



**Physical Education
New Zealand**
Te Ao Kori Aotearoa



UNDERSTANDING

MOVEMENT PROGRESSION

IN THE NEW ZEALAND CURRICULUM

RESOURCE FOR
PRIMARY EDUCATORS

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CITATION

Physical Education New Zealand (2025). Understanding Movement Progression in the New Zealand Curriculum. Wellington. New Zealand.

Published in January 2025 by
Physical Education New Zealand | Te Ao Kori Aotearoa
Wellington, New Zealand

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INCLUSIVE PHYSICAL EDUCATION

The writers of this resource are committed to a vision of inclusive physical education. We acknowledge that ableism powerfully influences physical education and adopt an anti-ableist position. Ableism is the construction, and privileging, of a 'normal' or 'able' body and mind.

- **We believe all tamariki should thrive in physical education.**
- **We recognise that diversity is normal and refute the idea of 'normal' bodies and minds.**
- **We hold that institutional, environmental and attitudinal factors create and maintain barriers to equitable participation for all tamariki.**
- **We challenge long standing assumptions about ability being a pre-requisite for physical education.**
- **Adaptation is not discussed in this resource. Instead, we encourage teachers to draw on the principles of universal design and proactively plan to meet the diverse needs of tamariki.**



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ABOUT THIS RESOURCE

PURPOSE OF THE RESOURCE

This resource provides a guide to understanding and teaching movement in alignment with the New Zealand Curriculum (NZC). In particular, **this resource focuses on just ONE of the Achievement Objectives in the Health & Physical Education (HPE) Curriculum. A quality Physical Education (PE) programme will provide students with the opportunity to experience all aspects of the HPE Curriculum.**

KEY FEATURES

- **Alignment with the Curriculum:** Each of the examples unpacks the curriculum objectives and progression levels relating to movement.
- **Holistic Development:** Focuses on cognitive, physical, and social learning through movement.
- **Cultural Responsiveness:** Highlights bi-cultural practices and inclusivity.

INTENDED OUTCOMES

For students:

- **Build** foundational movement skills progressively.
- **Enhance** physical literacy and problem-solving abilities.
- **Develop** teamwork and communication skills.

For educators:

- **Practical** guidance for delivering inclusive and effective physical education.
- **Strategies** for scaffolding learning across curriculum levels.



MOVEMENT PROGRESSION IN PHYSICAL EDUCATION

Movement progression is the structured development of skills that enable students to engage in a wide range of physical activities confidently. This resource outlines the progression of these skills across four curriculum levels, integrating theoretical concepts with practical activities.

ACHIEVEMENT OBJECTIVE UNPACKING

The achievement objectives covered in this resource are from the **'Movement Concepts & Motor Skills - B1'** strand of the **Health & Physical Education Curriculum in the New Zealand Curriculum (2007)**. The Achievement Objectives covered are from Levels 1-4. The following are the specific objectives covered:

LEVEL 1 (B1) MOVEMENT SKILLS

LEVEL 2 (B1) MOVEMENT SKILLS

LEVEL 3 (B1) MOVEMENT SKILLS

LEVEL 4 (B1) MOVEMENT SKILLS

PLANNING LESSONS USING THIS RESOURCE

Design learning experiences that move from exploration (e.g., free play) to structured skill application (e.g., small-sided games). Accessing movement skills such as:

- Locomotor skills (e.g., running, hopping, skipping).
- Manipulative skills (e.g., throwing, catching, striking).
- Stability skills (e.g., balancing, twisting, stretching).

Select equipment and environments that enhance skill development (e.g., gym, playground, natural settings).

PRACTICAL TIPS FOR TEACHING:

- Use the **progression tables** to understand how to identify key skills and concepts relevant to the students' needs and capabilities. These can be used as a model for further unpacking.
- Modify **equipment and play environments** to meet diverse needs (e.g., using different-sized balls for throwing activities).
- Encourage **self-assessment and peer feedback** by having students reflect on their movement performance.
- Use **Māori movement concepts** (e.g., Kī o Rahi, Poi Toa) to connect learning to Aotearoa New Zealand's cultural heritage.
- Use **movement rubrics and informal assessments** to track student progress.



