

M1 Movement: The moving body

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.22).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 The intensity and duration of movement influence how hard the body works, with higher intensity activities requiring quicker energy supply, and longer duration activities requiring a sustained energy supply over time.	K1 Regular repeated movement experiences lead to bodily changes (physiological adaptation) where the heart and lungs become more efficient at delivering oxygen to the body during activity.
K2 The speed of the movement impacts accuracy, control, and consistency.	K2 Observation, feedback, and using simple data and evidence support the identification of tactical and technical strengths and areas to improve.
K3 Forces change how the body moves by affecting speed, direction, and position. Rhythm and timing help coordinate and control these forces to produce smooth, controlled, and consistent movement.	K3 Collecting and using physical activity data or technologies requires permission, a clear purpose, and respect for individuals to support learning, uphold well-being, and improve movement.
K4 Health and well-being models provide a structure for understanding how interconnected physical, social, emotional, and cultural factors influence participation in games, activities, and sport.	K4 There are physical (e.g. competence or injury), psychological (e.g. motivation or perceived competence), social (e.g. friendships) and emotional (e.g. sense of belonging) factors that influence personal enjoyment and participation in movement experiences.
Practices The skills, strategies, and applications to teach	
P1 Participate in high-intensity games, longer duration activities, or sport to observe the different demands on the heart, lungs, and muscles (e.g. a fast sprint compared to a long walk, or a game of tag compared to orienteering).	P1 Participate in repeated games, activities, or sport using heart rate and breathing rate to explain how recovery would get faster over time (e.g. playing continuous games such as tapu ae or ultimate frisbee and comparing how quickly breathing and heart rate recover).
P2 Participate in games, activities, or sport at varying or increasing speeds to observe how increased speed reduces accuracy, control, and consistency, and how slower movement supports more precise and controlled performance (e.g. fast vs controlled passing, starting a task slowly and building speed over time).	P2 Participate in games, activities, or sport with changing factors that require adaptation and solving movement problems through adjustments to timing, force, positioning, sequencing, or decision-making.
P3 Use, games, activities, or sport that have changing elements or complexity to experiment how rhythm and timing support smooth, controlled, and consistent movement (e.g. climbing activities, walking and bouncing balls, skipping, team passing and catching, dancing routines, running with a stride pattern).	P3 Engage in methods of physical activity data gathering that support learning, uphold well-being, and could improve movement.
P4 Use models of well-being or health (e.g. Te Whare Tapa Whā, Fonofale, biopsychosocial) to analyse how multiple factors (not just the physical) impact an individual’s participation in activities (e.g. reflecting on how friendships, inclusion/exclusion, or conflict could impact participation or performance).	P4 Participate in a range of cooperative, competitive, individual, and group-based physical activities and reflect on how physical, emotional, social, and environmental factors influence personal enjoyment and participation (e.g. responses to yoga, dance, or game play).

Unpacking

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

Phase 3 big idea

Movement performance is influenced by physical, psychological, social, and environmental factors that can be adapted and refined.

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 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Use existing school practice until progress content is confirmed.

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 7

Year 8

Think about: Heart rate and breathing measures, and permission and purpose for any activity data (Year 8). Space for high-intensity and longer duration activities. Links to well-being models in the Health strand.

M2 Movement: Skill acquisition

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.22).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 Skill learning is the ongoing process in which movement technique develops through practice and feedback, as learners adapt their actions to changing environmental conditions. K2 In games and sports, movement and decision-making are shaped by interactions between players, tasks, and environments, requiring continuous adjustments.	K1 Coordinated timing, control of force, and continuous sequencing, produce controlled movement. K2 Movement performance emerges from interactions between the individual, task, and environment, shaping perception, decision-making, and movement solutions.
Practices The skills, strategies, and applications to teach	
P1 Make decisions in game play by scanning the environment, adjusting positions, and applying tactics to respond to changing conditions (e.g. moving to a better position to receive a pass, using a set move to respond to a predicted situation, shorter passes to maintain possession in windy conditions).	P1 Participate in games, activities, or sport to experiment with coordinated timing, control of force, and sequencing (e.g. parkour sequences such as roll to jump to balance to turn, finding rhythm with wheelchair pushing, climbing with continuous movement, passing sequences). P2 Participate in, games, activities, or sport with changing constraints that require adaptation and solving movement problems (e.g. repeating the same activity in a new environment, leading an activity where the timing gets faster, leading games where different roles or rules are introduced during play).

