

Movement: Skill acquisition

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		
1K5 Skills develop through practice, repetition, and trying different ways of moving. 1K6 Paying attention to body position, balance, and space helps people move safely and successfully.	2K4 Skills develop through practice, feedback, and adjusting actions. 2K5 Different techniques influence control, force, and the outcome of actions. 2K6 Different situations and tasks may require skills to be performed in different ways to be successful.	3K3 Skills can be adjusted to suit different activities, equipment, spaces, and environments. 3K4 Observation, feedback, and practice support the development and refinement of skills.
Practices The skills, strategies, and applications to teach		
1P4 Run, walk, jump, hop, skip, and change direction safely in games, relays, and activities, showing balance and awareness of people and space. 1P5 Throw, roll, kick, strike, and aim objects towards targets using a variety of equipment and improving control through practice (e.g. throwing a beanbag into a hoop, rolling a ball to a target, kicking a ball between cones, striking a balloon with a hand or bat). 1P6 Practise balancing, landing safely, and controlling body movements to move confidently in a variety of activities and spaces (e.g. balancing on one foot, landing softly after a jump, walking along a line, moving around cones, or stepping over small obstacles).	2P4 Balance, roll, jump, and move in different ways (e.g. balancing on different body parts, rolling then jumping, or moving along a bench with a clear start and finish). 2P5 Dribble, pass, catch, and shoot a ball in simple games, changing speed, direction, and force to keep control and move towards a goal (e.g. dribbling around cones, passing to a partner, or aiming at a target). 2P6 Run, jump, hop, skip, dodge, and change direction while playing games, using control and awareness of space (e.g. moving to catch a ball, running between bases, travelling to an open space, or changing direction to avoid others).	3P3 Create and perform sequences that include travelling, jumping, turning, balancing, and holding still, using different directions, pathways, speeds, and levels (e.g. moving forwards, backwards, sideways, or in tī rākau patterns). 3P4 Develop hand-eye coordination and control when using equipment and performing tasks (e.g. throwing and catching, striking a ball, or performing poi patterns). 3P5 Throw, catch, strike, and retrieve balls in games, using control and coordination to work with others and complete game challenges (e.g. hitting a ball from a tee, catching a bouncing ball, throwing to a partner or target, or running to a safe space after striking a ball).

Unpacking

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

PHASE 1 BIG IDEA

Skills develop through practice, repetition, observation, and feedback, building confidence, coordination, and control across a range of activities.

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.

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.

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?

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

Hours Y1 Y2 Y3

Think about: Small-hand equipment. Lots of practice turns. Tī rākau and poi. Specific, encouraging feedback.