

Unpacking

A generic planner for any Years 9–10 topic, unit or group of statements. What does this mean for teaching and learning in our context?

Topic or focus		Element	☐ Movement	☐ Active participation	Year level	☐ 9	☐ 10	☐ 9–10
Phase 4 big idea					Statement codes			

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

E

Experiences
Which learning experiences build this in, through and about movement?

In movement
Experiencing the concepts in varied, increasingly complex contexts.

Through movement
Using movement to grow wider capability: leadership, manaakitanga, feedback and feedforward.

About movement
The knowledge behind the movement: science, culture, mātauranga Māori, technology.

Connections and progression
Which practices consolidate which knowledge? What needs explicit teaching? How does Year 9 lead into Year 10?

Capabilities
Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori
Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Progress (provisional)
What would show secure learning? Progress content is due in 2027; use existing practice until then.

Time and key considerations
How many hours, and what must be planned for before teaching?

Hours

Year 9

Year 10

Think about: safety and EOTC, inclusion and adapted PE, water safety (if offered), facilities, equipment and cost, links to Health and other learning areas.