

Movement: The moving body

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		
4K1 Muscle tension and relaxation are how the body produces and controls movement. 4K2 Forces change how the body moves, altering speed, direction, and position. People can create forces through pushing and pulling; other forces impact movement, such as gravity and friction. 4K3 Rhythm and timing develop by repeating patterns, coordinating body parts, and combining movements into smooth, timed sequences. 4K4 Physical coordination and techniques improve through skill learning, purposeful practice, and feedback.	5K1 People adjust forces while moving to maintain stability and balance in response to environmental conditions (e.g. bending joints to absorb force on landing, adjusting stance on uneven surfaces). 5K2 The intensity and duration of movement impacts effort and energy and can improve fitness. 5K3 People adjust skills for different environments (e.g. cross-country running vs track running). 5K4 Physical states (e.g. fatigue, energy, hydration, muscle readiness, fitness) affect how well movement is controlled and performed (e.g. faster reactions when rested).	6K1 In movement, different body positions combined with forces influence the outcome (e.g. to jump forwards, more force is applied horizontally; to jump up, more force is applied vertically). 6K2 There are factors that limit, enable, and influence movement behaviour: - individual factors (e.g. height, strength, attention, motivation) - task factors (e.g. goal, instructions, rules, equipment, boundaries) - environmental factors (e.g. space, weather, light). 6K3 Skill development depends on the interaction between the person, the task, and the environment. 6K4 Participation in different games, activities, or modified sports have typical physical impacts, such as fatigue and muscle soreness after prolonged effort. 6K5 Appropriate pre- and post-activity strategies (e.g. warming up, hydrating, positive self-talk, resting) support sustained participation and quality movement experiences.
Practices The skills, strategies, and applications to teach		
4P1 Experiment with movements (e.g. jumping, hopping, rotating) to test forces and effects on the muscles (e.g. absorbing force when landing, friction between shoes and the ground). 4P2 Participate in games, activities, or modified sports that develop timing and rhythm, using combinations of bilateral (e.g. jumping, clapping, catching a large ball) and contralateral movements (e.g. walking, crawling, running).	5P1 Experiment with combinations of movements (e.g. twisting, pushing, pivoting) to develop responses to the environment that maintain balance and stability (e.g. parkour obstacle course, benchball). 5P2 Participate in games, activities, or modified sports at varying intensities and durations to adjust effort and technique in response to fatigue (e.g. relays with walking, hopping, or sprinting). 5P3 Participate in regular activity to improve fitness. 5P4 Determine how personal movement is influenced by physical states (e.g. describing how the body feels before, during, and after physical activity, adjusting pace, or strategies when fatigued).	6P1 Experiment with body positions and forces in action (e.g. different take-offs, arm swings, and landings when jumping; different stances, grips, and swings in T-ball). 6P2 Recognise how individual, task, and environmental factors (e.g. reduced space or time for a small-sided game) influence how movement is organised and performed. 6P3 Determine which pre-and post-activity strategies sustain personal participation in quality experiences (e.g. identify a goal for an activity and reflect on its impact, compare performance when prepared vs not).

Unpacking

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

PHASE 2 BIG IDEA

Movement is shaped by the interaction of body systems, forces, environments, practice, and feedback.

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: Noticing effort without comparing bodies. Space for force and landing work. Links to Science.