a list of poetry books for dance, a bibliography and music list.

The book is a useful source of help for teachers but although it is very directed, it fails to help to develop the qualitative aspect of movement. The early years teacher has to decide on the appropriateness of the materials for little specific guidance is given as to what these might be.

'A Handbook for Dance', Preston-Dunlop, V. (1980) has long been regarded as the 'Bible' on dance teaching. There have been numerous reprintings but this new addition has been restructed and offered as the second edition. The book 'is intended for all those interested in dance especially people concerned with teaching and studying dance'. The first edition laid stress on experiencing movement but the second edition attempts to bridge the gap from the purely experiential to a clear analysis of dance through a three stranded evaluation of performing, making and appreciating dance.
Sixteen themes built on principles formulated by Laban form the structure of the book. These are discussed in a precise and thorough manner and the reader presented with a considerable amount of material which really develops dance in its purest form, showing the vastness of its possibility and its centrality as an art form. The book, however, is for the purist and much of the material would be beyond the compass of many infant teachers. Certainly, more knowledgeable teachers will extract appropriate material and adapt it successfully. However, in the introduction the author says this, 'Because the whole area of themes of work for primary, secondary and tertiary education, and matters of teaching, is a colossal study, it is not possible to condense into one written chapter. I have omitted it altogether. Instead, I have attempted to insert into the themes sufficient variety, method and width of difficulty and progression so that teachers will be able to use the themes in whatever work situation they have' (P.VIII). This she has done, for the work is exhaustive in its examination. It is an excellent book for the expert, and for the student of modern educational dance, but not for the average teacher of infant children.

2:4:2 Gymnastics

In continuing the examination of the third category of the books concerning those written about primary Physical Education there are a number of publications that deal with Gymnastics.

One of the earliest was 'Discovery Methods in Physical Education', Cope, J. (1967). There is useful material highlighting the development of gymnastic work and an interesting section on the recording of work undertaken. It is not suitable, however, for the infant or early years teacher.

'Educational Gymnastics', I.L.E.A. (1962) was written principally as a guide for women specialist teachers, (although it was also deemed useful for teachers of boys educational gymnastics) by the I.L.E.A. women inspectors of Physical Education. There are few references to infant work, although a chapter is devoted to basic work for lower junior children where teachers are asked to take into account activities which may have been practised in the infant school. As such, the concentration upon the management of weight training, safe landing from a variety of situations and an encouragement to use flight, are recommended.
The extension of single movement ideas, are increasing variety of speeds, levels and directions and the text advised both using the floor and apparatus which is higher and more demanding. A series of tasks is given for first and second year junior children, in whole body, weight bearing, leg work and apparatus work activities.

The opening chapter makes brief reference to the purpose of the work of educational gymnastics which is, 'a building up of a wide movement vocabulary from which children learn to select appropriate actions for tasks set. Each child is free to work out the problem individually within the limits set by the tasks which have been chosen, and is expected to find a solution which makes real demands upon her' (P.1). All the lessons contained four principle parts: opening activity, main theme(s) [the central element of the work is concerned with movement training embracing three components, body work, weight supported on arms and leg work] with the climax of the lesson concerned with the use of apparatus. An analysis of movement utilises Laban themes and the content of the book provides direct ideas concerning these elements. As with many other publications, there is useful material which needs to be extracted and condensed into suitable material for the early years teacher.

'Activity in the Primary School Gymnastics', Buckland, D. (1969) is a book in which gymnastics is discussed as a controlled extension of movement activity, in which exploratory and creative instincts can be satisfied. An understanding of weight bearing, weight transference, appreciation of stillness and balance form, the challenge of apparatus, of working in controlled fashion with others, 'help the child to become aware of the potential of his body and control it is many different situations' (P.1). The accumulation of the wealth of movement experience helps the child to 'become confident, versatile, adaptable in any movement situation' (P.1). The author sees the benefits of educational gymnastics in terms of improved bodily skills, confidence building and assisting in the development of social and creative skills. The physical element is also considered to be important in the improvement of balance, co-ordination and increasing flexibility and strength.

In the second chapter entitled 'Guidelines', the author considers a number of key elements, the individuality of children, teaching methods and lesson material in which, 'work is centred around a number of themes' (P.3).
Control of the class comes from absorption, the need for praise and encouragement, physical demands made on children, variety in interpretation of task and detailed planning. The natural play-like activity of the pre-school child is emphasised and the years spent in the infant school are seen as 'a period of intense physical activity' (P.6). The needs of these children are discussed: the desire to explore climbing apparatus, the discovery of how weight can be managed, the acquisition of skill in moving safely, jumping and the response to simple movement tasks are discussed. The author devotes chapters to facilities and apparatus, class organisation and lesson planning, in which he recommends time being devoted to an opening activity, and floor work comprising three facets - use of body, use of legs and arms, and apparatus work. There is a chapter on movement analysis in which the principles of movement, as developed by Laban, are interpreted.

Chapter seven provides specific teaching material for infant children and this content is centred and developed around nine themes, use of space, use of apparatus, a movement task of receiving and bearing body weight, transferring body weight, travelling, lifting parts high, feet together or apart and turning and stretching. With each theme a detailed series of tasks is given. These suggestions are not seen as specific challenges, for the whole class', as infant groupings will naturally be flexible, the work exploratory and the level of achievement in response very individual' (P.40). In all the themes, ideas are presented to be developed on the floor and then on apparatus.

There are interesting concluding chapters on developing work, in which pitfalls are listed, paths to progress detailed, hints on starting with a new class, observation, demonstration and progression. 'Improved work is not easily discernable from one lesson to the next', (P.72). Finally there is some helpful advice given to teachers on record keeping and linking with other areas of the primary curriculum. There is much detail and information which can be usefully used by the early years teacher.

'Physical Education in the Primary School, Inventive Movement', Anderson, M.E. (1970) is a book concerned with the management of the body in meeting progressively demanding challenges and problems, and uses agilities to solve them. The word 'Gymnastics' is not used, so one deduces that 'inventive' means 'gymnastic' whilst 'expressive' means 'dance
like'. Like the other books in the series, there is no specific reference to early years or infant work. In discussing the purpose of inventive movement, the author is concerned with helping the teacher to solve three problems: the construction of the lesson, the selection of the right material and the development of the work in a progressive manner. In response to the latter problem the question is posed 'why should I teach this lesson?' Aims are then listed as firstly, 'to give the pupils a change from classroom work, to exercise pupils' bodies, to give enjoyment and to enable pupils through practical challenges and problems to discover the satisfaction of success in bodily movements' (P.10). The author regards the first three as incidental and lacking in educational value. The real purpose of inventive movement is regarded as the latter. To achieve the purpose, a series of themes and tasks is outlined and form the major part of the book. A lesson structure is suggested along the lines of limbering or introductory activity, movement training or floor work, apparatus work and lesson conclusion.

The content of the work outline 'is progressive and based upon work with primary pupils, college students and practicing teachers on in-service courses' (P.30). Content is outlined as: transference of weight, bending (or curling and stretching), twisting and curling, symmetry and asymmetry, balance and flight.

The author suggests that in conjunction with themes, the following aspects lead from the themes and should be developed in detail: 'What the body can do, the way the body is being moved and how the body is being moved' (P.31). She goes on to outline a series of lesson plans believing, 'it is better for teachers to begin by using a lesson planned by someone else, rather than not begin at all' (P.38).

In a concluding section, the author sets out to help teachers organise their work more thoroughly by considering the responses likely to be given by children of tasks being set, arguing that if teachers think about this before hand, they will be prepared for the variety of responses and subsequently be prepared with helpful, constructive, challenging teaching points. A series of examples is given related to link the tasks being set. This is a particularly useful method of helping non-specialist teachers develop and obtain good progression in their work. Finally there is useful advice on the organisation and handling of apparatus.
The material of this series is well thought out and constructed, and much is useful for the teaching of very young children. Suitable material would have to be carefully extracted, however, but many teachers would be satisfied and pleased with results they could achieve with using this book as a guide.

'A Movement Approach to Educational Gymnastics', Morrison, R. (1969) was a revision of much of the material and booklets written previously by the same author and much used by students of Physical Education in the fifties and sixties. As such the book is largely for the secondary specialist teacher.

The opening chapter entitled, 'Purpose and principles', discusses man's need for movement and examines the educational purposes of gymnastics. The work the author says, 'offers various challenges and enables people to discover themselves and their potentialities in this field of movement ..... movement understanding is developed in order that children may become agile and skilful and learn to handle a variety of objects with confidence ..... an important purpose of educational gymnastics is to develop each individual's latent movement powers as far as possible .....' (P.5). Later, the author considers in detail the physical purpose of gymnastics, 'a properly conducted lesson will give a great deal of strenuous exercise and stimulate the whole body ..... regular gymnastics should have a beneficial effect on physique and promote general fitness ..... understanding and feeling for movement can also affect the carriage of the body and growing kinetic awareness can help to counteract the bad posture or habits and establish good ones' (P.8). Finally, in concluding this chapter in a thorough exposition, she discusses the limitations imposed by sedentary life and states, 'it is urgent to help people understand how to use the body effectively' (P.9).

The second part of the book deals with content and it would be necessary for the infant teacher to extract appropriate work. In opening the discussion the author states that the material of educational gymnastics is largely drawn from the natural every day activities of the children, and gymnastics has the task of developing and refining it, 'so enabling people to become skilful as well as more resourceful and courageous' (P.19). The content is very much for the specialist teacher and the illustrations are of P.E. students from a specialist college. The text is detailed and thorough but not especially suited to the teacher of early years children.
'Education in Movement', Cameron, W.McD. and Pleasance, P. [1971] is a book which was written in response to requests by students and teachers who wanted material which developed Laban's principals of movement and utilised them in the teaching of gymnastics. In their introduction, the authors suggested that the teaching methods they had evolved had been successful in infant, junior and secondary schools.

In discussing the purpose of 'modern' gymnastics, the authors analysed a number of changes that had occurred in schools and within education generally in the past fifteen years. They saw a need to develop in children an understanding not only of what they were doing but how they were undertaking a series of tasks and saw in Laban's work a positive way forward. 'Movement', was seen to be two stranded - expressive and objective and in discussing the latter, the author stated that the purpose of gymnastics was, 'to teach the correct skilful use of the body in various situations by combinations of movement which are economical in the use of time, strength, space and flow', and later, 'our aim is to inculcate skill in body management' (P.4). They stressed the need for physical exertion, a striving for form, quality and coherence in performance and stated that, 'the result of gymnastics taught with these principles in mind is an increased efficiency in the development of the individual's physical ability' (P.4).

The authors also saw the development of children's social awareness as a considerable benefit. felt that the work encouraged children to develop as individuals, for it could be adjusted to individual rates of growth, learning and abilities, and also provided considerable scope to develop powers of discovery, creativity and exploration. The second chapter deals with an analysis of movement in simple layman terms. The authors felt that gymnastic movements could be developed in, locomotion, weight bearing, weight transference, flight and landing, use of small, portable and large apparatus, work with partners both on the floor, using apparatus and in groups. Lesson structure discussed in chapter 3 was organised into free practice, floor work and concluding with large apparatus work.

In discussing infant lesson plans, there is useful material given regarding content, in that clear lines of development are provided and specific tasks outlined. The chapter on teaching methods gives guidance concerning observation, lesson demonstration and suggests six stages of development from a purely exploratory beginning, to final stages of partner and group work. The fifth chapter develops content further, with another series
of tasks being presented, in which progression is developed by posing challenging questions, placing limitations on tasks set and linking the work from floor to apparatus. An appendix examines the use of 'small apparatus' and examples of lesson plans and themes conclude the book.

The book is easily read, simply and logically presented but although written in 1971 is of value today for the non-specialist teacher. The teacher of infant children would find useful material in a book spanning the entire school age range but would have to extract and modify content. The philosophy and ethos of the book is as sound today, as it was when it was written.

Another book utilising Laban's methodologies was, ‘Gymnastics, A Movement Activity’. Holbrook, J. (1973). The frontispiece shows the title of the book, author and publisher, and indicates that the work is for 'children aged 5-11 years'. The purpose of the book was to give help to students and teachers in recognising the need to develop the natural activities towards purposeful gymnastic movement. Emphasis is placed on the simplification and selection of key elements of Laban's work. Although specific reference is made, some indication of the purpose of gymnastic movement is given in the preface - 'in gymnastics the concern is to explore and invent movement sequences where the focus is on handling oneself in relation to specialised apparatus, while experiencing the joy of playing with gravity and exploring the problems of balance' (P.IV). The book is divided into two parts. Part one is concerned with the material of movement, dynamics, space and relationships, whilst part two discusses teaching problems, lesson planning, observation and evaluation.

In the second part of the book, background planning relates to stages of learning, guidance on the selection of content with reference to the use of material both for floor and apparatus work and contains a section on lesson evaluation. The latter examines changing organisation, content and use of apparatus. Chapter 9 deals specifically with lesson plans in which, 'lesson outlines are offered as guidelines for providing a more structured learning situation' (P.58).

There are suggestions for children of four to six years which utilise action words and simple phrases as starting points for movement. The author makes a suggestion which would cause consternation for many infant
teachers. 'The working space could be divided into three sections - one for work on apparatus, one where children could move using percussion instruments and a further area for experimentation with a variety of objections and implements'! The important point is made that time is required for exploration and the teacher is encouraged to develop the work by careful questions which suggest ideas and challenges.

A more structured approach is suggested for the five to six year group with clear guidance on developing work on space extension and using questions which set tasks and challenges. Suggestions are made as to types of suitable apparatus to extend the work developed on the floor. The six to seven year lesson uses a theme of levels as a suggested approach whilst a second lesson utilises the theme of time. The seven year old lesson channels work into an extension of body parts, a second identifies the development of a feel for the relationship of parts of the body to each other. Partner work with seven year olds is shown as a theme, as too is the difficult work of symmetry and asymmetry. The eight year old group is recommended to try a theme of time changes in which acceleration and deceleration is explored, whilst a second lesson is concerned with rocking and rolling. Eight to nine year olds have body shape as a theme which some may recommend being attempted earlier! In all the lessons suggestions, there is clear guidance outlining strategies for development.

There is a useful attempt by the author to explain progression of work: 'there should be an application of the need for some kind of 'ordering' of the children's movement experience' (P.81). Movement progression is catalogued in diagrammatical form which quickly shows lines and parallels for development.

This book provides useful guidance to teachers of infant children in the gymnastic element of Physical Education work, in that it is simple and logically derived and can be easily understood and appreciated by a non-specialist teacher.

'Movement in Practice', Learmouth, J. and Whitaker, K. (1976) is a book aimed at the non-specialist teacher in primary and middle schools and offers advice and guidance in a progressive form in the selection of appropriate material in educational gymnastics. The nature of the work
leads towards the functional and is directed so that physically formative
and correct work is not neglected. The authors stress the need for guidance
and skills being taught correctly in order that creativity will flourish.
'for without the basic skills, creativity is inhibited by inability' (P.6).

The authors do not discuss the purpose of gymnastics. This seems to be
taken for granted and rather, they devote the entire book to content which
is a series of themes produced for children aged five to twelve. The
material is progressive, consequently the first series is designed to meet
the needs of five year olds in a reception class. Thereafter, the teacher
is asked to extract appropriate lesson material from the book and base
sets of lessons around a different series, or repeat the previous set of
lessons. This is, 'because children progress at different rates and what
may be appropriate for one group may be entirely inappropriate for another'
(P.8). Teaching points are given which provide further ideas for
development and improvement in quality. Lessons are broken down to
four distinct parts commencing with an introduction, a free activity
(although a form of activity involving weight on hands is recommended).
'since confidence in this type of position is essential to training and skill
training on the floor': this is extended by the use of selected apparatus
and the closing activity is similar in nature to the introductory activity.
Whilst regarding apparatus as a natural extension of floor work, the authors
make a point that for the younger child the physical and psychological
need of apparatus for climbing, swinging and jumping is as important as
the basic movement skills. As the children become older, this need
diminishes somewhat, but. 'at infant level this type of lesson should be
treated as a joint exercise in all the following: play, working as a member
of a group, some apparatus handling, discipline (on whichever lines the
school encourages) basic training for more objective use of large apparatus
at a later stage, enjoyment, physical and mental development and the
acquisition of skill' (P.9).

The authors place no limit on the extension of work as far as children
in the early years are concerned and the teachers extract suitable materials
from the themes of locomotion, balance - weight bearing, locomotion
- weight transference, jumping and landing, locomotion and balance, use
of shape, and sequence work. They suggest the utilisation of skills of
locomotion, balance and landing, flight and landing, weight transference,
take off and flight combined movements, sequence building and a series
of partner work activities. In each of the series, the purpose of every activity is stated, teaching points are made and a number of notes relating to photographs of different elements of the work are given. The photographs show work of quality and in themselves give teachers not only clear idea of content, but also points to look for. There is sound advice on safety and a variety of approaches which can be seen to counterbalance teachers insecurity of the children's urge to develop more sophisticated movements. The appendices deal in turn with, formative and corrective movement, especially of feet, techniques, and teaching points relating to specific gymnastic movements, and finally, safety, in which matters relating to supervision, organisation of lesson material, organisation of classgroups working, organisation of apparatus and assisting and supporting, are detailed. The book is clearly and logically set out and teachers should have no difficulty in developing a series of progressive lessons utilising this material. The difficulty facing the early years teachers is what to include and what to omit.

More recently two texts regarded as suitable material for specialist teachers have been revised and updated. 'Teaching Gymnastics', Mauldon, E. and Layson, J. (1979) is a practical text book designed to help the specialist but also the primary and middle school teacher. However, from reading the text it would seem that primary is very much interpreted by the authors as junior, and all references to primary work centres on junior rather than infant children. As with all other publications the infant teacher is left to extract appropriate material.

The text is difficult for the non-specialist to interpret and starting points for the themes and tasks expect levels of movement competence achieved by children in their junior years. The content is detailed but is obviously aimed at the older junior, middle and secondary school child.

The second revised book is entitled 'Themes for Education Gymnastics', Williams, J. (1979) and as with Morrison's and Mauldon and Layson's work this publication is for the specialist teacher and student in training. Its purpose is to provide a base from which teachers can structure their own schemes of work. The material is analysed into themes, introductory, intermediate and advanced, the former contains work on locomotion and pause, weight bearing, transference of weight, changes of speed, some of which may be suitable for infant children, but the terminology and
presentation are very much for the older pupil. The book would be unsuitable for early years' teachers unless they had received specialist training.

'Educational Gymnastics - Step by Step', Long B. (1982), is this author's attempt to answer some of the real needs of the teacher who wished to embark on a programme of educational gymnastics. The author felt that teachers faced a series of problems, particularly how to select a theme for children, how to compose sufficient suitable tasks for each theme, how best to present the tasks to children and, finally, how to prepare and recall the lessons quickly and efficiently. The book is an attempt to solve these problems whilst, at the same time, providing a flexible format for teachers to augment the lesson ideas and themes in ways they so wish.

In his introduction, the author differentiates between formal and educational gymnastics. In the latter aspects, children are set tasks which are concerned with the natural activities of running, jumping, twisting, turning, hanging, rolling and spinning, balancing and transferring weight from one part, or set of parts, to another. The book presents a whole series of tasks (some fifty-two overall) in the form of themes which are progressive and developmental. They fall into two sections, action tasks concentrating on natural activities regarded as especially suitable for younger children (the author does not define who they are), which require them to experience a full range of movements, but at the same time will encourage them to form skilfully and in various ways. The second grouping is strangely termed "quality tasks" in which the teacher concentrates on how activities are to be performed.

The author places movement qualities into four categories associated with time, space, flow and weight. He suggests that teachers should follow the series of tasks logically to achieve progression, although he points out that no two people will ever arrive at exactly the same ideal order in which to teach the themes. He does not differentiate themes for particular children or for different age groups, but takes the example of balancing with a group of five year olds and shows how very different this would be with much older children. He suggests that the tasks should be set when the teacher feels the children have a very good chance of performing them skilfully and successfully.
There is a useful section entitled, 'How to Use This Book'. The material given on each theme is regarded as sufficient for about six lessons, and six columns, one for each lesson, are provided opposite the suggested activities, so that preparation and a record of each lesson's work can easily be made by inserting a tick in the appropriate column. Some spaces are left for teachers to include additional activities of their own choice which is a useful and important consideration.

The author also suggests a series of support themes which link his four movement categories. e.g. a main theme of balance and over-balance could be enriched by a support theme of, 'sometimes work symmetrically and sometimes asymmetrically'.

A lesson structure is suggested of an opening activity of warmup activities involving large movements and travelling, followed by the main theme which is taught on the floor. This is then followed by apparatus work. The author stresses the need to make use of the floor in association with apparatus (one of the very few people to recommend this important aspect) and the lesson is concluded with a closing activity by working individually answering a given task after apparatus has been cleared away.

In a section entitled, 'Teaching Methods and Practices', the author provides specific guidance regarding the use of apparatus which is sensible and finely detailed. Assistance is offered too, concerning selection and siting of apparatus to suit the strength and experience of the class. The author says, 'The general rule of thumb is that children should only work on apparatus that they are capable of carrying safely by themselves or with others'. A plea is made for teachers not to arrange for older boys to erect the apparatus before the lesson, nor to devote alternate lessons to floor work and apparatus work. Rather, the author recommends the handling of apparatus should be regarded as an important learning process in its own right. This should be seen as an opportunity for teaching safe lifting and lowering techniques and for teaching children to work co-operatively with others.

There is a brief section on observation, but this is largely concerned with developing safe practice and is not associated with analysis or qualitative evaluation which seems to be a serious omission. The author offers useful guidance on suitable clothing (he does not mention teachers' dress) and there is important advice with regard to safety.
Twenty themes are detailed for floor work before there is a theme devoted entirely to apparatus work. Much of the work detailed in the themes is of a directed manner, but some limited discovery approaches are also suggested. There is no specific guidance concerning the teaching of formal skills or of assisting teachers with how to help children who wish to learn formal skills, which is a pity. 'Nevertheless,' says the author, 'it would be a pity if children were not taught formal gymnastic skills at some stage; the great majority are capable of performing them.' (P.46) The lack of guidance associated with teaching formal skills does seem a serious omission from an otherwise excellent book.

