

Unit information

What is this unit, who is it for, and how much time does it have?

Unit or context					Year level		☐ 7 ☐ 8 ☐ 7–8	
Term		Weeks		Lessons		Planned hours		

Why this context?
Why this context, for these ākonga, in this place, now? How does it offer the change, challenge and complexity Phase 3 expects?

Curriculum statements this unit teaches
Draw from any topic the context genuinely teaches, then log each statement on the Programme Map.

Code	Knowledge or practice statement	Introduce, develop or consolidate

Local curriculum and te ao Māori
Which people, places, pūrākau and mana whenua knowledge give this unit its meaning here?

Key considerations
What must be in place before teaching starts?

Safety and EOTC	
Inclusion and adapted PE	
Water safety (if offered)	
Facilities, equipment and cost	
Links to Health and other learning areas	

Unpacking the unit

What do ākonga need to know, experience and be able to do?

KU	Knowledge / Understanding	E	Experiences	S	Skills
	What do ākonga need to know or understand? Concepts, vocabulary and kupu, misconceptions to address.	Which learning experiences will build it? Plan in, through and about movement.		What do ākonga need to be able to do? Observable actions drawn from the practices.	
		In movement Varied practice in increasingly complex contexts.			
		Through movement Leadership, manaakitanga, feedback and feedforward.			
		About movement Science, culture, mātauranga Māori, technology.			

Capabilities
Where does this unit grow the Te Mātaiaho capabilities?

Communication	Relating to others	Self-management and self-regulation	Problem solving	Creativity
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Noticing progress (provisional)
Use existing school practice alongside these until progress content is confirmed.

Diagnostic Before: what do ākonga already know and do? e.g. movement screening, entry tickets, video baseline, scenario tasks	Formative During: how will feedback shape learning? e.g. peer observation, freeze-play moments, strategy cards, think-pair-share	Summative End: what will show the learning? e.g. performance in context, video analysis, oral or written reflection
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