

Movement: The moving body

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		
1K1 The body forms, holds, and moves between a variety of shapes and positions (e.g. small, tall, wide, flat, symmetrical, asymmetrical) by adjusting posture, limb positions, and balance.	2K1 Muscles and joints move, bend, and stretch in different ways during different everyday actions (see Year 2 Science: Breathing, Moving, Sensing).	3K1 Bodies respond differently to activities depending on intensity and duration (e.g. changes in breathing and fatigue in running relays vs small-sided games).
1K2 Breathing rate, heart rate, and body temperature are ways the body changes during physical activity.	2K2 The body’s responses to exercise (e.g. becoming hot or sweaty, muscles tiring) can indicate when rest and recovery are needed. Effort can be adjusted during physical experiences to maintain participation.	3K2 Space, surface, rules, and equipment all influence the way people move safely and how they make and adjust movement choices (e.g. different sizes of equipment for ages, slippery surfaces require stability).
1K3 Starting movement slowly warms up the muscles and increases joint mobility, helping prepare the body for more vigorous activity.	2K3 Frequent physical movement is beneficial for muscle and bone health and strength.	
1K4 Regular practise helps develop coordination, balance, and control as the body and brain work together to improve movement.		
Practices The skills, strategies, and applications to teach		
1P1 Create, hold, and move through a variety of body shapes with control and balance, experiencing the effects of forces (including gravity).	2P1 Experiment with how muscles and joints work to accomplish everyday tasks (e.g. comparing walking and jumping for key muscles, muscle action, and joint angle).	3P1 Plan an effort strategy before beginning a continuous activity (e.g. deciding when to shift intensity and effort within longer-distance running, planning substitutions to allow for breaks in a game).
1P2 Recognise physical cues of exertion (e.g. increased breathing rate, warmth, fatigue), responding when necessary.	2P2 Recognise when different activities require different levels of effort and adjust participation accordingly (e.g. walking, running, jumping, or carrying equipment).	3P2 Observe differences in environments and equipment and adapt patterns to suit (e.g. practise the same game on different surfaces, introduce new equipment progressively).
1P3 Participate in physical experiences that develop body awareness and control by: - moving across the midline of the body, exploring personal space and positioning - tracking moving objects using vision or other senses (e.g. touch, sound) - isolating the movement of individual body parts.	2P3 Observe the body’s responses to movement, taking breaks, or adjusting effort when necessary.	

Unpacking

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

PHASE 1 BIG IDEA

Movement develops through body awareness, control, practice, and responding to people and environments.

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

Y1Y2Y3

Think about: Safe spaces and surfaces. Short bursts with rest. Kupu for body parts. Links to Science.