

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS -VI**  
**SUBJECT – PHYSICAL EDUCATION & WELL BEING**

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No	Name			Startin g	Closing						
1	Importance of physical education and well being	Ice water	Ice water	July	DAY 1 TO DAY 4	Name and Action : Each child says their name with one action (jump, clap And spin). Others repeat.  Pass the Smile.  Students pass a smile around the circle without speaking.	Teacher explains the rules clearly and demonstrates freezing and unfreezing actions. Students play in groups to improve alertness and teamwork. Teacher observes participation, encourages fair play, and discusses quick reactions and helping behaviour after the activity.	CG-2  Exhibits sensitivity in their personal and social behavior towards themselves and others.	C-2.1  Reflects on their personal reactions during an interaction and activity with others.	Teacher combines fun yoga movements with playful activities. Students participate actively in groups. Teacher promotes teamwork, positivity, physical fitness, emotional well-being, and stress relief.	
		Seven stones	Seven stones	DAY 2		Statue game  Students move freely and become statues on signal.	Teacher demonstrates stacking, throwing, and dodging techniques. Students play in teams and learn coordination, planning, and communication. Teacher guides students to support teammates, follow rules, and handle winning or losing positively.	CG-2  Exhibits sensitivity in their personal and social behavior towards themselves and others.	C-2.2 Demonstrates supportive behavior in helping others during emotional setbacks and physical injuries.	Improves coordination, strategic thinking, leadership, communication, and team spirit.	
		Follow me	Follow me	DAY 3		Follow the Leader  One student performs movements and others imitate.	Teacher performs simple movements like clapping, jumping, balancing, and walking styles. Students carefully observe and imitate actions. Teacher encourages focus, listening skills, confidence, and body coordination through repeated practice.	CG-2  Exhibits sensitivity in their personal and social behaviour towards themselves and other	C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries	Enhances listening skills, focus, confidence, discipline, and body coordination.	

		NUMBER GAME	NUMBER GAME	DAY 4		<p><b>Freeze &amp; Move</b></p> <p>Students dance or jog; when whistle blows, they freeze.</p> <p>Teacher asks students to select numbers linked with simple questions or tasks. Students answer confidently and participate actively.</p> <p>Teacher motivates shy learners, improves interaction skills, and creates a friendly learning environment.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.1</p> <p>Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).</p>	<p>Develops communication skills, confidence, decision-making, and social interaction.</p>	
2	MOTOR FITNESS	OBSTACLE RACE	OBSTACLE RACE	DAY 1	AUGUST	<p><b>Catch &amp; Tell</b></p> <p>Catch the ball and answer a simple fun question.</p> <p>Teacher arranges safe obstacle stations and demonstrates movement through them. Students complete activities like hopping, balancing, and zig-zag running.</p> <p>Teacher encourages confidence, problem-solving, discipline, and healthy competition.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.1</p> <p>Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).</p>	<p>Builds agility, problem-solving ability, resilience, and self-confidence.</p>	

		<b>BALANCING ACT</b>	<b>BALANCING ACT</b>	<b>DAY 2</b>		<p><b>Statue Game</b></p> <p>Students move freely and become statues on signal.</p>	<p>Teacher demonstrates balancing techniques using simple objects.</p> <p>Students practice balancing individually and in pairs. Teacher gives corrective feedback and motivates students to remain calm, focused, and patient during activities.</p>	<p><b>CG-1</b></p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p><b>C-1.1</b></p> <p>Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).</p>	<p>Improves concentration, patience, emotional balance, and body control.</p>	
		<b>SHIVAMS SAYS</b>	<b>SHIVAMS SAYS</b>	<b>DAY 3</b>		<p><b>“Shivam Says” – A fun twist on Simon Says where participants only follow instructions when the leader says “Shivam says,” helping everyone loosen up and stay alert.</b></p>	<p>Teacher gives instructions using “Shivam Says” commands. Students carefully listen and respond quickly.</p> <p>Teacher develops concentration, listening ability, self-control, and discipline while keeping the activity enjoyable.</p>	<p><b>CG-2</b></p> <p>Exhibits sensitivity in their personal and social behaviour towards themselves and others.</p>	<p><b>C-2.2 Demonstrates</b> supportive behaviour in helping others during emotional setbacks and physical injuries.</p>	<p>Enhances attention span, discipline, quick response, and self-control.</p>	
		<b>GRAB THE BALL</b>	<b>GRAB THE BALL</b>	<b>DAY 4</b>		<p><b>Grab the Ball” – Participants pass a ball around, and whoever grabs it must quickly answer a fun question or share something about themselves.</b></p>	<p>Teacher organizes students in a circle and explains ball-passing rules. Students respond quickly while answering fun questions.</p> <p>Teacher promotes confidence, communication, social bonding, and active participation.</p>	<p><b>CG-5</b></p> <p>Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p><b>C-5.2</b></p> <p>Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.</p>	<p>Develops reaction time, confidence, teamwork, and positive participation.</p>	

