

Active participation: Participating with others

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		
4K8 Movement decisions and tactics (e.g. how and when to move, choice of technique) are shaped by task demands, actions of others, and the game situation.	5K8 Tactics can be used in games to control play, including attacking and defending. Effective use of tactics involves working with others, communicating, and responding to the actions of teammates and opponents.	6K8 Tactical awareness (e.g. reading play, maintaining possession, creating space, responding under pressure) and technical ability (e.g. accuracy, control, timing) are elements of group games and sport.
4K9 Observation and supportive feedback support the trialling and refinement of coordinated movement outcomes (e.g. using visual and verbal cues for timing, peer feedback after sequences, watching recordings).	5K9 Strategies in games and physical activity support cooperation and competition in team activities (e.g. passing to keep possession, timing moves with others).	6K9 Collective movement coordination (agreed strategies, tactics, or actions) and constructive feedback support effective team performance and collective refinement in movement activities.
4K10 Rules, tikanga, guidelines, and structured procedures enable safe, efficient, and purposeful participation by organising and regulating movement behaviour and environmental interactions (e.g. safety protocols in outdoor activities, right-of-way and signalling rules in cycling contexts).	5K10 Communication and role awareness (e.g. leader, navigator, recorder) support group coordination in activities, games, and modified sports.	6K10 Risk, movement safety, and strategy are influenced by environmental conditions and activity demands and conditions.
4K11 Coordinated physical experiences support effective team performances and grow a shared group identity.	5K11 Basic rules, conventions, and modifications ensure gameplay flows safely and that everyone can contribute.	
Practices The skills, strategies, and applications to teach		
4P7 Select and apply actions (e.g. passing, evading, positioning, changing speed or force) in response to space, opponents, and task demands within game situations.	5P8 Apply movement decisions, tactics, and strategies (e.g. attacking, defending, passing, positioning, timing with others) in response to the movement and position of others to create or limit space and control play.	6P7 Apply tactical and technical skills in response to game pressure (e.g. creating space, maintaining possession), adjusting decisions to achieve a common goal. (e.g. introducing competition in a minor game to increase pressure and comparing tactics and technical skills to a social game).
4P8 Use visual and verbal cues, and supportive feedback to trial and refine techniques and to synchronise timing, and achieve a group outcome (e.g. collective skipping, movement routine, kapa haka).	5P9 Coordinate group games and physical activities through roles and communication strategies to maintain flow, ensure safe participation, and enable effective cooperation and competition.	6P8 Use trial and constructive feedback to refine coordinated team strategies and actions (e.g. use music cues to coordinate kapa haka actions, practise set plays to evade defenders) to improve group performance in repeated movement contexts.
4P9 Apply rules, tikanga, and structured procedures (e.g. movement boundaries, right-of-way, equipment use protocols) to regulate movement behaviour and ensure safe, efficient participation.		6P9 Analyse how space, equipment, participants, environmental conditions, and activity demands influence the safety of a movement task and adjust movement strategies and actions (e.g. speed, positioning, force, risk-taking) to enable safe and effective performance.

Unpacking

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

PHASE 2 BIG IDEA

Effective movement with others relies on communication, teamwork, decision-making, and coordinated action to achieve shared outcomes.

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

Y4 Y5 Y6

Think about:

Team roles. Fair play, tikanga and inclusive rules. Leadership for every ākonga.