This text is particularly useful and written very much for the 'ordinary' class teacher, rather than the student or specialist teacher of Physical Education and, as such, is a most welcome addition to a staff library. Teachers have to select their material but they are offered a great deal from which to choose and, as a result, there is much to assist those colleagues working in the early years. Its real weakness is that it assumes a lot of previous knowledge, and does not help teachers to evaluate their work in qualitative terms. Nevertheless, it is a most valuable book and one of the most authoritative written.

'Gymnastic Skills', Mace, R. and Benn, B., (1982) is a book expressing the authors concern about the drift away from the teaching of specific gymnastic skills to an educational, movement based approach. This book attempts to redress the balance. The book takes an eclectic approach, but with a bias towards a pre-specified objectives model. Although written for the practising class teacher, its focus is more suited to the specialist teacher of Physical Education and in their introduction, the authors say, "one of the aims of the book, is to present numerous skills mainly at a basic level which we hope Physical Education teachers will find valuable in the preparation of gymnastics lessons. The emphasis in this context lies in the development of specific skills" (P.7).

Chapters 1 and 2 outline the elements involved in the teaching and the practice of gymnastics. The authors approach is, all the time, towards the traditional end of the spectrum for they are clearly committed to the teaching of gymnastics in terms of prescribed skills. These objectives are defined and the structure of the tuition leads in those directions. There is attention to safety and the authors' methods, although child
centred are to a large degree teacher-directed. Chapter 2 outlines a number of core skills and for each skill a series of orientation activities is introduced. This is followed by details of good technique, supporting methods, skill expansion activities, variations and finally, ideas for incorporating the skill into a sequence.

Chapter 3 examines aims and objectives and the authors set out what it is they hope to achieve by their approach. Having clearly defined their objectives, however, they do not set out to denigrate other approaches, but to offer to those who feel best suited to teaching traditional gymnastics, a plan and structure that will lead to enjoyment and success by pupils and professional gratification to teachers. Chapter 4 deals with the complex issues involved in the theoretical aspects of teaching and the learning of motor skills, whilst Chapter 5 on 'Motivation, Motion and Fear in Gymnastics', is an analysis of theories in these areas.

This is indeed an extremely complex and well written book, but aimed more specifically towards teachers with a knowledge of gymnastics and especially to the specialist teacher who is anxious to improve the development of gymnastic skills in schools. There are no direct references to children in their early years and infant teachers would find this book difficult to adapt to their teaching situations.

2:13 Games

There are a number of books written specifically about Games and several do make specific reference to the early years.

'Games in the Primary School', Lenel, R.M. (1969) presented an unusual approach to the games lesson, by discussing the psychological considerations to guide teachers and students in their choice of material and teaching methods. Emphasis was placed on how the physical, mental and moral development of primary children affect their learning of games and to the wide range of ability within a class. Although the book was intended to help teachers and students in colleges of education, its theoretical concepts seem more relevant to the latter group. The first chapter, entitled 'Games in the Context of Education and Child Development', is particularly appropriate for the student in college, and teachers in schools would find the text somewhat hardgoing.
More useful assistance is presented in chapter 2, which provides advice on time allocation and lesson framework. Introductory activities are suggested for the commencement of each and every lesson, and there is some detailed information concerning this section. Although an example games lesson for lower juniors is offered, it is more appropriate for children of nine or ten years. There is an interesting section on inventing rules and scoring and its purpose in assisting decision making is well stated.

Chapter 3 is where the early years teacher will find the most helpful advice on lesson ideas. There is a section devoted to small apparatus activities, in which individual pieces are discussed and a range of practices suggested. 'Beat your own record' activities feature strongly, and there are some good ideas. The section on activities in pairs provides further lesson materials in which correct techniques are also suggested. The remainder of the book provides detailed material and lead up activities to major games, which is particularly appropriate, therefore, for a junior school teacher.

The early years teacher would find this book of limited assistance, for its detailed work of lead up games is exceptionally well presented and more appropriate for the latter years in primary schools.

'Activity in the Primary School - Games and Sports' Wise, W.M. (1969) was part of the series of books intended for teachers and student teachers who taught in primary schools. In the preface to the series, the editor (Buckland, D) expressed a view, which has little changed today. 'Time for planning and preparation is precious, and there is a danger that physical education will either be seen merely as a chance for letting off steam, or will be squeezed out altogether by the pressure of other work.'

In his introduction, the author discusses his concern about a reduction in the time that parents give to encourage children to participate in games and sports, 'the continuing heritage of the British child'. He also criticises teachers over 'longer playtimes' and 'if you don't behave, there will be no games', and suggests that the real essentials to teach physical activities are controlled enthusiasm, planning, good humour, the philosophy of encouraging and involving all children and personal stoicism concerning the weather! His teaching principles include enjoyment linked with maximum activity for all participants, the presentation of attainable
objectives commensurate with age and ability, variety of skill opportunities, emphasis on learning by doing and the realisation that many repetitions are necessary for most children to increase their levels of skill. In stating his overall objectives, the author makes specific reference to infants and advocates individual, free skill practices using a variety of equipment, with counting repetitions strongly in evidence and the development of a foundation of skills established, 'in the most enjoyable and incidental manner possible'. With lower juniors, he suggests that this work should be continued, but gradually change towards social activities involving co-operation. More direct teaching methods, mixed with longer periods of practice are suggested as offering the best teaching technique for children at this age.

Chapter 2 is devoted entirely to suggestions for teaching infant children. The establishment of order and self-control are stressed and the author recommends that the teacher should firmly control all necessary pre-lesson preparation, gradually, as and when the children are able to use it sensibly. He provides specific information and recommendations concerning the type, size and organisation of apparatus, time allocation and appropriate clothing. In his work on lesson planning, he discusses warm up (limbering) and training, which involves activities with balls, quoits, bean bags, skittles, canes, ropes, hoops and then activities with play mats, shuttles and tennis balls. There are a series of suggestions for group activities, class games involving 'incantations', chasing games and miniature games, some of which are rather complex and seem beyond the scope of the majority of infant children. The author does not differentiate between the age groups of infant children, and makes no reference to individual differences, nor to aptitude or abilities. There is much useful information concerning content, which is structured and developmental, although the miniature games, as mentioned earlier, might prove difficult for the majority of children.

Chapter 3 entitled 'Lower Juniors', makes reference to the fact that the acquisition of games skill does not recognise arbitrary boundaries such as infants, lower juniors and upper juniors. 'There is no sharp divide because the children are chronologically a summer holiday older' states the author: for logically many activities previously experienced as infants will be repeated, especially in the earliest stages. The author advocates the following gradual changes: more direct coaching of accepted efficient
techniques, group situations approximating more closely to parts of games, better standards of performance and the encouragement of friendly competition, either individually, in pairs, or in small groups.

The author suggests two lesson forms. one involving a mathematical progression starting with single practices without apparatus, then with practices in pairs with the brightest small equipment, practices in threes or fours with apparatus: small group work followed by 'matches'. The second lesson form suggests an introductory activity, followed by running and chasing games, followed by partner activities, group activities and then relays or team games. The author feels that this slightly simpler framework may help some teachers, especially during 'those terrible moments which most teachers experience at least once, when the mind goes blank and one wonders what on earth comes next'. Extremely detailed practices are suggested for all of these activities. they are all progressive and developmental and offer sound challenges. The group games are small sided versions of major games and do seem more appropriate for older children. For example there are forms of skittle ball, netball, basketball, soccer and rounders. There is also considerable information concerning relays, in which the author suggests short file formations are better, in that they provide greater activity and involvement.

For many teachers, this would prove a useful source of reference, in that there is an abundance of material concerning content and structured learning opportunities. Children would be challenged, involved in opportunities to acquire skill and vigorous activity. It is the miniature and small sided games that are much too complex and difficult for children of five to eight years.

'Games Teaching - a New Approach for the Primary School', Mauldon, B. and Redfern, B. (1969) was very different from anything written previously and has stood the test of time in that its innovative approach encouraged its readers to reconsider the part which games might play within a general scheme of education, and to think in terms of teaching children as well as of teaching games. The intention of the book was to encourage students and teachers and those who were the specialists, semi-specialists or otherwise to use their expertise to further advantage in seeking to more fully cater for the needs of the children. The book does not present instructions or coaching methods in coaching games, although there are
some references to fundamental skills and national games. The book tries
to show that games experience need not be divorced from the purposes
and procedures appropriate to other educational activities, and those
principles which underly all good teaching, apply to this sphere as any
other. The authors define a 'game', as a term which covers an almost
infinite variety of pursuits, although they suggest the term is assumed
initially to denote an activity in which there is a minimum of two people,
themselves on the move and engaged in competitive play with a moving
object within the framework of certain rules. They do not regard pupil
devised games by individuals, therefore, as games in their own right, and
this seems a pity.

In the opening chapter entitled 'Games in Education', the authors heavily
criticise those who extol the moral and social benefits attached to the
playing of games, and make reference to the humiliations and miseries
both mental and physical of those whose feeble efforts are bound to affect
the opportunities and successes of others. Games as a makeweight for
academic studies is severely criticised, as well as teachers whose individual
preferences dictate the games programmes in their schools. In the second
chapter, entitled 'The Complexities of Games', the authors make pertinent
points concerning the considerable physical demands of constant adaption
to flying, rolling or bouncing balls, quoits or shuttles, together with the
skills in manoeuvring it in some way. They make the case for general
bodily agility to be combined with manipulative dexterity in relation to
the object in motion and state that this is only prevalent in games and
is not a requirement of dance, swimming, gymnastics or athletics.
Moreover, they say, that in a game not only is the player on the move
himself, but often he has also to adapt to others who themselves are on
the move. These are particular difficulties for infant and lower juniors.
During the infant stage, manipulative skill increases considerably, and
the development of general bodily mastery, and getting to the right place
at the right time, 'becomes less of a chancy business'. Opportunities to
adapt to several other moving players and situations are thus produced,
whilst at the same time keeping an object under control, is no easy
achievement for lower juniors. The authors argue, therefore, that a degree
of cognitive development is also essential to physical skill, with objects
and implements, since the ability to estimate such things as height, distance
and speed depends upon an understanding of weight, time and force. Striving
against others on mutually agreed terms, say the authors, is foreign to
children in their early school years, since this is dependent upon the
development of their moral judgement in terms of the use and appreciation
of rules. Infants usually play alongside rather than against each other,
and may engage in a similar activity to that of their neighbour, but in
the early stages it remains a largely private affair which may be modified
from time to time without reference to anyone else.

It is in the chapter entitled 'Development Stages in Games', that the early
years teacher will find particular guidance. The play involvement aspect
in games is discussed where very young children are quite likely to use
apparatus, not in a games-like way, but essentially for the sheer pleasure
of the sensation; 'hoops may not be used for aiming, but for bowling, spinning
round the waist, or getting through and jumping in and around; quoits
may be twirled around the arms, placed on the head like a halo, or squeezed
and twisted for their sensory appeal' (P.18). The authors state that young
children should surely not 'be walking around with beanbags on their elbows
or juggling with percussion instruments in the name of education'
(P.19) and go on to stress that with young infants the overriding need is for plenty
of structured opportunities to savour a wide range of apparatus and freely
explore a variety of materials of contrasting colours, textures and shapes.
The teacher's job is, the authors state, to ensure a plentiful but judicious
supply of objects and implements of suitable dimensions which can be
struck, thrown, caught, or propelled along, balls of varying sizes and
weights, oval as well as round; bats and sticks of differing lengths and
shapes, and targets such as skittles, stumps, hoops, bases, rings and wall
and ground markings are provided. What is important from the children's
point of view, is the fun and challenge of discovering the manifold
possibilities of the apparatus itself, requiring skill in managing it in a
variety of ways and becoming familiar with its behaviour in relation to
the manner in which it is used. Towards the end of the infant stage, the
authors feel that many children are no longer content to merely play in
an exploratory fashion, but to seek to increase their mastery of particular
techniques through constant repetition of the same activity. This is where
practice, as such, has its place, for it is an important means by which
children learn, and satisfy their thirst for skill as an end in itself. At
this stage, say the authors, children begin to show readiness to devise
their own games, which are not contests involving rules without playing
others, but more a nature of tests of their own ability in which they compete
against themselves, with a main objective and a simple system of scoring.
Alongside this interest, goes an increasing involvement with others, and at this stage, say the authors, infants are often eager to join in the games of more experienced playmates. It is the activity itself which becomes of major importance, and the appeal is not only in acquiring skill, but also in the physical actions of running, leaping, 'hurling oneself at an object or player, diving to the ground and so forth' [P.23].

The remainder of the book contains very few references to infant and lower junior children. Chapter 4 deals with the classification and the analysis of games, and three categories are devised. Category one of net games: category two, batting games: category three, running games. Later chapters deal with a further analysis of games activities, and in chapter 8, entitled 'Organisation and Teaching', reference is made to the question of grouping children according to ability, sex and size of group. There is some reference to playing areas, and an interesting chapter entitled, 'Examples of Experiments and Problems', in which situations and questions are graded according to children's ability. This suggests that the simplest type of challenge can be related to an activity which can be repeated several times and prompts questions that either imply the relevant answer or offer a simple alternative. In a section on the invention of games, the authors make several useful and interesting points concerning the appropriateness of apparatus, size of playing areas, rules and numbers per side. This, allied with the other work in chapter 9, provides the teacher with good reference material in that the questions which are posed, are particularly challenging, and do much to assist the development of decision making skills.

For many teachers, the book may appear somewhat complex and difficult to understand, but for those trained in physical education, the stimulating material provides the reader with exciting possibilities for the full development of games in their best and widest sense.

'Games Activities for Juniors', Dunn, M. (1970) was a book designed for the non-specialist teacher, who was expected to teach games to boys and girls in the junior school. Its emphasis was upon training children in skills which would, 'make them good team-workers, not only on the games field, but in other fields of activity as well' [Preface].
The contents were interestingly designed - activities to train individual skill, activities with an opponent (dodging and marking, co-operation and team-work), special techniques and skills, team games, organisation and games for difficult conditions, games equipment and improvised apparatus, and finally, the games lesson. The first and second chapters offer practical guidance to the early years teacher, and provide a source of information, not only in providing a range of activities, but how to teach them as well. The line drawings are useful and help to simplify the teaching suggestions. The final chapter of the book offers suggestions concerning the development and organisation of lessons and there are specific references to children up to seven years, and for children seven to eight years. The book concludes with sample indoor and playground lessons. It is, however, of only limited value to the early years teacher for it was written essentially for the junior school.

'A Suggested Games Scheme for Juniors', Johnson, F.J.M. and Trevor, M.D., (1970) was a series of game programmes for 'the traditional junior range of 7 to 11 years'. The sequence of programmes is divided into two categories, those for the Autumn and Spring Term in which 'generally vigorous' work is suggested whilst those for the Summer and early Autumn should take advantage, 'possibly optimistically of warmer weather'.

Each programme opens with free practice with the main part of the lesson teacher directed. There is considerable emphasis on playing games, several of the running and chasing variety, and other small group games. Very few of these games are of the static variety which allow children to 'be out', or stand free except perhaps those associated with relays. The class activity, skill based work, places an emphasis upon vigorous activity. Seven programmes are offered to Year one and six for Year two. In the Year two materials, opportunities are suggested for the children to invent their own rules and make up games using specific apparatus.

This is a useful source of reference for teachers for an abundance of ideas are provided to help children to develop skills and participate in vigorous activity. The teacher of children in their early years would find this a helpful little book.

'Playground Games and Skills', Lobley, R. and Frith, R. (1971), was intended as a simple guide for the benefit of primary teachers and students in
training, who neither possessed a technical knowledge of games nor specialised in the coaching of games. The main emphasis of the book was not upon games themselves, but upon the needs of children and the means by which those needs could be satisfied.

In the opening chapter, the authors define the general aims of games in the primary school as enjoyment, exercise, and opportunities to acquire skill. They regard achievement as the most gratifying of experiences stating that, 'Children should be presented with opportunities for success, no matter how low their level of skill may be'. Variety is felt to be a factor which widens the base of a child's experience, whilst initiative is encouraged by the presentation of opportunities for a child to be selective of apparatus, activities and solutions to posed problems. Responsibility was felt to be both collective and individual, with opportunities to create rules for games as a means of enhancing this feeling of responsibility. Those factors were felt to be part of learning, adding to the enjoyment. With enjoyment came increased, active participation, with skills developed and improved. The authors saw a close relationship between the aims and felt they should be evident in the successful games lesson.

Useful advice is given regarding the inappropriateness of full sided games and the case clearly made for games and practices to involve small groups of children working within confined spaces and with an abundance of scoring opportunities.

The second chapter provides excellent advice concerning organisation and planning which is the basis of a successful games lesson. Lists of equipment are recommended in Chapter 3, with direct reference to the appropriateness of certain items for 'younger juniors and infants'. In Chapter 4 attention is given to schemes of work and lesson plans. Forward planning is advisable so that there can be a development of progressive skills and opportunities for repetition and consolidation of skills already acquired. Schemes of work for infants should offer activity which is largely imaginative and experimental. There is detailed information for the early years teacher concerning a games philosophy with carefully reasoned arguments stated in a simple chronological manner. Key features are presented regarding the preparation of a scheme of work. Nine points are listed which are most appropriate, but there is no attempt to define a structure which could be undertaken with reception infants and developed
through to the lower junior years. It seems that infants and lower juniors were treated in much the same way, although there is a four year age span.

In Chapter 5, which is headed 'The Coaching and Practice of Skills' the authors expand their thinking towards the early years regarding the discovery approach as having particular merit for children in the infant school and lower junior school. It is recommended that the lesson plan of introduction, class activity and games and athletics is modified for the early years, where the emphasis should be placed on, 'inspiring a desire to experiment with more apparatus'. From a wide range of equipment the child, 'should be given complete freedom to choose which apparatus to use and select the activity to be practiced', as the unpredictability of the movement of equipment in relation to the management of the body would provide adequate challenge and afford ample opportunities to acquire skill. A series of games of the tag and running variety are also suggested as supportive materials. With the older infants and lower juniors this experimentation is taken a stage further with a suggested series of tasks and questions: 'Can you roll the ball along the ground, chase it and stop it?' 'Can you bounce the ball high, low, medium height?' 'Can you throw the ball in the air and catch it?' 'Can you move whilst bouncing the ball?'

The authors suggest this type of approach is used with other items of equipment and state that, 'the activity period may allow complete freedom to experiment for some children, whilst indirect teaching [of the type suggested above] is being offered to others'.

The latter part of this chapter is devoted to providing the readers with simplified coaching points and these are classified according to their function and the playing of games. It is quite clear that the authors intended this information for teachers of older junior children.

In chapter 6, entitled 'Games and Athletics', the authors details a series of games suitable for use by teachers. There is a list of infant games which are of the chasing variety. Chapter 7 provides some specimen lessons and there is a selection for the early years. All the materials and teaching points are to be found within the book and there is helpful advice regarding the structure and development of lesson ideas. The book also contains a useful bibliography and provides information concerning sources of equipment.
This is good, sound material, attractively presented and well written, offering clear advice and guidance to early years teachers. The book is well illustrated with sketches and photographs.

'Games Skills', Anderson, M.E. (1971) is a book which identifies objectives in teaching games skills and games to Primary school pupils, outlines the general principles of lesson planning, and contains suggestions for a variety of skills practices and games. There are six main chapters and the initial three are particularly relevant for early years' teachers.

In her introduction, the author makes a reference to the importance of play: indeed, she is one of the few authors to make reference to the significance of play. She lists the chief objectives of games as the acquisition of manipulative skill and an understanding of that skill, the recognition of the need to acquire new and more complex skills, the ability of pupils to 'find things out for themselves', co-operation with others and acceptance of the reversibility of relationships, the appreciation of the need for rules and enjoyment of experience in games skills. The objectives are explained in more detail than many previous texts, and this is a particularly useful component of the book. Part Two is concerned with the general principles of lesson planning, and the author recommends that a typical games lesson has three sections: introductory activity, skills practice, and group activities. She sees the introductory activity as an essential part of the lesson serving a two-fold purpose: 'The large muscles have been inactive in the classroom, therefore the body needs to be prepared for the activity to come', and 'There is a need to adjust from the confines of the classroom to the spaciousness of the hall or playground'. The skills practices are regarded as the part of the lesson in which the emphasis is on the creation of situations in which the children will learn and so acquire skill. The author advocates essential planning in order that there should be progression with the acquisition of one skill leading on to the exploratory stage of the next. She argues for time to be given for practice and consolidation with much repetition. Group activities are regarded as the climax of the lesson, whether pupils play in small groups using the skills learned in the second part of the lesson or the skills previously acquired. 'They play 'games' invented by themselves, games suggested by the teacher with rules made by those taking part or, in the latter stages, games which have specific playing areas and specific rules.' This section is concluded with an example of a lesson for seven to eight year old pupils.
from which the three sections of a lesson are detailed. A playground layout is shown but there are no recommendations concerning the organisation or provision of suitable equipment. There is an interesting reference to relationships, those in which an individual pupil relates to his apparatus, two pupils sharing work and apparatus, and a number of pupils working together in competition with a similar number.

In Section Three, a number of games lessons are provided and there is reference in particular to material suitable for five year olds, six and seven year olds and eight and nine year old pupils. Only one lesson, however, is provided for these age groups, and it is the responsibility of the teacher, therefore, to devise similar programmes. The remaining sections of the book are devoted to older primary pupils.

This is a basic text book providing good relevant information, although some of the examples are somewhat limiting. As there are particular references to the young school child, it would be suitable for a staff library although, within the suggested framework, teachers would have much to do to prepare additional lessons.

'The Games Lesson in Primary schools', Cameron, W.McD. and Munday, S., (1977) is a book in which the authors look objectively at the value of games in primary education, and suggest how an educationally-based approach to the teaching of games can make an important contribution to the total development of children. They are concerned that the content of games lessons should be selected with care, and then presented appropriately to cater for the needs of all children.

