



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education



**Te Poutāhū**  
Curriculum Centre

# The New Zealand Curriculum Health and Physical Education Year 2

October 2025

DRAFT



**Te Kāwanatanga  
o Aotearoa**  
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# Purpose statement

*He oranga ngākau, he pikinga waiora.*

*Positive feelings in your heart will raise your sense of self-worth.*

The Health and Physical Education learning area equips students with the knowledge, practices, and competencies necessary to thrive physically, mentally, and socially. Students are taught essential health and movement concepts that enable them to participate confidently in a wide range of physical activities and manage their own health in an informed way.

Through the study of Health, students learn how to navigate the complexities of modern life as confident individuals, connected members of their communities, and informed citizens. They are taught concepts that support their understanding of relationships, resilience, identity, and decision-making.

Through the study of Physical Education, students learn about specific movement patterns, activities, games, and sports. They are taught knowledge and practices to make informed decisions about their own healthy involvement in sport and physical activity.

As students progress through Health and Physical Education, they deepen their understanding of personal and collective wellbeing and learn how to embrace active and balanced lifestyles and cultivate habits that support long-term health. This provides students with a foundation for living well, thinking critically, and contributing positively to the world around them.

# Learning area structure

The year-by-year teaching sequence lays out the knowledge and practices to be taught each year. In *Health and Physical Education*, the teaching sequence for Years 0–10 is organised into two Knowledge Strands:

- **Health Education:** Focuses on physical, emotional, and social wellbeing. It develops students' understanding of identity, body, emotions, relationships, safety, and health-related choices across personal, community, and societal contexts.
- **Physical Education:** Focuses on movement skills and principles. It develops students' understanding of locomotor, non-locomotor, and object control skills, game structures, tactical thinking, outdoor activity practices, and aquatic safety through repeated practice in selected movement contexts.

The year-by-year teaching sequence, organised through Knowledge Strands and elements, sets out what is to be taught. Its enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis, and adding appropriate contexts and content.

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# Introduction

Across Years 0–10, Health and Physical Education takes students on a rich and evolving journey of discovery. It begins with understanding their bodies and emotions and grows into developing the knowledge, skills, and confidence to manage wellbeing and participate fully in life. HPE is not just about movement or healthy practices; it builds a foundation for lifelong wellbeing through purposeful teaching, reflection, and connection. As students progress, they explore increasingly complex ideas about themselves, others, and the world around them. They learn how to care for their bodies, navigate relationships, and make informed decisions. Movement experiences develop coordination, cooperation, increasingly complex movement skills and outdoor education experiences.

In Years 0–3, teaching introduces foundational health and movement concepts that help students begin to understand how their bodies function and what supports wellbeing. Instruction focuses on everyday health practices, such as rest, hydration, hygiene, and movement, and how these contribute to growth and participation. Movement teaching centres on developing movement skills (MS) including balancing, running, and throwing. These are taught as discrete skills, allowing teachers to baseline knowledge and focus on accuracy and efficiency rather than sport-specific outcomes. Teachers also support students to notice and name emotions, linking feelings to behaviours. These years establish HPE as a learning area grounded in explicit knowledge, purposeful practice, and developmental progression.

In Years 4–6, teaching helps students connect everyday health practices with how their bodies function and change. Students learn that nutrition, hydration, rest, and movement contribute to growth and development, and that these needs evolve over time. Teaching introduces puberty, early learning about relationships and emotions, and decision-making that supports emotional wellbeing. Once MS are secure, movement teaching provides sufficient practice through discrete instruction and repetition in activities to enable more complex content. Students begin applying skills in games and sports across varied physical settings. Water safety, fair play, and preparation for outdoor activities are taught as essential knowledge for safe and confident participation.

