

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -VII
SUBJECT – Physical Education and Well Being

No.	UNIT	Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
	Name			Start ing	Closing						
1	Foundational Basis of Physical Education and well-being.	The Ball progression game.	The Ball progression game.	DAY 1	JULY	Students stand in a circle and pass a ball quickly to each other. While passing, they may say their name or a simple action word. The speed is gradually increased, and a second ball can be added to make it more active and engaging.	Activity-based learning through cooperative play and guided participation	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	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).	Develops coordination, reaction speed, and teamwork skills	
		Ghorpadiche Shepoot	Ghorpadiche Shepoot	DAY 2		Students are divided into small groups. Each group forms a line holding the waist of the student in front, like a “tortoise tail.” The front student leads the movement slowly while others follow without breaking the chain. On teacher’s signal, groups change direction or speed.	Collaborative learning with movement coordination and team interaction	CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	Ghorpadiche Shepoot – Develops balance, agility, quick movement, and group cooperation.	

		Nalugu Rallu Ata	Nalugu Rallu Ata	DAY 3		<p>☑ Ice Breaking Activity: “Naluga Rallu Ata” (Short Note)</p> <p>Students are divided into small groups. Four stones (or marked spots) are placed in a square. Students move around freely and, on the teacher’s signal, quickly occupy any stone/spot. The student left without a stone performs a fun action like jumping or clapping and re-enters the game.</p>	Experiential learning through quick response and strategic movement	CG-2 Exhibits sensitivity and learn to manipulate their personal and social behaviour towards themselves and others.	C-2.2 Creates group norms and rules of the game/activity before playing and reviews these regularly. CG-2 Exhibits sensitivity and learn to manipulate their personal and social behaviour towards themselves and others.	Nalugu Rallu Ata – Enhances concentration, hand-eye coordination, and accuracy.	
		Gidhada Gudkavan	Gidhada Gudkavan	DAY 4		<p>☑ Ice Breaking Activity: “Gidhada Gudkavan” (Short Note)</p> <p>Students are divided into two groups—one acts as “giddha (eagle)” and the other as “prey.” A safe play area is marked. The “eagle” tries to tag the moving players while they continuously run and dodge within the boundary. Tagged players temporarily step out or switch roles.</p>	Game-based learning to enhance agility and reflex action	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	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, kicking, hitting a ball far with precision).	Gidhada Gudkavan – Increases alertness, reaction speed, and strategic thinking.	
		Dhaan ki bori	Dhaan ki bori	DAY 1.	AUGUST	<p>☑ Ice Breaking Activity: “Dhaan ki Bori” (Short Note)</p> <p>Students are divided into groups. A small sack or mark is used as “dhaan ki bori.” Students run in a relay style and carry or pass the “bori” to the next teammate. The activity is done in a fun, fast manner on the teacher’s signal.</p>	Relay-based experiential learning promoting teamwork and coordination	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 physic	Dhan Ki Bori – Improves strength, balance, and teamwork.	

		Caterpillar race	Caterpillar race	DAY 2		Students are divided into groups and stand in a line one behind another, holding the waist or shoulders of the student in front. On the signal, each group moves together like a caterpillar by coordinating steps without breaking the chain.	Cooperative learning through synchronized group movement	CG-4 Plans and achieves personal physical fitness goals with little help from teachers.	C-4.1 Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.	Caterpillar Race – Develops coordination, unity, and speed.	
		Atya- oatya	Atya- oatya	DAY 3		Students are divided into two teams. One team becomes attackers and the other defenders. Defenders sit in lines inside marked lanes while attackers try to cross the area by dodging and running without being tagged. After a short time, roles are exchanged.	Tactical learning through team strategy and movement planning	CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations	C-3.1 Designs and executes simple strategies for a game	Atya Patya – Enhances agility, quick decision-making, and fitness.	
		Madhu and manu	Madhu and manu	DAY 4		Students are divided into two groups named “Madhu” and “Manu.” One group tries to tag or catch the other within a marked area while the other group runs and avoids being caught. After a short time, roles are exchanged.	Interactive play-way method encouraging communication and participation	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.	Madhu and Manu – Improves communication, cooperation, and reaction speed.	