The opening chapter presents both a historical review and argues a strong case for games to be developed in an educational context. The authors also stress the fact that the games lesson is fertile in opportunities which can positively affect personal development. This is categorised as skill acquisition and stamina development, observation and perception, (largely in terms of exploration and discovery), problem solving, analysis of situations and tactics, and through co-operation, the development of relationships. The individuality of children is stressed and, therefore, teaching judgement based on the keen observation and reactions of the children is required. Reference is made to Piaget's 'Origins of Intelligence in the Child', and the authors stipulate a requirement for the young child
to be allowed to play spontaneously in parallel with other children, rather than co-operatively. They go on to state that, 'when they choose to play together in pairs or groups, will frequently vary ... in a private world of concentration, participation is all important'. The authors argue for a clear delineation of boundaries, so that teacher can maintain contact and control, and express the point that children need to be given responsibility and opportunities to develop self-discipline. Participation and variety of opportunity are key features in the authors' development of the games programmes. Teachers are requested to remember that attention to environment, weather conditions, careful organisation and planning are key features of successful lessons and the needs and interests of children are prime considerations. General aims include, the provision of activities to give children enjoyment, opportunities for experimenting with a variety of apparatus in order to promote a high level of manipulative skill and co-ordination, for children to develop confidence through physical activity, to improve the child's ability to control his body in a variety of situations, and the development of social awareness and social training through individual expression in free activity.

The book was written at a time when Laban's work greatly influenced the development of Physical Education in this country, and it contains a chapter on the analysis of movement and considers the range of movement experiences that games can offer. The authors' purpose in the interpretation of this analysis, reflects an attempt to help teachers to observe and analyse deficiencies in technique and skill and an application of movement principles is designed to help reinforce teaching methods. The third chapter entitled 'The Games Lesson', examines the structure and planning of lessons. It suggests lessons be divided into introductory activities of skill training and group games. The purpose of the introductory work is to enliven the children both physically and psychologically, with activities 'purposeful and fairly vigorous'. Activities with and without apparatus are suggested, and the value of free choice is stressed. The second phase, concerned with skill development, suggests the acquisition of skills arising from the children's experimental work, with a balance between the development of individually created skills, class practice, and particular techniques, changing as children grow older. There is an obvious link between this phase and the next of group games, in which skills are practised in the context of games. The role of the teacher is explained, for 'on the basis of his assessment of the progression and attainment of his pupils, the
teacher constructs his lessons, selecting the material and teaching methods accordingly' (page 29). A fundamental teaching method is also suggested, which is based upon teacher input, teacher observation and comment watching children work. There is useful reference to progression, and the authors suggest that this should be observed on two levels, that of the class and that of the individual. There is an excellent table showing possible phases of progression, which clearly helps teachers to target development.

Chapter 4 is devoted to the organisation of games lessons, and provides useful references regarding the selection and purchase of equipment, and its organisation. Important reference is made for a need to provide children with clearly defined playing areas. There are some suggestions for court and pitch sizes and markings. There is very good advice on safety and the care and maintenance of equipment, and this is an excellent chapter containing much sensible advice.

The fifth chapter is devoted to techniques and group games, and these are well expressed and illustrated with clear photographs. although some of these are quite obviously posed. There is an interesting reference to decision making, although it is clear that the authors regard this essentially as a prerogative for Junior children, as the information relates to games where there is opposition.

Three appendices in the book contain sample lessons, and there are two for Infants. An interesting feature concerns comments on 'preparation in the classroom', which is very often disregarded in other texts and is important if lessons are to be organised successfully and flow smoothly. The second appendix offers advice on rallies, whilst the third appendix suggests a book list.

In many ways, this is an excellent book, for it provides much useful advice and well presented ideas. Some teachers may find the chapter on movement analysis confusing, and as with so many texts, the early years teachers have to be adept and skillful in selecting appropriate and relevant material.

'Small Apparatus in Practice', Learmouth, J., (1982) is a book specifically intended for early years' teachers. Its purpose is to provide guidance regarding the teaching of basic skills necessary for the development of
games. For the author, games embraces a whole range of activities, from the largely informal ones favoured by young children, to the organised and traditional team and individual games which form such a large part of adult leisure. A historical anecdote is introduced in the introduction, when the author presents the reasons why the basic skills must be taught. In the days of safe streets, no television or videos, children would go to school with a ball in their pockets and acquire skills by constant play either by themselves or with others. Modern living had changed that, of course, 'and as with reading and number work, basic games skills have to be taught'.

The book comprises entirely lesson content, with each lesson regarded as progressive beginning with basic handling (throwing and catching), followed by gathering, throwing and catching with a partner, then moving to simple striking skills, combining striking and catching skills. These are followed by further handling skills, more advanced handling and, finally, gathering and striking developments. The series concludes with a sample lesson on target throwing. The advocated structure of the lessons is somewhat formal and directed. 'The first priority should be the acquisition of skills with balls and bats (making the object do what you want it to do). Free play is advised for reception infants, but the teacher is recommended to help the children observe the behaviours of the object as it is bounced, dribbled or whatever. The author stresses the requirement for the skills to be taught. 'It is no use thinking that merely to create the situation by providing the apparatus and putting the children in the situation is enough, and that it will all happen, because in most cases in the time available, it will not' (P.8). Teachers are advised to give the children plenty of time to practise, as 'progress can be very, very slow, and it will probably be two or even three terms before the majority of the class are able to even to bounce a ball with confidence and success' (P.8). The author recommends that teachers take work from two or three of the series of ideas and construct or compile a series of lessons.

Each of the series is very clearly presented. The apparatus is recommended and a series of notes and considerations is made concerning the development of each lesson. The purpose of the lessons is clearly stated and detailed.

Prescriptive teaching points are made very clearly. The lessons are well illustrated with good photographs and there is careful progression through the series with a number of 'games' recommended to develop the skills.
just acquired. It is difficult for the inexperienced teacher to go wrong, as each aspect of skill acquisition is so clearly developed.

This is a most useful book, especially for the inexperienced teacher of very young children, for it provides a useful framework for games teaching for reception and middle infant children. It is a pity the book does not provide more appropriate challenges for the older Infant child and many seven-to-eight year old pupils may find the activities inappropriate for their needs. The book is easy to follow and will prove a most welcome addition to a school's Physical Education library.

2:4:4 Swimming

The final category of general primary Physical Education books is concerned with Swimming, with one book relating specifically to the young child.

'Swimming and Swimming Strokes', Madders, M.A., (1953) was written for the serious student of swimming and the material was drawn on the author's experience gained at the A.S.A.'s advanced training courses for selected competitive swimmers and their coaches. Apart from a truly delightful photograph of some young children swimming under water, there is really nothing of value in this book for the early years' teacher.

'Swimming for Teachers and Youth Leaders', Jarvis, M.A., (1957) is one of the first books produced for teachers who had the teaching of swimming 'thrust' upon them. The book contains several interesting photographs which reflect the author's firm belief that land drills were the foundation on which all swimming teaching was based. 'Time spent on land drill is not time wasted, but time gained when the class visits the baths', says the author, very boldly, for 'good order in the land drill will make for better class control and greater efficiency in the water work'. Water practices were advocated in groups and pairs prior to attempting individual swimming, and the specimen lessons reflected this philosophy. There is some useful advice on diving, and a particularly interesting section entitled: 'Miscellaneous', in which a range of games and activities offers additional information. There are some interesting 'matchstick' drawings which illustrate some of the practices. The book, however, is really one for the archives, although the drawings and photographs make it an interesting source of reference.
'Swimming Instruction', Amateur Swimming Association, (1951) was originally produced in 1919 and regularly updated until 1951. The book was to become the basic textbook for teachers of swimming. It contained chapters on the recognised strokes, diving, teaching physically handicapped persons, the teaching of swimming and essential early training. It does not differentiate and refers to 'the pupil' and 'the class' throughout the text. It makes very few references to young children but states that 'it is never too early to start learning to swim provided that the conditions are suitable. The general rule must be - the younger the children, the warmer the water and more individual the instruction'.

The chapter entitled 'Early Training' does provide some specific help to the early years' teacher, but the emphasis is on getting children to swim as quickly as possible. Assistance with methods of gaining confidence, and of getting feet off the bottom is provided, but the text does not really suggest a variety of methods of achieving confidence prior to swimming. There is a brief reference to methods of dealing with a timid pupil, and useful guidance in the section entitled 'Starting to Swim'. It is interesting to note, however, that the references to sculling and flotation skills follow a section on 'dog-paddle'. This essential early work with the young swimmer appears to have been mentioned as an afterthought.

'The Teaching of Swimming', Amateur Swimming Association, (1968) was the successor to 'Swimming Instruction'. The introductory chapter provided the necessary clues concerning the reasons for the change in format, for stress was placed on the value of the individual rather than group teaching and on exploration, the discovery of natural abilities and the acceptance of individual variations. Under a major heading entitled 'Educational Background', there is reference to the changing teaching methods, techniques and philosophy ... 'many established ideas on progressive, highly disciplined group instruction techniques have been discarded, and the value of individual rather than group teaching has been recognised'. Rather guardedly, the Amateur Swimming Association then goes on to state that not all the findings were conclusive, but were put forward in the hope that they would assist the teacher to better understand the learning situation!

Individual differences are recognised and the text declares that there are no best methods of teaching skills and 'no single way is right all the
time'. Opportunities for pupils to explore and discover their natural abilities are recommended and under the title of 'Guidance', the Amateur Swimming Association recommends that verbal guidance should reinforce the visual, where children learn by observing others. Manual guidance was rejected and, for the first time, the Amateur Swimming Association recognised that land drills had little direct transfer from land to water! This section goes on to advocate that interest, understanding, knowledge of progress, encouragement and success, are the key motivators in assisting any child to swim quickly. One lesson per day, rather than one per week, is likely to be much more effective also.

The second chapter considers the fundamentals of swimming and chapter three deals in detail with aspects of teaching. There is much sound guidance contained here with plenty to assist the early years' teacher. Diagrams show possible pool layouts for an elementary class, a stroke schedule lesson and a mixed ability lesson. There are useful sections on water temperature, artificial aids, safety, hygiene and teaching techniques, including techniques for beginners - shallow water methods, flipper float method (here, the beginner is assisted with plenty of flotation aids) and the multi-stroke method. Much of this work was a result of the pioneering ideas of A.D. Kinneir, a former National Technical Officer of the Amateur Swimming Association, and a lecturer in Swimming at Loughborough College of Education, who had a profound influence on educational developments in swimming. A section on lesson form provides much helpful information on how work could be differentiated according to individual and group needs. There is also a section entitled: 'Very Young Children', in which short sessions of 15 minutes are recommended, with parent and child in the water together.

The remainder of the book deals with stroke techniques, starts and turns and resuscitation. There is a helpful chapter on starting to dive with good advice offered here.

This manual of swimming provides good general guidance and advice and could be recommended to early years' teachers. At times, the language reflects that of the swimming coach, but the book is an important resource reference.
'Better Swimming for Boys and Girls'. Elkington, H. and Holmyard, A., (1967) was essentially devoted to swimming techniques and contained all the recognised swimming strokes, as well as other chapters on survival swimming, life saving, water polo and synchronised swimming. It was written for children to help them improve their swimming skills, but its language is more appropriate for the adult. However, it does provide important information for teachers wishing to improve the swimming skills of children in their charge, but they would have to adapt the methods for class-based work.

'A Swimming Handbook for Teachers'. Elkington, H., (1978) is a handbook for teachers of children up to 14 years, but has also been prepared for student teachers. In her preface, the author states: 'It is hoped that all who work with young children, not forgetting parents, will find it of equal value'. The author has done much in recent years to alter the approaches to the teaching of swimming from traditional methods of stroke technique and its development, to ones which are more imaginative, interesting and challenging, and which encourage the sheer joy of movement in water.

In the opening chapter entitled: 'General Philosophy', the author immediately states the values of swimming as, firstly, survival: 'we should do our utmost to drawproof and waterproof children as soon as possible' (P.1). She laments the fact that many teachers feel their task achieved once a pupil has managed to swim a few yards, and goes on to say that the ability of children to save themselves is of paramount importance. Secondly, she considers fitness is fundamental, for 'swimming is a popular form of exercise for the able-bodied and disabled' (P.1). Thirdly, she sees swimming as fun from the early stages of movement success to sophisticated kinds of water sports for which the ability to swim is essential.

The author makes reference to the needs of the young child, urging parents to familiarise their children with water from an early age, so that the first swimming lesson does not become a frightening experience. A number of important considerations are listed concerning early experiences for children in water, and amongst these are the temperature of the water and pool air temperature, the depth of the water, the variance of lessons and imaginative designs on pool walls and floors in which colour, shape, size and texture 'all intrigue the young and add to the fun of the water activities with them' (P.3).
The second chapter is concerned with general principles - safety and discipline, hygiene, teaching considerations and equipment. The remainder of the book is concerned with content. There are chapters on early lessons, lesson planning and organisation, buoyancy and drown-proofing, the strokes, survival swimming, diving, starts and turns and, finally, schools swimming and competition.

It is the third chapter entitled: 'The Early Lessons', which is particularly useful for the early years' teacher. Six years is regarded as the ideal age to learn to swim, as the pupil is able to understand and co-ordinate movements. The point is emphasised about individual differences and the fact that flexibility of teaching method is necessary because of the variability of facilities, length of lessons and pupil abilities. 'Pupils must also have ample opportunity to experiment and discover' (P.9). The author provides clear, progressive methods of starting children off, which are carefully sequenced and programmed. She presents some interesting ideas using percussion instruments and rhythmic music, and places considerable emphasis on developing buoyancy skills. The section on propulsion is particularly useful and there are some excellent ideas on submerging. Good advice is offered concerning the timid pupil, with six clearly expressed phases suggesting how to cope with this problem. Once confidence is achieved, the author states that the second phase should be concerned with the development of sound swimming actions. Four methods are suggested: the multi-stroke artificial aid lesson, the shallow water method, the flipper float method and the whole-part-whole method. This is followed by an excellent section on game activities and sculling, with the basic sculls well illustrated by line drawings. One wonders, however, why this section does not precede the work on the four approaches to stroke lessons, as achieving confidence and movement dexterity in water are so important.

This is an excellent book, well presented and is an extremely useful source of reference and information for the early years' teacher.

'Teaching Swimming to Young Children', Bettsworth, M. (1980) is a book which is the result of the author's many years of teaching swimming to his own and other young children, and is an attempt to answer a number of problems concerning the introduction of children to an alien element. The book successfully answers a number of questions associated with the early introduction of children to water, and does not address itself with
the teaching of specific strokes, diving or competitive swimming. It assists both parents and teachers, whether on a one-to-one basis or dealing with a class of 15 to 20 pupils. The book's major aim is to foster, in both parents and teachers, a sympathetic and patient attitude towards children's early experiences in water. As such, the book is really the first to address the real issues of the nervous and timid child, and the simple fact that, for many young people, the ability to float and move in water, is not innate! In the first chapter, the author examines these issues through the eyes and minds of children, their reasons for staying dry and their real worry of head immersion. There is an excellent section devoted to encouraging children to swim where due emphasis is placed on them working with each other and observing their more experienced peers.

Chapter 2 deals with the ideal situation for swimming, and looks at children's natural characteristics, appropriate use of vocabulary and the frequency and duration of lessons. There is some very sound advice on class organisation, use of demonstrations, and artificial aids. In chapter three, entitled 'Getting to Know the Water', the author examines in detail methods of entry, the properties of water, buoyancy and leaving the water. The basic skills of flotation and gliding are comprehensively covered in the fourth chapter whilst chapter 5 is concerned with more advanced swimming practices and deep water orientation. Children are encouraged to work in pairs and alongside adults and parents. This is a particularly relevant and informative chapter, for its emphasis upon developing total confidence in deep water situations is a vitally important fact, and one so often neglected by other authors. More advanced skills are suggested in jumping entries - there are some very good photographs to illustrate the various aspects. A number of exciting challenges are offered for developing swimmers, including jumping in at the deep end, surfacing, gaining the horizontal position and swimming a width; making a head-first entry and swimming a width and jumping in, swimming half a width, stopping, treading water for a period of time, levelling off and swimming the rest of the width.

The sixth chapter is devoted to major problems for all that is written previously assumes the children have no particular acute fears about going into water. There is information concerning children who cannot touch the bottom, propulsion problems and face and head immersion. Clearly developed 'exercises' are suggested to overcome these problems. Each
one is progressive and developmental. A very interesting seventh chapter develops the aim of making children safe in a variety of situations and what to do in emergencies. There is some valuable safety advice relating to holiday activities, and appropriate water practices associated with reaching assists are detailed. The final chapter covers a variety of water games for all abilities.

This is a most valuable book for the early years' teacher. Its format, containing real practical guidance for parents and teachers of young children, with detailed practical information, step-by-step exercises, overcoming fear of the water, new ideas for water games, water safety and hygiene, and with numerous specifically-taken photographs, provides a most appropriate source of reference for teachers who have the responsible task of introducing children to water and swimming activities. It is a pity that the book is poorly produced by Heinemann on indifferent quality paper and does a real disservice to its author, Michael Bettsworth.

2:5 Conclusions

A number of conclusions emerged from the review of literature.

No published work has been produced since 1969 covering all aspects of the early years physical education curriculum.

There are very few published books written specifically for early years teachers on particular elements of the physical education curriculum. There is one book on games, one on swimming, no books on dance and none on gymnastics.

There are several books which refer to infant or early years physical education, but few who provide in-depth information, especially in dance and gymnastics. Much more guidance is provided in the books written on games.

Almost without exception all the books have been written by either lecturers in physical education in institutes of higher education or local authority physical education advisers. No work has been written by teachers for teachers.
No book has provided detailed information concerning evaluation practices or procedures.

Two local education authorities have produced guidelines for early years teachers covering all aspects of the physical education curriculum apart from swimming. One of these authorities' guidelines was written by teachers.

Two local education authorities have written guidelines on aspects of the physical education curriculum: Suffolk on games, Inner London Education Authority on gymnastics.
CHAPTER THREE

AN ANALYSIS OF TASK SETTING IN FOUR LOCAL EDUCATION AUTHORITY GUIDELINES RELATING TO THE EARLY YEARS
CHAPTER 3

AN ANALYSIS OF TASK SETTING IN FOUR LOCAL EDUCATION GUIDELINES RELATING TO THE EARLY YEARS

3.1 Introduction

In writing guidelines in Physical Education for teachers in the Rotherham Authority, it was felt important to present them in such a way that they reflected the educational philosophy and practice currently in evidence throughout the L.E.A. This philosophy is focussed very much on a 'child centred' approach, in which children take on responsibility for their own learning, they are given freedom of choice and considerable opportunity for self expression within a structured framework. Teaching is concerned with the skills of guidance, support, stimulation and enquiry rather than those of instruction, demonstration and explanation. As such it was felt necessary to write lesson plans which contained open ended, problem solving and guided discovery approaches rather than more directed tasks. Objectives would be child centred, concerned with developing understanding and a range of personal qualities through the experiences offered, rather than focus only on physical activity and the acquisition of skills.

Other Local Education Authorities had written Infant Physical Education Guidelines and it was necessary to analyse a number of tasks to examine what kind of teaching styles and learning outcomes were advocated by these Authorities. The guidelines chosen were:

1. Inner London Education Authority "Lower Primary Gymnastics" (1979).


3. Coventry Education Authority "Physical Education for Nursery and Infant Pupils" (1980).
4. Suffolk Education Authority "Games and Small Apparatus Skills for Infants" (1979).

3.2 The Development of a Classification System

In order to analyse tasks as outlined by these different L.E.A.s, it was necessary to develop a classification system, firstly to label the different types of tasks and secondly to enable comparisons to be made. The classification system arose out of a critical debate with students at Loughborough University, following an M.A. course on analysis of teaching. The starting point for this debate was the second chapter, 'Teachers' Theories of Teaching, from a Ford Teaching Project: 'Developing Hypotheses about Classrooms from Teachers Practical Constructs'. Elliot, J., (1975). This study arose out of an analysis of teachers' use of words to describe the enquiry/discovery process. As a consequence of a critical analysis of this document and rigorous debate with students who were practising teachers, the following classification was used as a heuristic, in order to provide a starting point for analysing the curriculum guidelines produced by four local education authorities.

The three tables on the accompanying pages indicate the development of this classification:-
TABLE ONE

TASK ANALYSIS IN PHYSICAL EDUCATION

Methods of Teaching/Types of Task Set

DIRECT (CLOSED)  

1. Replicative  
   (a) Watch/See/Observation - Perform  
   (b) Listen - Perform  
   (c) Read - Perform  
   (d) Copy Movement of Teacher/Partner  

2. Physical Challenge  
   How Many  
   How Far  
   How High  
   How Fast  
   Can You Do .... Without Stopping?  

3. Direct (Limited)  
   Teacher determined responses with a limited number of possible outcomes, e.g. "Move in different ways on hands and knees"

INDIRECT (OPEN)  

1. Guided Discovery  
   (a) Make a Game/Sequence (Within a Set Framework)  
   (b) Work Together To ... (Within a Set Framework)  
   (c) In a Group Could You? (e.g. Dance Motif/within a Framework provided)

2. Problem Solving/Understanding  
   What Happens When ....?  
   Here is a Situation .... Work Out How You Can ....?  

3. Imaginative/Inventive  
   Open Ended Situations
Within this framework there are two poles of a continuum based upon

(a) The method of instruction and

(b) The number of possible alternative responses.

Therefore, the method of instruction is:

DIRECT - referring to the extent to which the response is determined by the teacher, and

INDIRECT - where the nature of the response is determined by the child.

The number of alternative responses available in performing the task can also be determined and in this there are again two opposite poles of a continuum.

CLOSED - referring to the fact there is only one response available and

OPEN - where there are many alternative responses available to the child.

