

Programme map

Which units carry which topics? Record units or contexts, then the statement codes each one teaches.

Topic	Term 1	Term 2	Term 3	Term 4	Hours
Units or contexts Name and number of weeks					
M1 The moving body					
M2 Skill acquisition					
M3 Psychology of movement					
A1 Participating with others					
A2 Social and cultural influences					
A3 Outdoor education					
Total hours					

Time available

Teaching weeks

Lessons per week

Lesson length (minutes)

Check and challenge

Does every statement have at least one tick in the tracker?

Which knowledge gets explicit teaching, not just activity time?

Which topic is thinnest, and is that a choice or a gap?

Does the time available make ‘in full’ realistic? If not, who needs to know?

Coverage tracker

Tick each term a statement is taught. Every statement needs at least one tick.

Code	Statement (short label)	T1	T2	T3	T4
M1 The moving body					
K1	Intensity, duration and energy supply				
K2	Speed, accuracy and control				
K3	Forces, rhythm and timing				
K4	Well-being models and participation				
P1	Observe intensity and duration demands				
P2	Speed versus accuracy and control				
P3	Experiment with rhythm and timing				
P4	Use well-being models to analyse participation				
M2 Skill acquisition					
K1	Skill learning through practice and feedback				
K2	Players, tasks and environments				
P1	Decisions in game play				
M3 Psychology of movement					
K1	Confidence and motivation				
K2	Self-belief				
P1	Progressive challenge and confidence				
P2	Self-belief and achievable success				
A1 Participating with others					
K1	Interpersonal skills and dynamics				
K2	Assessing and responding to hazards				
P1	Define and compare roles				
P2	Interpersonal skills in group activities				
P3	Identify hazards and act safely				
A2 Social and cultural influences					
K1	Organised sport and community programmes				
K2	Role models in sport				
P1	Compare recreation and organised sport				
A3 Outdoor education					
K1	Environment and activity demands				
K2	Planning and preparation				
P1	Reflect on responses outdoors				
P2	Plan and prepare for an outdoor experience				

Short labels summarise the statements for tracking only. Plan from the full statements on the Unpacking Canvases (HPE Years 0–10, Sept 2026, pp.22–23).

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Code	Statement (short label)	T1	T2	T3	T4
M1 The moving body					
K1	Physiological adaptation of heart and lungs				
K2	Observation, feedback and simple data				
K3	Permission and purpose for activity data				
K4	Factors in enjoyment and participation				
P1	Heart and breathing rate recovery				
P2	Adjust timing, force and positioning				
P3	Gather physical activity data				
P4	Reflect on factors in enjoyment				
M2 Skill acquisition					
K1	Timing, force and sequencing				
K2	Individual, task and environment				
P1	Experiment with timing, force, sequencing				
P2	Adapt to changing constraints				
M3 Psychology of movement					
K1	Day-to-day fluctuation				
P1	Track confidence and motivation over time				
A1 Participating with others					
K1	Leaders and coaches adapt actions				
K2	Tactical awareness and inclusive leadership				
K3	Managing personal risk				
P1	Design and lead activities				
P2	Apply tactics to team performance				
P3	Select challenge within personal limits				
A2 Social and cultural influences					
K1	Modifying settings for inclusion				
K2	Sport changes over time				
P1	Community events and inclusion				
P2	Rules and traditions across contexts				
A3 Outdoor education					
K1	Low-impact outdoor practices				
K2	Outdoor safety decisions				
P1	Apply low-impact and tiakitanga practices				
P2	Analyse outdoor safety planning				

Short labels summarise the statements for tracking only. Plan from the full statements on the Unpacking Canvases (HPE Years 0–10, Sept 2026, pp.22–23).