

Movement: Skill acquisition

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K6 Kinaesthetic awareness is the knowledge of the body in movement, enabling perception and regulation of position, timing, and effort, and supporting skill learning through the control, coordination, and adaptation of movement.	10K5 Skill capability develops over time through varied practice across different environments and conditions, where learners adapt and refine movement solutions using feedback, experience, and strategic decision-making.
9K7 Internal feedback from emotions, muscles, and kinaesthetic awareness, alongside external feedback from observation, supports skill learning by informing the regulation and adaptation of movement.	10K6 Environmental conditions (water or land environments) and temperature are a form of external feedback and change how the body responds and how people need to move, prepare, and participate in activities.
Practices The skills, strategies, and applications to teach	
9P5 Identify and use internal feedback (kinaesthetic awareness, effort, emotions) and external feedback (observation, coaching, video analysis) to adjust performance and improve movement.	10P5 Participate in experiences, games, activities, or sport over time to identify, evaluate, and adjust movement solutions in response to changing conditions (e.g. learning to kick a football into the top corner of the goal, trialling this in wet and dry conditions or from different distances, modifying the body position, force and decision-making required to achieve the desired outcome), performance feedback, and tactical demands.
	10P6 Move in hot and cold temperatures to experience how the conditions impact the body and the actions people need to take to prepare or adapt (e.g. cold temperatures impact temperature and movement control, and hot temperatures impact body stress, fluid replacement, and energy levels. In response, people may need to wear more clothing, take breaks, hydrate, pace, warm up slower).

Unpacking

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

PHASE 4 BIG IDEA Skill learning involves evaluating, refining, and transferring movement solutions across increasingly complex contexts.

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 9 lead into Year 10?

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 9

Year 10

Think about: Video and feedback tools, and protocols for recording ākonga. Planning for safe practice in hot and cold conditions (Year 10). Varied conditions across the year, not one venue.