Analysis of the four Local Authority guidelines reflected this classification. In between the two ends of the continuum there appeared two distinct categories of limitation. These were:

DIRECT/LIMITED

Where only a few alternative responses were available to the children within clearly presented teacher expectations and

DIRECT/GUIDED

Where the task allowed a more open minded response with the children being guided rather than directed into the outcomes.

The following Table Two summarises these findings.
Within this level of description there are three points on the continuum:-

Closed - Limited/Guided and Open

CLOSED: Teacher expects model response - only one acceptable.

LIMITED/GUIDED: Teacher expects a limited number of alternative responses.

OPEN: A wide variety of responses possible chosen by the child.

---

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>WHO CHOoses THE RESPONSE</th>
<th>NO. OF RESPONSES AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Direct - Closed</td>
<td>Teacher</td>
</tr>
<tr>
<td>(b)</td>
<td>Direct - Limited</td>
<td>Teacher</td>
</tr>
<tr>
<td>(c)</td>
<td>Indirect (Open) - Guided</td>
<td>Child</td>
</tr>
<tr>
<td>(d)</td>
<td>Indirect - Open</td>
<td>Child</td>
</tr>
</tbody>
</table>

The classification can be further illustrated with examples of tasks as follows in Table Three.
# TABLE THREE

## Task Analysis Classification

<table>
<thead>
<tr>
<th>DIRECT (CLOSED)</th>
<th>INDIRECT (OPEN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Response determined by Teacher)</td>
<td>(Response determined by the child)</td>
</tr>
<tr>
<td>(a) Totally Closed - Only one response is acceptable.</td>
<td>(a) Open but the response guided by the teacher.</td>
</tr>
<tr>
<td>(b) Limited Choice - A restricted number of responses available.</td>
<td>(b) Inventive/Imaginative - the child has many possibilities available.</td>
</tr>
</tbody>
</table>

### DIRECT (CLOSED)

(a) Totally Closed

- "Curl up like a ball. Roll sideways without touching anyone. Stop when I tell you" [ILEA]

- "Catch the ball in two hands" [Clwyd]

- "Lift the feet very sharply off the floor on the spot" [Clwyd]

(b) Limited Choice

- "Show me a stretched roll and a curled roll" [ILEA]

- "Move around throwing the ball to the ground" [Suffolk]

- "Kneel in a space with hands in front of you. Move your hands gently in the space all around the body." [Clwyd]

### INDIRECT (OPEN)

(a) Open Guided

- "Stop when the music stops and hold a finishing position" [Clwyd]

- "Dribble the ball along different pathways" [Coventry]

- "Move about the hall on hands and feet" [Coventry]

(b) Open: Inventive/Imaginative

- "Travel all over the apparatus" [Clwyd]

- "Choose any piece of equipment and play with it" [Clwyd]

- "Dance all around the room" [Clwyd]

(c) Problem Solving - None Found

Examples might include:-

- "Within your playing area make up a game using hockey sticks and a large ball. How do you start the game? What could you use to make a goal?"

- "Listen to the change in the music. How can you meet your partner so your movement shows the change? Can you both be different?"
3.3 **Table of results of the Task Analysis**

Having developed the classification system as outlined above, the results are detailed below. The process of classification was based upon the author's interpretation of the tasks set and so could be questioned. The summary is outlined on Table Four.

Tables Five, Six and Seven show the analysis of tasks in the three curriculum areas. Percentage statistics are also provided.

Table Eight indicates the overall analysis of tasks into Directed, Guided and Open. Percentages are also given.

Tables Nine, Ten, Eleven and Twelve show the individual analysis of tasks for the four Local Education Authorities.
TABLE FOUR

TABLE TO SHOW ANALYSIS OF THE TASK SETTING

<table>
<thead>
<tr>
<th></th>
<th>Direct Closed</th>
<th>Direct Limited Choice</th>
<th>Open Imaginative</th>
<th>Open Guided</th>
<th>Open Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.L.E.A.</td>
<td>40</td>
<td>40</td>
<td>5</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Clwyd</td>
<td>45</td>
<td>30</td>
<td>36</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Coventry</td>
<td>31</td>
<td>48</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Suffolk</td>
<td>33</td>
<td>29</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>149</strong></td>
<td><strong>150</strong></td>
<td><strong>61</strong></td>
<td><strong>31</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

ANALYSIS BY CURRICULUM AREA: 1. GYMNASTICS

<table>
<thead>
<tr>
<th></th>
<th>Direct Closed</th>
<th>Direct Limited Choice</th>
<th>Open Imaginative</th>
<th>Open Guided Discovery</th>
<th>Open Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.L.E.A.</td>
<td>40</td>
<td>43</td>
<td>5</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Clwyd</td>
<td>14</td>
<td>6</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coventry</td>
<td>11</td>
<td>32</td>
<td>8</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>65</strong></td>
<td><strong>81</strong></td>
<td><strong>30</strong></td>
<td><strong>17</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

CURRICULUM AREA 2. DANCE

<table>
<thead>
<tr>
<th></th>
<th>Direct Closed</th>
<th>Direct Limited Choice</th>
<th>Open Imaginative</th>
<th>Open Guided Discovery</th>
<th>Open Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clwyd</td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Coventry</td>
<td>4</td>
<td>11</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>22</strong></td>
<td><strong>31</strong></td>
<td><strong>26</strong></td>
<td><strong>4</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

CURRICULUM AREA 3. GAMES

<table>
<thead>
<tr>
<th></th>
<th>Direct Closed</th>
<th>Direct Limited Choice</th>
<th>Open Imaginative</th>
<th>Open Guided</th>
<th>Open Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clwyd</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Coventry</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suffolk</td>
<td>33</td>
<td>29</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>64</strong></td>
<td><strong>36</strong></td>
<td><strong>5</strong></td>
<td><strong>10</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
**Table Five**

**Task Analysis: Gymnastics**

<table>
<thead>
<tr>
<th>No. of Tasks</th>
<th>Open</th>
<th>Direct</th>
<th>Limited</th>
<th>Imaginative</th>
<th>Guided</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11–20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21–30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31–40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41–50</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51–60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61–70</td>
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<td>71–80</td>
<td></td>
<td></td>
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</tbody>
</table>

**Style of Task**

<table>
<thead>
<tr>
<th>2 Terms</th>
<th>Open</th>
<th>Directed</th>
<th>Guided</th>
<th>1 Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td></td>
<td>15%</td>
<td>15%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The table and diagram provide a structured overview of the analysis of gymnasium tasks, focusing on the distribution of tasks across different categories of problem-solving and style of task.
<table>
<thead>
<tr>
<th>TASK ANALYSIS</th>
<th>GAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO. OF TASKS</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLOSED/LIMITED</th>
<th>MAGNITUDE GUIDED PROBLEM SOLVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTED</td>
<td>OPEN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERMS</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTED</td>
<td>10%</td>
</tr>
<tr>
<td>GUIDED</td>
<td>5%</td>
</tr>
<tr>
<td>OPEN</td>
<td>5%</td>
</tr>
<tr>
<td>Task Classification</td>
<td>Number of Cases</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Task 1</td>
<td>400</td>
</tr>
<tr>
<td>Task 2</td>
<td>350</td>
</tr>
<tr>
<td>Task 3</td>
<td>300</td>
</tr>
<tr>
<td>Task 4</td>
<td>250</td>
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<td>Task 5</td>
<td>200</td>
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<td>Task 6</td>
<td>150</td>
</tr>
<tr>
<td>Task 7</td>
<td>100</td>
</tr>
<tr>
<td>Task 8</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

- Directed: 75
- Guided: 15
- Open: 10

The table above shows the classification of tasks along with the number of cases associated with each task. The table includes a total of 1000 cases, divided among the tasks as follows: Directed, 75; Guided, 15; and Open, 10.
<table>
<thead>
<tr>
<th>Summary of Task Setting</th>
<th>Table Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner London Education Authority</td>
<td></td>
</tr>
<tr>
<td>Lower Primary Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Summary: Direct (Completely closed)</td>
<td>40</td>
</tr>
<tr>
<td>Director (limited choice)</td>
<td>33</td>
</tr>
<tr>
<td>Open</td>
<td>12</td>
</tr>
<tr>
<td>Analysis of Open</td>
<td></td>
</tr>
<tr>
<td>Imaginative</td>
<td>6</td>
</tr>
<tr>
<td>Problem solving</td>
<td>6</td>
</tr>
<tr>
<td>Guided discovery</td>
<td>7</td>
</tr>
<tr>
<td>OBJECTIONS</td>
<td>MOVEMENT</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>OC</td>
<td>Direct</td>
</tr>
<tr>
<td>DL</td>
<td>Direct</td>
</tr>
<tr>
<td>O</td>
<td>Open</td>
</tr>
<tr>
<td>OP</td>
<td>Open</td>
</tr>
<tr>
<td>OL</td>
<td>Open</td>
</tr>
</tbody>
</table>

**Objective**

Three sections to the booklet: Movement, Apparatus, Skill, Creative Movement.

**Summary**

Direct (Completely closed)  Direct (Limited choice)  Direct

Obtained by adding columns and rows

**Analysis of Direct**

Closed: 3  Limited: 4  Total: 7

**Analysis of Objective**

Imaginative: 4  Problem-solving: 0  Controlled: 0  Discovery: 10

**Summary**

Completed by adding columns and rows
<table>
<thead>
<tr>
<th>Direct</th>
<th>Directed</th>
<th>Open</th>
<th>Limited</th>
<th>Imaginative</th>
<th>Problem Solving</th>
<th>Guided Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The most significant conclusion arising from this study, is that by far the greatest number of tasks were of the directed type, where the teacher specifically required the response the child 'should' make, or limited the opportunities for the child to make its own unique response - 84% Directed/Guided tasks as against 16% Open Ended, (see Table Four). Only a minority of tasks, therefore, enabled the children to choose for themselves the type of response they might wish to make.

In this respect, therefore, this appears contrary to the accepted belief that Primary education is child-centred where guided and structured, discovery methods provide opportunities for the children to develop responsibility in becoming agents for their own learning. The task setting advocated by the four local authorities appear, therefore, to contradict accepted primary philosophy.

There were particularly high numbers of directed tasks advocated by ILEA and Suffolk - in the case of the ILEA document, seven times more directed tasks as opposed to open, and in the case of Suffolk nine times more directed tasks than open. These authorities, however, were only concerned with single, specific curriculum areas. In the case of Clwyd and Coventry, although there were a high proportion of directed tasks there were proportionally more open. In Clwyd 1.8 were more directed than open, in Coventry three times more directed tasks than open. Both these LEA guidelines covered three areas of the physical education curriculum.

Tables Five, Six and Seven analyse the breakdown of tasks in three curriculum areas Gymnastics, Dance and Games. In Gymnastics and Games the tables indicate very high percentages of directed/guided tasks. In games this was extremely high for 96% of tasks set were shown to be directed/guided. In Dance, however, the numbers of
directed/guided tasks reduced to 69%, and in this area there were more open ended tasks set - 31%.

With regard to open ended tasks, the majority of these were of the open imaginative variety, e.g. - 'travel in any way you please over the apparatus', and 'choose any piece of equipment and play with it'. Overall, there were double the amount of these types of task, as against the open guided variety. 'dribble the ball along different pathways', and "move about the hall on hands and feet'.

With regard to specific curriculum areas, this pattern was reflected in Gymnastics and Dance, but in Games, the position was reversed for there were double the amount of open guided discovery tasks as compared with those of the open imaginative type. In no single document was a problem solving task found. This might have been expected to occur in partner work where some examples were given and in some group activities.

Another interesting conclusion was that almost all of the set tasks were given to individual children and, therefore, to the class as a whole unit. Partner work was suggested chiefly in games but here the evidence indicated that partners were both to help, e.g. 'roll the ball to your partner' and also to work co-operatively - 'how many catches can we do?'. The Coventry document provided pair gymnastic tasks and in the climax to the creative dance section partner work was also suggested. Music for partner work was listed in the Coventry guidelines.

Group work was limited and only occurred in games activities but all tasks were specific and directed. There was no indication of group work in any of the L.E.A. guidelines in which problems were set to be solved by the group in a co-operative venture. This style of learning did not occur either in any partner activities. These forms of learning do feature prominently in certain aspects of primary education. The Physical Education guidelines from the four selected L.E.A.s did not choose to use this learning style.
Finally, only one document was written by a group of teachers. In Coventry, twelve teachers had co-operated with the authority's Physical Education Adviser and a lecturer from Warwick University to produce the materials. The three other guidelines were written by authority Inspectors and Advisers.

3.5 Summary

There appears to be considerable evidence to suggest that from the analysis of four L.E.A. guidelines that the means of task setting is chiefly of a didactic nature. It would appear that teachers have difficulty in formulating tasks which explore other ways of learning which are well used in early years education. This is not to suggest that all task setting in Physical Education should be indirect, and open ended but there should be a range of learning opportunities for children in Physical Education which reflect current primary education thinking and philosophy.
CHAPTER FOUR

AN AUTHORITY ALTERNATIVE:
'LET'S ALL MOVE!'

[Produced under separate cover]
CHAPTER FIVE

REFLECTIONS ON THE PRODUCTION OF AN AUTHORITY ALTERNATIVE
CHAPTER 5

REFLECTIONS ON THE PRODUCTION OF AN AUTHORITY ALTERNATIVE

5.1 Introduction

This final chapter is concerned with a review and critical analysis of the process involved in the production of teaching materials. The origins and a description of the developments of the project are detailed, and these are followed by reactions to the production of 'Let's All Move' by distinguished practitioners. A critical examination of the problems associated with the establishment of a writing team and the work associated with the production of the book is then undertaken. Finally, a series of recommendations is offered to future researchers about to embark upon similar tasks.

5.2 Origins of the Project

The origins of the project developed in July, 1981, whilst attending the British Association of Advisers and Lecturers in Physical Education conference in Cardiff. For some time the author had been concerned about the state of early years Physical Education. There were a number of reasons:

• There were no national guidelines available to early years teachers.

• Advice on the important experiences in Physical Education to young children was so variable that much information had to be extracted from general Primary texts.

• Teachers themselves had expressed the need for more indepth advice and guidance.
• Through observations of young children, it appeared they were under challenged and were not receiving teaching experiences of the quality to which they were entitled.

• A team of infant teachers was convened, (see Appendix A1) deriving a range of interest from those with a wide background of teaching experiences to some with little knowledge of Physical Education.

5.3 Description of the Development of the Project

During early meetings in 1981 and 1982, which were held during mornings from 9.00 a.m. to 12 noon, it was felt important to establish the context of Physical Education within the framework of early years' education and to provide a discussion paper for members of the writing team. Previous discussions with other Infant teachers on courses had shown how quickly people became sidetracked, talked about their own children and own schools, reminisced at great length and were generally unaware of what was happening beyond their immediate environment. The author had also found it difficult to get teachers to say what they really felt and thought. For much of the time the impression was gained they were saying things they felt the Adviser, ought to hear! Experience of running courses had indicated that it was important to provide time for this 'unloading of baggage'. It seemed, therefore, that it was perhaps best to provide materials and information as 'cockshys', which colleagues could knock down, pull to pieces and then rebuild. It was in this context that a discussion paper was presented as shown in Appendix A.3 on 24th September, 1981, which was the first meeting. This Appendix provides more detailed background to these early meetings, the form the discussions underwent and the initial wrestlings with the development of the philosophy and rationale. During the Autumn term of 1981, an in-service course entitled 'Aspects of the Infant Physical Education Curriculum' was held to which members of the writing team were invited to act as chairmen to the
discussion groups. The purpose was to help them more easily understand their colleagues' difficulties concerning the teaching of Physical Education, to focus on specific issues concerning observation and evaluation and to try and identify what made a successful teacher of Physical Education. A number of 'observation' sheets were provided as a means of assisting teachers to focus on particular aspects of teaching and learning. In particular, the development of lessons was an important aspect and it was this work which influenced the writing team into thinking through a lesson-planning format which was more structured and developmental than the traditional one of 'Introduction, Development and Conclusion'. A structured lesson plan developed after a long period (January, 1982, to December, 1982) during which time the introductory chapters were written and visits were made to Rotherham schools to observe good practice. It was felt important also to look at good practice elsewhere and, as a result, a visit was also made to Leeds where Infant work was observed.

The 'Aspects of the Infant Physical Education Curriculum' course, had caused teachers to question their reasons for what they were doing and it seemed appropriate, therefore, to pose a series of questions within a lesson framework which could be flexible and easy to use. It was decided after lengthy debate that within each area of experience, the well tried notion of themes would be used whereby teachers would undertake units or blocks of work on a particular aspect needing to be developed in depth. For example, 'Body Awareness' has been acknowledged in all texts as being the real key to successful work in movement and much emphasis is required in helping children to understand the significance of this particular area of work. The themes arose out of the writing of the rationale for early years physical education, in which there was a critical analysis of Laban's movement methodology and its application to the early years, as well as a comprehensive study of young children's development and needs. Themes represented units or blocks of work in which there was a requirement for development and progression in skills, understanding, knowledge and attitudes.
Within the series of themes, it was decided to develop particular lessons, either around 'action tasks' or 'action words', the notion being that activity was important and it was both challenging and stimulating. Each lesson would have a number of teaching considerations, those relating to matters such as stages of learning, points of organisation or particular matters which needed to be emphasised, or clarify aspects of the theme or action task. It was also felt important to make a point about safety on each lesson plan to draw attention to essential safety matters. The lessons were planned around eight key questions and were designed to take the lesson through a series of stages to a logical conclusion. The questions were:-

1. 'What am I trying to do?' This focused on the purpose of the lesson and its objectives.

2. 'Tasks I might set?' The tasks were designed to fulfil the objectives and purpose of the lesson.

3. 'How might I begin?' This section offered suggested starting points. Since much of the work in the early years is exploratory, a good deal depends upon the child's initial responses to the tasks set. Drawing upon and developing children's responses to questions which may have been posed in the classroom before the children entered the hall or playground, was felt very important.

4. 'Look! What are the children doing?' This section asked teachers to look closely at what the children were doing and how they were responding. Although they would be wide ranging, a number of possible outcomes and predictions were suggested.

5. 'How can I help?' This material suggested ideas to improve and develop both individual and group learning.
6. 'Developing the lesson' Teaching points were offered and expanded to pursue the ideas further and stimulate progress.

7. 'How did it go?' Questions to ask. On the basis of the planned lesson, and the children's responses, this section posed a series of questions which enquired about task setting and the achievement of the original objectives. This made possible an evaluation of the teaching/learning experiences just offered to the class. This section also provided an opportunity for the teacher to add personal notes in a space below.

8. 'Where do I go from here?' A number of suggestions were made whereby the action task could be further developed, repeated or reinforced.

Two further additions were made. The first of these was entitled, 'Our Suggestions for Further Development' and in this aspect of the lesson plan, further ideas were suggested for future lessons and for the deepening and widening of the experiences so that there could be progression. A further space entitled 'Your Suggestions for Further Development' was left blank to be filled in by the class teacher if so desired.

The development of this lesson framework helped enormously, for it provided a logical sequencing, making the task of submitting ideas which could be translated into practice much easier. The year of 1983 witnessed much hard work, imagination and initiative. Hours and hours of time were devoted to the writing of lesson plans and, during the meetings, members of the team would check out ideas and the flow and context of the writing with each other. Sometimes practical work was undertaken and the lesson on skipping was written after much physical trial and error! The continuous process of checking back and reading out aloud became an important task, for it helped the writing to develop a similar style rather than produce a series of individual contributions.
For a long time, no clear structure emerged with regard to the teaching of games. The author had argued that young children were insufficiently challenged in games and that teachers (when they had bothered to take games lessons) simply allowed free practice with a range of equipment. Many of the writing team disagreed stating that free choice and free play were the chief requirements of a games programme for very young children. Others felt that there was a need to teach skills, especially to 'the older boys'. It seemed that this uncertainty stemmed from a lack of unstructured teaching and little guidance. What the debate eventually produced, however, was a clear structure to the games programme. This view was checked out with Mr. R. Thorpe and Mr. D. Bunker of Loughborough University, who approved the approach. It was pleasing that, in the writing, some of the current thinking on 'teaching for understanding' was encompassed. The approach was also discussed with Miss Celia Brackenridge of Sheffield Polytechnic, who also approved the format.

It was during the period in which the games materials were written, that considerable concern was being expressed nationally, about children's lack of fitness. A paper written by Armstrong (1984) entitled 'Why Implement a Health Related Fitness Programme': had revealed the onset of atherosclerosis in children as young as three years and observations of children's play by a group of Rotherham primary teachers over a sustained period, indicated a lack of vigorous play and fewer games played. Many of the traditional games of the British heritage were missing and skipping activities had virtually disappeared from playtime periods. As a result it was felt important and necessary to include a number of traditional games and skipping activities in the guidelines. The skipping rhymes were written after discussions with children in two Rotherham primary schools and several of their favourites were included in the text.
It was during the writing of the Expressive Movement section that the author developed doubts about the very opened-ended nature of some of the lesson ideas. Although a child-centred approach to producing materials was recognised as being important, the author felt that more structure should be incorporated into the texts to assist those teachers who had no knowledge of this area of the physical education curriculum.

Much greater disagreement later emerged concerning the writing of the 'Movement Extended to Large Apparatus' section. The author's view was that the lessons were too open-ended, unstructured and lacking challenge. It was also felt important to produce something which would help teachers with fundamental gymnastic skills such as handstand, headstand, forward/backward roll, cartwheel and bridge. It seemed that a simple general guide was needed so that teachers who, when asked by a child 'Please, Miss, will you teach me how to do ....?' could seek basic advice from the guidelines. The author's arguments, however, were unproductive. This aspect was not included in the final text.

