

Topic	Knowledge The facts, concepts, principles, and theories to teach	Practices The skills, strategies, and applications to teach
M1 The moving body Movement	K1 Major bones throughout the body provide structure, stability, and support movement, some examples are femur, pelvis, vertebrae, humerus. K2 Major muscle groups throughout the body work together through contraction and relaxation to produce and control movement, some examples are quadriceps, hamstrings, gluteals, deltoids. K3 Balance is the ability to maintain stability through the relationship between centre of gravity, base of support, and body position. Understanding how these biomechanical concepts influence stability helps explain movement performance. The centre of gravity is the point at which the body’s mass acts; the base of support is the area enclosed by the parts of the body in contact with a surface. K4 Components of fitness are agility, balance, coordination, speed, power, and reaction time. K5 Physical health and well-being are interconnected with emotional and relational well-being, so body processes, emotions, feelings, and relationships influence physical activity participation and performance.	P1 Observe movement and identify major muscle groups and bones that create and support movement. P2 Use dynamic movement contexts to experiment how changes in body position, centre of gravity, and base of support influence balance and stability. P3 Use a suitable experience, game, activity, or sport to analyse how a component of fitness (e.g. agility, balance, coordination, speed, power, reaction time) contributes to the performance of a movement. P4 Use different frameworks, models, and diagrams to determine how physical health connects to body processes, emotions, feelings, and relationships to influence well-being and participation in physical activity (e.g. using an integrative health model to show how physiological and psychological factors influence participation and performance in physical activity)
M2 Skill acquisition Movement	K1 Kinaesthetic awareness is the knowledge of the body in movement, enabling perception and regulation of position, timing, and effort, and supporting skill learning through the control, coordination, and adaptation of movement. K2 Internal feedback from emotions, muscles, and kinaesthetic awareness, alongside external feedback from observation, supports skill learning by informing the regulation and adaptation of movement.	P1 Identify and use internal feedback (kinaesthetic awareness, effort, emotions) and external feedback (observation, coaching, video analysis) to adjust performance and improve movement.
M3 Psychology of movement Movement	K1 Repeated practice and learning from mistakes can help develop movement confidence and perceived capability. K2 Activation levels (e.g. being too tired to concentrate during a game or feeling energised and focused when preparing to sprint) describe the body’s level of physiological activation, influencing attention, coordination, participation, and performance during activities. K3 Emotional regulation is the controlled management of emotional responses to maintain focus, decision-making, participation, and performance in movement experiences. K4 Individual movement choices are shaped by a sense of self, confidence, and perceived capability.	P1 Select a movement that requires improvement and practice in familiar environments to build confidence and perceived capability as a participant (e.g. learning to juggle scarves before moving on to small balls, improving accuracy with using a bow to shoot an arrow at a target). P2 Participate in group activities to identify how emotional regulation, focus, and energy levels influence participation and performance of self and others in movement.
A1 Participating with others Active participation	K1 Tactical decisions influence performance. Feedback, reflection, and evaluation help people improve tactical decisions over time. K2 Safe participation in physical activity requires identifying factors such as size of team, space, and the needs of players.	P1 Participate in modified contexts (e.g. small-sided games) that require tactical decisions (e.g. moving into space, jumping up to defend a pass, running at the right time to catch a ball), to give feedback on those decisions. P2 Identify the possible factors that could impact a game, activity, or sport in an unfamiliar context (e.g. a new narrow bike path, a kayaking experience in a windy location, or a dodging game on an uneven surface).
A2 Social and cultural influences Active participation	K1 Sport, physical activity participation, and competition are influenced by social and cultural factors such as media, organisations, and national and global events (e.g. Paralympics, World Cup tournaments, Olympics, Commonwealth Games). K2 Participation in physical activity or sport can contribute to personal, community, and national identity through involvement, achievement, and cultural expression (e.g. identifying as a swimmer, belonging to a tramping club, or New Zealand being recognised for particular sports).	P1 Examine media (social media, news items, influencers) representations of physical activity to identify how the media influences participation (e.g. sporting stars and role models, world cup coverage). P2 Explain how participation in different sport contexts contributes to personal, group, and national identity (e.g. triathlon).
A3 Outdoor education Active participation	K1 Strategies can be used to manage adversity outdoors (e.g. positive self-talk, peer support, being prepared, personal first aid awareness, asking for help). K2 Outdoor experiences often involve changing conditions, requiring thoughtful planning, preparation, and flexibility to support participation (e.g. contingency plans, clear group expectations). K3 Responsible care for outdoor places can emerge from understanding the ecology, culture, and values of those places (e.g. local species, ecosystems, seasonal patterns, local hapū and iwi knowledge, pūrākau, mana whenua expectations, appropriate ways to act)	P1 Apply strategies to support self and others in outdoor settings. P2 Use pre-trip checks to organise route information, clothing, equipment, food, water, first aid materials, communication, and contingency options. P3 Investigate ecological and cultural knowledge of place to understand appropriate ways to care for outdoor environments.

