

Active participation: Social and cultural influences

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		
4K12 Group games and activities are organised through systems (e.g. teams, competitions, community programmes) that support belonging, values, and sport development.	5K12 In group, community, and social sports and activities shared identity and values are expressed through aspects such as traditions, uniforms, and social tournaments. 5K13 Participation opportunities can differ depending on access to spaces or the suitability of equipment.	6K11 Games, sports, and activities can develop as part of broader social or cultural contexts through media, community priorities, and traditions (e.g. Waka ama, school sport initiatives).
Practices The skills, strategies, and applications to teach		
4P10 Participate in group activities (e.g. a sports day, cultural activities, nature trail, orienteering, team tasks, social tournament) to model practices that contribute to individual or group values.	5P10 Negotiate expectations of behaviours and attitudes that reflect group membership and shared identity in group sports, games, or physical activity settings. 5P11 Review how the physical environment (e.g. school grounds) and access to equipment impact participation for others.	6P10 Explore how to modify activities from different contexts (e.g. modifying rules, roles, space, and equipment to address barriers, or enhance performance).

Unpacking

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

PHASE 2 BIG IDEA

Participation in movement is shaped by communities, cultures, environments, traditions, and access to spaces, and equipment.

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: Ākonga sport and cultural backgrounds. Local clubs and events. Access to spaces and gear.