

KIDS WORLD SCHOOL, NAGPUR  
SESSION – 2026-27  
CLASS – K.G. I  
SUBJECT – Physical Education and Well Being

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcomes	Assessment
No.	Name			Starti ng	Closing						
1	My Moving Body & Personal Space	“The Magic Bubble”	“The Magic Bubble”	July Day 1	July	Students blow a massive, invisible bubble around themselves. They must walk around the ground making "pop" sounds with their mouth if they get too close to a classmate's bubble, teaching spatial awareness playfully.	Teacher guides children to discover their personal boundaries by using physical floor markers (like rubber spots) that gradually disappear as children internalize the concept of "my own space."	CG-1 Develop habits that keep them healthy and safe, alongside a sharp awareness of their own body	C-1.1 Shows awareness of body parts, personal space, and moving safely.	Students identify their personal spatial boundaries, stop instantly on a visual/auditory signal, and navigate an open space without colliding with peers.	
		Jump and clap game.	Jump and clap game.	Day 2		Mirror Me Game – Children copy the teacher’s simple body movements like clapping, jumping.	Teacher explains the rules of the game and gives commands. Students respond quickly by jumping and clapping improving attention and reaction skills.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.1 Demonstrates control and coordination in gross motor movements (walking, running, hopping, jumping).	Children shows confidence during movement activities like jumping and clapping	
		Red Light, Green Light (Inhibitory Control)	Red Light, Green Light (Inhibitory Control)	Day 3		<i>Statue Dance</i> Children dance dynamically to music. The moment the music cuts off, they must freeze like a stone statue in whatever position they are in.	<i>Command and Feedback:</i> Clear, high-contrast signals are paired with descriptive feedback (e.g., "I see your feet are completely glued to the floor!").	CG-3 Children develop emotional resilience, cooperation, and pro-social behaviours.	C-3.1 Follows simple instructions, displays team spirit, and interacts positively with peers during play.	The child can stop their movement instantly upon hearing an auditory or seeing a visual signal.	

		Tightrope Walkers (Linear Balance)	Tightrope Walkers (Linear Balance)	Day 4		<i>The Circus Entry:</i> Children pretend to put on top hats and walk on their tiptoes to enter an imaginary circus ring.	The exercise is framed as "crossing a deep canyon on a rope line," which focuses the child's attention naturally on steady placement.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.2 Demonstrates balance and stability in static (still) and dynamic (moving) body postures.	The child can walk forward along a straight line taped to the floor for 6 feet without stepping off.	
2	Jumping and Hopping	One-Legged Flamingos (Static Balance)	One-Legged Flamingos (Static Balance)	Day 1	AUGUST	<i>Sleeping Birds:</i> Children stand on two feet, pretend to fold their wings, and on the word "Sunrise!", they transform into flamingos standing on one leg.	Teacher explains the game and demonstrates children to "stare at one unmoving point on the wall" to stabilize their vestibular system.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.2 Demonstrates balance and stability in static (still) and dynamic (moving) body postures.	The child can lift one foot off the ground and maintain balance independently for 3 seconds.	
		The Frog Prince (Deep Squat Jump)	The Frog Prince (Deep Squat Jump)	Day 2		<i>Lilypad Hopping:</i> Colorful rubber discs are scattered across the floor. Children make loud "Ribbit!" sounds as they leap from one disc to another.	Teacher demonstrates the safe, soft landing first, highlighting how bent knees protect joints like spring cushions.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.1 Demonstrates control and coordination in gross motor movements (walking, running, hopping, jumping).	The child can bend their knees fully into a squat and launch their body forward into a two-foot landing.	
		Bunny Hops (Ankle Elasticity)	Bunny Hops (Ankle Elasticity)	Day 3		<i>Carrot Cruncher:</i> The teacher holds a toy carrot at the end of the room. Children must hop over to the carrot using small bunny jumps to take an imaginary bite.	<i>Rhythmic Play:</i> The teacher uses a drum or tambourine beat to dictate a steady, rhythmic bounce pattern.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.1 Demonstrates control and coordination in gross motor movements (walking, running, hopping, jumping).	The child can execute 5 consecutive short, rapid forward hops using both feet simultaneously.	
		Bear Crawls (Contralateral Coordination)	Bear Crawls (Contralateral Coordination)	Day 4		<i>Big Bear, Little Bear:</i> Children make deep roaring sounds while crawling like massive bears, then change to high-pitched squeaks to crawl like tiny mice.	Teacher explains moving just their hands first, then just their feet, before putting the cross-body pattern together.	CG-1 Children develop habits that keep them healthy and safe, alongside a sharp awareness of their own body.	C-1.1: Shows awareness of body parts, personal space, and moving safely.	The child can move forward on hands and feet with hips raised high, demonstrating coordinated cross-body limb movement.	

