

Physical Education Learning Matrix

Curriculum Levels 6, 7 and 8

Learning Area Whakataukī:

<i>He oranga ngākau, he pikinga waiora</i>	<i>Positive feelings in your heart will raise your sense of self-worth.</i>
--	---

Big Idea			
Movement is integral to hauora			
Big Idea	At Curriculum Level 6, students will...	At Curriculum Level 7 (indicative only), students will...	At Curriculum Level 8 (indicative only), students will...
Participation in movement enriches our lives	<ul style="list-style-type: none"> develop movement skills make meaning from how movement may influence hauora 	<ul style="list-style-type: none"> apply strategies that improve movement skills in different contexts 	<ul style="list-style-type: none"> devise and refine strategies to improve movement skills in different contexts
Big Idea	<ul style="list-style-type: none"> develop capabilities and explore strategies to enhance kotahitanga in movement contexts 	<ul style="list-style-type: none"> develop and apply strategies to meet current and future needs and to enhance hauora through movement 	<ul style="list-style-type: none"> analyse applied strategies which meet current and future needs and enhance hauora through movement
Through movement, we develop diverse capabilities	<ul style="list-style-type: none"> manage self in challenging movement contexts 	<ul style="list-style-type: none"> investigate capabilities that can be used to enhance kotahitanga in movement contexts 	<ul style="list-style-type: none"> reflect on and adapt interpersonal capabilities to enhance kotahitanga in movement contexts
Big Idea	<ul style="list-style-type: none"> understand biophysical principles in movement contexts 	<ul style="list-style-type: none"> develop and apply strategies to manage challenging movement contexts 	<ul style="list-style-type: none"> implement appropriate strategies to lead others in challenging movement contexts
There are diverse ways of understanding movement	<ul style="list-style-type: none"> understand that sociocultural factors influence the moving body and movement contexts 		

contexts and the moving body	<ul style="list-style-type: none"> ● reflect on how places and spaces influence movement with reference to whenua ● develop an understanding of tikanga in movement contexts ● recognise that the body as a whole is made up of parts which hold unique significance and tapu, and must be protected and nurtured through movement. 	<ul style="list-style-type: none"> ● explore how biophysical knowledge enhances movement ● explore how sociocultural factors may impact on diverse movement experiences ● investigate access barriers for places and spaces that support movement contexts with reference to whenua ● refine understanding of tikanga in movement contexts through ako. 	<ul style="list-style-type: none"> ● analyse the interrelationships between biophysical, socio-cultural, and embodied ways of understanding movement and the moving body ● actively address access barriers for places and spaces that support movement contexts with reference to whenua ● develop others' understanding of tikanga in movement contexts through tuākana/tēina.
	Across all Curriculum Levels, students will...		
	<ul style="list-style-type: none"> ● learn through diverse physical activities in a range of environments. 		