CULTURAL & INCLUSIVE PRACTICES IN MOVEMENT EDUCATION

Physical education in Aotearoa New Zealand **should be a culturally responsive and inclusive experience** that **reflects the diverse identities, needs, capabilities, and backgrounds** of all students. Movement is a powerful way **to express identity, build relationships, and foster well-being**, and this resource supports teachers in ensuring that all students feel valued, respected, and included in their movement learning.

Educators should consider:

- **physical education as an authentic opportunity to honour Te Tiriti o Waitangi by integrating Māori perspectives on movement, well-being, and connection to the environment.**
- **physical education as a place where all students—regardless of capability, background, gender, or learning needs—can fully participate and experience success.**
- **physical education as a place where students feel a sense of ownership over their movement learning.**
- **the importance of place-based learning, where students engage with natural, local, and culturally significant environments.**



MOVEMENT CONCEPTS & SKILLS

Movement is fundamental to physical development and well-being. In physical education, movement concepts and skills provide the foundation for students to participate confidently in a wide range of activities. The **New Zealand Curriculum emphasises** the importance of **developing movement competence progressively**, ensuring students build physical literacy through experiences that **enhance their coordination, control, and understanding of movement.**

The **Movement Concepts and Skills Table** that follows outlines key elements of movement, categorised into three components:

Movement Concepts Fundament Movement Skills General Guidance

By understanding these elements students can develop their movement skills and apply them in various contexts.

SPORT & MOVEMENT PROGRESSION

This resource shifts the focus from sport as the driver of movement learning to a focus on movement concepts and skills as the foundation for lifelong movement experiences. It emphasises that developing fundamental movement skills is not about preparing for a specific sport or sporting event, but is about building the physical literacy, confidence, and adaptability needed for all physical activities.

MOVEMENT CONCEPTS & SKILLS REFERENCE TABLE

Developing motor skills by exploring a range of movement concepts in different contexts enables tamariki to participate in physical activities. Tamariki should have the opportunity to learn how their body moves and learn skills that are relevant to them. These skills should give them the confidence and competence to engage in the physical activities they choose. **The following table is not prescriptive or exhaustive, but should be used as a starting point.**

MOVEMENT CONCEPTS

SPACE AWARENESS Where the body moves	EFFORT How the body moves	RELATIONSHIPS With whom or what the body moves	BODY AWARENESS What the body does
SELF-SPACE: Understanding personal space and maintaining control of movement within it.	TIME: Understanding speed and rhythm (e.g., fast, slow, gradual, sudden).	BODY PARTS: Awareness of how body parts move in isolation or coordination, (e.g., symmetrical/asymmetrical movements, etc...).	BODY SHAPES: Exploring wide, narrow, twisted, curled, or straight shapes.
GENERAL SPACE: Sharing space with others and moving safely in group settings.	FORCE: Exploring the strength of movements (e.g., light, strong, heavy, soft).	OBJECTS: Interacting with equipment or objects (e.g., over, under, around, through, in, out, front, behind).	BALANCE: Maintaining equilibrium in static and dynamic activities.
DIRECTION: Moving in various directions (e.g., forward, backward, sideways, diagonal).	FLOW: Moving in a smooth, continuous manner or with distinct stops (e.g., free flow vs. bound flow; jerky, free).	PEOPLE: Engaging with others in cooperative or competitive activities (e.g., mirroring, shadowing, alternating, etc...).	COORDINATION: Synchronising different body parts during movement.
PATHWAYS: Creating patterns while moving (e.g., straight, curved, zigzag).			TRANSFER OF WEIGHT: Shifting weight from one part of the body to another (e.g., rolling, stepping, landing).
LEVELS: Exploring movement at high, medium, and low levels.			
RANGE: Extending or limiting movements to explore proximity and distance.			