Other strong disagreements occurred over the work on Evaluation. It seemed necessary that something should be included on observation and evaluation, especially as no other publication had dealt with this important element of teaching. Once again, the author produced a 'cockshy' which was knocked over in robust fashion. Eventually, the chapter was produced with a few dissenting voices. Because of this, the views of teachers who had not been involved in the writing were sought. Fortunately, they gave unreserved approval to the text. The dissension amongst the writing team developed, because many felt that sufficient advice had been offered within the lesson ideas to help teachers observe more effectively. Some also felt that evaluation was something teachers did only by personal reflection and when they had time.
The lessons written concerning Expressive Movement and Movement in Water were also shared with teachers from schools within the Authority. A great deal of emphasis was placed upon the first section, as it was strongly felt that a fundamental movement knowledge was the base from which skillfulness in Physical Education activity was developed. These lessons were generally well-received and warmly welcomed. The teachers from two schools who had learner swimming pools were invited to evaluate the Movement in Water lessons. Once again, there was general approval and agreement. It appeared strange to the author that there were no dissenting voices. Strenuous appeals for people to be reflective and critical were made, and a series of questions posed. These were as follows:-

1. What were your general impressions of the materials?

2. Could you understand the format?

3. Did the materials provide new knowledge and guidance?

4. Did they help you to better understand the purpose of physical education?

5. Did they help you to teach more easily?

6. What did you like/dislike about the texts?

The answers which were received reflected a favourable response in that many teachers welcomed written guidance. The lesson format was approved and it was indicated that new knowledge could be acquired. It was too early to determine whether the document developed a better understanding of physical education, but there was agreement that the book had helped many teachers to prepare and teach the subject much more easily. The sheer bulk of the material was offputting to some teachers but some welcomed the detailed information.
By January 1985, much of the book was complete, especially the more difficult aspect of producing lesson plans. At the time it seemed surprising that it had taken so long to produce the lesson ideas, but an examination of the quantity of materials did much to counter that view. Final texts were produced on Evaluation, and the Movement Leading to Large Apparatus was completed despite the author's serious reservations concerning a lack of structure and challenge. There were frustrating delays whilst the typist corrected work, for the lessons written in columns made this task extremely difficult. In March, a review was undertaken on the earlier chapters. The Director of Education had agreed to write the Preface and a good laugh was enjoyed about his reference to Billy Bremner. It was suggested that his personal support for Leeds United should not influence his writing!

During this time, much work was undertaken on tying together all the loose ends and it was thought necessary to write a section about 'How to use this book'. Some of the writing team thought this was unnecessary, feeling that the materials were self-explanatory but, once again, a compromise was achieved after another 'cockshy' had been thoroughly evaluated. In the Spring of 1986, a discussion paper was produced concerning progression, as the author felt uneasy about the lack of direction the book provided in the Expressive Movement and Movement Leading Towards Large Apparatus sections. The Games and Movement in Water sections had shown a clear developmental structure and it was felt important to do the same thing in the first two sections, especially as teachers had demonstrated time and time again how difficult it was to teach this area of work. There was lengthy discussion but, once again, the writing group favoured a more open ended approach, arguing that the book should provide teachers with flexible opportunities to dip into lessons depending upon children's needs. The author's view was that this was satisfactory for experienced teachers with good physical education knowledge, but the unknowing and unconfident teacher, for whom the book was written, needed more guidance. In the end, the author was outvoted, the writing team favouring a less prescriptive approach.
During 1984 and 1985 the author worked with Mr. R. Foggitt, an enthusiastic and knowledgeable amateur photographer, to produce a series of photographs for the book. This proved pleasurable and rewarding work and it was a source of considerable satisfaction when the opportunity finally arrived to match the photographs to the finished text.

For a while the publication of the book was discussed and major book companies were approached. Unfortunately, none accepted the offer to publish. Perhaps the sheer bulk of the guidelines frightened them away! Mr. A. Petherick, the Secretary of The Physical Education Association, had, however, expressed considerable interest in producing the book, and after a lack of success with publishers, he was approached in January of 1986. An affirmative response was obtained but, when nothing emerged for nearly a year, this Association was again approached in April, 1987. The Primary Committee of the Physical Education Association informed us they could not publish the book, especially after Mr. Petherick had suddenly left the Association under a cloud during the Spring of that year. After so much disappointment, it was decided to approach a number of printers to enquire costs so that the Rotherham authority could produce and market the book itself. Whilst the outcomes are still awaited concerning publication, the writing group agreed upon the form of dissemination. This would comprise the following:-

1. A personal copy would be sent to each Head Teacher of Infant, and Junior and Infant schools.

2. A meeting with Heads would take place to discuss the means of in-service education and dissemination. Representatives of schools involved in the earlier evaluation would report their findings.

3. In-service courses would be undertaken for groups of schools in which members of the writing team would take part.
4. Follow-up work with curriculum leaders and teachers with a responsibility for physical education would then be undertaken so that further ideas could be cascaded.

5.4 A List of Distinguished Practitioners who provided Critical Reaction to 'Let's All Move'

Both during and after the writing of 'Let's All Move', critical reflections were sought from distinguished practitioners in the field of Physical Education. They included Her Majesty's Inspectors, lecturers from institutes of higher education, advisers and an advisory teacher from local authorities. Reactions were sought both to the overall text and to specific components within the guidelines.

Contributions were made by:

* Denzil Flanagan, Her Majesty's Staff Inspector of Physical Education and Dance, Department of Education and Science.

* Alan Leech, Subject Leader, Department of Human Movement Studies, Derbyshire College of Higher Education.

* Michael Mawer, Lecturer in Physical Education, The University of Hull Curriculum Department Centre for Physical Education.

* John Parsons, Her Majesty's Inspector of Physical Education, Department of Education and Science.

* Janet Roberts, Advisory Teacher for Physical Education, London Borough of Waltham Forest.

* John Wright, Senior Lecturer, Nonington College, Kent.
Reactions to components of the guidelines

Expressive Movement

* Janetta Maxwell. Dance Animateur and Part-time Lecturer in Dance, Bishop Grosseteste College, Lincoln.

* Margaret Whitehead. Lecturer in Physical Education, Bedford College of Higher Education.

Movement Leading Towards Large Apparatus

* John Wright. Senior Lecturer, Nonington College, Kent.

[John was requested to write an evaluation of this section but was kind enough to comment on the overall text.]

Games

* Celia Brackenridge. Lecturer in Physical Education, Sheffield City Polytechnic.

* Rodney Thorpe. Lecturer in Physical Education, University of Technology, Loughborough.

Swimming

* David Crutchley. Senior Lecturer, Sheffield Polytechnic.

* Helen Elkington. Senior Lecturer, Bedford College of Higher Education.

* Colin Hardy. Lecturer in Physical Education, University of Technology, Loughborough.

Copies of these critical reactions are appended as Appendix B. The original texts have been forwarded to the examiner.
In the production of 'Let's All Move!', a number of significant features developed which require critical analysis. The first to emerge was a personal conflict regarding the issues of open-endedness and structure. Many of the writing team were skilled teachers of movement work, for they had developed a deep knowledge and understanding of movement principles. They were adept at observing children and teaching appropriate work based upon that critical observation. Infant education in Rotherham schools was very child centred and focused a great deal upon individual development. For many teachers, however, there were serious difficulties in undertaking differentiated learning in physical education. This personal view was obtained as a consequence of talking to teachers over long periods of time, of observing practical work in physical education and reviewing evaluation feedback upon the completion of courses. As a result, my identification of the needs of teachers was at some variance with that of some of the writing team. The difficulty for me was to allow respect for open-ended, child centred tasks, but to try and provide a structure and lines of development for those teachers for whom the book was essentially written. A form of compromise was reached through the development of the lessons by the posing of eight key questions which did provide an appropriate structure. Whereas it seemed logical and progressive structure developed in the Games and Movement in Water sections, it did not appear to me to do so in the other movement areas. My view was that some of the writing team had interpreted Laban's analysis too rigidly and had slavishly followed his lines of development in the movement work. This was less obvious and unnecessary in the other two areas of experience.

As a consequence of this conflict, this led me into considering whether the starting point for writing teaching materials should be teachers' own views, thoughts about practice and their own experiences. The many constraints which impose
upon teaching and the associated difficulties teachers encounter, can lead to the emergence of a new perspective based upon what works for them is what actually happens and develops. What is necessary, of course, is that teachers' perspectives should be widened about other possibilities so that the role of the co-ordinator of a writing team, might be to examine teachers' practice as a form of technology, and to present them with a whole range of other ways of thinking about their teaching. These need to be absorbed, tried and applied, so the outcome would be a widening and deepening of understanding, skills and knowledge, with new ideas translated into a coherent approach to the curriculum but working within the conception of teachers' own practice. This is different from other curriculum development projects which simply say that teachers' ideas are sacrosanct and that development is based and evolves upon this notion. This seems too narrow a perspective. Teachers' experiences need to be the base line perhaps, but practice should become an evolving technology which builds and develops on the range of possibilities presented to them. This issue was highlighted for me when Margaret Whitehead's views on expressive movement were presented to the writing team. Her notion that children should learn to dance by making dances was strongly opposed. In retrospect, this opposition should have been more vigorously challenged, for this expert's view was additional technology which required closer examination and scrutiny.

The third major issue to emerge was the sheer time scale of the operation. The democratic process of consultation was time consuming, hard work and extremely demanding. The energy required and the long time taken to produce teaching materials was a factor which was overlooked in the initial stages and quickly emerged as a major constraint. Consultation, waiting for replies and for materials to be trialled, reliance on people to give up personal time, together with the tedium of writing, correcting, re-writing, reviewing and evaluating was considerable. The time scale grew longer and longer and there was considerable difficulty in attempting to undertake a part-time study within the context of a full-time, demanding job.
5.6 Recommendations

Some recommendations can be presented to other researchers as a result of an analysis of this study. The task of working with teachers to produce written materials is rewarding. However, criteria should be established through negotiation with a group to provide a basis for work as follows.

- There should be clearly agreed objectives and set goals. It is necessary to develop a climate of support and trust. It is important there are open lines of communication in which both positive and negative feedback is given. It should be recognised that conflict is inevitable but that this can be constructive.

- Teachers involved in producing materials for other teachers, should understand that whilst their knowledge, skills and experiences are important, it is necessary to receive information and training from experts, so that their horizons are broadened, their knowledge base increased and therefore a deeper understanding achieved.

- The writing of materials to guide practice is essentially about initiating change and as a result this has implications concerning the management of that change. There are important stages in managing change which should be recognised. An essential first stage is to evaluate the position of where each individual, the group and the organisation is at the commencement of the project. The task then needs to be set with clearly agreed objectives with a strategy identified for implementation. The work that then follows is more logically derived with the individual, the group and the organisation more easily able to make progress.
An indication of the sheer time scale to complete any similar project should be made clear from the outset. Consultation, writing, correcting, re-writing and evaluating has to be undertaken which is very time consuming. It is advisable to plan blocks of time for this purpose so that continuity can be established. Meeting on a weekly basis is not recommended, especially at the end of a hard day's teaching. Valuable time is lost in this way as teachers unwind and off-load their personal problems.

The dissemination of research findings to other less experienced teachers requires particular skills, and therefore some training of teachers to take on this responsibility is necessary.
APPENDICES
APPENDIX A1

Members of the Writing Team
APPENDIX A1

Members of the Writing Team

Mrs. Patricia Moss, Head Teacher, Redscope Infant School, formerly a Lecturer in Physical Education at Lady Mabel College.

Mrs. Dorothy Sawyer, a Head Teacher from Swinton Brookfield Infant School.

Mrs. Elizabeth Ragsdale, a teacher at Sitwell Infant School, and formerly a Secondary specialist teacher of Physical Education.

Mrs. Enid Bailey of Maltby Manor Infant School, a teacher who had trained at the Laban School of Human Movement.

Mrs. Christine Parker of Thornhill Infant School, a teacher who had attended several in-service courses and had demonstrated skilled teaching in expressive movement.

Mrs. Sheila Hughes, Deputy Head Teacher of Wickersley Northfield Infant School, and a teacher who had shown considerable interest in the teaching of games and movement leading towards large apparatus.

Mrs. Norma Trickett of Swinton Fitzwilliam Infant School, an extremely capable teacher, but who openly confessed her inadequacies concerning the teaching of Physical Education.

Mrs. Patricia Smith of Brinsworth Whitehill Infant School, a skilled Infant teacher and who, like Mrs. Trickett, confessed her difficulties concerning teaching Physical Education.

Miss Jane Shakespeare of Thrybergh Infant School, a probationary teacher who had shown considerable promise in her teaching of Physical Education.

During the course of writing the book, Mrs. Christine Parker left the teaching profession and Mrs. Shakespeare also left to bring up a family.
APPENDIX A.2

Diary of Meetings
APPENDIX A.2

Diary of Meetings of the Writing Team

1981-1982

24th September, 1981 Initial Meeting.

8th October, 1981 Philosophy - Rationale.

22nd October, 1981 ) 9.00 a.m. to

19th November, 1981 ) 12 noon

1st December, 1981 ) Blenheim House

Rotherham

12th January, 1982

26th January, 1982 - Meetings in 81-82 chiefly comprised:-

11th February, 1982 Philosophy - rationale.

25th February, 1982 Learning through movement.

11th March, 1982


* 29th March, 1982

22nd April, 1982

* 26th April, 1982

5th May, 1982

* 10th May, 1982

14th May, 1982 Visit to two Primary Schools in Leeds

to observe Physical Education lessons

- in Games and Dance.

20th May, 1982

* 24th May, 1982

8th June, 1982

* 14th June, 1982

24th June, 1982

* 28th June, 1982

8th July, 1982 To Todwick Junior School to observe

Swimming lesson.

* 12th July, 1982

* 16th September, 1982

30th September, 1982 ) At Blenheim House 9.00

1st October, 1982 ) a.m. to 4.00 p.m.

* 2nd November, 1982

* 9th November, 1982

* 15th November, 1982

* 24th November, 1982

* 2nd December, 1982

* 6th December, 1982

* Denotes evening meetings.
1983

11th January, 1983  
18th January, 1983  
26th January, 1983  
1st February, 1983  
8th February, 1983  
23rd February, 1983  
3rd March, 1983  
7th March, 1983  
15th March, 1983  
23rd March, 1983  
14th April, 1983  
20th April, 1983  
4th May, 1983  
10th May, 1983  
19th May, 1983  
23rd May, 1983  
8th June, 1983  
13th June, 1983  
21st June, 1983  
29th June, 1983  
5th July, 1983  
12th July, 1983  
5th October, 1983  
11th October, 1983  
19th October, 1983  
1st November, 1983  
10th November, 1983  
14th November, 1983  
21st November, 1983  
28th November, 1983  
5th December, 1983  
12th December, 1983  

Format of guidelines.  
Introductory chapters.  
Devising a lesson plan around key questions.  

Materials in Expressive Movement and Games.  

Preparation and writing of lessons.  

All meetings held at Wickersley Northfield Infant School 4.00–6.00 p.m.
1964

21st March, 1964  Writing of lesson materials on Games.

4th April, 1964  A meeting with Mr. R. Curbishley and Mrs. P. Jones (Swimming Instructors) to test their reactions to Swimming lessons.

10th April, 1964  A meeting with teachers from three Infant schools in Maltby to review their reactions to Expressive Movement lessons. Tape recorded discussions.

1st May, 1964  A review of Expressive Movement lessons - flow pattern typing

10th May, 1964  grammatical errors.

17th May, 1964

24th May, 1964

6th June, 1964

14th June, 1964  Meeting with Mr. L. Almond to review Games lessons and approaches to teaching Games.

4th May and 8th June, 1964  Meetings with teachers to review swimming lessons. Tape recorded discussions.

13th September, 1964  Identification of work to be completed.

20th September, 1964

27th September, 1964

4th October, 1964

11th October, 1964

18th October, 1964
A meeting to identify remaining work to be completed.

Review of final drafts.

Continuation of review of texts.

Meeting with Mr. L. Almond to discuss draft lesson materials. Publication of the book discussed and legal implications. Questions for teachers in pilot schools.

'Does the book communicate ideas?

Does it help you teach more effectively?

What problems do you have with the materials?'

Discussion of task analysis of four local authority guidelines.

Book complete. Review of cover design. Discussion about the sections - colour coding and indexing.

Discussion concerning the photographic requirements.

The placing of photographs.

Visit by Mr. G. Sadler, Senior Adviser, Primary. Discussion about INSET strategies.

Between September and December, the author made several visits to Mr. R. H. Squires, a retired Local Government Officer, who kindly offered to undertake proof reading.
1986/87
11th February, 1986
Proof reading completed.
Dissemination and training strategies further discussed.

22nd May, 1986
Discussion concerning the meeting with The Physical Education Association who had offered to publish the book.

(No further meetings were held after this date as decisions were awaited concerning publication. At a meeting with the P.E.A. held in Coventry on 10th April, 1987, the author was informed of the decision not to publish).

* September 1986
The book piloted in the following Rotherham Schools: Aston Springfield J. and I., Aston Hall J. and I., Maltby Redwood J. and I., Herringthorpe Infant and Badsley Moor Lane Infant.
Meetings were held to review teacher progress. The piloting undertook the following form.....
Expressive movement section.
Teachers at liberty to 'dip in and out', selecting individual lessons appropriate to their children's stage of development. Individual comments made on the lessons. Two teachers would teach the same lesson and compare notes, discussing strengths and difficulties.

September/December, 1986
A similar format adopted with the section Movement Extended to Large Apparatus.

January/April 1987
A similar format undertaken with the Games section.

* The intensity of teachers' industrial action made review very difficult as no meetings could be held.
APPENDIX A.3

Reports of Meetings
Infant Physical Education Curriculum  
Study Group meeting 24th September, 1981, Blenheim House

All members of the study group were present at the meeting for the first time. The initial period was spent in acquainting themselves with each other, talking through professional matters and more personal details concerning their interests, hobbies and work.

Mr. Rose addressed the group and explained the purpose of the meetings which was to look analytically at the work of an infant school and the part physical education could play in the development of young children. It would be necessary to examine this development in detail and later discover what aspects of Physical Education influenced this development.

It was necessary to not only reflect on our own attitudes and beliefs but to examine what other people say in the form of both published material and also works written by other Local Education Authorities.

The paper on the outline proposals of the course was examined which looked at the Rationale [A reasoned exposition - statement of reasons] and began to consider the contribution of the infant school to the child's early years in education. A paper written by an infant head from Redditch was distributed for the study group to discuss together with a statement from Lady Plowden concerning the aims of early years education.

Lady Plowden expressed it this way "To give the child confidence in his power to learn, to learn his own identity and capacity and to have sufficient confidence in himself to bear with his failures. To develop skills in literacy and numeracy, to learn to use his hands and his body and his senses, to learn to create whether in painting, drama, craft, music or writing. It was insufficient to say this is what we do but to ask why we do it."

Some further information was given to the study group concerning a Schools Council inquiry into how teachers expressed aims. This inquiry was conducted in the early 70s. In rank order of importance aims were expressed as follows:
1. Reading
2. Oracy and Maths
3. Writing, general knowledge, religious education and art
4. Physical education, music, physiology and sex education, science, second language.

This information was given as a basis for discussion which was extremely open ended. General comments from the group were wide ranging: strong feelings were expressed about new teachers, their lack of knowledge and lack of involvement in Physical Education at College. It was felt that whilst on teaching practice the student was expected to undertake what the class teacher was doing. Furthermore, teachers in training were expected to work very much at their own personal level and therefore found it difficult to relate material to the learning development of young children.

The group felt very strongly that infant schools were compensating for children's backgrounds in that they were involved in helping young people to take out of school what may be missing at home. Examples were given e.g. books, which weren't read, which weren't used by children at home and may be non-existent, children who weren't read to at home: children who came from good backgrounds not allowed to get dirty and become involved. Perceptive teachers noticed that statements made by parents often gave them pointers about matters relating to their involvement and development and made the teachers very aware of a whole range of personal problems. This allowed teachers to compensate in these ways.

Some children were felt to need a great deal of physical affection, this especially where large families were prevalent and where mum had little time for the giving of physical affection to her young children. There were interesting comments concerning the effects of present day society on children's growth and development. Play areas were becoming less obvious, the increase in personal wealth had provided more cars and televisions but the current recession and unemployment was also having a marked effect. There were contrasts between attitudes and values shown amongst parents. There were differences between schools in our Authority. There was a
difference between one school where children received much parental control to another where children were left very much to their own devices because parents were either out at work or were separated.

There may be one family receiving supplementary benefit together with social deprivation, mother undertaking evening jobs to provide additional income or the only income. There was evidence of Pakistani immigrants' children tremendous desire to play which did not appear to be inherent in their make-up. Very rarely were they seen with toys such as dolls and bikes. Where evidence of unemployment was prevalent it was noticed that with mum and father out of work children became very self-sufficient. This contrasted with children who were provided with almost every opportunity and benefit where it was noticed that they couldn't play, couldn't invent, flitting from one thing to another without any involvement or interest. In some of the traditional mining areas where dads worked it was very firmly expected that mother should be home to keep the house tidy and get the meal. In another school where dads were not working, mothers were out and this in itself caused other problems in yet another. Journeys in cars were often made but children had no idea where they had been and had not been given opportunities to observe, and not been talked to and left much to their own devices.

These facts made it important that schools were aware of social and personal differences and difficulties and could, therefore, offer some form of compensatory education to help.

The group then began to wrestle with the preparation of a generalised statement which would reflect the significance of the part the infant school could play in the vital early years of education. It was decided for everybody to think about this, not to be influenced by written material but to try to prepare a statement which was very personal and deeply felt. This would allow us to then consider the part physical education could play in this development and whether the subject had a uniqueness and whether the significance was appreciated, underused, or over emphasised.
Infant Physical Education Guidelines

Outline Proposals

Rationale:  The significance of Physical Education in the Infant years. The contribution of P.E. to growth and development. The relationship of P.E. to other areas of curriculum.

Purpose:  What are our aspirations in terms of P.E.? What are we seeking to achieve and why?

Principals governing selection:  What principals guide the choice of exact content? What are reasonable expectations. What do the various elements of the P.E. programme provide? What do others say? (See "Education in Movement" - Cameron and Pleasance and "Movement Education for Infants" I.L.E.A.) What do other L.E.A. guidelines offer?

Examination of P.E. curriculum areas:

Role of the Teacher:  1. How should they organise their work? What facilities are required?