Unpacking

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

Phase 3 big idea

Skill learning involves adapting movement to changing tasks, environments, and performance demands.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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.

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 7 lead into Year 8?

Progress (provisional)
What would show secure learning? Use existing school practice until progress content is confirmed.

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 7 Year 8

Think about: Equipment and spaces that let conditions and constraints change. Chances for ākonga to lead activities (Year 8). Adaptations for wheelchair users and other ways of moving.

M3 Movement: Psychology of movement

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.22).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 Confidence and motivation shape participation and persistence, and are developed through progressive challenge, choice, and supportive environments. K2 Self-belief is the perception that success or improvement within a physical activity is achievable.	K1 Physical movement, confidence, self-belief, and motivation fluctuate day to day because of personal feelings and factors, influencing participation and persistence.
Practices The skills, strategies, and applications to teach	
P1 Select and participate in a progressively challenging activities (e.g. climbing, sailing, poutoti, bike riding, learning trick shots or moves) to reflect on how confidence, motivation, and a supportive environment can influence engagement and participation. P2 Analyse the role of self-belief in movement capability by selecting and participating in appropriate physical activities where success or improvement is achievable.	P1 Use physical activities over time to identify how confidence, self-belief, and motivation impact participation and persistence (e.g. keeping a movement journal that captures confidence or energy levels to observe how that varies over time).

Unpacking

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

Phase 3 big idea*Experiences are shaped by confidence, motivation, identity, and perceptions of capability.*

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 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Use existing school practice until progress content is confirmed.

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?

HoursYear 7Year 8

Think about: Choice and emotional safety in progressively challenging activities. How movement journal information is kept and used. Links to mental health learning in the Health strand.

A1 Active participation: Participating with others

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 Interpersonal skills and dynamics (e.g. communication, negotiation, roles, leadership, problem-solving) are important to group sports, games, and activities. K2 Safe participation in group activities involves an assessment of and response to potential hazards (e.g. environmental variability, group capability, activities).	K1 Physical activity leaders and coaches coordinate and adapt the actions of others in response to changing tasks and contextual demands. K2 Performance in cooperative and competitive group/team activities and sports are influenced by tactical awareness and inclusive leadership strategies. K3 Personal risk can be managed in new or challenging experiences by selecting appropriate and safe challenges that recognise and test personal limits (e.g. perceptions, emotions, knowledge) and abilities (e.g. physical competence, injuries, impairments).
Practices The skills, strategies, and applications to teach	
P1 Define and participate in a range of roles required for different group sports, games, and activities and compare the impact different roles had on contribution and participation (e.g. captain, attack, or defence in a small-sided invasion game, or leader, equipment manager, recorder). P2 Participate in group activities to use interpersonal skills and discuss how they affect the experience and overall outcome (e.g. land skis where the group must move together from point A to B, small groups designing a new game to play). P3 Identify potential hazards prior to or during activities to action safe responses (e.g. identifying unstable ground in the nature trail that could impact footing and rerouting or noticing that the field size is too small for the number of players and increasing size/reducing players).	P1 Design and lead physical activities while modelling strategies to support and motivate others (e.g. become an expert in a game and teach it to a small group of peers to reflect on management strategies used, teach a simple game to younger students and reflect on adaptations to encourage participation). P2 Apply tactics and strategies in group activities to develop team performance over time. P3 Select levels of challenge appropriate to personal limits in new or challenging physical contexts (e.g. pickleball, boccia, gaga ball).