2		PUSH UP POSITION AND PASS THE BALL	PUSH UP POSITION AND PASS THE BALL	DAY 1	SEPTEMBER	<p>“Push-Up Challenge” – Participants hold a push-up position while introducing themselves, and whoever drops first shares a fun fact about themselves.</p> <p>“Pass the Ball” – Participants pass a ball in a circle, and whoever holds it must introduce themselves or answer a quick fun question.</p>	<p>Teacher demonstrates correct push-up posture and ball-passing method. Students work in teams to maintain balance and coordination.</p> <p>Teacher encourages perseverance, teamwork, mutual support, and physical endurance.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.6</p> <p>Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.</p>	<p>Improves endurance, teamwork, perseverance, and mutual encouragement.</p>	
		TIC – TAC – TOE DRIBBLE RELAY	TIC – TAC- TOE DRIBBLE RELAY	DAY 2		<p>Tic Tac Toe Relay” – Teams race to place markers on a tic tac toe grid, and each player shares a quick intro before their turn.</p>	<p>Teacher explains relay rules and dribbling techniques. Students play in groups and plan strategies together. Teacher develops teamwork, leadership, quick thinking, and coordination through game situations.</p>	<p>CG-2</p> <p>Exhibits sensitivity in their personal and social behaviour towards themselves and others.</p>	<p>C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.</p>	<p>Develops planning skills, coordination, leadership, and collaboration.</p>	
		CROCODILE RACE	CROCODILE RACE	DAY 3		<p>“Crocodile Relay” – Participants crawl like a crocodile in a relay race, and after finishing, they share a quick fun fact about themselves.</p>	<p>Teacher demonstrates crawling and relay techniques safely. Students participate in relay races while encouraging teammates. Teacher promotes fitness, confidence, cooperation, and active involvement.</p>	<p>CG-4</p> <p>Plans and achieves personal physical fitness goals with little help from teachers.</p>	<p>C-4.1</p> <p>Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.</p>	<p>Enhances agility, confidence, teamwork, and adaptability in challenges.</p>	

		HEAD , SHOULDER , KNEE AND BALL	HEAD, SHOULDER, KNEE AND BALL	DAY 4		“Head, Shoulders, Knees & Ball” – Participants follow the leader’s commands and quickly grab the ball when it’s called, then introduce themselves or share a fun fact.	Teacher calls body-part commands while students respond quickly and grab the ball. Teacher improves listening, focus, coordination, and reaction time through repeated practice.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.1 Discusses activities that bring personal satisfaction.	Improves listening, concentration, coordination, and emotional engagement.
3	FUNDAMENTAL SKILLS OF KHO-KHO	SITTING AND CHASING	SITTING AND CHASING	DAY 1	OCTOBER	“Kho Kho Skills Icebreaker” – Participants practice basic kho kho movements like running, dodging, and chasing, then introduce themselves after their turn.	Teacher demonstrates Kho-Kho sitting posture and chasing skills. Students practice movement and coordination in teams. Teacher develops sportsmanship, teamwork, quick reactions, and discipline.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.	Develops teamwork, agility, sportsmanship, and quick decision-making.
		GIVING KHO	GIVING KHO	DAY 2		“Giving Kho Icebreaker” – Participants practice giving “kho” to teammates in quick turns, and after each turn, they share a short introduction or fun fact.	Teacher explains proper “Kho” giving techniques with demonstrations. Students practice timing and movement in pairs and groups. Teacher encourages communication, cooperation, and leadership qualities.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.1 Reflects on their personal reactions during an interaction and activity with others.	Enhances timing, communication, cooperation, and leadership qualities.
		RUNNING ON A STRAIGHT LINE	RUNNING ON A STRAIGHT LINE	DAY 3		“Straight Line Run Icebreaker” – Participants run along a straight line one by one and share a quick introduction after finishing.	Teacher demonstrates correct posture, arm movement, and balance while running. Students practice individually with guidance. Teacher improves movement control, focus, and physical discipline.	CG-4 Plans and achieves personal physical fitness goals with little help from	C-4.1 Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.	Improves posture, balance, discipline, and focus.