LEARNING the FUNDAMENTAL MOVEMENT SKILLS

These skills support participation in a variety of physical activities, sports and recreational pursuits. Below are some examples of fundamental movement skills for primary school children, grouped into categories. These skills support the broader movement concepts and include:

LOCOMOTOR MOVEMENTS		MANIPULATIVE MOVEMENTS	BALANCE MOVEMENTS
BASIC: Walk, Run RHYTHMICAL: Gallop, Side Slip, Skip. JUMPS: 1-1 (Hop), 1-1 (Leap), 1-2, 2-1, 2-2 (High), 2-2 (Long). APPARATUS: Climb, swing, etc... NON-LOCOMOTIVE: Balancing, Twisting, Stretching, Bending, Swaying, etc...		SEND: Throw, Kick, Punt, Ball Roll, Static Ball Strike. RECEIVE: Catch, Trap (Feet), Stop (Stick). TRAVEL WITH: Dribble (Hands), Dribble (Feet), Dribble (Stick). RECEIVE AND SEND: Volley, Strike (Bat), Strike (Stick).	POSTURAL: Upright Posture, Ready Position, Stopping, Landing. COORDINATION: Cross Laterality, Stretch/Curl, Twist/Turn, Spin, Sink/Fall, Body Roll, Dodge.
LOCOMOTOR SKILLS Movement from one place to another	NON-LOCOMOTOR SKILLS Movements performed without traveling	MANIPULATIVE SKILLS Handling objects effectively	BALANCE & COORDINATION SKILLS
WALKING: Coordinated movement on foot.	BALANCING: Maintaining stability in a static or dynamic position.	THROWING: Propelling an object into the air using the arms.	LANDING: Safely absorbing the force of a jump or fall.
RUNNING: Quick movement on foot with both feet leaving the ground momentarily.	TWISTING: Rotating a body part or the entire body.	CATCHING: Receiving a moving object using hands or body.	DODGING: Quickly changing direction to avoid an object or opponent.
HOPPING: Jumping on one foot repeatedly.	STRETCHING: Extending the body to reach a specific point or position.	KICKING: Striking an object (e.g., a ball) with the foot.	STATIC BALANCING: Maintaining balance in a stationary position (e.g., standing on one).
SKIPPING: Alternating steps and hops.	BENDING: Decreasing the angle of a joint.	STRIKING: Hitting an object (e.g., with a bat or hand). VOLLEY: Striking or redirecting an object using body parts before it touches.	DYNAMIC BALANCING: Maintaining balance while moving or performing an.
JUMPING: Propelling the body into the air and landing on one or both feet.	SWAYING: Shifting weight rhythmically from one foot to the other.	DRIBBLING: Moving an object, such as a ball, using controlled actions (hands, feet, or a stick).	BODY ROLLING: Rolling the body continuously on a surface.
LEAPING: A long, extended jump from one foot to the other.		ROLLING: Pushing an object on a surface in a controlled manner.	
GALLOPING: Moving forward with one foot leading and the other following.		PUNTING: Kicking a ball dropped from the hands before it touches the ground.	
		CARRYING: Transport or move an object from one place to another while maintaining control, balance, & coordination.	

GENERAL GUIDANCE

MOVEMENT QUALITIES & CREATIVITY Teachers are encouraged to guide students in exploring:	INCLUSIVE PRACTICES & CULTURAL CONNECTIONS Teachers should also incorporate:
- The aesthetic and expressive qualities of movement. - Problem-solving and decision-making through movement (e.g., creating dance sequences or team strategies). - Interpreting movement as a way of communicating and interacting.	- Activities that reflect diverse cultures, including Māori concepts like hauora (well-being) and whanaungatanga (relationships). - Movement experiences that are inclusive, catering to all students.



ACHIEVEMENT OBJECTIVES

Physical education in the New Zealand Curriculum is designed to support **students' progressive development of movement skills, confidence, and understanding**. The **Achievement Objectives provide a framework for structuring movement education** at different curriculum levels.

The following section unpacks the **movement progression language** of the relevant Achievement Objectives **across Levels 1 to 4**, helping teachers understand what students should learn and to support a deepening understanding of the requirements at each level.

