

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	10K1 10K2 10K3 10K4 The cardiovascular and respiratory systems work together to deliver oxygen and remove carbon dioxide, enabling the body to produce and sustain movement during physical activity. Physiological indicators (e.g. heart rate and perceived exertion) can be used to regulate effort during high-intensity movement. The capacity for quality movement is impacted by components of fitness, such as cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Movement efficiency influences energy expenditure and injury risk and can be improved through biomechanical refinement (e.g. body alignment, force production, sequence of body segments).	10P1 10P2 10P3 10P4 Use suitable games, physical activities, or sport contexts to experience, observe, and discuss basic physiological responses to exercise. Participate in different games, activities, or sport to observe physiological changes in heart rate and perceived exertion. Trial how muscular strength, muscular endurance, or flexibility contribute to the performance of movement. Trial how body alignment, force production, and sequencing of body parts contribute to efficient movement and reduce energy use and injury risk.
Movement Skill acquisition	10K5 10K6 Skill capability develops over time through varied practice across different environments and conditions, where learners adapt and refine movement solutions using feedback, experience, and strategic decision-making. Environmental conditions (water or land environments) and temperature are a form of external feedback and change how the body responds and how people need to move, prepare, and participate in activities.	10P5 10P6 Participate in experiences, games, activities, or sport over time to identify, evaluate, and adjust movement solutions in response to changing conditions (e.g. learning to kick a football into the top corner of the goal, trialling this in wet and dry conditions or from different distances, modifying the body position, force and decision-making required to achieve the desired outcome), performance feedback, and tactical demands. Move in hot and cold temperatures to experience how the conditions impact the body and the actions people need to take to prepare or adapt (e.g. cold temperatures impact temperature and movement control, and hot temperatures impact body stress, fluid replacement, and energy levels. In response, people may need to wear more clothing, take breaks, hydrate, pace, warm up slower).
Movement Psychology of movement	10K7 10K8 10K9 Goal setting is the practice of using a strategic framework to define objectives, track progress, and work towards success when participating in or performing movement tasks. Positive self-talk is the use of encouraging, compassionate, and solution-oriented internal monologue during movement. It is used with the aim of improving focus and performance. Goal setting, positive self-talk, and managing emotions can encourage greater focus when trying to improve movement.	10P7 Experiment with goal setting, positive self-talk, and managing emotions when participating in challenging movement contexts (e.g. a personal fitness or physical challenge, mud run event, gymnastics skill, a high-pressure team game that requires cooperative learning to win).
Active participation Participating with others	10K10 10K11 10K12 Leadership strategies (e.g. communication, organising roles, modelling, manaakitanga, tuakana–teina) are necessary to design supportive and inclusive environments. Group/team outcomes (e.g. achieving a common goal or winning) are impacted by the actions of individuals within the group (e.g. roles, teams, spacing, timing, communication, and self-management) and the level of competition. Organising and coordinating activities that meet the needs of a group requires planning and the management of space, resources, and people.	10P8 10P9 10P10 Lead experiences to practice strategies that facilitate supportive and inclusive environments. Participate in physical activities with increasing levels of competition to critique how individual actions contribute toward a collective outcome. Plan and organise group activities to manage space, resources, and people to enable safe and effective participation of all participants.
Active participation Social and cultural influences	10K13 People have different needs and there are physical, mental, intellectual, or sensory impairments that can require different types of support, opportunities, and resources to support equitable participation in physical activity and sport (e.g. assistive technologies).	10P11 Modify a physical activity by using adapted physical education strategies, assistive technologies, or modified equipment to respond to diverse needs (e.g. practicing inclusive language, testing rule modification for seated volleyball, modifying lighting in movement facilities, playing games using beeping or tactile balls, using New Zealand Sign Language for tactics).
Active participation Outdoor education	10K14 10K15 10K16 Safety management in outdoor activities involves identifying significant hazards and selecting controls such as route choice, supervision, equipment, communication, emergency plans, and decision points. Effective outdoor groups use roles and responsibilities to achieve shared goals, such as navigator, leader, equipment checker, communicator, encourager, environmental kaitiaki, group gear carrier, tail-end Charlie, and person responsible for checking group well-being. Reciprocity describes a two-way relationship between people and the environment, where people benefit from outdoor places, and give back through actions that demonstrate tiakitanga (stewardship) (e.g. protecting habitats, reducing impact of activities, planting native species, clearing tracks, pest management, advocacy, removing rubbish).	10P12 10P13 10P14 Apply safety management processes to identify significant hazards and select controls for outdoor activities. Use roles, responsibilities, communication, and shared decision-making to support group safety and achieve outdoor group goals. Investigate and apply a range of actions that show tiakitanga (stewardship) by protecting, restoring, or enhancing outdoor places.