

Active participation: Outdoor education

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.17–18).

Year 4	Year 5	Year 6
Knowledge The facts, concepts, principles, and theories to teach		
4K13 Exploring unfamiliar outdoor places involves identifying environmental features and conditions and how to respond (e.g. recognising unsafe areas, noticing how the place affects feelings and behaviour, following group routines, asking for help).	5K14 Different outdoor environments require different preparation because conditions and hazards vary (e.g. wearing sturdy footwear for bush tracks, using sun protection for open spaces, checking tides near the coast).	6K12 Responsible participation in natural environments includes minimising impact on land, water, plants, animals, and ecosystems (e.g. staying on tracks, managing waste, respecting flora and fauna).
4K14 People use weather information, both forecasts and actual conditions (e.g. rain, wind, sun exposure), to choose suitable clothing and equipment and decide whether to continue, change, or stop an activity.	5K15 Experiences in outdoor environments help people learn about themselves and others such as how they feel, what they are good at, what they find challenging, how they work with others, and how they respond when things are new or difficult.	6K13 Wayfinding involves using simple navigation tools and directional awareness, such as recognising key features, using north, east, south, and west, following a known route, and checking location against a simple map.
Practices The skills, strategies, and applications to teach		
4P11 Explore unfamiliar outdoor places by observing environmental features and conditions, following group routines, and seeking support when needed.	5P12 Match preparation choices to different outdoor environments, conditions, and hazards.	6P11 Use responsible outdoor practices to reduce impact on land, water, plants, animals, and ecosystems.
4P12 Use weather information and observed conditions to make preparation and participation choices.	5P13 Reflect on experiences in outdoor environments and describe connections made to environments and others.	6P12 Orient a simple map using cardinal directions and using mapped features to check progress along a known route.

Unpacking

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

PHASE 2 BIG IDEA

Outdoor experiences foster safe participation, environmental awareness, and connection with place.

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

Y4

Y5

Y6

Think about:

EOTC consent and risk management. Local parks for orienteering. Mana whenua and place.