		<b>DODGING</b>	<b>DODGING</b>	<b>DAY 4</b>		<p>“Dodging Icebreaker” – Participants dodge a soft ball or tag, and when caught, they introduce themselves or share a fun fact.</p>	<p>Teacher demonstrates safe dodging movements and game rules. Students practice avoiding tags or balls during activities. Teacher develops alertness, agility, confidence, and quick decision-making skills.</p>	<p>CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.</p>	<p>C-2.3 Creates and teaches the rules of game to others.</p>	<p>Builds alertness, confidence, adaptability, and quick thinking skills.</p>	
		<b>ZIG – ZAG RUNNING</b>	<b>ZIG – ZAG RUNNING</b>	<b>DAY 1</b>	<b>NOVEMBER</b>	<p>“Zig-Zag Run Icebreaker” – Participants run in a zig-zag pattern through cones, then share a quick introduction after finishing.</p>	<p>Teacher arranges cones and demonstrates zig-zag running patterns. Students practice changing direction quickly. Teacher improves balance, coordination, agility, and body control.</p>	<p>CG-4 Plans and achieves personal physical fitness goals with little help from teachers.</p>	<p>C-4.1 Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.</p>	<p>Develops speed, body control, resilience, and goal-setting habits.</p>	
		<b>POLE RETURN</b>	<b>POLE RETURN</b>	<b>DAY 2</b>		<p>“Pole Return Icebreaker” – Participants run to a pole and return quickly, then share a short introduction or fun fact.</p>	<p>Teacher demonstrates turning around the pole with proper body movement. Students practice speed and control individually. Teacher guides students on coordination, patience, and movement accuracy.</p>	<p>CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.</p>	<p>Enhances movement control, coordination, patience, and self-discipline.</p>	
		<b>CHAIN ACTIVITY</b>	<b>CHAIN ACTIVITY</b>	<b>DAY 3</b>		<p>Participants form a chain while playing kho kho, and each person shares a quick introduction when tagged into the game.</p>	<p>Teacher explains teamwork rules and forms student groups. Students work together while holding formation. Teacher promotes unity, communication, cooperation, empathy, and group responsibility.</p>	<p>CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.</p>	<p>C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.</p>	<p>Develops unity, communication, empathy, and group responsibility.</p>	

		POLE DIVE	POLE DIVE	DAY 4		<p>“Pole Dive Icebreaker” – Participants dive and turn around a pole, then share a quick introduction or fun fact after their turn.</p>	<p>Teacher demonstrates safe diving and turning techniques. Students practice carefully under supervision. Teacher builds courage, flexibility, confidence, and movement coordination.</p>	<p>CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.1 Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision</p>	<p>Improves flexibility, courage, coordination, and confidence.</p>	
4	Fundamental skills of handball	Passing and catching	Passing and catching	DAY 1	DECEMBER	<p>Passing &amp; Catching Icebreaker” – Participants pass and catch a ball in a circle, and whoever receives it shares a quick introduction or fun fact.</p>	<p>Teacher demonstrates proper passing and catching techniques using soft balls. Students practice in pairs and groups. Teacher improves hand-eye coordination, teamwork, trust, and communication skills.</p>	<p>CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.</p>	<p>C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.</p>	<p>Builds teamwork, coordination, trust, and communication skills.</p>	
		DRIBBLING AND OBSTACLE DRIBBLING	DRIBBLING AND OBSTACLE DRIBBLING	DAY 2		<p>Dribbling Challenge Icebreaker” – Participants dribble a ball through obstacles, then share a quick introduction or fun fact after finishing.</p>	<p>Teacher demonstrates dribbling control and obstacle movement. Students practice maintaining balance while moving through cones. Teacher encourages concentration, persistence, confidence, and coordination.</p>	<p>CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p>C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value.</p>	<p>Improves ball control, concentration, persistence, and confidence.</p>	

		SHOOT THE BALL AND DODGE BALL	SHOOT THE BALL AND DODGE BALL	DAY 3		<p>“Shoot &amp; Dodge Icebreaker” – Participants take turns shooting the ball and dodging, then share a quick introduction or fun fact after their turn.</p>	<p>Teacher explains aiming, shooting, and dodging rules with demonstration. Students practice accuracy and movement during gameplay. Teacher promotes sportsmanship, teamwork, emotional control, and active participation.</p>	<p>CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.</p>	<p>Develops accuracy, reaction time, emotional control, and sportsmanship.</p>	
		PASS AND SHOOT AND BLOCKING	PASS AND SHOOT AND BLOCKING	DAY 4		<p>“Pass, Shoot &amp; Block Icebreaker” – Participants pass the ball, take a quick shot, and others try to block, then share a short introduction after their turn.</p>	<p>Teacher demonstrates passing, shooting, and blocking techniques. Students practice attack and defense in groups. Teacher develops strategic thinking, leadership, teamwork, and game awareness.</p>	<p>CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.</p>	<p>C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.</p>	<p>Enhances leadership, teamwork, strategic thinking, and cooperation.</p>	
		ASSIMILATION	ASSIMILATION	DAY 1	JANUARY	<p>“Assimilation Icebreaker” – Participants quickly adapt to new rules or actions in the game, then share a short introduction or fun fact.</p>	<p>Teacher explains adapting to changing rules and situations during games. Students participate in modified activities and discussions. Teacher develops adaptability, understanding, and positive thinking.</p>	<p>CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.5 Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.</p>	<p>Develops adaptability, understanding of healthy habits, and self-awareness.</p>	