MOVEMENT ACHIEVEMENT OBJECTIVES

The achievement objectives covered, and specifically related to the teaching of movement, are as follows:

- **Level 1 (B1) Movement Skills:** Students will develop a wide range of movement skills, using a variety of equipment and play environments.
- **Level 2 (B1) Movement Skills:** Students will practice movement skills and demonstrate the ability to link them in order to perform movement sequences.
- **Level 3 (B1) Movement Skills:** Students will develop more complex movement sequences and strategies in a range of situations.
- **Level 4 (B1) Movement Skills:** Students will demonstrate consistency and control of movement in a range of situations.

MOVEMENT ACHIEVEMENT OBJECTIVES ESSENCE STATEMENTS

For the Achievement Objectives covered in this resource, we have provided the following statements help to provide a concise overview of the essence of each objective.

LEVEL 1

At level 1 students **explore** and begin to **develop** a wide range of **basic movement skills** in varied play environments, **building confidence, body awareness and enjoyment** through purposeful movement experiences. Time and **a range of purposeful opportunities** to explore movement are essential for students to **begin understanding what it feels like and what is involved** in performing different skills.

LEVEL 2

At level 2 students **practise and combine** movement skills in sequences. Through **varied contexts and games** they **developing control, coordination and an understanding of how** movement can be **linked and adapted for different purposes**. Students begin to show more **consistency in movements**. Time and a range of **deliberate opportunities** in a range of contexts are crucial for learners at this level.



LEVEL 3

At level 3 students develop the ability to **perform complex, multi-sequenced movements and strategic and tactical strategies** in a range of contexts. Students movements are **challenged by complex and challenging context/game situations and environments** which require critical thought about the **application** of the movement sequences and strategies.

LEVEL 4

At level 4 students work towards **becoming more automated in movements demonstrating intentional execution of movement skills and strategies** in varied contexts and environments. Students will show **consistency and control of skills** reflecting intentional and purposeful application. Students will demonstrate the **ability to 'read' the context/game and/or environment** and **appropriately respond and/or adapt** their movement and/or strategy to the situation.

The following section unpacks the language of each of the movement related Achievement Objectives from Levels 1-4:



CURRICULUM LEVEL 1

DEVELOP a WIDE RANGE of movement skills, using a VARIETY OF EQUIPMENT and PLAY ENVIRONMENTS

DEVELOP

[verb]

1. Begin to grow initial understandings.
2. Build up, grow, or improve gradually over time.

WIDE RANGE OF MOVEMENT SKILLS

A 'Wide Range' means extensive in scope, or covering a large number of different aspects.

- Locomotive
- Manipulative
- Stability
- Alternative Movements
- Adaptive Movements

VARIETY OF EQUIPMENT

'Variety' means a number of different types of equipment and resources. For example:

- Play/Games/Sports equipment
- Cultural Artifacts
- Transport (Bikes, etc...)
- EOTC resources

PLAY ENVIRONMENTS

A space where children can play and learn, and includes the equipment, resources, and adults that support them.

- **Local Natural Environments:** Parks, Bush, Rivers, Beaches, etc...
- **School Based:** Hall, Gym, Courts, Fields, Playground, Bike Track, Nature Areas, Obstacle Courses, Classroom, etc...
- **Local Developed Facilities:** Sporting, Playground, Activity Facilities (tramp parks, etc...), Pools, etc...



CURRICULUM LEVEL 2

PRACTICE MOVEMENT SKILLS
and **DEMONSTRATE** the ability
to **LINK THEM IN ORDER TO**
PERFORM movement
sequences

PRACTICE

[noun]

1. Regularly engaging in physical activities to develop skills.
2. Experiencing enjoyment and creativity using physical skills in activities.

MOVEMENT SKILLS

- Locomotive
- Manipulative
- Stability
- Alternative Movements
- Adaptive Movements

DEMONSTRATE

[verb]

1. Exhibit with growing frequency and consistency.
2. Show by one's actions.

LINK THEM TO PERFORM

It's about putting separate actions together in a coordinated and purposeful way to achieve a specific outcome or express an idea.