In Years 7–10, teaching builds deeper knowledge about how bodies change and how health decisions influence physical, emotional, and social wellbeing. Students develop understanding of topics such as nutrition, substance use, sexual health, and media influence, and are supported to evaluate information and consider consequences. Movement instruction becomes more specialised, with students applying skills in different roles, environments, and physical activities, and learning how training and preparation affect performance. Across these years, teaching supports students to connect what they know with how they act, building the confidence and understanding needed to manage wellbeing and participate fully.

The Health and Physical Education learning area prepares students with the knowledge and practices to access related curriculum subjects for Years 11–13, such as Health Education and Physical Education.

The New Zealand Curriculum

# Health and Physical Education

## Year 2 teaching sequence

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# Health Education

Year 2		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
<b>Bodies   Minds</b>	<b>Growing bodies</b> <ul style="list-style-type: none"> <li>Sleep, nutrition, and movement affect growth and body function, and this can vary depending on a person's age, lifestyle, and health needs.</li> </ul> <b>Nutrition</b> <ul style="list-style-type: none"> <li>Balanced meals contain a variety of food groups that provide essential nutrients for growth, energy, and brain function.</li> <li>Nutrients include carbohydrates, proteins, fats, vitamins, minerals, and water.</li> <li>The way food, water, rest, and sleep support health are not fixed, it varies depending on a person's age, lifestyle, and the physiological demands on growth, stress, or recovery.</li> </ul> <b>Self-care</b> <ul style="list-style-type: none"> <li>Even small emotional shifts can change how people act around others, affecting how people speak, listen, and connect in different situations (e.g. feeling shy).</li> <li>Simple calming strategies like slow breathing or talking to someone can shift how the brain processes stress, helping people feel more capable and less overwhelmed in tough moments.</li> <li>The way people sleep, eat, move, and care for their bodies does not just affect one aspect of health, these habits interact in surprising ways, influencing how people think, feel, and fight off illness over time.</li> <li>Substances like medicines and cleaning products can cause harm when used in the wrong way, and understanding labels and instructions helps to reduce risks.</li> <li>Self-image is shaped by experiences, feedback, and emotions and can influence how people think, feel, and act in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Investigating how sleep, exposure to daylight, physical activity, outdoor opportunities, and healthy eating contribute to good health</li> <li>Developing self-awareness, emotional regulation, and health concepts to understand how small emotional changes and everyday habits affect wellbeing</li> <li>Developing calming strategies to support and reflect on how to connect with others and exploring how sleep, movement, and nutrition influence how people think, feel, and cope</li> <li>Investigating how encouragement and self-talk influence emotional responses and support positive self-image</li> </ul>
	<b>Relationships</b>	<b>Self and others</b> <ul style="list-style-type: none"> <li>Friendships can be strengthened through kind actions and shared experiences but misunderstandings may still arise when people interpret respect in different ways (see English Oral Language).</li> <li>People can look, move, sound and act in different ways. Some of these differences come from medical conditions or disabilities and all people should be treated with respect and kindness.</li> <li>Trusted adults can offer valuable support, yet children may still hesitate to reach out, especially when they feel unsure how to explain their situation, fear negative consequences, or worry about not being believed.</li> </ul> <b>Boundaries and staying safe</b>

Year 2		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> <li>Some hurtful behaviours like exclusion or gossip may be dismissed (e.g. as just joking), but they can deeply affect a person's sense of belonging and safety.</li> <li>Protective behaviours, such as learning to say no or ask for help, can be empowering, but these actions may feel risky or uncomfortable.</li> </ul>	