Unpacking

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

Phase 3 big idea

Experiences are shaped by roles, leadership, interpersonal skills, and the ability to adapt and cooperate in changing situations.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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.

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 7 lead into Year 8?

Progress (provisional)
What would show secure learning? Use existing school practice until progress content is confirmed.

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 7 Year 8

Think about: Roles and leadership for every ākonga. Hazards on unfamiliar ground or in crowded spaces. Teaching younger students (Year 8) needs planning with other classes.

A2 Active participation: Social and cultural influences

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 Participation in organised sport clubs, recreation, cultural activities, and community programmes, provides opportunities for different experiences, connection, physical activity, and competition. K2 Role models in sport can influence a choice of sport or activity and stories of those who have excelled in sport can provide both technical and values-based advice.	K1 Physical activity settings can be modified to support safe and inclusive participation (e.g. introducing age divisions to ensure fair and safe competition). K2 Sport and games can change over time, reflecting changing participation patterns and social expectations (e.g. growth of women’s sport, e-sports).
Practices The skills, strategies, and applications to teach	
P1 Compare recreational activities and organised sport activities to investigate why people may choose organised sport or informal recreation (e.g. comparing a recreational activity like a nature walk to a table tennis competition).	P1 Participate in community events (e.g. whānau sport afternoon, instructing younger students, a class walk to the local beach for a beach clean-up) and reflect on how these could be made more inclusive. P2 Participate in and analyse a range of practices, comparing how rules, traditions, and meanings vary across contexts over time, and how these shape participation (e.g. compare test cricket, indoor, T20, blind cricket, ODI).

Unpacking

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

Phase 3 big idea

Social and cultural factors influence participation in physical activity and sport by shaping opportunities, interests, values, and access. Role models, community expectations, organised sport, and changing social trends can influence participation and contribute to more inclusive opportunities for participation.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

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.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

Capabilities
Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Connections and progression
Which practices consolidate which knowledge? What needs explicit teaching? How does Year 7 lead into Year 8?

Progress (provisional)
What would show secure learning? Use existing school practice until progress content is confirmed.

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 7 Year 8

Think about: Links with local clubs, community programmes and events. Role models who reflect your ākonga. Cost and access for community participation.

A3 Active participation: Outdoor education

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
K1 Experiences in the outdoors are influenced by the demands of both the environment and the activity. Engaging with challenging experiences can foster confidence, resilience, and courage. K2 Planning and preparation help people participate confidently in outdoor experiences by matching equipment, clothing, and actions to the environment and activity.	K1 Low-impact outdoor practices protect ecosystems by reducing human disturbance, such as minimising and managing waste, staying on tracks, cleaning footwear or gear, closing gates, and avoiding damage to plants and waterways. K2 Outdoor safety decisions are based on assessing how activity, environment, and people interact, such as weather changes, terrain, water, equipment, group experience, confidence, readiness, and supervision.
Practices The skills, strategies, and applications to teach	
P1 Reflect on personal responses to outdoor experiences and recognise opportunities for growth or challenge. P2 Plan and prepare for an outdoor experience by selecting appropriate clothing, equipment, and actions.	P1 Apply low-impact and tiakitanga (stewardship) practices that protect ecosystems and reduce human disturbance. P2 Analyse how activity, environment, and group readiness influence outdoor safety planning and decisions.

Unpacking

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

Phase 3 big idea

Outdoor experiences develop confidence, resilience, and responsibility through challenge and engagement with the environment.

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 7 lead into Year 8?

Progress (provisional)

What would show secure learning? Use existing school practice until progress content is confirmed.

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 7Year 8

Think about:

EOTC policy and safety planning for orienteering, day tramping and outdoor challenges. Water safety (if offered): self-rescue, cold-water response, open-water hazards. Relationships with mana whenua.