- Identifying specific skills.
 - Communicating specific skills.
 - Ordering skills (in timeline of sequence).
 - Performing in a sequence.
 - Applying in or for a purpose.
 - Sequencing similar skills (repetition).
 - Sequencing a variety of skills.
-



CURRICULUM LEVEL 3

DEVELOP more COMPLEX MOVEMENT SEQUENCES and STRATEGIES in a RANGE OF SITUATIONS

DEVELOP

[verb]

1. Continuing to grow from initial understandings towards more complex, efficient and/or effective processes, actions and/or strategies.

COMPLEX MOVEMENT SEQUENCES

A series of sub movements that are performed in a specific order and timing to achieve a goal.

- Join at least two movement sequences.
- Identify and break-down the complexities. (How it is complex)
- Activating different body parts simultaneously or in sequence.

COMPLEX MOVEMENT STRATEGIES

Approaches that help people perform advanced movements in specific contexts.

- Body Strategies (body awareness)
- Spatial Strategies
- Effort Strategies (e.g. mandatory effort, problem-solving, moving into space)
- Relationships to or with objects, people, and space.

RANGE OF SITUATIONS

A variety of situations or activities.

- Cooperative
 - Competitive
 - Familiar or New
 - Explorative or Play
-



CURRICULUM LEVEL 4

DEMONSTRATE CONSISTENCY and CONTROL OF MOVEMENT in a RANGE OF SITUATIONS

DEMONSTRATE

[verb]

1. Show and execute their abilities through the completion of movement based tasks.
2. Requires time / frequency for student to participate to be able explore / develop / consolidate / proficient.

CONSISTENCY OF MOVEMENT

The ability to show repeated accuracy of the movement through thought and effort with:

- confidence
- less/no errors
- limited/no impact from environmental factors or pressures

CONTROL OF MOVEMENT

The ability to show purposeful and intentional execution of movement that are:

- Automatic (without thought)
- Adapted to situations
- Safe as they get more complex
- Aware of surroundings

RANGE OF SITUATIONS

- Cooperative
 - Competitive
 - Familiar or New
 - Growing Range of Implements
 - Growing Range of Outcomes
-

A large photograph on the left side of the page shows two young boys in a grassy field. One boy, wearing a green shirt and blue shorts, is jumping high with his arms outstretched towards a yellow ball in the air. The other boy, wearing a red shirt and blue shorts, is also jumping, looking up at the ball. The background is a soft-focus green field with trees in the distance.

MOVEMENT PROGRESSION EXAMPLES

The following **examples** for **Throwing and Balancing** outline the **developmental journey** of key movement skills across the New Zealand Curriculum Levels 1–4. These tables provide a **framework for teachers to understand how students progress** from basic exploration of movement to consistent and controlled application in complex contexts.

Each table offers:

- **Skill descriptors** aligned with curriculum levels.
- **Motor concepts** that underpin skill development (e.g., force, space, flow).
- **Practical examples** of activities to support teaching and learning at each level.

These **tables are exemplars and can be used as a model for teachers to design engaging, progressive, and inclusive physical education programmes** while meeting curriculum expectations.

MOVEWELL

The **examples provided in the Movement Progression section come from the MoveWell resource**. Educators are encouraged use this free resource to support the development of well-rounded, quality physical education programmes which focus on movement concepts and skills.

Go to: <https://www.penz.org.nz/resources/movewell>





BALANCING

LEVEL

1

Explore BALANCING on the spot, **while moving**, different body shapes, equipment and others.

For example:

- Tag games (freeze tag), what's the time Mr. Wolf, Musical statues, balancing on the playground, making alphabet shapes with their body, points and patches.

Motor Concepts: Self-Space; Levels; Pathways; Relationships with Others & Body Parts.

LEVEL

2

Demonstrate consistency of **BALANCE** in a range of situations **by themselves** and **with others**.

For example:

- Balancing in problem-solving activities and more complex balancing activities.
- Similar activities to Level 1 with more efficiency to demonstrate balance.