2. How should lessons be planned?

3. What should the content (teaching materials) be?

4. How should the work be developed? What are the strategies of observation? What are the pitfalls, paths to progress and development?
5. How do we assess that we are achieving the purpose? How do we record progress? How can we evaluate?

Preparation of information booklets:

1. How should it be planned?

2. How should it be prepared?

3. How should it be presented?
Infant Guideline Study Group

Meeting 5th October, 1983

Present:

Pat Moss, Enid Bailey, Sheila Hughes, Kath Smith, Norma Trickett.

Apologies

Elizabeth Ragsdale.

It was decided to try and complete lesson materials by Christmas 1983. It was felt that if we could obtain two days' release for the teachers much fruitful work could be undertaken in that time. 9th and 10th November was suggested.

It was decided to attempt to show the links between the dance and gymnastics element by careful use of language and to examine areas where overlap may occur. I was to expedite the typing of existing lesson materials for these to be distributed to teachers so that they could be tried in their own schools. It was felt that the group working on the games unit ought to try the dance lessons and vice versa. It was also felt that the study group within one school might be useful and the member of the study group to observe the flow and continuity.

I raised the question of observation and evaluation and this caused a considerable amount of discussion, particularly centred on the problems of undertaking it. Further discussions centred on the marketing of the product once it was completed, although this seemed rather premature considering there was still much to do. I again raised the question of action tasks and this seems to be resisted by the dance group although Enid promised to look into ways in which action tasks could be extracted from the lesson materials she had already written.

It was also decided to alter some of the units of work in connection with games and small apparatus and that game forms should be
replaced by the works inventing games which seemed more appropriate. The meeting concluded at 6.10 p.m.

CR/CG
15.9.87

Ind/Ed/11(SC)
Meeting of Infant P.E. Guidelines Group 22nd October, 1981

Title of Guidelines: General agreement that it should read something like "Let's Move".

Format: To include children's drawings relating to movement if possible.

Introduction: Should contain:-

1. Purpose of booklet

2. A summary of findings of a group of infant teachers from Rotherham Schools who have met over a period of time to discuss the Infant Physical Education curriculum.

3. Some notes on how the guidelines booklets should be used.

Opening Statements

"During the early years the child should be given confidence in his power to learn - to learn his own identity and capacity and to have sufficient confidence in himself to bear with his failures. He should learn to read and write and calculate, to learn to use his hands, his body, and his senses, to learn to create whether in painting, drama, craft, music or writing. It is not sufficient to say "this is what we do", it is also necessary to know and to be able to say "this is why we do it".

Lady Plowden

(From an article entitled "Aims in Primary Education" written for Education 3-13 Vol. 1 No. 2 October, 1973.)
The Study Group said this about the significance of the early years:

"Education can be seen as a pyramid and we who care for children during their early years are responsible for the base. We want young children to experience success, and learn to cope with failure. We must provide a harmonious balance of experiences and stimuli to develop the child's body, mind and senses. If each child is to fulfil his potential and achieve the attitudes and values that are necessary for him to belong with satisfaction to the community, then the provision in the early years must contain the essential elements to achieve these aims".

Statement on P.E.

"Children are born free and an important part of that freedom is the birth right of play. Play is an essential part of children's growth into adulthood. The infant school should exploit and harness that urge to play and provide children with a wide range of experiences. These opportunities and challenges should develop their movement awareness, body, skilfulness, independent thought and a joy of movement for movement's sake".

The remainder of the morning was spent in discussing the "Aspects of the Infant P.E. Curriculum" course in which it was hoped the study group members would act as chairmen to the discussion groups. The reason was that it would help them to understand the difficulties teachers experience in teaching Physical Education, and to highlight the reasons for those difficulties. The 'aspects' course would focus on the question of OBSERVATION i.e. of
A. The children
B. The teacher
C. The lesson - its content, method, organisation and evaluation.

A series of papers had been prepared to help with the difficult strategy of observation in depth. The first lesson would focus on lesson content, planning and development. Each course member would be given two blank lesson plans. They would record the lesson as unfolded and secondly would endeavour to plan the next lesson based on what they had seen. The discussion groups would focus on:

1. The lesson
   Objective of lesson
   Introduction
   Development
   Conclusion
   Evaluation

2. Identification of reasons why teachers find 'Movement' a difficult area of curriculum to teach.

3. Identify what makes a successful teacher of 'movement'.

4. To discuss the papers given as part of the course.
   4:1 Are they helpful? If so why?
   4:2 Are they of little use? If so why?
   4:3 What would you wish to add? )
   4:4 What would you wish to leave out? ) Why?
   4:5 What would you wish to alter? )

- 10 -
5. Identify what each course member will do now and before the next meeting on 28th January.

CR/CG
16.9.87

Ind/Ed/8(SC)
Meeting of Infant P.E. Guidelines Group
1st December, 1981

The group discussed the Observation C paper, The Lesson, and decided that the development section should merely include a brief statement about content being developed through a main theme with a supporting element being provided by a secondary or sub-theme.

General discussion centred on the summary of the previous meeting on the 19th November, 1981, with consideration being given to the points raised in that summary concerning aims of infant physical education. There seemed to be general acceptance of the point that an expansion of the statement on infant physical education developing through play and the four points on page 3 were accepted as a basis underpinning a philosophy. It was agreed that members of the study group would think through the aims during the Christmas recess.

The following points outlined below may provide some help in the consideration of the next strand of the guidelines document that is concerning Aims and Purpose. My view is that aims should provide 1. direction, 2. clarity, 3. commitment, but most important of all they should provide a guide to practice. Generally, teachers consider curriculum in three ways, firstly in the mind, secondly on paper and thirdly in practice. Usually there is a match between the first and the third strand but almost certainly never a match between 1 and 2 or 2 and 3. We must bear in mind, therefore, that this is a fact of life but our aims of the guidelines must be to produce a match. Perhaps a useful starting point for us would be to identify the kinds of skills, experiences, achievements and personal competence that infant children should have achieved by the time they leave the infant school or the infant years at 7+. This may be easy for the infant teacher when considering numeracy and language skills but much more difficult when one considers physical education. Once these achievements have been discussed this may lead us to considering what our aspirations are for physical education in the early years. This list of suggestions may help.
1. To provide opportunities for pupils:-

1.1 To develop personal meaning in physical activities which can contribute to the quality of their lives between 5 and 8 years.

1.2 To experience the feeling of enjoyment and satisfaction which can be developed through physical activity and which can therefore motivate participation.

1.3 To experience a sense of achievement through physical activity.

2. To provide opportunities for pupils:-

2.1 To participate in physical activity which can contribute to their physical development.

3. To provide opportunities for pupils to experience a range of physical activities which sample the richness and potential of physical education.

4. To provide opportunities for pupils:-

4.1 To be physically active.

4.2 To acquire competence in a range of physical activities.

4.3 To experience and explore situations that provide physical challenges.

5. To provide opportunities for pupils to participate in physical activity where experiences can contribute to their personal development in terms of:-

5.1 Personal competence.

5.1.1 Social - Mixing with others, co-operation, developing and establishing relationships, and sensitivity towards others.
5.1.2 Conduct - Fairness, tolerance, consideration of others, unselfishness.

5.1.3 Coping with challenges - frustration, failure, success, competition and fear.

5.2 Elements that support learning - perseverance, concentration, confidence and self-discipline.

5.3 Developing personal ideas.

5.3.1 Creative work - inventiveness, originality and making something.

5.3.2 Finding out for oneself - initiative, responsibility, independence of thought and making decisions.

5.4 Learn how to improve.

5.5 Acquire satisfaction of doing activities well.

Aspirations help to determine a model and a base from which development in schools can come. An example of planning may lead to these considerations:

<table>
<thead>
<tr>
<th>Development in:</th>
<th>These should contain:</th>
<th>These should achieve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Skill/Competency</td>
<td>Challenges</td>
<td>Competence</td>
</tr>
<tr>
<td>(Perceptual Motor)</td>
<td>Competition</td>
<td>Positive Attitudes</td>
</tr>
<tr>
<td>Body Management</td>
<td>Creative/Imaginative Problem</td>
<td>towards Physical Education</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>Solving</td>
<td>joy and satisfaction</td>
</tr>
<tr>
<td></td>
<td>Personal Development</td>
<td>that motivates participation</td>
</tr>
</tbody>
</table>

The development outlined above can be further broadened as follows:
Aesthetic Identification of (a) Can some of these Skills - that children experiences go should have achieved together? by the end of infant years. (b) Is there a:- priority. What could the teacher do to foster this experience? Provide a list?

The basis of this knowledge will suggest a programme of activities.

Expressive Movement Aspects/Elements Year 1
(Dance) 1. _______ Year 2
2. _______ Year 3
3. _______ 4. etc.

The elements will make up:-

SCHEME

Year 1.

Year 2.

Year 3.

The consideration of these elements coupled with thoughts about aspirations and what our expectations for children are at the end of the infant years will provide the whole framework for the guidelines scheme.

CR/CG
15.9.87
Ind/Ed/9(SC)
Infant Physical Education Guidelines

Summary of Meeting 12th January, 1982

The group were given folders containing all the observation schedules which had been written concerning the 'Aspects' Course. Individual members were asked to consider involvement with other areas of the P.E. curriculum for that course namely apparatus work, games skills and movement work with pre 5s.

Some time was spent discussing the summary notes of the meeting on the 1st December, 1981, and in particular the section on page 2 and 3 of that summary. It was felt that this was the core of the proposed guidelines and it was essential that this element was made correct and positive. The group agreed that the purpose of the guidelines must be a guide to practice and should represent a match between what is written and the work undertaken in schools. The point was discussed that rather than present a series of aims which, whilst laudable, could be couched in esoteric jargon and be, therefore, neither read nor understood by practising teachers. It was felt, therefore, that the group should be concerned with aspirations and beliefs about what we could reasonably expect children to have achieved by the time they leave the infant years at 7+ and that these aspirations and beliefs be strongly related to the nature of the child himself and to his natural growth and development. This would then lead to a discussion concerning the areas of experience which would be presented to achieve those purposes followed by a consideration of how they should be planned and organised.

The group then began the difficult task of considering how this information should be presented in such a way that it was tangible, would be read and understood and used as a guide to practice. It was decided that members of the group would take this problem away and think it through before the next meeting. It was also decided that members should ask colleagues what they would expect to read from a guidelines document.
Since our meeting in early January I have wrestled with the problems that we were presented with at the conclusion of that last meeting and in an attempt to clear my own thoughts I have thought through how the general layout of the guidelines viz a vie content should be presented. To summarise I think we should include the following:

1. Broad statement – the significance of the early years

2. The nature of the child (an extension of this is presented below).

3. The place of physical education and movement experiences in the developing process of education of children in the early years.

4. Aspirations and beliefs – what can be reasonably expected that children will have achieved by the time they leave the infant years at 7+ based on the nature of the child and his developing needs.

5. What areas of experience will achieve those purposes.

6. How should they be planned and organised.

7. The content of those experiences.

8. The planner and practitioner of those experiences e.g. the Head who will either

   (a) provide a well structured/planned/balanced programme, or

   (b) simply allocate the time, leaving the teacher to choose what is done.

9. The teacher has prior knowledge and experiences, skills, strengths, interests and weaknesses and yardsticks for assessment e.g.
Observation

Recording pupil progress

Evaluation

The summary of our meeting on 8th December, 1981, bears a good deal of relevance to the early section of the guidelines booklet and when considering our expectations of children by the time they leave at seven, we have made some forward movement (see top of page 2). Furthermore, Enid prepared a paper on the child's 'school potential' which will relate to this section of the exercise.

Some thoughts concerning the nature of the child and his needs are as follows:

1. The young child is subject to the powerful force of play and so it would be easy for us to harness that power in physical education so that we can arrange learning situations and times when pupils can develop their immediate physical needs and begin the preparatory processes of participating in activities which would prepare their bodies for future physical needs. The natural urge of children to discover, explore and create and then repeat interesting things discovered is the skill learning process within the nature of the child at play.

2. The young child is naturally supple and flexible, who grows quickly in strength and whose weight problems are virtually non-existent. He is active, full of energy and tremendously enthusiastic.

3. There is an insatiable curiosity and appetite to DO. It is important to try out ideas. He enjoys being successful but will accept failure as part of the learning process although ego is easily flattened if confronted with a series of failures. Inspiration develops through success and is a stimulus to
try more difficult activities. Most people agree that success which develops through the physical can relate to the academic and self conception and esteem.

4. He will require sound emotional experiences which will help him to become happy and confident. The deeper experiences will go beyond the superficial and can effect the child's attitude to life.

5. He needs good health, both physical and mental, and fitness can only come through good health. He must learn to work and play with others, to depend upon others and be sensitive to their needs and be dependable when working physically with others.

6. He needs to develop sound attitudes concerning fairness and tolerance and of coping with challenges.

7. He needs activities which will support the development of perseverance, concentration and confidence.

Essentially his world needs to be balanced and an excess of one ingredient or the lack of another can disrupt the whole personality with consequencial social and personal problems for the individual.

I have included a copy of a paper which shows the relationship of learning with movement elements and the recognised physical activity areas. This may provide a framework for the core of the guidelines and subsequently assist with its planning.
APPENDIX B

Critical Responses

By Distinguished Practitioners
APPENDIX B

CRITICAL RESPONSES TO 'LET'S ALL MOVE' BY DISTINGUISHED PRACTITIONERS.

Reactions to the complete document

Contributions were made by:

* Denzil Flanagan, Her Majesty's Staff Inspector of Physical Education and Dance, Department of Education and Science.

* Alan Leech, Subject Leader, Department of Human Movement Studies, Derbyshire College of Higher Education.

* Michael Mawer, Lecturer in Physical Education, The University of Hull Curriculum Department Centre for Physical Education.

* John Parsons, Her Majesty's Inspector of Physical Education, Department of Education and Science.

* Janet Roberts, Advisory Teacher for Physical Education, London Borough of Waltham Forest.

* John Wright, Senior Lecturer, Nonington College, Kent.

Reactions to components of the guidelines

Expressive Movement

* Janette Maxwell, Dance Animator and Part-time Lecturer in Dance, Bishop Grosseteste College, Lincoln.

* Margaret Whitehead, Lecturer in Physical Education, Bedford College of Higher Education.

Movement leading towards large Apparatus

* John Wright, Senior Lecturer, Nonington College, Kent.

(John was requested to write an evaluation of this section but was kind enough to comment on the overall text.)
Games

* Celia Brackenridge. Lecturer in Physical Education. Sheffield City Polytechnic.


Swimming

* David Crutchley. Senior Lecturer. Sheffield Polytechnic.

* Helen Elkington. Senior Lecturer. Bedford College of Higher Education.

* Colin Hardy. Lecturer in Physical Education. University of Technology. Loughborough.
Dear Chris,

It was kind of you to let me have a view of 'Let's All Move' in its draft form. A great deal of hard work and loving care has gone into the document and I wish you well with it. The experience must have been very rewarding for the study group and I am sure their perceptions have clarified as the work has progressed. The question is how can teachers in general be helped to use the material to improve their knowledge and teaching performance, because the Schools Council experience has proved that 'no matter how intelligent and meaningful a document, a book, a learned paper - they all need a human being to breathe life and dynamic purpose into them'.

The National Primary Survey, and others, found that leadership quality in schools was the major factor and this points to INSET for HTs so that future work with postholders and curriculum leaders gets good support in schools - the old 'spray and pray' INSET philosophy is wasteful of scarce resources.

I have not been able to give the 'work' the time it deserves but I will send it on to Gordon Clay, who has taken over from Miriam Osborn the role of co-ordinator for Pre-school and Primary phase work of the Inspectorate's P.E. Committee, for his comments.

We found that 'Movement - Primary School Physical Education', 1972, was well received and found its way on to many HT's book shelves, but when we questioned its use by teachers in their
everyday planning we were disappointed. The question about your document is - will it be published in a format so that the different sections 'come readily to hand' and invite usage? - Is it brief enough, yet still includes background/philosophical statements, to encourage the generalist teacher to regularly reach for it for help? - because if it is too bulky it will be off-putting to the uncommitted!

I have scanned the document and dipped into various sections and make the following comments, with humility:-

1. p.11 Does the analysis give enough attention to the analysis/observation of movement, or is the overall impression one of static shapes. (Much of the teaching we see concentrates on these static positions - starting position, finishing position, moving into and out of interesting shapes, while the quality of the movement itself is ignored by the teacher and the pupil.)

2. Is enough made of the starting point being the pupils' personal/natural movement and teachers challenging pupils to improve/extend/concentrate on particular aspects of their movement?

3. The major teaching skill is to do with observation based on a useful movement analysis framework. Does the document help teachers to develop this knowledge and encourage them in their looking?

Line 3 on page 10 includes the phrase 'provides a framework for observation ...' but it is such an important part of the teachers' armoury that more needs to be made of it.

4. P.29 Developing the lesson (and other examples)

The teacher is advised to evaluate the demo. Surely the sequence should be:-

[i] Set up the demo by asking the class what they have been working on. (Pupils use language to
order their thinking, reinforce learning i.e. second order learning).

(ii) Observe the demo.

(iii) Question them on what they observed (pupils using language to reinforce learning through observation, and teacher assessing what pupils have learned).

Far too many teachers/lecturers review what they have taught/seen and not what pupils/students have learned!

Current thinking about developing a 'broad consensus' about the nature and objectives of the curriculum, can be applied to P.E. in the early years in that general aims and specific objectives (couched in terms that allow for variation in terms of individual differences) can be delineated. Your paper takes on the former but does it promote the latter in a form that will be helpful to teachers in terms of promoting an early years course that is broadly progressive, where experiences build on previous work, and challenge and expectations are progressively increased?

With your greater knowledge of the document and its contents - you might say 'yes' to all my questions, but I hope you will not think ill of me for asking them. I wish you well in your endeavours. You might find it useful to have a discussion with H.M.I. Mr. John Parsons about the document in the light of the 'Curriculum Matters for Discussion' P.E. paper which is at third draft stage.

Kindest regards.

Sincerely,

Denzil Flanagan
H.M. Staff Inspector of Physical Education and Dance
[dictated by Mr. Flanagan and signed in his absence].
Dear Chris,

Thank you for your note of 18th September. As promised when we met at Loughborough in July, I did in fact seek out my contacts in an infant school and three teachers had opportunity to read 'Let's All Move' over the Summer Vacation. I had intended to take it round other schools but I realise from your note that there is now some urgency in completing information for your study. However, I have summarised the points raised by the teachers at the end of this letter - they may be helpful in a limited way.

I'm sorry again that I have been so tardy in responding to your document - now a year since receiving it but I will present it to my 4th year Physical Education group for their response when I see them this term. In which case I must ask if you wish me to return the document or not? - also when will it be published?

Here are my comments:

1. Generally the document 'Let's all move' is a much needed text in a limited field of published works for infant teachers. It has a broad programme and if time is employed across the five years, children taught under its guidance will enjoy a rich physical education.
2. Of clear merit, in my view, is not so much its content but the manner in which it is designed to get teachers to think about what it is they are attempting to achieve. The 'eight questions' are clearly and simply structured to help the teacher progress logically from beginning to end of the lesson and make links with following work. The skills which this engenders and the advice each lesson plan offers is a strength in the structure of text. It is comforting to see attention to safety being offered in each lesson and support in teaching considerations. Teachers with limited experience of teaching physical education find it difficult to see how work develops - it is helpful to have suggestions for this in the text.

3. Part three of the document, 'Evaluation', is a most valuable and necessary component. Some elements are so important to the teaching process that they may well stand consideration earlier in the text. For example, "Successful teaching in Physical Education relies upon ...." (p.264) and Curriculum in Action Model (p.267) and Observation and Evaluation (p.p. 268, 269). These aspects are those which are, or should be, covered with students at the initial training stage. This part of the document would be particularly valuable at this level.

4. Overall, however, the document makes more sense, in my reading, as a guideline for teachers who have some experience, even at the probationary stage of their teaching careers. I feel this because it assumes a competence in relating concepts such as those found in "Learning through Movement" and "Understanding Movement" p.10 and p.11-15 to the sections particularly on 'Expressive Movement' and 'Movement Extended to Large Apparatus Work' ... Students in training are often constrained by lack of time in their courses and often only have opportunities to teach limited themes in Movement during teaching practices. The document structure implies development through use. It also gives the impression of being a text to support in-service work and because of its range, variety and requirement for numerous teaching skills, it may be better offered to teachers with such in-service support. I feel the statement, for example on page 24, "The
analysis 'Understanding Movement' should be read before proceeding to the lesson plans. "implies that this will lead them easily to have the knowledge to 'observe, assess and guide their children's progress'. I doubt this unless it was supported with opportunities to translate the Concepts of Movement principles to children's work and be guided in these tasks.

5. I was a little confused by the term Expressive Movement, expecting there to be an emphasis upon dance or dramatic activities rather than what appeared to be gymnastic. I appreciate the importance at this age of not compartmentalising movement activities but there seemed an anomaly here.

It is a view taken in my own institution that opportunities should be created in early years work to cross curricular boundaries and give children integrated experiences. Hence, expressive movement which we would link closely to dance, may well be the vehicle for ideas which are explored or initiated in other areas such as art, language, music or drama. Dance we feel is about making dances. I note you refer to the Kent L.E.A. publication "Let's Dance" - this has something of our approach with infant groups.

6. I appreciate the dangers of being prescriptive and you voiced the reasons for avoiding this. I would have thought there may have been some attempt about the development of work over 3 years or less of infant education. Where does the reception class teacher begin? Where might the top infant teacher hope to aspire after receiving children who have experienced this work.

7. Do you have any suggestions for apparatus layout - virtues of this being varied and movable to form different combinations to promote action tasks? P.103.

8. I thought the ideas and structure of the games section was excellent although I wondered about some of the skills being a little difficult for infants.
9. The movement in water section may not be possible in some authorities and here I wondered whether there was a Rochdale policy which allowed all infant children to enjoy water activities and in the safety of learners pools. Nevertheless I support water experience - learning aquatic skills as early as possible.

