

Movement: Skill acquisition

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		
4K5 Skills can be refined through repeated practice and feedback.	5K5 Physical skills can be transferred and adapted across a range of activities, games, sports, and environments.	6K6 Different things can affect how well we move, including ourselves, the task we are doing, and the people we are playing or moving with.
4K6 Varied practice, feedback, and experience across a range of contexts supports skill learning.	5K6 Practice improves consistency, confidence, and performance.	6K7 Practice, feedback, reflection, and adjustment support the ongoing refinement of skills and performance.
4K7 Different techniques suit different physical activities, challenges, and tasks (e.g. kicking with the toe to send a ball far vs kicking with the inside of the foot for a more controlled short-distance pass).	5K7 Experience in a variety of physical activities and environments broadens the application of skills.	
Practices The skills, strategies, and applications to teach		
4P3 Create and perform sequences using balances, rolls, jumps, stretches, and travelling movements, showing control and confidence (e.g. balancing, rolling, skipping, jumping, and moving over, under, or around obstacles).	5P5 Pass, dribble, catch, shoot, and move into space in team games, using simple attacking and defending strategies to support teammates and create scoring opportunities (e.g. passing to keep possession, dodging an opponent, intercepting a pass, or shooting at a goal).	6P4 Create, perform, and improve sequences using balance, timing, space, and control, working with others to connect movements smoothly and respond to feedback (e.g. obstacle routines, fitness sequences, or team challenges).
4P4 Pass, catch, throw, run, and move into space in small team games, using simple attacking and defending strategies while following the rules of the game (e.g. passing to a teammate, tagging, relay).	5P6 Serve, send, receive, and return a ball in games, using movement, positioning, and teamwork to keep the ball in play and win points (e.g. serving over a net, moving to receive a ball, or working with a partner in a rally).	6P5 Pass, catch, run, dodge, and move into space in team games, using tactics, communication, and decision-making to support teammates and create scoring opportunities (e.g. choosing when to pass, run, evade an opponent, or support the ball carrier).
4P5 Strike, throw, catch, and field balls in games, using correct techniques and making good decisions about where to aim, throw, or move to support their team (e.g. hitting a ball with a bat, stopping a ball, catching a ball, or throwing to a target).	5P7 Run, jump, throw, chase, and retrieve objects with control and coordination, using different techniques to improve performance (e.g. sprinting, cross-country running, long jump, relay games, or throwing for distance and accuracy).	6P6 Apply running, jumping, throwing, striking, and fielding skills in games and athletics, using appropriate techniques and reflecting on performance to improve results (e.g. sprinting, long jump, cross-country running, batting, bowling, fielding, and measuring personal performance).
4P6 Use skill learning and feedback to refine movement for improved timing or accuracy (e.g. working on a specific technique, using peer feedback, pausing big games to refine specific movements).		

Unpacking

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

PHASE 2 BIG IDEA

Skills are refined through practice, feedback, and reflection, and can be adapted and transferred to meet the demands of different activities, and movement challenges.

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: Graded equipment and modified games. Peer feedback routines. Kī-o-rahi and tī rākau.