Motor Concepts: Self-Space; Levels; Pathways; Directions; Speed; Relationships with Objects.

LEVEL

3

Participate in complex activities and demonstrate **proficiency in BALANCING**.

For example:

- Bush Walking & Rock Hopping
- Navigating uneven terrain while maintaining balance.
- Using playgrounds, natural settings, or DIY courses with balancing components (e.g., crawling under, stepping over, tightrope walking).
- Siva & Hula – Dances requiring controlled lower body movement and balance.

Motor Concepts: Flow; Force; Objects; Body Shape.

LEVEL

4

Plan, practice and demonstrate increasingly **complex and purposeful** movements/sequences involving **BALANCE**.

For example:

- Planned Sequences: Parkour Run, , Simulated Action Movie Scene
- Impacting the Balance of Others: Pool Noodle Gladiators on a Beam, Wipeout Course (balance obstacle course), Push 'N' Pull (Movewell)
- Synchronised Routine: Break Dancing, Gymnastics, Mau Rākau Ahai (Rākau Stances)
- Precise or Time Sensitive Object Balancing: Tū Kōhatu (rock stacking), Poi Rākau/Maui-Matou, Speed Stacking

Motor Concepts: Self Space & Levels of Body Movement, Force & Flow, Relationships with Body Parts, Objects & People, Balance, Coordination &



MANIPULATIVE SKILL THROWING

LEVEL

1

THROWING various objects in different ways **to explore** distances and targets.

For example:

- Explore different types of throwing with varied equipment and/or targets.
- Use beanbags, Poi Toa, Kī scarves, balls, quoits, etc...
- Targets: High/low, close/far, small/large, in/on.

Motor Concepts: Force; Levels; Directions; Relationship with Objects.

LEVEL

2

Connecting THROWING with other skills and within simple games.

For example:

- Throwing in simple game situations (e.g. Hakariki, ...)
- Catching (e.g. Pattern ball, ...)
- Running (e.g. Scatterball, ...)
- Retrieving (e.g. Fielding games, ...)

Motor Concepts: Space; Relationships; Force, Direction; Body Parts.

LEVEL

3

Choose, adapt & execute an **appropriate THROW** in response to a situation.

For example:

- Using a range of throws - Chest; Bounce; Over/Under arm; Overhead;
- Roll in situations such as Benchball; Kī O Rahi; Net/Wall Games; Striking/Fielding Games; Flipperball; Tapuwae

Motor Concepts: Space; Relationships with Others; Relationships with Objects; Force; Direction; Body Parts (Specific Techniques)

LEVEL

4

Showing **consistency of controlled THROWS** in a variety of situations.

For example:

- Chest; Bounce; Over/Under arm; Overhead;
- Roll in situations such as Target Throws; Benchball; Net/Wall Games; Striking/Fielding Games; Flipperball; Kī-o-Rahi, Horohopu, Tī Uru, etc...

Motor Concepts: Space; Flow; Body Parts (Specific Techniques); People (Competitive & Cooperative)

A photograph of two young children in a grassy field. One child, wearing a green shirt and blue shorts, is jumping high with arms outstretched towards a yellow ball in the air. Another child, wearing a red shirt and blue shorts, is also jumping, looking up at the ball. The background is a soft-focus green field with trees in the distance.

MOVEMENT PROGRESSION LESSON PLANNING

Effective lesson planning in physical education supports tamariki to explore, develop, and apply movement concepts and skills in meaningful and engaging ways. **Planning with purpose ensures that students experience movement in ways that are inclusive, connected** to curriculum progression, and **grounded** in real-world contexts.

PLANNING WITH PROGRESSION IN MIND

Lesson planning should be **responsive to the learning needs and capabilities** of ākonga, with movement activities scaffolded across multiple sessions. Use the curriculum and establish key knowledge/understanding, experiences and skills to ensure **learning builds over time—from exploration to application**.