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M1 The moving body Movement	K1 The cardiovascular and respiratory systems work together to deliver oxygen and remove carbon dioxide, enabling the body to produce and sustain movement during physical activity. K2 Physiological indicators (e.g. heart rate and perceived exertion) can be used to regulate effort during high-intensity movement. K3 The capacity for quality movement is impacted by components of fitness, such as cardiovascular endurance, muscular strength, muscular endurance, and flexibility. K4 Movement efficiency influences energy expenditure and injury risk and can be improved through biomechanical refinement (e.g. body alignment, force production, sequence of body segments).	P1 Use suitable games, physical activities, or sport contexts to experience, observe, and discuss basic physiological responses to exercise. P2 Participate in different games, activities, or sport to observe physiological changes in heart rate and perceived exertion. P3 Trial how muscular strength, muscular endurance, or flexibility contribute to the performance of movement. P4 Trial how body alignment, force production, and sequencing of body parts contribute to efficient movement and reduce energy use and injury risk.
M2 Skill acquisition Movement	K1 Skill capability develops over time through varied practice across different environments and conditions, where learners adapt and refine movement solutions using feedback, experience, and strategic decision-making. K2 Environmental conditions (water or land environments) and temperature are a form of external feedback and change how the body responds and how people need to move, prepare, and participate in activities.	P1 Participate in experiences, games, activities, or sport over time to identify, evaluate, and adjust movement solutions in response to changing conditions (e.g. learning to kick a football into the top corner of the goal, trialling this in wet and dry conditions or from different distances, modifying the body position, force and decision-making required to achieve the desired outcome), performance feedback, and tactical demands. P2 Move in hot and cold temperatures to experience how the conditions impact the body and the actions people need to take to prepare or adapt (e.g. cold temperatures impact temperature and movement control, and hot temperatures impact body stress, fluid replacement, and energy levels. In response, people may need to wear more clothing, take breaks, hydrate, pace, warm up slower).
M3 Psychology of movement Movement	K1 Goal setting is the practice of using a strategic framework to define objectives, track progress, and work towards success when participating in or performing movement tasks. K2 Positive self-talk is the use of encouraging, compassionate, and solution-oriented internal monologue during movement. It is used with the aim of improving focus and performance. K3 Goal setting, positive self-talk, and managing emotions can encourage greater focus when trying to improve movement.	P1 Experiment with goal setting, positive self-talk, and managing emotions when participating in challenging movement contexts (e.g. a personal fitness or physical challenge, mud run event, gymnastics skill, a high-pressure team game that requires cooperative learning to win).
A1 Participating with others Active participation	K1 Leadership strategies (e.g. communication, organising roles, modelling, manaakitanga, tuakana–teina) are necessary to design supportive and inclusive environments. K2 Group/team outcomes (e.g. achieving a common goal or winning) are impacted by the actions of individuals within the group (e.g. roles, teams, spacing, timing, communication, and self-management) and the level of competition. K3 Organising and coordinating activities that meet the needs of a group requires planning and the management of space, resources, and people.	P1 Lead experiences to practice strategies that facilitate supportive and inclusive environments. P2 Participate in physical activities with increasing levels of competition to critique how individual actions contribute toward a collective outcome. P3 Plan and organise group activities to manage space, resources, and people to enable safe and effective participation of all participants.
A2 Social and cultural influences Active participation	K1 People have different needs and there are physical, mental, intellectual, or sensory impairments that can require different types of support, opportunities, and resources to support equitable participation in physical activity and sport (e.g. assistive technologies).	P1 Modify a physical activity by using adapted physical education strategies, assistive technologies, or modified equipment to respond to diverse needs (e.g. practicing inclusive language, testing rule modification for seated volleyball, modifying lighting in movement facilities, playing games using beeping or tactile balls, using New Zealand Sign Language for tactics).
A3 Outdoor education Active participation	K1 Safety management in outdoor activities involves identifying significant hazards and selecting controls such as route choice, supervision, equipment, communication, emergency plans, and decision points. K2 Effective outdoor groups use roles and responsibilities to achieve shared goals, such as navigator, leader, equipment checker, communicator, encourager, environmental kaitiaki, group gear carrier, tail-end Charlie, and person responsible for checking group well-being. K3 Reciprocity describes a two-way relationship between people and the environment, where people benefit from outdoor places, and give back through actions that demonstrate tiakitanga (stewardship) (e.g. protecting habitats, reducing impact of activities, planting native species, clearing tracks, pest management, advocacy, removing rubbish).	P1 Apply safety management processes to identify significant hazards and select controls for outdoor activities. P2 Use roles, responsibilities, communication, and shared decision-making to support group safety and achieve outdoor group goals. P3 Investigate and apply a range of actions that show tiakitanga (stewardship) by protecting, restoring, or enhancing outdoor places.