

Topic	KnowledgeThe facts, concepts, principles, and theories to teach	PracticesThe skills, strategies, and applications to teach
Movement The moving body	9K1 Major bones throughout the body provide structure, stability, and support movement, some examples are femur, pelvis, vertebrae, humerus. 9K2 Major muscle groups throughout the body work together through contraction and relaxation to produce and control movement, some examples are quadriceps, hamstrings, gluteals, deltoids. 9K3 Balance is the ability to maintain stability through the relationship between centre of gravity, base of support, and body position. Understanding how these biomechanical concepts influence stability helps explain movement performance. The centre of gravity is the point at which the body’s mass acts; the base of support is the area enclosed by the parts of the body in contact with a surface. 9K4 Components of fitness are agility, balance, coordination, speed, power, and reaction time. 9K5 Physical health and well-being are interconnected with emotional and relational well-being, so body processes, emotions, feelings, and relationships influence physical activity participation and performance.	9P1 Observe movement and identify major muscle groups and bones that create and support movement. 9P2 Use dynamic movement contexts to experiment how changes in body position, centre of gravity, and base of support influence balance and stability. 9P3 Use a suitable experience, game, activity, or sport to analyse how a component of fitness (e.g. agility, balance, coordination, speed, power, reaction time) contributes to the performance of a movement. 9P4 Use different frameworks, models, and diagrams to determine how physical health connects to body processes, emotions, feelings, and relationships to influence well-being and participation in physical activity (e.g. using an integrative health model to show how physiological and psychological factors influence participation and performance in physical activity)
Movement Skill acquisition	9K6 Kinaesthetic awareness is the knowledge of the body in movement, enabling perception and regulation of position, timing, and effort, and supporting skill learning through the control, coordination, and adaptation of movement. 9K7 Internal feedback from emotions, muscles, and kinaesthetic awareness, alongside external feedback from observation, supports skill learning by informing the regulation and adaptation of movement.	9P5 Identify and use internal feedback (kinaesthetic awareness, effort, emotions) and external feedback (observation, coaching, video analysis) to adjust performance and improve movement.
Movement Psychology of movement	9K8 Repeated practice and learning from mistakes can help develop movement confidence and perceived capability. 9K9 Activation levels (e.g. being too tired to concentrate during a game or feeling energised and focused when preparing to sprint) describe the body’s level of physiological activation, influencing attention, coordination, participation, and performance during activities. 9K10 Emotional regulation is the controlled management of emotional responses to maintain focus, decision-making, participation, and performance in movement experiences. 9K11 Individual movement choices are shaped by a sense of self, confidence, and perceived capability.	9P6 Select a movement that requires improvement and practice in familiar environments to build confidence and perceived capability as a participant (e.g. learning to juggle scarves before moving on to small balls, improving accuracy with using a bow to shoot an arrow at a target). 9P7 Participate in group activities to identify how emotional regulation, focus, and energy levels influence participation and performance of self and others in movement.
Active participation Participating with others	9K12 Tactical decisions influence performance. Feedback, reflection, and evaluation help people improve tactical decisions over time. 9K13 Safe participation in physical activity requires identifying factors such as size of team, space, and the needs of players.	9P8 Participate in modified contexts (e.g. small-sided games) that require tactical decisions (e.g. moving into space, jumping up to defend a pass, running at the right time to catch a ball), to give feedback on those decisions. 9P9 Identify the possible factors that could impact a game, activity, or sport in an unfamiliar context (e.g. a new narrow bike path, a kayaking experience in a windy location, or a dodging game on an uneven surface).
Active participation Social and cultural influences	9K14 Sport, physical activity participation, and competition are influenced by social and cultural factors such as media, organisations, and national and global events (e.g. Paralympics, World Cup tournaments, Olympics, Commonwealth Games). 9K15 Participation in physical activity or sport can contribute to personal, community, and national identity through involvement, achievement, and cultural expression (e.g. identifying as a swimmer, belonging to a tramping club, or New Zealand being recognised for particular sports).	9P10 Examine media (social media, news items, influencers) representations of physical activity to identify how the media influences participation (e.g. sporting stars and role models, world cup coverage). 9P11 Explain how participation in different sport contexts contributes to personal, group, and national identity (e.g. triathlon).
Active participation Outdoor education	9K16 Strategies can be used to manage adversity outdoors (e.g. positive self-talk, peer support, being prepared, personal first aid awareness, asking for help). 9K17 Outdoor experiences often involve changing conditions, requiring thoughtful planning, preparation, and flexibility to support participation (e.g. contingency plans, clear group expectations). 9K18 Responsible care for outdoor places can emerge from understanding the ecology, culture, and values of those places (e.g. local species, ecosystems, seasonal patterns, local hapū and iwi knowledge, pūrākau, mana whenua expectations, appropriate ways to act)	9P12 Apply strategies to support self and others in outdoor settings. 9P13 Use pre-trip checks to organise route information, clothing, equipment, food, water, first aid materials, communication, and contingency options. 9P14 Investigate ecological and cultural knowledge of place to understand appropriate ways to care for outdoor environments.