Teachers are encouraged to:

- **Start with a Big Idea** or conceptual focus (e.g., “Movement sequences help us participate in physical activity”).
- **Select movement skills** that align with the intended learning outcomes and curriculum level.
- **Integrate movement concepts** (e.g., space, direction, force, relationships) to deepen understanding.
- **Include reflective prompts, partner talk, or journalling** to support metacognition and key competencies like managing self and relating to others.

PROGRESSIVE EXPERIENCES

Use lesson sequences to deepen learning across time. For example:

1. **Exploration:** Students try different ways of throwing using a range of objects (e.g., beanbags, foam balls, poi).
2. **Application:** Students work in small groups to create and repeat a throwing pattern, linking catching and decision-making.
3. **Refinement:** Students reflect on what helped them succeed and make changes to improve their movement sequence.
4. **Transfer:** Students apply their sequence in a new setting or game scenario, adapting based on the challenge.

PHYSICAL EDUCATION LESSON EXAMPLE

Each lesson should align with the movement-related Achievement Objectives of the NZC. For example:

PE LESSON PLAN

BIG IDEA	CURRICULUM AO	UNDERLYING CONCEPTS	KEY COMPETENCY
We are learning that movement skills and sequences support us to participate in physical activities.	Level 2 Strand B: Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.	Attitudes and Values: What attitude do we bring to learning new skills and working with others as they learn with us.	Managing self: building awareness and management skills of our own skill development and reflecting on our progress.
CONTEXT KNOWLEDGE / VOCAB		MATERIAL NEEDED	
Movement skills, movement sequences, sequencing. Motor Concepts: space, relationships, force, direction, body parts. Throwing, catching, aiming, targets.		Wide variety of objects to throw and catch: rubber chickens, juggling scarves, foam dice, dog rope toys, balloons, bean bags, cones, swiss balls, hoops, frisbees, quiots. Targets to aim at / for: buckets, chalk line, ropes, hoops, cones, kicking tees	

LESSON EXPERIENCES

Experience 1: Exploring throwing – have a range of equipment and targets available for exploring throwing. Vary and repeat equipment and targets available each session with students in pairs or small groups.

Teacher Questioning: Can you try different ways of throwing? What does it feel like to throw different objects? What changes? How do you change? What do you have to do with you body when throwing to achieve accuracy? How many different ways can you throw one object? What throws work best for what objects?

Experience 2: Introduction of game based physical activity – learning to use throwing in conjunction with other skills to perform sequences.

Point to note as a teacher and with students: We are referring to the MOVEMENT SEQUENCE of throwing and catching within the group. Separate from the pattern/sequence the object makes around the group. Both still valid sequence understandings.

Patternball (MoveWell 5.4): In small groups of around 6-8, have student explore a throwing pattern amongst the group. Have a range of equipment available from Experience 1 that they are familiar with. Begin with just one object and have groups progress at their own pace by adding in more objects, changing their sequence, going backwards, joining with another group to add more people into the mix.

Teacher Questioning: What will you have to do to agree to a throwing pattern/sequence within your group. What other skills are you required to use in this game and how will that impact on the movement sequence? What order are those skills required/in what sequence? What will you need to be thinking about throughout your movement sequence to be successful. What happens to your ability to be successful when the object is changed or when there is more than one object moving through the sequence at one time? What is the movement sequence you are using in this activity?

REFLECTION/ASSESSMENT

Reflect with a partner or with the whole class

1. What piece of equipment did you have the most success with in the throwing and catching movement sequence and give a reason why you were most successful with it.
2. What piece of equipment challenged you when participating in the throwing and catching movement sequence and give a reason why.

Have students record their thinking in their journal.