3	FUNDAMENTAL SKILL FOOT WORK SKILLS OF SPORTS - BADMINTON	FOOT WORK SKILLS	FOOT WORK SKILLS	DAY 1	SEPTEMBER	Students perform quick movements such as forward, backward, side steps, zig-zag running, and jumping on the spot in a marked area on the teacher's signal. Different commands are given to change direction and speed.	Demonstration and drill method for movement precision and balance	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	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.	Foot work Skills – Improves balance, speed, and court movement.	
		BACKHAND LOW SERVE	BACKHAND LOW SERVE	DAY 2		Students practice quick wrist movements by tossing a shuttle (or light ball) and serving it underhand using a backhand grip. They perform short, controlled serves in pairs within a marked area on the teacher's signal.	Skill demonstration with guided practice and peer observation	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.	Backhand Low Serve – Develops control, accuracy, and serving technique.	
		FOREHAND HIGH SERVE	FOREHAND HIGH SERVE	DAY 3		Students stand in pairs and practice tossing the shuttle or light ball upward and performing a forehand high serve with proper grip and follow-through. They focus on sending the ball high and deep into the opposite area on the teacher's signal	Practice-based learning through repetition and corrective feedback	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.2 Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.	Forehand High Serve – Enhances power, height, and shot placement.	
		FOREHAND DRIVE	FOREHAND DRIVE	DAY 4		Students stand in pairs and practice quick, flat forehand strokes by hitting a shuttle or ball at chest level using short and fast arm movements. The focus is on continuous rally with controlled speed on the teacher's signal.	Drill and performance-based learning for stroke improvement	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.	Forehand Drive – Improves timing, strength, and attacking skills.	

4	FUNDAMENTAL SKILLS OF SPORTS – FOOTBALL	KICKING THE BALL WITH THE INSIDE OF THE FOOT	KICKING THE BALL WITH THE INSIDE OF THE FOOT	DAY 1	OCTOBER	Students stand in pairs and gently pass a ball to each other using the inside of the foot. They focus on short, controlled kicks and accurate passing within a marked distance on the teacher's signal.	Demonstration-cum-practice method for ball control and passing	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.	Kicking the Ball with the Inside of the Foot – Improves passing accuracy and ball control.	
		PASSING THE ROLLING BALL	PASSING THE ROLLING BALL	DAY 2		Students stand in pairs or a circle. One student rolls the ball on the ground to another student, who stops it and rolls it back with control. The activity is done at a steady pace on the teacher's signal.	Pair learning through coordination and controlled movement	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	Passing the Rolling Ball – Develops teamwork, coordination, and passing skills.	
		DRIBBLE	DRIBBLE	DAY 3		Students dribble a ball freely in a marked area using fingertips or feet (as per game). On the teacher's signal, they change direction, speed, or stop and start again while maintaining control.	Activity-based drill practice for speed and control	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	Dribble – Enhances ball control, speed, and agility.	
		KICKING THE BALL FOR ACCURACY	KICKING THE BALL FOR ACCURACY	DAY 4		Students kick the ball towards a marked target or goal from a fixed distance. Each student takes turns aiming carefully to hit the target with controlled power and proper foot placement.	Target-based skill learning through guided practice	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their	C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.	Kicking the Ball for Accuracy – Improves aim, precision, and confidence.	

		PASSING THE BALL IN THE AIR	PASSING THE BALL IN THE AIR	DAY 1	NOVEMBER	Students stand in pairs and pass the ball to each other in the air using hands or feet with controlled force. The focus is on accurate direction, proper timing, and smooth catching without dropping the ball.	Partner activity using coordination and timing drills	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.4 Exhibits manipulation of space and equipment in the context of a game.	Passing the Ball for Accuracy – Improves precision, coordination, and teamwork.	
		PASS AND MOVE RELAY DRILL	PASS AND MOVE RELAY DRILL	DAY 2		Students are divided into teams in lines. The first player passes the ball to the next teammate and immediately moves to the back of the line. The process continues in a relay format until all students participate.	Team-based relay pedagogy promoting quick movement and collaboration	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistake	Pass and Move Relay Drill – Develops speed, passing skill, and quick movement.	
		FRONT LOCK TACKLING	FRONT LOCK TACKLING	DAY 3		Students are paired and practice basic controlled holding and blocking techniques in a safe manner under teacher supervision. One student moves forward slowly while the other practices front lock/tackle position using proper stance and balance. Roles are then switched.	Supervised practice method ensuring safety and technique.	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.	Front Lock Tackling – Enhances defensive skills, strength, and timing.	
		5 A-SIDE MATCH	5 A-SIDE MATCH	DAY 4		Students are divided into small teams of five players each. A small field is marked, and a mini football match is played with simple rules and short duration. Rotation of players can be done to ensure everyone participates.	Game-situation pedagogy encouraging tactical thinking and teamwork	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value	5 a Side Match – Improves teamwork, fitness, decision-making, and game strategy	

