

Programme map

Which units carry which topics? Record units or contexts, then the statement codes each one teaches (e.g. M1 K2).

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	Major bones: structure, stability, support				
K2	Major muscle groups: contraction and relaxation				
K3	Balance: centre of gravity and base of support				
K4	Skill-related components of fitness				
K5	Physical, emotional and relational well-being				
P1	Observe movement: identify muscles and bones				
P2	Experiment with balance and stability				
P3	Analyse a fitness component in performance				
P4	Use models to link health and participation				
M2 Skill acquisition					
K1	Kinaesthetic awareness				
K2	Internal and external feedback				
P1	Use feedback to adjust performance				
M3 Psychology of movement					
K1	Practice and mistakes build confidence				
K2	Activation levels				
K3	Emotional regulation				
K4	Movement choices and sense of self				
P1	Practise a movement to build confidence				
P2	Regulation, focus and energy in groups				
A1 Participating with others					
K1	Tactical decisions and feedback				
K2	Factors for safe participation				
P1	Modified contexts: tactical feedback				
P2	Factors in unfamiliar contexts				
A2 Social and cultural influences					
K1	Social and cultural influences on sport				
K2	Participation and identity				
P1	Examine media representations				
P2	Explain participation and identity				
A3 Outdoor education					
K1	Managing adversity outdoors				
K2	Planning for changing conditions				
K3	Care from ecology, culture and values				
P1	Support self and others outdoors				
P2	Pre-trip checks				
P3	Investigate knowledge of place				

Short labels summarise the statements for tracking only. Plan from the full statements on the Unpacking Canvases (HPE Years 0–10, Sept 2026, pp.28–29).

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Code	Statement (short label)	T1	T2	T3	T4
M1 The moving body					
K1	Cardiovascular and respiratory systems				
K2	Physiological indicators regulate effort				
K3	Health-related components of fitness				
K4	Movement efficiency and biomechanical refinement				
P1	Discuss physiological responses to exercise				
P2	Observe heart rate and perceived exertion				
P3	Trial strength, endurance or flexibility				
P4	Trial alignment, force and sequencing				
M2 Skill acquisition					
K1	Varied practice across conditions				
K2	Environment and temperature as feedback				
P1	Adjust movement solutions to conditions				
P2	Move in hot and cold temperatures				
M3 Psychology of movement					
K1	Goal setting				
K2	Positive self-talk				
K3	Strategies combined to improve focus				
P1	Experiment with strategies in challenge				
A1 Participating with others					
K1	Leadership for inclusive environments				
K2	Individual actions and group outcomes				
K3	Organising for group needs				
P1	Lead inclusive experiences				
P2	Critique individual actions in competition				
P3	Plan and organise group activities				
A2 Social and cultural influences					
K1	Diverse needs and equitable participation				
P1	Modify an activity for diverse needs				
A3 Outdoor education					
K1	Outdoor safety management				
K2	Outdoor group roles				
K3	Reciprocity and tiakitanga				
P1	Apply safety management processes				
P2	Roles and shared decisions for safety				
P3	Actions that show tiakitanga				

Short labels summarise the statements for tracking only. Plan from the full statements on the Unpacking Canvases (HPE Years 0–10, Sept 2026, pp.28–29).