ADDITIONAL RESOURCES

SUPPORTING RESOURCES

- **Physical Literacy Approach | Sport NZ**
<https://sportnz.org.nz/resources/physical-literacy-approach/>
- **Developing Fundamental Movement Skills | Sport NZ**
<https://sportnz.org.nz/resources/developing-fundamental-movement-skills/>
- **Rangatahi Tu Rangatahi | Ngā Taonga Tākaro**
<https://www.r2r.org.nz/games-activities-maori-youth.html>
- **Aktive Resource Hub | - Taonga Tākaro & Ki-o-rahi**
<https://aktive.org.nz/resources>
- **Atheletic New Zealand | Get, Set, Go & Run, Jump, Throw**
<https://athletics.org.nz/club-athletics/kids-youth-athletics/>
- **Playing for Life | Australian Sports Commission**
<https://www.sportaus.gov.au/p4l>
- **Physical Literacy | Scoilnet - Fundamental Movement Skills Books**
<https://www.scoilnet.ie/pdst/physlit/fms/>
- **Little Athletics Australia – LAPS Resource (TGfU approach)**
<https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/>



RESOURCE GLOSSARY

Broad Range of Movement Skills: These skills are required in different settings and for different types of movement / physical activities - skills in water, kapa haka, ball games, creative contexts. Different skills will be required by Tamariki to engage in different activities.

Range of Situations

Cooperative Learning - A cooperative learning programme includes the following components:

- Positive interdependence: Working in groups with assigned roles to achieve common goals.
- Individual accountability: Being equally responsible for the group's success and therefore being held accountable.
- Group processing: Reflecting on how their group functioned in working towards the goals.
- Social skills: Including ways in which ākonga can identify their use and purpose.

Motor Concepts (Schmidt & Lee, 2019)

Space: Space refers to the where of movement. It's about the area in which a movement occurs and how the body uses the environment. It can include the size of the movement (large or small), its pathway (straight or curved), and its direction in the environment (up, down, forward, backward). *Example: In dance, space could refer to the area a dancer uses on stage or how they move through the space, whether in a confined area or across a larger stage.*

Flow: Flow refers to the how of movement. It describes the continuity and smoothness of movement, indicating whether it is flowing (smooth, connected, and continuous) or controlled (jerky, segmented, or more deliberate). It's about the ease or effort involved in performing the movement. *Example: In gymnastics, a routine can have fluid, flowing movements, or it can have more deliberate and segmented actions depending on the style and technique.*

Levels: Levels refer to the height or verticality of a movement. Movements can occur at different levels: low (close to the ground), middle (at waist height), or high (above the head). It also relates to the range of motion and the body's position in space. *Example: In aerobics, you might move from a low squat position to a high jump, shifting between different levels.*

Force: Force refers to the strength or intensity of a movement. It involves how much energy or effort is exerted in the action—whether the movement is soft and gentle, or strong and explosive. *Example: A tennis serve involves a high force to hit the ball with power, whereas a ballet pirouette requires more controlled force to maintain balance and grace.*

Direction: Direction refers to the where the movement is going. It is about the path or orientation of a movement, and it can be linear (straight) or angular (curved). Directionality can be forward, backward, sideways, upward, or downward. *Example: When running, you might move forward in a straight line or change direction quickly to dodge an obstacle.*

Physical Literacy: A person's Physical Literacy is a combination of their motivation, confidence and competence to be active, along with their knowledge and understanding of how being active contributes to their life.



ACKNOWLEDGMENTS OUR THANKS

Physical Education New Zealand (PENZ) would like to **express our gratitude to all those who contributed** to the development of this Movement Progression Resource. This resource has been designed **to support educators in delivering high-quality, progressive, and culturally responsive physical education** experiences for tamariki and rangatahi in Aotearoa New Zealand.

We extend our appreciation to:

- The **educators and practitioners** who share their expertise, insights, and classroom experiences. In particular we extend our thanks to the following individuals for their significant contribution to the development of this resource:
 - **Marisa McKay** - Physical Education New Zealand
 - **Ellen Irish** - Sport Auckland
 - **Tom Hobbs** - Whakarongo School
 - **Greg Burne** - Sport Auckland
 - **Lynn Kilpatrick** - Sport Canterbury
- The **PENZ community for their ongoing commitment** to promoting high-quality bi-cultural physical education and movement learning across all educational settings.

This resource has been developed with the belief that every child in Aotearoa should have the opportunity to develop movement confidence, competence, and enjoyment. It is our hope that this guide supports teachers in fostering a love of movement that will last a lifetime.

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