

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	6K1 In movement, different body positions combined with forces influence the outcome (e.g. to jump forwards, more force is applied horizontally; to jump up, more force is applied vertically). 6K2 There are factors that limit, enable, and influence movement behaviour: - individual factors (e.g. height, strength, attention, motivation) - task factors (e.g. goal, instructions, rules, equipment, boundaries) - environmental factors (e.g. space, weather, light). 6K3 Skill development depends on the interaction between the person, the task, and the environment. 6K4 Participation in different games, activities, or modified sports have typical physical impacts, such as fatigue and muscle soreness after prolonged effort. 6K5 Appropriate pre- and post-activity strategies (e.g. warming up, hydrating, positive self-talk, resting) support sustained participation and quality movement experiences.	6P1 Experiment with body positions and forces in action (e.g. different take-offs, arm swings, and landings when jumping; different stances, grips, and swings in T-ball). 6P2 Recognise how individual, task, and environmental factors (e.g. reduced space or time for a small-sided game) influence how movement is organised and performed. 6P3 Determine which pre-and post-activity strategies sustain personal participation in quality experiences (e.g. identify a goal for an activity and reflect on its impact, compare performance when prepared vs not).
Movement Skill acquisition	6K6 Different things can affect how well we move, including ourselves, the task we are doing, and the people we are playing or moving with. 6K7 Practice, feedback, reflection, and adjustment support the ongoing refinement of skills and performance.	6P4 Create, perform, and improve sequences using balance, timing, space, and control, working with others to connect movements smoothly and respond to feedback (e.g. obstacle routines, fitness sequences, or team challenges). 6P5 Pass, catch, run, dodge, and move into space in team games, using tactics, communication, and decision-making to support teammates and create scoring opportunities (e.g. choosing when to pass, run, evade an opponent, or support the ball carrier). 6P6 Apply running, jumping, throwing, striking, and fielding skills in games and athletics, using appropriate techniques and reflecting on performance to improve results (e.g. sprinting, long jump, cross-country running, batting, bowling, fielding, and measuring personal performance).
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	6K8 Tactical awareness (e.g. reading play, maintaining possession, creating space, responding under pressure) and technical ability (e.g. accuracy, control, timing) are elements of group games and sport. 6K9 Collective movement coordination (agreed strategies, tactics, or actions) and constructive feedback support effective team performance and collective refinement in movement activities. 6K10 Risk, movement safety, and strategy are influenced by environmental conditions and activity demands and conditions.	6P7 Apply tactical and technical skills in response to game pressure (e.g. creating space, maintaining possession), adjusting decisions to achieve a common goal. (e.g. introducing competition in a minor game to increase pressure and comparing tactics and technical skills to a social game). 6P8 Use trial and constructive feedback to refine coordinated team strategies and actions (e.g. use music cues to coordinate kapa haka actions, practise set plays to evade defenders) to improve group performance in repeated movement contexts. 6P9 Analyse how space, equipment, participants, environmental conditions, and activity demands influence the safety of a movement task and adjust movement strategies and actions (e.g. speed, positioning, force, risk-taking) to enable safe and effective performance.
Active participation Social and cultural influences	6K11 Games, sports, and activities can develop as part of broader social or cultural contexts through media, community priorities, and traditions (e.g. Waka ama, school sport initiatives).	6P10 Explore how to modify activities from different contexts (e.g. modifying rules, roles, space, and equipment to address barriers, or enhance performance).
Active participation Outdoor education	6K12 Responsible participation in natural environments includes minimising impact on land, water, plants, animals, and ecosystems (e.g. staying on tracks, managing waste, respecting flora and fauna). 6K13 Wayfinding involves using simple navigation tools and directional awareness, such as recognising key features, using north, east, south, and west, following a known route, and checking location against a simple map.	6P11 Use responsible outdoor practices to reduce impact on land, water, plants, animals, and ecosystems. 6P12 Orient a simple map using cardinal directions and using mapped features to check progress along a known route.