10. Overall this is a solid document which as it rightly points out is for dipping into. I do feel, however, the teacher needs some knowledge and experience to use the document and get the best from it. It is attempting to cover the breadth of movement experience and this makes it large and comprehensive but nonetheless a valuable working and resource document.

Teachers Views, Ripley St. John's [C.E.] Primary School
Comments by Head of Infant Department, one infant teacher and Headmaster.

Generally the document was favourably received and the head would definitely use the document in School. It was felt that the teaching considerations were particularly valuable. The format was clear but it was felt that line drawings would have relieved the text quite a deal for easier reading.

The Infant head of department thought this an ideal text for infant teachers beginning their teaching careers.

It was thought that there were some difficulties in expectations of teachers. For example, it was considered an impossible task to record the progress of every child and unlikely, without formalising a structure for reflection on teaching, that the book would promote discussion.

It was also remarked that it was a large book to use - and it may have benefited from subdividing into sections each on different coloured paper.

I hope, Chris, you find something of value in these comments. I have tried to be objective, which I know is what you need for
your study. Generally I feel you and your team have produced a fine work. I wish it and your Masters Study every success.

Best wishes

Yours sincerely,

Alan Leech (Subject Leader)
Department of Human Movement Studies
Dear Chris,

My apologies for the delay in letting you have some feedback concerning the draft copy of 'Let's All Move'. In order to give you a good spread of opinion I loaned the copy to each of the nine students on a curriculum leadership in primary schools course and asked them to evaluate the document. When they had all had a chance to see it for a number of weeks we met to discuss their feelings about it last summer term. Here is a summary of the discussion points.

Let's All Move

1. A very useful sourcebook for ideas and use of equipment.

2. Excellent lists for the teacher when preparing for lessons.

3. They liked the idea of being able to take out individual lessons from the file.

4. Very good progression and exhaustive detail regarding planning.

5. A very good guideline for the experienced teacher. However, they also considered that:

   (a) A curriculum leader or P.E. specialist would have
to take the average (undertrained, underconfident, etc.) class teacher through the guideline because:

(i) The 'language' takes too much for granted.

(ii) It's too vague at times.

(iii) They would have difficulty 'dipping' into it and at times would not know what to do next.

(iv) Lesson plans were too complicated and need simplifying.

(b) The size is off-putting - it may be better to divide it off into different guidelines for games, dance etc.

(c) Dance and objective movement should be separated.

Although I enjoyed reading through the material and found the approach to lesson planning quite refreshing I can in some ways appreciate what the curriculum leaders were saying. I could understand that there is at times a certain vagueness. For example the use of example action tasks in columns 3 and 5 is excellent and could be extended to column 8 to give a clear idea of 'how to start' regarding developing a lesson. In the games section for example, on page 179, a small diagram showing how games 3 and 4 might be set up would reinforce the safety pointers (ditto page 183). I also feel that many teachers do need to know how long to continue with a particular type of activity - I quite agree that their observation of what the children are capable of doing should be the answer to this (as children are individuals, progress at different rates etc.) - however, I still feel that some sort of guideline needs to be offered here. For example, either add to Repeat the lesson as necessary - 'most children may become quite competent at this after three weeks and could progress to .....?' whereas those having particular difficulty with actually making contact with the bat and ball should continue to use ..... and try to increase the number of times they .....' etc.
- or, offer a termly or year breakdown of what a teacher might attempt regarding themes and actions tasks with a particular year group. (You would, of course, continue to reinforce the view that this is not a **rigid** guideline but that the teacher must continue to only progress when she feels the children are ready - her observation of what the children are doing, your fourth column, is important here).

I do appreciate that this is probably what you have wanted to avoid (a guideline showing how to plan a year's work) but, as you know, a lot of teachers need very **structured** help - 'a peg to hang their hats on' - and a guideline that lies somewhere between the two camps is probably what is needed.

These are messages I have been getting back from my teachers, hence they have found the Coventry, Clwyd and I.L.E.A. guidelines very useful for the teachers they are helping as a curriculum leader.

Regardless, I think this is an excellent document in so many ways and it offers a tremendous guide to teachers when thinking about the planning of the lesson through the eight major headings you use. I think you have got this exactly right - although the use of diagrams would add to several columns to help with the organisation and management of lessons.

I hope this small amount of feedback will be useful and not too late in terms of your publication schedule. Keep up the good work. I look forward to seeing the finished product. May I keep the draft copy as I want to try out some of your suggestions in school this term.

Regards
Mick

P.S. I forgot to give this to you on Monday so had it typed rather than you have a longhand letter - people seem to have difficulty with my writing!
Dear Chris,

My apologies for the delay in replying to your note regarding "Let's all move". I found it a very impressive document and your working party must have put a great deal of time and enthusiasm in order to produce it. Currently I lack the time needed in order to do the document justice in detail, however below are one or two jottings which may provide food for thought but which I have not had the time to review and refine that I would wish.

(a) The document is very comprehensive (and weighs 640 grammes), in what ways will it be used to enhance the quality of pupils' physical education in the "classroom"? Are the authors going to be used in some way to support and qualify the contents?

It strikes me that a comprehensive document of this nature could form the foundation for extended in-service courses for two or three years to come with successive groups of teachers being used to support the ideas contained therein.

(b) In the introductory pages mention is made of Time, Weight, Space, and Flow: these words are becoming so assimilated into the jargon that I wonder if we use them unthinkingly. I often find teachers referring to these aspects in their schemes, etc. without applying them in the learning situation. What relevance do they have to developing/sustaining quality in human movement? How do we get round the problem of teachers moving from theme to theme, task to task, without taking the pupils' natural responses forward - expanding their movement vocabulary and the quality of their
movement? A major problem may be that teachers do not observe pupils' movement accurately enough and have the confidence with which to take those responses forward (perhaps using time, weight, space and flow), so that the work moves beyond "natural play".

(c) I've picked up one or two examples of contradictions in teaching approaches - perhaps I've just been lucky. In earlier sections on expressive/gymnastic movement the onus seems to be upon the teacher to describe and comment upon the nature of children's work, whereas on page 155 an important sentence reads "it is most important that children are encouraged to make up their own games in which they make conscious choices, decisions and solve problems". An extension of this philosophy is of course that the onus for learning is thrown back upon the child and that the level of demand upon them is both appropriate and stretches their abilities and aptitudes.

(d) Following on from my comment in (c) above the teaching methodology, the way the content is to be delivered, is absorbed into content throughout the document. Whilst this is clearly sensible the manner of delivery is such an important issue, enhancing or reducing the nature of educational process that it may be useful to include a paragraph in the documents introductory comment.

There is no doubt that what has been introduced so far forms the basis of a significant resource for teachers of physical education in primary schools. My major concern would be the first question asked, that is, in what way will the document may be used to influence the quality of children's education in the "classroom". Experience seems to show that what teachers value most is support of another human being who can respond to their immediate questions as they work with children: your own visit to work alongside the staff at Rawmarsh Comprehensive School were clearly much appreciated and of significant benefit to the staff, and no doubt yourself. I think it might be necessary for their to be a parallel structure of human support which uses this document
in its final draft form to support a continuous and structured programme of INSET. My thanks for sending a copy for review. I enjoyed dipping in to it very much and hope that you will receive these comments in the positive vein in which they are intentioned.

Yours sincerely.

J. M. Parsons
H.M. Inspector of Schools
Dear Chris,

Thank you so much for the copy of "Let's all Move". What a pleasure it was to read through it.

The process of understanding Laban's Movement Principles is crucial if teachers are to develop and show progression in children's work.

This concept has been the basis of much of my in-service work to date!

I particularly think the lesson formats are very good and give the teachers plenty of opportunity to teach out of what the children give them. Some guidelines are often too prescriptive and I certainly felt that this publication allows flexibility in approach. It emphasises the need to observe children's movement, to be patient and let them be themselves before interrupting and offering constructive advice. It does all stem from having a sound understanding of movement!

Just one small comment that I would suggest for any reappraisal and that would be to add under "Points" and "Patches", (Body Awareness P.11), examples of these; e.g., fingers, toes, hands,
feet for points and patches - back, bottom, etc. What do you think?

I would like several copies for the Authority when they are ready so please let me know?

Can I take this opportunity of thanking you for sending me a draft copy and could you convey my thanks and congratulations to the rest of the team for a superb resource.

Best wishes.

Jan Roberts
P.E. Advisory Teacher
Dear Chris,

My apologies for having been so long responding to your request to consider "Let's All Move", but my term has been very demanding and I am only just beginning to surface again from the many additional (admin.) jobs that the first half term of the academic year bring. However, I have now had a lengthy look at the booklet and can make some observations.

First of all, you have probably seen many more infant classes in action than I have, and are better able to judge the suitability of material, but there are a number of points I would like to make which you may feel have some legitimacy.

The first eighteen pages seem admirable and should be helpful to the non-specialist teacher. My reservation about Laban's effort analysis is that it is not appropriate to apply it "straight" as it were, to gymnastics, games or swimming although it is clearly important to home in and make teachers and children aware of the significance of the "dynamics spectrum" in all kinds of actions. Thus, I tend to think, observe, analyse and respond to the spatial and spatial organisation of an action, the dynamic (time/force) organisation and dynamic relationship organisation of the action. These are significant in quantifiable ways (How much force? What relationship of timing of forces should occur for optimum efficiency - etc.) and also significant in qualitative ways (Linger on the glide position in breaststroke. 'Play' with the ebb and flow of speed changes in your rolling phrase. Enjoy the easy fluency of the follow through action every time you hit the tennis ball with your padder bat etc.). But, I am sure what you have written
in the Part One will be a great help to teachers who are prepared to read it, ponder it and attempt to apply it. I think there is a factual error: Laban came to England in 1938, not 1933 (P.10).

MOVEMENT EXTENDED TO LARGE APPARATUS

First ten pages - splendid

Thereafter:

Terminology: The "Action Tasks for Individual Lessons" read to me like "Themes". The "Themes" themselves seem to be so all embracing as to be merely stating the obvious, e.g. "The Body in Action and Stillness" (true, of course, but not really indicating what selection of movement material is to be used as the basis for the lesson or lesson series. My inclination would be to use your "Action Tasks" as "Lesson Themes" and then provide several action tasks for each lesson.

General Layout of Lesson Outlines: helpful to teachers I would think.

Context of Lesson Outlines: Helpful and appropriate in the initial lesson(s) of any given theme but I think, even with infants, that there is a need to place more limitations on tasks after the initial very open, exploratory approach to a theme and the selected apparatus. I know some children need to 'play' very cautiously for quite a long time but the flavour that comes across to me is of too much "Show me how many different ways......"

I think too, that in every lesson even at the infant stage, a "balanced activity diet" needs to be presented and experienced. Therefore, at least three (maybe four) broad areas of tasks need planning - one where movement is on the feet alone (should usually include some jumping/landing type); one where there is weight taken on hands (even very momentarily) from hands and feet; one where the weight is supported and transferred or larger surfaces of trunk and limbs. The fourth area would be where the body is suspended from the hands from ladders, ropes, frames etc. as part of the requirement of the task. Thus, even if a lesson theme were rolling I would expect to include tasks like "Stand away from your mat."
Then travel towards it with lovely high jumps. When you reach the mat roll smoothly across it.* "Place your hands firmly on the floor in front of you with your feet on the floor too. Practise kicking your legs up into the air so that you are supported for a moment on your hands. After several 'kicks' bring both feet back to the floor and roll smoothly.*

These are my main reservations. Chris, but I repeat I am not an expert (whatever that means in Education) on infant work. I think, too, in the lessons where balancing is the theme more emphasis needs to be placed on the children achieving genuine stillness and maintaining very crisp body tension in the stillness. You have got the stillness in the earlier lessons: I just think it needs emphasising more for the teachers when dealing with balance.

Just one or two brief comments on the swimming section. Mostly it looks admirable.

**Push and glide** - Front and on back. I think it is wiser to state "with faces in (not "heads in") on front" - and "with ears in (not "heads in") on back"!

**Floating** - Regaining feet from back layout position. In my experience (I have quite a lot with children and adults of all ages, physiques and psychological make up) this is a very important skill which needs fairly formal teaching in pairs (one providing a little support from behind under the shoulders). The arm action should be a scoop from behind the body with straight arms to bring hands right through to the surface: it should follow an easy, steady tucking of the body. I do not think this is sufficiently clear in your instructions (P.253 Safety).

**Sculling** - I take it you intend the experiences to be in the back layout position after learning the action standing (or kneeling). I do not think this is quite clear (P.256).

I haven't attempted to look very closely at the Games and Expressive movement sections, but hope the above comments do not seem impertinent. You and the team have done a very
fine job and I wish you, them and all those who read it, very well in applying the wealth of sound guidance that is there.

Yours sincerely,

John (Wright).
USE OF STIMULI - I think it important to mention that there are many things which can act as a stimulus for dance: music is only one of them! I personally prefer to refer to music as "accompaniment" as dance can be performed to all kinds of sounds. Although a non-specialist teacher may find such scope daunting at first, I think it is very important to get them away from the old notion that dance doesn't exist with music.

There are many books of poems which can start off a dance idea, events from everyday life or other classwork. Working in silence can help the children develop sensitivity to each other as a class.

THE SELECTION OF MUSIC - It may be worth mentioning that no music at all is better than something which is unsuitable, e.g. if you can't find sustained music for a sustained dance, use percussion instead. The voice is a marvellous instrument if used to it's fullest. Children do like to add their own sound effects and under careful guidance this can be very rewarding.

Perhaps there should be a section near the beginning about lead-in activities to prepare children for physical activity. The activities in the "Exploring Movement" section would be best for this. It is also important to set good habits from the start (all physical activities should have some kind of "warm up" in this way).

The Layout of Tasks I think is excellent, especially the "Where do I go from here?" section. As a teacher's handbook I think it should be spiral bound so that it can be used for reference throughout a class.

I hope these notes are of use to you and I would like a copy of the book when it is available.

Janetta Mexnell,
Dance Animator,
Bishop Grosseteste College,
Lincoln.
Dear Chris,

I have read the papers you sent me with interest, and also discussed them with a colleague with whom I worked in the primary dance area when I was lecturing at Hampton College. Given the title of "Expressive Movement" I have considered them as being the early stages of dance - although from your letter it would appear that, perhaps this section serves as an introduction to all areas of movement work.

My immediate reaction to the paper was that for a teacher with a rich vocabulary of dance content they would give some helpful guidelines. However, I have found from experience of training primary non-specialist students, that the very open ended approach used in the paper, has not given them a sufficiently clear framework from which to develop dance movement of quality or structured dance compositions - these latter being, of course, very simple in nature.

I have also found over the years that students and non-specialist teachers often come adrift in work on effort and spatial aspects, because they forget that these movement attitudes cannot happen in a vacuum - they always have to "colour" a dance action, e.g. travelling, shrinking, running. My most recent work in dance teaching, therefore, always started with asking the children to perform a particular action. I have found Rosemund Sheeves's book quite useful here.
This initial direction of the children's work, has also been a feature of my recent teaching. Given an entirely open situation, children I have taught have often floundered - and so my response has been to open each lesson "section" with a clear task, e.g. eight runs and a pause. Given the security of this movement pattern, I have then asked the children to explore, for example, the size of step, the direction of the run - or whatever the idea was behind the lesson.

You will, therefore, appreciate that the proposals in your papers do not fall in line with what I PERSONALLY have found the most effective way to teach dance. It is perhaps one of the difficulties of dance teaching, that we all develop our own style of working.

While I fully support the expressive and open-ended aspects of dance tasks, I also feel that there is a place, at times, for the teacher to structure the work, for example

- in the use of simple percussion phases that all the children work to.

- in the use of repetition of a movement idea by the whole class.

- in the use of whole class, teacher guided compositions, or simply structured pair sequences.

These help the children to feel that they have not only explored, but have also "made" something.

Perhaps another aspect of dance teaching that non-specialists need help with is how to use stimuli, or add to a topic, without the movement response becoming mime.

I am delighted to know that work is being done to help teachers in primary schools in the area of dance - there is clearly a need for guidance and support here. I feel rather sad that, after all
your effort, I have to say that, for me, the papers do not answer all the needs of the non-specialist teacher.

Yours sincerely,

Margaret Whitehead (Mrs.)
Bedford College of Higher Education.
Dear Chris,

I was very excited when I received all your papers today - good work! This is of real practical help to teachers and seems to fit the ideas from the proposed model. If we can develop such detail for each stage of the model then we'll really be in business.

My only comments on the proofs so far are:

- will you have page numbers?

- Is is 'vagrancies' or 'vagaries' of the English climate?

- could the comments on sex differences be made in a slightly more positive way e.g. instead of saying that boys particularly enjoy kicking but "girls should be given the opportunity to try" could you not say something like "girls will enjoy these activities just as much as boys ..."?

You may be interested to know that last week I met with Peter Smith (Department of Psychology at Sheffield University), the editor of "Play In Animals and Humans" Blackwell (1964) which I mentioned to you before; he has published extensively on playground behaviour and I pressed him to make links with the P.E. profession who can use his work - it is unbelievable that so much research could be done with no pressure for applicability! Anyway, we are now exchanging ideas freely and I think I may well ask him to supervise my own Ph.D. He is clearly a "play expert" and I think you should meet him to hear more of his work.
I am actually using my games model with B.Ed. Students in classes this term - so far so good. Having seen your work I will now have another go at the original paper.

Are you coming to Wentworth at all?

Could we meet with Mel to get a plan of action for the next Loughborough meeting?

I’ll look forward to hearing from you.

Regards.

Celia.

P.S. Do you want the proofs back?
Dear Chris,

The idea of using a lesson plan which focuses on the questions teachers will ask themselves as they pass through the lesson planning stages is excellent. Most lesson plans force the teacher into a rather constrained pattern. The column titles certainly mirror the way I would think about a session.

I think it is a matter of personal choice how one sees the title box term (Area, Movement Experience, Theme, Action Task) and whilst I would not necessarily choose this layout there is a logic viz - Major area specific action. I have absolutely no disagreement with the other three boxes vis. Teaching considerations an excellent section which allows the author to focus the mind on the relationship with other lessons and teaching philosophy ... Safety is, of course, vital and should be distinguished in this way. The suggestions for further developments is sensible but I wonder how it fits when there are a series of lessons adjacent; so they reflect what is to come next or do they take a lateral/alternative view.

Detail on the box titles - I am not sure I see "Games and Small apparatus" as a sensible division - I would separate them in that manipulation of small apparatus can be game like, athletics like, gymnastics like. The theme - early stages of games illustrates my point - I do like the sort of action task identified in this part e.g. Free Play. May I also strongly support the theme - "Activities (I am not sure that this is the right word) needing help" - The implication is that children have an idea of the skill (activity?) and need different levels of help - This is the real situation even at primary age. A class will have many different entering points. e.g. some children have well formed catching skills at seven others do not know how to start. It also implies and encourages a teaching style other than the highly directed/task style often used.
Comments on the columns:

What am I trying to do? - This is vital and seems to contain the educational principles one might expect in a more elevated position in a plan. It would seem to me that there should be a page of statements/expectations aims of physical education somewhere and that the phrases appearing here should be found there - the teacher then checks that the overall plan of lessons he/she selects provide a balanced programme satisfying these expectations.

"Tasks I might set" "How I might begin" - I note some lessons lack these but I feel these are vital and I support the idea that examples of the actual words used are presented in the "How I might begin" section. It leaves the less confident teacher in no doubt as to how to get the lessons underway.

Columns 4 and 5 are excellent headings "LOOK ..." and "HELP ...": they almost force the teacher into individual, small group and class based teaching - viz teach children not content.

Column 6 is the title I would take issue with. It is the right phrase - why isn't the first person used? The personal phrases used in the columns is a style I like and yet this is the only one to drop the style - why? I am not sure how this column fits with "Suggestions for Future Development".

Perhaps the introduction to the book makes this distinction clearer.

There are a few points to raise in the individual lessons.

- Throwing (fingers not palms).
- Heading alone first (eyes open).
- Kicking head over the ball.
- Guide teacher to materials to be placed in basket.
- Make apparatus work for you? - I cannot understand this?
I would not use fielding as synonymous with gathering and different from catching - catching is a fielding skill. Fielding is the whole process of defending the field, catching in a way that allows "out" etc.

Evidence regarding bean bags for throwing - not gripped in the palm for aiming.

Rod Thorpe
Lecturer

26.5.85
Dear Chris,

I enclose my comments on the swimming section of the 'Let's all Move' book. I have made several comments on the lessons themselves for you to consider. In general I think that this provides a much needed detailed review which is lacking in all the basic books on the pre-stroke confidence stages. Some specific comments are detailed as follows:

**Excitement of Water Activities**

Whilst it is probably true to say that children love water, not all children welcome immersion in it! Water play for the pre-school child needs to take account of the child's natural reaction be it quite positive or fairly negative. I am pleased that you have made the point in this section.

**School Swimming Pools**

Water temperature of 86°C is essential. I think that cold water
is such a negative factor that children ought to have the option to swim or not if the temperature is any lower.

A point concerning the problems of changing rooms supervision would be useful. I also feel a note to teachers about attitudes to cleanliness is important. If a child is dirty it is unlikely to be his/her fault, therefore, such problems should be handled with kindness.

Safety and Discipline

The A.S.A. books have some information concerning healthy habits/hygiene which you may need to review.

Swimming Aids

I wonder if it would be possible to offer advice on when aids are appropriate and when they are not e.g. if the child cannot touch the bottom or is very timid, or is isolating one aspect of the stroke. I can see some problems with this so I am not so sure about this project.

Playing with a Purpose

Perhaps a general note about the use of games would be helpful i.e. for the very timid rule out games which might involve falling over, splashing and bumping etc.

General comments on the lessons

1. Lessons 1 to 8 are excellent. I have made one or two comments on the lesson plans which you can use or reject etc.

2. Lesson 9 - I am not sure about this one as I would like to discuss with someone who has tried teaching 'sculling' before 'swimming'.

3. Lesson 10 is not my cup of tea, not that this is important.
It could be that the non-specialist would find a multi-stroke discovery method hard to handle.