## Physical Education

Year 2		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
<b>Movement skills</b> <b>(Balance, strength and flexibility)</b>	<b>Balance, strength, and flexibility</b> <ul style="list-style-type: none"> <li>Warming up before physical activity prepares the body for movement by gradually increasing heart rate, circulation, and muscle temperature, helping to improve performance and reduce the risk of injury.</li> <li>Posture is supported by active core engagement and correct alignment of the head, shoulders, and hips.</li> <li>Muscles work with our bodies and joints to help the body move, bend, and stretch during everyday actions like walking, jumping, and reaching.</li> <li>Performing a roll safely involves tucking chin into chest and protecting head and neck.</li> <li>Sequence structure is the organised combination of balances and travelling movements, framed by a clear starting and finishing position (e.g. a routine starts in a tall stretch, includes linked movements, such as rolls, balances, or jumps and finishes in a strong, still pose).</li> </ul>	<b>Balance, strength, and flexibility</b> <ul style="list-style-type: none"> <li>Maintaining a strong posture in balances</li> <li>Holding a balance pose using a variety of body parts and levels and transitioning between poses</li> <li>Linking upper and lower body movements smoothly in a sequence that includes rolls, jumps, and balances</li> <li>Varying the speed of movements in a sequence</li> <li>Holding extended shapes and transitioning between movements</li> <li>Performing a gymnastic sequence that includes balances and travelling movement on the floor or bench, with a clear start and finish</li> </ul>
<b>Movement skills</b> <b>(Relays, games and invasion games)</b>	<b>Introduction to invasion games (e.g. mini football)</b> <ul style="list-style-type: none"> <li>Invasion involves attack and defence.</li> <li>Effective receiving and sending of objects or movement depends on correct body positioning, including balanced posture, aligned stance, and controlled use of limbs.</li> <li>Tracking the path of a ball helps determine when and where to move, supporting accurate timing and positioning during movement and object control.</li> <li>Different parts of the foot are used to manipulate objects (e.g. inside, outside, sole, left, right).</li> <li>The rules of basic modifiable games (e.g. playing within the pitch/space allocated, if the ball leaves the playing space possession moves to the opposing team, play the ball and not the player).</li> <li>Different places to stand to defend or prevent opposition receiving the pass.</li> </ul>	<b>Introduction to invasion games (e.g. mini football)</b> <ul style="list-style-type: none"> <li>Adjusting pass strength based on distance</li> <li>Dribbling with changes in speed, direction, and control</li> <li>Linking, dribbling, and passing movements together to move forward towards a goal</li> <li>Using dominant and non-dominant hands or feet to send, receive, and dribble</li> <li>Shooting at a target with control and accuracy</li> <li>Standing in different places to defend</li> <li>Staying on the toes to move forwards, backwards, and side to side</li> </ul>

