

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	4K1 Muscle tension and relaxation are how the body produces and controls movement. 4K2 Forces change how the body moves, altering speed, direction, and position. People can create forces through pushing and pulling; other forces impact movement, such as gravity and friction. 4K3 Rhythm and timing develop by repeating patterns, coordinating body parts, and combining movements into smooth, timed sequences. 4K4 Physical coordination and techniques improve through skill learning, purposeful practice, and feedback.	4P1 Experiment with movements (e.g. jumping, hopping, rotating) to test forces and effects on the muscles (e.g. absorbing force when landing, friction between shoes and the ground). 4P2 Participate in games, activities, or modified sports that develop timing and rhythm, using combinations of bilateral (e.g. jumping, clapping, catching a large ball) and contralateral movements (e.g. walking, crawling, running).
Movement Skill acquisition	4K5 Skills can be refined through repeated practice and feedback. 4K6 Varied practice, feedback, and experience across a range of contexts supports skill learning. 4K7 Different techniques suit different physical activities, challenges, and tasks (e.g. kicking with the toe to send a ball far vs kicking with the inside of the foot for a more controlled short-distance pass).	4P3 Create and perform sequences using balances, rolls, jumps, stretches, and travelling movements, showing control and confidence (e.g. balancing, rolling, skipping, jumping, and moving over, under, or around obstacles). 4P4 Pass, catch, throw, run, and move into space in small team games, using simple attacking and defending strategies while following the rules of the game (e.g. passing to a teammate, tagging, relay). 4P5 Strike, throw, catch, and field balls in games, using correct techniques and making good decisions about where to aim, throw, or move to support their team (e.g. hitting a ball with a bat, stopping a ball, catching a ball, or throwing to a target). 4P6 Use skill learning and feedback to refine movement for improved timing or accuracy (e.g. working on a specific technique, using peer feedback, pausing big games to refine specific movements).
Movement Water safety	Water safety statements cover the whole of Phase 2 (Years 4–6) and are not split by year. See the Water Safety sheet for Phases 1–2.	
Active participation Participating with others	4K8 Movement decisions and tactics (e.g. how and when to move, choice of technique) are shaped by task demands, actions of others, and the game situation. 4K9 Observation and supportive feedback support the trialling and refinement of coordinated movement outcomes (e.g. using visual and verbal cues for timing, peer feedback after sequences, watching recordings). 4K10 Rules, tikanga, guidelines, and structured procedures enable safe, efficient, and purposeful participation by organising and regulating movement behaviour and environmental interactions (e.g. safety protocols in outdoor activities, right-of-way and signalling rules in cycling contexts). 4K11 Coordinated physical experiences support effective team performances and grow a shared group identity.	4P7 Select and apply actions (e.g. passing, evading, positioning, changing speed or force) in response to space, opponents, and task demands within game situations. 4P8 Use visual and verbal cues, and supportive feedback to trial and refine techniques and to synchronise timing, and achieve a group outcome (e.g. collective skipping, movement routine, kapa haka). 4P9 Apply rules, tikanga, and structured procedures (e.g. movement boundaries, right-of-way, equipment use protocols) to regulate movement behaviour and ensure safe, efficient participation.
Active participation Social and cultural influences	4K12 Group games and activities are organised through systems (e.g. teams, competitions, community programmes) that support belonging, values, and sport development.	4P10 Participate in group activities (e.g. a sports day, cultural activities, nature trail, orienteering, team tasks, social tournament) to model practices that contribute to individual or group values.
Active participation Outdoor education	4K13 Exploring unfamiliar outdoor places involves identifying environmental features and conditions and how to respond (e.g. recognising unsafe areas, noticing how the place affects feelings and behaviour, following group routines, asking for help). 4K14 People use weather information, both forecasts and actual conditions (e.g. rain, wind, sun exposure), to choose suitable clothing and equipment and decide whether to continue, change, or stop an activity.	4P11 Explore unfamiliar outdoor places by observing environmental features and conditions, following group routines, and seeking support when needed. 4P12 Use weather information and observed conditions to make preparation and participation choices.