

Active participation: Participating with others

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.11–12).

Year 1	Year 2	Year 3
Knowledge The facts, concepts, principles, and theories to teach		
1K7 Activity with others can be coordinated through shared signals, cues, and simple instructions (e.g. claps, chants).	2K7 Actions can be taken to adjust to environmental conditions (e.g. using protective gear, modifying rules).	3K5 Rules and simple procedures support safe, effective participation in physical activities (e.g. road rules for biking, boundaries in outdoor activities).
1K8 Taking turns and following agreed signals and boundaries supports safe activities (e.g. following school playground rules, sharing equipment).	2K8 Working with others in physical activities requires paying attention to shared spaces, agreed signals, and the actions of others.	3K6 Attitudes towards physical activity influence confidence, enjoyment, and participation.
1K9 Anticipation and awareness support decision-making in movement (e.g. noticing and responding to outdoor environments, the number of people, wide vs narrow areas in playground games, chasing/evading in tag games with others).	2K9 Communication supports coordinated and safe movement in shared activities (e.g. deciding on rules, organising turns).	3K7 Locational awareness and route planning involves: - using signs, symbols, landmarks, and simple maps to establish current location - identifying safe boundaries - identifying start and end points for a route.
1K10 Outdoor environments can be protected and enjoyed when people act in ways that respect the place, its living things, and others using it (e.g. local park).	2K10 Activities can be shared traditions within families, schools, and communities and can reflect cultural practices (e.g. football, dance learnt from parents or grandparents).	3K8 People build connections with natural environments by noticing and naming features of places, such as plants, animals, sounds, textures, weather, and seasonal changes.
2K11 Playing environments require respect and care (e.g. uneven surfaces in natural environments, hard surfaces in school playgrounds).	2K12 Participating in outdoor experiences involves showing respect and care for natural environments (e.g. leaving plants and animals undisturbed, leaving places tidy, following tikanga such as rāhui (temporary prohibition)).	
	2K13 Preparing for outdoor activities involves selecting clothing and equipment that suit the planned environment and activity (e.g. jacket, drink bottle, sturdy footwear, sun protection).	
Practices The skills, strategies, and applications to teach		
1P7 Use group cues, shared signals, or simple instructions (e.g. claps, calls, chants) to organise movement.	2P7 Identify hazards and risks by considering environmental variability.	3P6 Create and apply rules to maintain safety, flow, enjoyment, and fairness during play, games, and activities.
1P8 Follow simple turn-taking rules in small-sided games and activities and agreed outdoor safety rules and routines while exploring.	2P8 Maintain safe spacing while moving with a group (e.g. moving in scattered formation during games, walking behind someone on a hīkoi).	3P7 Coordinate group effort toward a group outcome (e.g. balancing a large ball on a shared parachute without dropping it).
1P9 Negotiate and participate in games and physical activities that suit group enjoyment, safety, and participation.	2P9 Use verbal and non-verbal cues to communicate clearly during small-group movement tasks.	3P8 Reflect on personal attitudes and how these influence effort and participation.
1P10 Participate in play and modified games to practise anticipation and awareness of others' movement and the environment.	2P10 Participate in physical activities or traditions from different communities or cultures with appreciation for their context and meaning.	3P9 Promote connection in a shared physical activity (e.g. cheering for teammates, telling players when they have done a good job).
1P11 Demonstrate respect for outdoor places by caring for living things, following agreed place-care practices, and considering the impact of actions on others.	2P11 Demonstrate actions that protect and respect the natural environment (e.g. managing waste responsibly, staying on designated tracks).	3P10 Use signs, symbols, landmarks, and simple maps to plan and follow simple routes, identify safe boundaries, and locate key places in familiar environments.
	2P12 Prepare for outdoor activities by selecting suitable clothing and equipment.	3P11 Notice and name features of natural environments to build connection with place.

Unpacking

What does this mean for teaching and learning in our context?

PHASE 1 BIG IDEA

Moving with others requires cooperation, communication, shared responsibility, and respect for people, places, and participation.

KU

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

E

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

In movement

Varied, increasingly complex contexts.

Through movement

Leadership, manaakitanga, feedback.

About movement

Science, culture, mātauranga Māori, technology.

S

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

Capabilities

Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Connections and progression

Which practices consolidate which knowledge? What needs explicit teaching? How does each year build on the one before?

Progress (provisional)

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

Local curriculum and te ao Māori

Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations

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

Hours

Y1 Y2 Y3

Think about:

Making rules together. Including everyone. Familiar outdoor spaces for routes and naming places.