4. Is there any advice on 'where to go from lesson 10'? Perhaps you may suggest texts which would be helpful to teachers to plan subsequent work.

With best wishes.

Yours sincerely.

David Crutchley
Senior Lecturer.
Helen J. Elkington

Bedford College of Higher Education.
Human Movement School.
Lansdowne Road, Bedford.
Telephone 0234 51966

May 28th 1985

Dear Chris,

At long last I am writing to you concerning your lesson ideas for your book.

The approach is interesting but I found the layout very confusing and there appeared to be too many sections in illogical order.

It would be better if you incorporated all three parts together for each aspect of swimming that you are discussing - that avoids the problem of having to look from section to section to follow up ideas.

Some ideas are repeated many times in the book. You want to clarify your ideas and decide what you want to say. Then ensure that you make each point once only in as clear and concise a manner as possible. At present you are using too many words to say too little of substance.

I am sure if you could clarify your ideas and set them out in a way that is less confusing you could produce something that would be beneficial to teachers.

With every best wish,

Yours sincerely,

Helen E.
Swimming Programme (C. Rose)

The programme is presented in a meaningful way and should be understood by teachers and helpers. The sequence of the work is quite logical although gliding and one or two swimming movements may precede buoyancy control with many pupils.

The author has been consistent in the way the lessons have been put forward and the headings (e.g. "What help can I give?") direct the teachers and helpers to specific aspects of the lesson. The phrase and sentence constructions are sometimes a little loose and the tenses vary.

Diagrams would have helped to illustrate some of the movements, and more examples of practices and games would have been useful. In situations where there might be a range of ability levels, some organisational procedures would have been a welcome addition.

In general the programme is of value to the practising teacher in developing pupils' aquatic abilities.

C.A. Hardy,
Lecturer.
(22.4.85)
APPENDIX C

A BIBLIOGRAPHY

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Section 1  H.M.S.O. Publications

Section 2  Early Years Physical Education

Section 3  General Primary Physical Education

Section 4  4.1 Primary Dance
           4.2 Primary Gymnastics
           4.3 Primary Games
           4.4 Primary Swimming

Section 5  Local Authority Guidelines: Early Years

Section 6  Local Authority Guidelines: Junior/Primary

Section 7  Journals
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REFLECTIONS ON ANALOGIES AND COMPARISONS

CONTAINED WITHIN THIS STUDY

INTRODUCTION

This appendix supplements the information contained in Chapters 2, 3 and 4. It is written as a reflection on the process which emerged as a result of comparisons made through:

1. An examination of published materials and their usefulness to practising teachers;

2. The analysis of task setting in the Local Authority guidelines contained in Chapter 3 which revealed a domination of teacher directed tasks; and

3. The writing of the Rotherham Authority alternative, "Let's All Move".

The information in this appendix attempts to draw comparisons and seeks to:

* Summarise the relevance and usefulness of published materials to the Early Years student/beginner and teacher;
* Provide a comment on the content; teaching styles, teaching strategies, progression and evaluation components contained within the published materials, the local authority guidelines; and

* Discuss how "Let's All Move" endeavours to provide more relevant guidance for Early Years students and teachers using these specific focuses to assist the promotion of effective teaching and learning.

1:0 Relevance and Usefulness of Published Materials to the Early Years Student/Beginners/Experienced Teacher

In the analysis of published material in Chapter 2, a number of classifications emerged through establishing a series of criteria as follows:-

* Publications containing no direct or specific reference to the Early Years and therefore of no practical assistance;

* Books containing limited reference to the Early Years. Any useful guidance would have to be extracted and tabulated;

* Publications containing some direct reference to Early Years, usually contained in specific chapters. Some
recommendations possible after the extraction of appropriate information.

* Publications which contain a specific Early Years focus and contain direct recommendations, in particular areas of experience.

* Books written specifically for Early Years teachers and containing useful recommendations concerning programmes suitable for particular age groups, a rationale and statement of beliefs, feature advice on methodology and organisation in key areas of experience.

* Publications written specifically for Early Years teachers by practitioners and containing:

1. A rationale and statement of beliefs as well as clear objectives;

2. Programmes of study which reflect the rationale and objectives in key areas of experience;

3. Content which is progressive and developmental;

4. Guidance on reflection and evaluation;

5. Language appropriate for a non-specialist audience;
(6) Attempts to guide practice and promote professional development.

As a result of this analysis the following summary emerges:
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<th>Criteria</th>
<th>Publications</th>
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<td>Category 0</td>
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**Criteria**

Publications containing no direct or specific reference to the Early Years and therefore of no practical assistance

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### CLASSIFICATION OF LITERATURE

#### CATEGORY 1

**Criteria**

Book containing limited reference to the Early Years. Any useful guidance would have to be extracted and tabulated.

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<td>3. &quot;Physical Education for Teaching&quot;</td>
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<td>Churcher B (1971)</td>
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<td>4. &quot;Childhood and Movement&quot;</td>
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<td>Jordan D (1965)</td>
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<td>5. &quot;Expressive Movement&quot;</td>
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<td>Murdoch E (1973)</td>
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<td>6. &quot;Dance&quot;</td>
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<td>Lofthouse P. (1970)</td>
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<td>7. &quot;Educational Gymnastics&quot;</td>
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<td>ILEA (1962)</td>
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<td>8. &quot;Physical Education in the Primary School - Inventive Movement&quot;</td>
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<td>Anderson M.E. (1970)</td>
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<td>9. &quot;A Movement Approach to Educational Gymnastics&quot;</td>
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<td>Morrison R (1960)</td>
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<td>10. &quot;Games Teaching - A New Approach for the Primary School&quot;</td>
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<td>Mauldon B. &amp; Redfern B. (1969)</td>
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<td>11. &quot;Games Skills&quot;</td>
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<tr>
<td>Anderson M.E. (1971)</td>
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## Classification of Literature

**Category 2**

**Criteria**

Publications containing some direct reference to Early Years usually contained in specific chapters. Some recommendations are possible after extraction of appropriate information.

<table>
<thead>
<tr>
<th>Publications</th>
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<tbody>
<tr>
<td>2. &quot;Movement&quot; H.M.S.O. (1972)</td>
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<tr>
<td>3. &quot;Dance and Dance Drama in Education&quot; Bruce V. (1965)</td>
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<tr>
<td>Publications which contain a specific Early Years focus and contain direct recommendations in particular areas of experience</td>
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CHAPTER TWO

A REVIEW OF RELATED BRITISH PUBLISHED LITERATURE
SINCE 1944
### Classification of Literature

#### Category 4

**Criteria**

Books written specifically for Early Years Teachers and containing useful recommendations concerning programmes suitable for particular age groups......
a rationale and statement of beliefs features advice on methodology and organisation in key areas of experience.

**Publications**

1. "Physical Education for Infants"
   Munden I. (1953)
   NB. This material is now outdated

2. "Movement Education for Infants"
   ILEA. (1966)

3. "Education in Movement in the Infant School"
   Cameron W. McD. and Cameron M. (1969)
**CLASSIFICATION OF LITERATURE**

**CATEGORY 5**

**Criteria**

Publications written specifically for Early Years Teachers by practitioners and containing:

1. A rationale, statement of beliefs and clear objectives
2. Programmes of study which reflect the rationale and objectives in key areas of experience
3. Content which is progressive and developmental
4. Guidance on reflection and evaluation
5. Language appropriate for a non-specialist audience
6. Attempts to guide practice and promote professional development.

| Publications | No publications |
Comment on the Specific Components of the Published Materials Contained in Chapters 2 and 3 and an Analysis of how "Let's All Move" Seeks to Overcome Anomalies to Promote More Effective Teaching and Learning

2:1 Content

Whilst programme content is an important factor in developing effective teaching, it must be appropriate and relevant to its audience. In the case of the published materials and local authority guidelines this audience is likely to be non-specialist teachers and students who may well lack knowledge, expertise in delivery and therefore confidence. In particular, many of the published texts present a great deal of content but not always in a form which the non-specialist teacher would be able to use. This may be because:-

* The text is not age group specific, in which case the non-specialist and early years' student would not be able to extract what is relevant to the needs of the young child. Several examples of these texts abound, 'A Handbook for Dance', Preston-Dunlop (1980); 'A Movement Approach to Educational Gymnastics', Morrison R. (1960); 'Games Activities for Juniors', Dunn H. (1970); 'Discovery Methods in Physical Education', Cope J. (1967) and others listed overleaf in Category 0.
No indication is given of prerequisites for undertaking particular aspects of work, for example where tasks are presented with no guidance as to what should have been studied before. This is particularly noticeable in published texts specifically appertaining to the early years, for example, 'Education in Movement in the Infant School', Cameron W. McD. and Mcameron M. (1969) and 'Movement Education for Infants', I.L.E.A. (1966). Here there is little attempt to suggest progressive programmes where foundations are laid and thereafter experiences are built and developed. However, Local Authority guidelines addressed this issue in much more considered fashion and in those whose tasks were analysed in Chapter 3, all attempted to satisfactorily write these in a logical structured format. This is particularly noticeable in the Inner London Education Authority's 'Lower Primary Gymnastics', (1979) and the Clywd Education Authority's 'Physical Education in the Infant School', (1978).

The language used in many of the published texts was inappropriate for a non-specialist audience, for example, 'An introduction to Movement Study and Teaching', North M. (1971); 'Games Teaching - a New Approach for the Primary School' Mauldon B. and Redfern M. (1969); 'The Teaching of Swimming' Amateur Swimming Association (1968); 'Practical Modern Dance', Collin C. (1959) and 'Teaching Gymnastics', Mauldon and Layson (1979). Local
Authority guidelines addressed this issue more tangibly and this is a particular feature of the Coventry Local Education Authority's 'Physical Education for Nursery and Infant Pupils', (1980), which was written for teachers by teachers and advisers. The importance of relevant language for an audience was an issue not addressed as significantly as it might by the writers of the published texts, many of whom were lecturers in institutes of higher education. A notable exception however was 'Dance and Dance Drama in Education' Bruce V. (1969).

Very few authors attempted to address the importance of links and the development of generic qualities through balanced programmes of Physical Education. To a degree this was attempted by 'Movement', H.M.S.O. (1972); 'Physical Education for Teaching', Church B. (1971); 'Education in Movement in the Infant School', Cameron W. McD. and Cameron M. (1969) and more significantly perhaps by Jordan D. in her book 'Childhood and Movement' (1965). In some cases rather tenuous links were established and some ambitious claims made through the application and practice of Rudolf Laban's analysis of human movement. This was particularly noticeable in 'The Games Lesson in Primary Schools' Cameron W. McD. and Munday S. (1977) where the authors claimed that an understanding of effort and spatial qualities were a significant contribution to
the development of skilfulness in games! Whilst the Clywd and Coventry guidelines presented content programmes in three aspects of Physical Education, they did not establish a rationale and a statement of beliefs which attempted to demonstrate how the young child required a range and harmonious balance of experiences to develop his body, mind and senses.

'Let's All Move' attempted to address these discrepancies in a number of ways. The book had a specific focus on the age group 5 to 8 years and it was deliberately written in language which was non technical and related to common Infant practice. The content and lesson materials were presented in ways which the teacher would find helpful and non-threatening. Particular lessons were developed around a series of 'action tasks', contained a number of teaching considerations relating to stages of learning, points concerning organisation and safety as well as particular matters which needed to be emphasised. It took some time for the working group to agree on content due in part to members' reluctance to relinquish practices and procedures through which they had achieved success. In retrospect, what was needed was a requirement to widen the working group's perspectives about a range of possibilities before embarking upon writing the content section. This matter is dealt with in some detail in section 5:3 (Page 113 - 114). In the
end, it was the least experienced teacher in the group who helped to achieve the lesson format from which the content was derived, through a requirement to develop a logical structure which could be contained within a child centred focus. It was pleasing however that through thinking out a clear rationale and statement of beliefs it was a relatively easy matter to develop a series of objectives from which the programmes could be developed. These focused on the young child’s insatiable urge to move and play and each of the four content sections developed this rationale more precisely. Content was written from this base line. This significant evolutionary process was missing from a number of written texts. Aims were sometimes considered but there appeared to be a mismatch between these and the content sections. Written aims were not matched by practical ideas.

2.2 Teaching Styles

The analysis of Local Authority guidelines in Chapter 3, suggests that much advice offered to early years teachers prescribes or implies a didactic teaching style which does not accord with approaches to teaching adopted by many of them in their classrooms. The range of styles used for this analysis differ in detail; but are consistent with those proposed by Mosston (1981)
'Teaching Physical Education', 2nd Edition, London: Merrill. He suggested a number of styles, the most significant of which are outlined below:-

* **Teaching by Command**

Here the teacher dictates the activity, not only its nature and content but when the pupils should begin and end the task. Pupils endeavour to meet the teacher's precise requirements by strict obedience to command.

* **Teaching through Practice**

Whilst the teacher dictates the task, the pupils can practise in their own time making decisions about when to begin and stop. They are allowed to practise the activity within their own levels of ability and skill.

* **Teaching Reciprocally**

This work involves pairs of pupils working together, helping one another by feeding back their observations of their partner's performance. At times one pupil acts as the teacher to the partner, even though the class teacher may continue to dictate the nature and form of the overall task.
* **Teaching by Limitation**

In this style, the pupils are provided with a number of options within the tasks set by the teacher in which they are able to make individual decisions regarding the appropriate option to take to answer the task.

* **Guided Discovery**

This work provides the pupils not only with greater choices, but with opportunities to solve the nature of the task in their own way. They are encouraged to create their own responses and solutions towards the discovery of a predetermined end planned by the teacher.

* **Problem Solving**

This style requires the pupils to discover a variety of solutions through their own creativity and is different from guided discovery in that there is no predetermined end to the task. The pupils are encouraged to work out a range of alternative solutions for themselves.

Mosston's work classifies a range of teaching styles which when used in varying situations, will affect the behaviour and response of the learner. Others are appropriate to facilitate
the development of skill and physical accomplishment. Some are more concerned with developing self confidence, self esteem, of working independently and responsibly and working tolerantly with others. Mosston's work suggests the greater the range of styles which teachers can utilise, the greater their chances of influencing pupil development in a whole variety of ways. Many of the published materials reviewed in Chapter 2, reflected the dominant role of the teacher as a means of effecting physical development and the acquisition of skill and until the early 1990's, the authors would be unfamiliar with a precise classification of teaching styles as demonstrated by Mosston. The content focus of the early literature reflected the use of a style of presentation to produce conformity and adherence to a specific performance model required by the teacher. This early work also made no allowance for individual differences or of allowing the pupils an active involvement in the learning process. Later work however, began to recognise the need to cater for individual differences but the styles reflected in the writing suggested learning through practice. Limitations placed upon the activity meant a number of children were ready for new tasks when others had not mastered the original activity. Almost all of the work was focused on the class learning together as a unit, the teacher dominating the work and little shift in engaging the pupil in the learning process. The material was largely written for the inexperienced teacher whom, it can be
said, felt more at ease in a structured situation which would be provided by direct teaching. However, the suggested styles of delivery and the means through which tasks were set, did not reflect the growing awareness of individual needs.

Whilst the structure and security provided to the inexperienced teacher may be welcomed, it does little to promote Physical Education as a central curriculum area pursuing aims and objectives common to other curriculum areas. 'Let's All Move' addressed the issue of teaching styles in the following ways. Firstly, a deliberate attempt was made to give the lesson materials a child centred focus in which the teacher could differentiate learning. Reference is made in the Expressive Movement section to a requirement to observe individual responses and comment personally. The majority of tasks contained a guided discovery focus for there was an expectation that the children should be provided with opportunities to solve the nature of the tasks in their own ways. Problem solving featured prominently in the first three sections of the lesson materials and to some degree in the Movement in Water section. In this latter component however, there was more of a focus on learning through practice and because of a concern for safety, some tasks were influenced by a requirement to adopt a command style. Almost the entire teaching and learning sections however suggested limitation,
guided discovery and problem solving approaches. Reciprocal teaching did not feature prominently in the sense of a strict interpretation of Mosston's Spectrum but partner work was featured in all the teaching and learning sections. Feedback from Rotherham teachers suggested they welcomed a format which was in common with classroom practice. In that Authority considerable In-Service training across all curriculum areas had focused on child centred approaches to teaching and learning. An acid test will be the response from teachers in other parts of the country who require and welcome a rigid adherence to didactic teaching. 'Let's All Move' differed substantially from other Local Authority guidelines in its approach to task setting.

2:3 Teaching Strategies

Following on from the need to address teaching styles, is a requirement to assist teachers to use specific strategies which may help them to be more effective. Some of these strategies include observation, questioning and demonstrations. Observation is crucially fundamental to effect teaching. Although much observation is concerned with the class or group of children, it is also necessary to provide strategies to assist in individual development.
Fundamental questions such as:

* "Are the children answering the task? Are my instructions understood?

* How can the work be developed?

* Are individuals working as well as possible? How can I tell?

* What are appropriate areas for progression and development?"

did not feature in the published materials which were reviewed. Few strategies were provided to assist the teachers regarding what to look out for to ensure children were learning, improving and acquiring skill. What constituted effectiveness and quality were noticeable by their absence. Similarly the technique of asking relevant questions which is also a requirement of good teaching lacks coverage in many of the published texts. Virtually no books referred to the value of demonstration either by pupil or teacher as a means of developing learning. The review of published materials revealed that many make little reference to any of these strategies although there are exceptions notably 'Teaching Modern Educational Dance', Slater W. (1974); 'Movement in
'Let's All Move' attempted to address these issues in a number of ways. The value of children observing the movement quality and skills of their peers was emphasised. The book contained numerous photographs of children in action. What was missing however were diagrams (for example of apparatus layouts, specific gymnastic and swimming movements) to better assist its audience to understand how and in what ways work could be more effectively taught and what constituted quality of movement. Within the lesson planning however, was featured a section entitled 'Look! What are the Children Doing?' This section asked teachers to examine closely what children were doing and how they were responding to tasks. Possible outcomes and predictions were suggested to assist in the observation process. Another section entitled 'How did it go?' attempted to take the observation process a stage further.

On the basis of the planned lesson and the children's responses, a further series of questions were posed which enquired about the achievement of the original objectives.
This made possible an evaluation of the teaching and learning experiences just provided. Questioning featured prominently throughout the teaching sections in an attempt to guide practice and achieve effective outcomes.

2.4 Progression

A major concern for teachers is the question of progression for many would state they do not realise when it is being achieved. In some way this is partially achieved through the planning process itself and some help is provided in some published texts which examine lesson planning and structure in such a way that there is opportunity for progression and development within the lesson. Examples can be seen in 'Dance and Dance Drama in Education', Bruce V. (1969); 'Education in Movement in the Infant School', Cameron, W. McD. and Cameron M. (1969); 'Creative Dance in Primary School', Russell J. (1963); 'Teaching Modern Educational Dance', Slater W. (1974); 'Children Dancing', Shreeves R. (1979); 'Activity in the Primary School - Gymnastics', Buckland D. (1969); 'Education in Movement', Cameron W. McD. and Pleasance P. (1971); 'Playground Games and Skills', Lobley R. and Frith R. (1971) and 'A Swimming Handbook for Teachers', Elkington H. (1978).
'Let's All Move' attempted to show progression and development through its lesson format. The lessons were planned around eight key questions designed to take the programme through a series of stages to a logical conclusion. A section entitled 'Our Suggestions for Further Development', was also designed to assist in promoting progression. This approach to lesson planning arose from discussion amongst the working group involved and many members felt that this alone provided the necessary component for teachers to develop a coherent programme of work. It was the author's view however, that the content would have been more accessible to 'target' audiences if each of the lesson planning sections had been designed in a progressive format i.e. lesson 1 was the first stage in development followed by lesson 2 and so on. This approach was adopted in the Games and Small Apparatus and the Movement in Water sections but not in the Expressive Movement and Movement Leading Towards Large Apparatus components. Here there was a far too rigid adherence to Laban principles which negated a progressive structure. There was a view amongst the working group that in the indoor work, body management should be the starting point. It is impossible of course to develop skilfulness here without some involvement in an awareness of space and effort. A criticism of this lack of a progressive structure in the movement sections was made in particular by Mr. A. Leech from The Derbyshire College of Higher Education and Mr. M. Mawer from the University of Hull. However, others did not share their view - notably Mrs. Hickman, Advisory
Teacher from the London Borough of Waltham Forest. Time will tell whether the 'Let's All Move' publication has the correct format and shows sufficient attention to the development of progressive structures, but the fact that those practitioners invited to comment on the material failed to agree amongst themselves is indicative of the difficulty of providing guidelines which will satisfy everyone or even a significant number.

2:5 Evaluation

It is not surprising to find there is little mention of evaluation in earlier published works. However, in these days of accountability and a need to meet the requirements of the Education Reform Act, this has become an important area and one which needs to be understood by the teacher. The chapter on Evaluation in 'Let's All Move' caused considerable dissent amongst members of the working group largely through a lack of understanding concerning the processes of evaluation. When the process was explained it was accepted as an important means of promoting teacher effectiveness. This chapter sought to demonstrate that there are a number of ways through which evaluation can be undertaken and that teachers should make individual choices concerning the best method for them, in time they can plan and manage personally. Whilst it comes as no surprise that evaluation strategies are missing from published
texts written sometime ago, it is difficult to understand how they can be ignored either in recent books and local authority guidelines.

2:6 Conclusion

This appendix has sought to produce a concise analytical review of issues which 'Let's All Move' attempted to address. This book was written for early years teachers to guide their thinking and practice. Research has indicated a number of deficiencies in published texts and local authority guidelines which have been highlighted. In particular, there appeared to be a conflict in the advice offered to teachers suggesting didactic teaching approaches, when in other curriculum areas, the onus for learning was being focused on the child, in that the level of demand upon them was both appropriate and stretched their aptitudes and abilities. 'Let's All Move' attempted to address this issue, to reflect current educational thinking about the early years and endeavoured to bridge the difficult gap of providing structure and knowledge, as well as a child centred approach to teaching and learning in Physical Education. Time and the views of teachers will indicate whether this has been achieved or not.