

Topic	Knowledge	The facts, concepts, principles, and theories to teach	Practices	The skills, strategies, and applications to teach
Movement The moving body	3K1 Bodies respond differently to activities depending on intensity and duration (e.g. changes in breathing and fatigue in running relays vs small-sided games). 3K2 Space, surface, rules, and equipment all influence the way people move safely and how they make and adjust movement choices (e.g. different sizes of equipment for ages, slippery surfaces require stability).		3P1 Plan an effort strategy before beginning a continuous activity (e.g. deciding when to shift intensity and effort within longer-distance running, planning substitutions to allow for breaks in a game). 3P2 Observe differences in environments and equipment and adapt patterns to suit (e.g. practise the same game on different surfaces, introduce new equipment progressively).	
Movement Skill acquisition	3K3 Skills can be adjusted to suit different activities, equipment, spaces, and environments. 3K4 Observation, feedback, and practice support the development and refinement of skills.		3P3 Create and perform sequences that include travelling, jumping, turning, balancing, and holding still, using different directions, pathways, speeds, and levels (e.g. moving forwards, backwards, sideways, or in tī rākau patterns). 3P4 Develop hand-eye coordination and control when using equipment and performing tasks (e.g. throwing and catching, striking a ball, or performing poi patterns). 3P5 Throw, catch, strike, and retrieve balls in games, using control and coordination to work with others and complete game challenges (e.g. hitting a ball from a tee, catching a bouncing ball, throwing to a partner or target, or running to a safe space after striking a ball).	
Movement Water safety	Water safety statements cover the whole of Phase 1 (Years 0–3) and are not split by year. See the Water Safety sheet for Phases 1–2.			
Active participation Participating with others	3K5 Rules and simple procedures support safe, effective participation in physical activities (e.g. road rules for biking, boundaries in outdoor activities). 3K6 Attitudes towards physical activity influence confidence, enjoyment, and participation. 3K7 Locational awareness and route planning involves: - using signs, symbols, landmarks, and simple maps to establish current location - identifying safe boundaries - identifying start and end points for a route. 3K8 People build connections with natural environments by noticing and naming features of places, such as plants, animals, sounds, textures, weather, and seasonal changes.		3P6 Create and apply rules to maintain safety, flow, enjoyment, and fairness during play, games, and activities. 3P7 Coordinate group effort toward a group outcome (e.g. balancing a large ball on a shared parachute without dropping it). 3P8 Reflect on personal attitudes and how these influence effort and participation. 3P9 Promote connection in a shared physical activity (e.g. cheering for teammates, telling players when they have done a good job). 3P10 Use signs, symbols, landmarks, and simple maps to plan and follow simple routes, identify safe boundaries, and locate key places in familiar environments. 3P11 Notice and name features of natural environments to build connection with place.	