		<b>GOALKEEPER DEFENSIVE SKILLS</b>	<b>GOALKEEPER DEFENSIVE SKILLS</b>	<b>DAY 2</b>		<p>“Goal Defense Icebreaker”</p> <p>– Participants take turns defending the goal, and after each attempt, they share a quick introduction or fun fact.</p>	<p>Teacher demonstrates goalkeeping positions, catching, and blocking methods. Students practice reaction and defensive skills.</p> <p>Teacher improves confidence, alertness, responsibility, and decision-making ability.</p>	<p>CG-5</p> <p>Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p>C-5.2</p> <p>Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.</p>	<p>Builds confidence, alertness, responsibility, and decision-making skills.</p>	
		<b>SHOOTOUT TOURNAMENT</b>	<b>SHOOTOUT TOURNAMENT</b>	<b>DAY 3</b>		<p>“Shootout Tournament Icebreaker” – Participants take turns in a fun shootout, and after each shot, they share a quick introduction or fun fact.</p>	<p>Teacher organizes small competitions and explains fair play rules. Students perform penalty shots and goalkeeping. Teacher develops confidence, resilience, pressure handling, and emotional balance.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.6</p> <p>Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.</p>	<p>Develops mental strength, confidence, resilience, and pressure handling.</p>	
		<b>DRIBBLE AND SHOOT DRIBBLE AND SHOOT</b>	<b>DRIBBLE AND SHOOT</b>	<b>DAY 4</b>		<p>“Dribble &amp; Shoot Icebreaker” – Participants dribble the ball and take a shot, then share a quick introduction or fun fact after their turn.</p>	<p>Teacher demonstrates dribbling and shooting techniques step-by-step.</p> <p>Students practice individually and in teams. Teacher improves coordination, attacking skills, focus, and self-confidence.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.3</p> <p>Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.</p>	<p>Improves focus, coordination, confidence, and attacking skills.</p>	

5	YOGA	PREPARING FOR YOGIC PRACTICES	PREPARING FOR YOGIC PRACTICES	DAY 1	FEBRUARY	<p>“Yoga Prep Icebreaker” –</p> <p>Participants perform simple warm-up stretches and breathing exercises, then share a calm introduction or positive thought.</p>	<p>Teacher guides students through warm-up stretches and breathing exercises. Students practice slowly with proper posture. Teacher develops calmness, concentration, self-awareness, and relaxation skills.</p>	<p>CG-1</p> <p>Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.</p>	<p>C-1.6</p> <p>Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.</p>	<p>Develops self-awareness, calmness, concentration, and stress management.</p>
		ASANAS	ASANAS	DAY 2		<p>“Asanas Icebreaker” –</p> <p>Participants perform a simple yoga pose and then share a quick technique of resolving a conflict.</p>	<p>Teacher demonstrates yoga postures with breathing techniques. Students practice carefully and maintain balance. Teacher promotes flexibility, patience, emotional stability, and discipline.</p>	<p>CG-5</p> <p>Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p>C-5.3</p> <p>Identifies the relationship between rhythmic movement and their aesthetic value.</p>	<p>Improves flexibility, patience, emotional balance, and discipline.</p>
		PRANAYAMA	PRANAYAMA	DAY		<p>Positive Thought Circle</p> <p>Each student shares one positive word or thought.</p>	<p>Teacher demonstrates simple breathing exercises and explains benefits. Students practice deep breathing in a calm environment. Teacher improves concentration, emotional control, relaxation, and mindfulness.</p>	<p>CG-5</p> <p>Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p>C-5.2</p> <p>Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.</p>	<p>Enhances emotional stability, concentration, relaxation, and self-control.</p>

		KRIDA YOGA	KRIDA YOGA	DAY		<p>“Krida Yoga Icebreaker” – Participants perform fun yoga-based movements, then share a quick introduction or positive thought.</p>	<p>Teacher combines fun yoga movements with playful activities. Students participate actively in groups. Teacher promotes teamwork, positivity, physical fitness, emotional well-being, and stress relief.</p>	<p>CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.</p>	<p>C-5.1 Discusses activities that bring personal satisfaction.</p>	<p>Promotes teamwork, positivity, physical fitness, and mental well-being.</p>	
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