5	FUNDAMENTAL SKILLS OF SPORTS – KABADDI	RAIDING FOOT WORK	RAIDING FOOT WORK	DAY 1	DECEMBER	Students practice basic raiding movements like quick entry, side steps, zig-zag running, toe touch, and safe turning within a marked area. On the teacher's signal, they move in and out of the zone using controlled speed and balance.	Drill-based learning focusing on agility and body balance	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.3 Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.	Raiding Footwork – Improves agility, balance, and quick movement.	
		HAND TOUCH	HAND TOUCH	DAY 2		Students move freely in a marked area. On the teacher's signal, they quickly touch specified body parts (like head, shoulders, knees, or ground) or touch their partner's hands and continue moving. Commands are changed frequently for variety.	Reaction-based activity learning through movement games	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes.	Hand Touch – Develops speed, coordination, and attacking skill.	
		TOE TOUCH	TOE TOUCH	DAY 3		Students stand in a line or circle and perform quick toe-touch movements by bending down and touching their toes with both hands, then returning to standing position. The activity is done repeatedly on the teacher's signal.	Flexibility and movement training through repetitive practice	CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations	C-3.1 Designs and executes simple strategies for a game.	Toe Touch – Enhances flexibility, timing, and accuracy in raiding.	
		ANKLE HOLD	ANKLE HOLD	DAY 1	JANUARY	<p>Ankle Hold</p> <ul style="list-style-type: none"> • Pair activity in light stance • One partner gently holds opponent's ankle for balance control • Focus on grip, posture, and quick release • Improves balance and lower body coordination 	Guided defensive skill practice with peer support	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.6 Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.	Ankle Hold – Improves defensive strength, grip, and tackling technique.	

		KNEE HOLD	KNEE HOLD	DAY 2		<p>Knee Hold</p> <ul style="list-style-type: none"> • Partner drill in controlled position • Practice holding knee safely without force • Emphasis on stability and body control • Builds strength in clinch position 	Demonstration and controlled partner practice	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	Wrist Hold: Improves grip strength, coordination, and defensive control.	
		WRIST HOLD	WRIST HOLD	DAY 3		<p>Wrist Hold</p> <ul style="list-style-type: none"> • Simple grip exercise with partner • Hold wrist and practice escaping & controlling • Improves reflex, grip strength, and awareness • Encourages safe defensive movement 	Practical learning through controlled defensive techniques	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.2 Demonstrates calmness and courage in difficult situations.	Chain Hold: Develops teamwork, balance, and group coordination.	
		CHAIN HOLD	CHAIN HOLD	DAY 4		<p>4. Chain Hold</p> <ul style="list-style-type: none"> • Group activity in a line or circle • Students hold each other's wrists or shoulders • Move together with coordination and balance • Develops teamwork, rhythm, and body control 	Cooperative group learning with rhythmic movement	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value.	Chain Hold: Develops teamwork, balance, and group coordination.	
6	YOGA	YOGA FOR DAILY LIFE		DAY 1	FEBRUARY	<p>Yoga for Daily Life</p> <ul style="list-style-type: none"> • Simple warm-up and stretching in group • Students share one daily habit related to health • Light movements like neck, shoulder, and spine stretch • Creates awareness of healthy lifestyle and focus 	Reflective and wellness-based experiential learning	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.	Yoga for Daily Life: Improves physical fitness, mental peace, and healthy habits.	

		YOGA SADHANA		DAY 2		Yoga Sadhana <ul style="list-style-type: none"> • Students sit in calm posture in circle • Short guided breathing and silent focus practice • Each student shares one word (peace, balance, focus) • Builds discipline, calm mind, and self-awareness 	Mindfulness-based pedagogy promoting concentration and self-awareness	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value.	Yoga Sadhana: Develops concentration, discipline, and inner balance	
		PRANAYAMA		DAY 3		. Pranayama <ul style="list-style-type: none"> • Group breathing exercise (inhale–hold–exhale) • Practice deep breathing in rhythm with teacher • Students experience relaxation and improved focus • Improves concentration and reduces stress 	Guided breathing practice through relaxation and reflective learning	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	Pranayama: Enhances breathing control, relaxation, and lung capacity.	