

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	8K1 Regular repeated movement experiences lead to bodily changes (physiological adaptation) where the heart and lungs become more efficient at delivering oxygen to the body during activity. 8K2 Observation, feedback, and using simple data and evidence support the identification of tactical and technical strengths and areas to improve. 8K3 Collecting and using physical activity data or technologies requires permission, a clear purpose, and respect for individuals to support learning, uphold well-being, and improve movement. 8K4 There are physical (e.g. competence or injury), psychological (e.g. motivation or perceived competence), social (e.g. friendships) and emotional (e.g. sense of belonging) factors that influence personal enjoyment and participation in movement experiences.	8P1 Participate in repeated games, activities, or sport using heart rate and breathing rate to explain how recovery would get faster over time (e.g. playing continuous games such as tapu ae or ultimate frisbee and comparing how quickly breathing and heart rate recover). 8P2 Participate in games, activities, or sport with changing factors that require adaptation and solving movement problems through adjustments to timing, force, positioning, sequencing, or decision-making. 8P3 Engage in methods of physical activity data gathering that support learning, uphold well-being, and could improve movement. 8P4 Participate in a range of cooperative, competitive, individual, and group-based physical activities and reflect on how physical, emotional, social, and environmental factors influence personal enjoyment and participation (e.g. responses to yoga, dance, or game play).
Movement Skill acquisition	8K5 Coordinated timing, control of force, and continuous sequencing, produce controlled movement. 8K6 Movement performance emerges from interactions between the individual, task, and environment, shaping perception, decision-making, and movement solutions.	8P5 Participate in games, activities, or sport to experiment with coordinated timing, control of force, and sequencing (e.g. parkour sequences such as roll to jump to balance to turn, finding rhythm with wheelchair pushing, climbing with continuous movement, passing sequences). 8P6 Participate in, games, activities, or sport with changing constraints that require adaptation and solving movement problems (e.g. repeating the same activity in a new environment, leading an activity where the timing gets faster, leading games where different roles or rules are introduced during play).
Movement Psychology of movement	8K7 Physical movement, confidence, self-belief, and motivation fluctuate day to day because of personal feelings and factors, influencing participation and persistence.	8P7 Use physical activities over time to identify how confidence, self-belief, and motivation impact participation and persistence (e.g. keeping a movement journal that captures confidence or energy levels to observe how that varies over time).
Active participation Participating with others	8K8 Physical activity leaders and coaches coordinate and adapt the actions of others in response to changing tasks and contextual demands. 8K9 Performance in cooperative and competitive group/team activities and sports are influenced by tactical awareness and inclusive leadership strategies. 8K10 Personal risk can be managed in new or challenging experiences by selecting appropriate and safe challenges that recognise and test personal limits (e.g. perceptions, emotions, knowledge) and abilities (e.g. physical competence, injuries, impairments).	8P8 Design and lead physical activities while modelling strategies to support and motivate others (e.g. become an expert in a game and teach it to a small group of peers to reflect on management strategies used, teach a simple game to younger students and reflect on adaptations to encourage participation). 8P9 Apply tactics and strategies in group activities to develop team performance over time. 8P10 Select levels of challenge appropriate to personal limits in new or challenging physical contexts (e.g. pickleball, bocchia, gaga ball).
Active participation Social and cultural influences	8K11 Physical activity settings can be modified to support safe and inclusive participation (e.g. introducing age divisions to ensure fair and safe competition). 8K12 Sport and games can change over time, reflecting changing participation patterns and social expectations (e.g. growth of women’s sport, e-sports).	8P11 Participate in community events (e.g. whānau sport afternoon, instructing younger students, a class walk to the local beach for a beach clean-up) and reflect on how these could be made more inclusive. 8P12 Participate in and analyse a range of practices, comparing how rules, traditions, and meanings vary across contexts over time, and how these shape participation (e.g. compare test cricket, indoor, T20, blind cricket, ODI).
Active participation Outdoor education	8K13 Low-impact outdoor practices protect ecosystems by reducing human disturbance, such as minimising and managing waste, staying on tracks, cleaning footwear or gear, closing gates, and avoiding damage to plants and waterways. 8K14 Outdoor safety decisions are based on assessing how activity, environment, and people interact, such as weather changes, terrain, water, equipment, group experience, confidence, readiness, and supervision.	8P13 Apply low-impact and tiakitanga (stewardship) practices that protect ecosystems and reduce human disturbance. 8P14 Analyse how activity, environment, and group readiness influence outdoor safety planning and decisions.