**Year 2**

<b>Year 2</b>		
	<b>Knowledge</b> <i>The facts, concepts, principles, and theories to teach.</i>	<b>Practices</b> <i>The skills, strategies, and applications to teach.</i>
<b>Movement skills</b>  <b>(Target games and net and wall games)</b>	<b>Net and wall games (e.g. padder tennis)</b> <ul style="list-style-type: none"> <li>• Anticipating a ball involves tracking and body readiness, reading its speed and direction early, staying low, and positioning hands or equipment to respond efficiently.</li> <li>• Self and partner feed techniques involve controlled delivery of the ball, using consistent force, angle, and timing.</li> <li>• The size of the surface you use, like a hand, foot, or racquet, affects control and accuracy.</li> <li>• A rally is more than one return. It is a continuous exchange where players send and receive the ball back and forth to keep play going.</li> <li>• Boundary lines of a playing space help to explain 'ball out of play' and introduce basic rules for 'out'.</li> <li>• Counting is important to keep track of a score with a partner.</li> <li>• Flexibility helps you stretch, reach, and adjust your body to return a pass or shot — especially when the ball is off-target or moving quickly.</li> </ul>	<b>Net and wall games (e.g. padder tennis)</b> <ul style="list-style-type: none"> <li>• Tracking the flight of a ball and moving towards it</li> <li>• Staying on the toes to move forwards, backwards, and side to side</li> <li>• Balancing and bouncing a ball on a racquet and striking a ball to the floor</li> <li>• Changing direction to return a ball and using feet to push off and change direction</li> <li>• Combining skills to participate in a rally</li> <li>• Playing modified games to encourage front of court and back of court sending and returning</li> <li>• Using a racquet to send and receive a ball over a short distance with a partner</li> </ul>
<b>Movement skills</b>  <b>(Striking and fielding)</b>	<b>Striking and fielding (e.g. T ball)</b> <ul style="list-style-type: none"> <li>• A strong foot strike helps send a ball in the right direction. Revisiting this skill from target games builds confidence in kicking and striking with control.</li> <li>• Watching the ball closely and moving the hands to meet it helps with catching, hitting, and aiming.</li> <li>• Using hands and feet together helps with actions like kicking, running, and throwing.</li> <li>• The role of a batter, including hitting, where and when to run, and how to score points.</li> <li>• The role of a bowler, including throwing, catching, and fielding.</li> <li>• The role of fielders is to try to stop the ball and return it quickly. They stand in different places to help their team against the batters.</li> <li>• Simple game rules including pitch formation, scoring, and basic tactics.</li> </ul>	<b>Striking and fielding (e.g. T ball)</b> <ul style="list-style-type: none"> <li>• Striking with a foot and hand using a controlled action, focusing on balance and aiming at a target</li> <li>• Using a strong foot strike to send a ball in the intended direction</li> <li>• Practising hand–eye coordination to hit, catch, or stop a ball, watching it closely and moving hands or feet to meet it</li> <li>• Coordinating hands and feet when running, throwing, or striking</li> <li>• Rolling or throwing the ball to a partner and hitting it with a bat or hand</li> <li>• Running between bases after hitting the ball and counting how many bases are reached</li> <li>• Standing in different fielding positions to stop the ball and return it to the bowler or base</li> <li>• Participating in scoring games where points are earned by hitting targets or reaching bases</li> </ul>
<b>Movement skills</b>  <b>(Swimming)</b>	<b>Swimming</b> <ul style="list-style-type: none"> <li>• Basic pool rules and water safety practices are essential in and around water environments, including beaches, lakes, and waterways.</li> <li>• Danger signs, flags, and environmental alerts help keep participants safe during water activities.</li> <li>• Activities like kayaking, waka ama, swimming, and paddleboarding require appropriate safety gear (e.g. personal floatation devices).</li> <li>• There are correct kicking and arm techniques for front crawl, including breathing basics.</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>• Performing safe water entry and exit techniques, including sit-and-slide, pool edge exits, and kayak/waka transitions</li> <li>• Practising basic swimming skills such as push and glide (front and back), paddling, and kicking with support</li> <li>• Practising treading water, star float, and rotating between front and back positions to stay afloat</li> <li>• Using kicking and arm techniques for front crawl</li> </ul> <p><b><i>This content is to be taught across Years 1, 2, and 3.</i></b></p>

Year 2		
	Knowledge <i>The facts, concepts, principles, and theories to teach.</i>	Practices <i>The skills, strategies, and applications to teach.</i>
	<ul style="list-style-type: none"> <li>• A personal floatation device (PFD) or lifejacket is required for everyone onboard a powered boat or paddle craft. They must be checked and worn correctly.</li> <li>• Safe entry and exit techniques vary by activity, such as sit-and-slide for pools and stable movements for kayaks and waka.</li> <li>• Basic water survival skills include treading water, staying afloat, and exiting safely.</li> <li>• Preparation for swimming includes understanding buoyancy, flotation, and the importance of streamlined movement.</li> </ul> <p><b><i>This content is to be taught across Years 1, 2, and 3.</i></b></p>	
<b>Outdoor Education</b>	<ul style="list-style-type: none"> <li>• Nature-based learning inspires a lifelong connection to the environment.</li> <li>• Following rules when outdoors includes taking care of the natural environment (e.g. not leaving rubbish — tiakitanga).</li> <li>• Appropriate clothing and footwear vary depending on environmental conditions, activity type, and safety considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying respectful and sustainable practices during outdoor activities</li> <li>• Identifying appropriate clothing and footwear for outdoor activities</li> </ul>