

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	7K1 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. 7K2 The speed of the movement impacts accuracy, control, and consistency. 7K3 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. 7K4 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.	7P1 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). 7P2 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). 7P3 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). 7P4 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).
Movement Skill acquisition	7K5 Skill learning is the ongoing process in which movement technique develops through practice and feedback, as learners adapt their actions to changing environmental conditions. 7K6 In games and sports, movement and decision-making are shaped by interactions between players, tasks, and environments, requiring continuous adjustments.	7P5 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).
Movement Psychology of movement	7K7 Confidence and motivation shape participation and persistence, and are developed through progressive challenge, choice, and supportive environments. 7K8 Self-belief is the perception that success or improvement within a physical activity is achievable.	7P6 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. 7P7 Analyse the role of self-belief in movement capability by selecting and participating in appropriate physical activities where success or improvement is achievable.
Active participation Participating with others	7K9 Interpersonal skills and dynamics (e.g. communication, negotiation, roles, leadership, problem-solving) are important to group sports, games, and activities. 7K10 Safe participation in group activities involves an assessment of and response to potential hazards (e.g. environmental variability, group capability, activities).	7P8 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). 7P9 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). 7P10 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).
Active participation Social and cultural influences	7K11 Participation in organised sport clubs, recreation, cultural activities, and community programmes, provides opportunities for different experiences, connection, physical activity, and competition. 7K12 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.	7P11 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).
Active participation Outdoor education	7K13 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. 7K14 Planning and preparation help people participate confidently in outdoor experiences by matching equipment, clothing, and actions to the environment and activity.	7P12 Reflect on personal responses to outdoor experiences and recognise opportunities for growth or challenge. 7P13 Plan and prepare for an outdoor experience by selecting appropriate clothing, equipment, and actions.