

Movement: Skill acquisition

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.22–23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
7K5 Skill learning is the ongoing process in which movement technique develops through practice and feedback, as learners adapt their actions to changing environmental conditions.	8K5 Coordinated timing, control of force, and continuous sequencing, produce controlled movement.
7K6 In games and sports, movement and decision-making are shaped by interactions between players, tasks, and environments, requiring continuous adjustments.	8K6 Movement performance emerges from interactions between the individual, task, and environment, shaping perception, decision-making, and movement solutions.
Practices The skills, strategies, and applications to teach	
7P5 Make decisions in game play by scanning the environment, adjusting positions, and applying tactics to respond to changing conditions (e.g. moving to a better position to receive a pass, using a set move to respond to a predicted situation, shorter passes to maintain possession in windy conditions).	8P5 Participate in games, activities, or sport to experiment with coordinated timing, control of force, and sequencing (e.g. parkour sequences such as roll to jump to balance to turn, finding rhythm with wheelchair pushing, climbing with continuous movement, passing sequences).
	8P6 Participate in, games, activities, or sport with changing constraints that require adaptation and solving movement problems (e.g. repeating the same activity in a new environment, leading an activity where the timing gets faster, leading games where different roles or rules are introduced during play).

Unpacking

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

PHASE 3 BIG IDEA Skill learning involves adapting movement to changing tasks, environments, and performance demands.

KU

Knowledge and understanding

What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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 Year 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Progress content is due in 2027; use existing practice until then.

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.

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 Year 7 Year 8

Think about: Practice design and feedback routines. Video for analysing technique, with consent. Modified games for skill transfer. A range of cultural movement forms.