3	Balance and Coordination	Crab Scramble (Core & Upper Body Strength)	Crab Scramble (Core & Upper Body Strength)	Day 1	SEPTEMBER	<i>Shell Tossing:</i> While in a crab position, the teacher gently drops a beanbag onto the child's belly, and they must walk 3 steps without letting it drop off.	Physical strengthening exercises are contextualized completely within a fun beach/ocean narrative.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.1 Demonstrates control and coordination in gross motor movements (walking, running, hopping, jumping).	The child can support their weight on hands and feet with their stomach facing upwards and walk backward or sideways.	
		Rolling the Bowling Ball (Propulsion)	Rolling the Bowling Ball (Propulsion)	Day 2		<i>Pass the Fire Ball:</i> Children sit in a circle and roll a bright ball away from themselves quickly, pretending it is a hot potato.	Children who struggle stand closer to the cones, while those who easily succeed step back one foot to maintain an optimal challenge.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.3 Demonstrates fine motor control, manual dexterity, and hand-eye coordination using simple props.	The child can use an underhand rolling motion to send a medium-sized ball through a 3-foot wide target cone gate.	
		Tracking the Floating Scarf (Visual Tracking)	Tracking the Floating Scarf (Visual Tracking)	Day 3		"Catch the Falling Leaf"  The teacher stands on a bench and drops colorful silk scarves down. Children run under them, tracking their slow drift, and catch them before they hit the floor.	Teacher demonstrates <i>Slow-Motion Scaffolding:</i> Using lightweight scarves instead of dense balls extends the tracking window, giving 4-year-olds plenty of time to position their hands correctly.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.3 Demonstrates fine motor control, manual dexterity, and hand-eye coordination using simple props.	Students can throw a lightweight chiffon scarf up into the air and track it visually to catch it with two open hands.	
		The Balloon Tap (Hand-Eye Control)	The Balloon Tap (Hand-Eye Control)	Day 4		<i>Cloud Keeping:</i> Children keep their individual balloons aloft by calling them "clouds" and gently whispering to them as they tap them upward.	Teacher demonstrates <i>Exploratory Object Play:</i> Focuses on adjusting force. Children explore what happens when they tap the balloon too hard versus making soft, controlled contacts.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.3 Demonstrates fine motor control, manual dexterity, and hand-eye coordination using simple props.	Students can practice to tap a balloon upward using open palms to keep it from touching the ground for at least 3 consecutive taps.	
4	Hygiene Routines	Washing the Germs Away	Washing the Germs Away	Day 1	OCTOBER	<i>The Glitter Germs:</i> The teacher puts a tiny bit of safe glitter lotion on children's	Teacher demonstrates <i>Task Analysis &amp; Song Integration:</i> Breaking down a complex	CG-1 Children develop habits that keep them healthy and	C-1.1: Shows awareness of body parts, personal space, and moving safely.	Students can execute the correct 6-step hand washing routine independently while	

						hands. Children must work together to scrub it completely off using soap and warm water.	health habit into minor, bite-sized steps supported by a memorable melody.	safe, alongside a sharp awareness of their own body.		singing a 20-second instructional song..	
		Thump-Thump Hearts	Thump-Thump Hearts	Day 2		<i>Sleeping vs. Racing Cars:</i> Children lie down silently like parked cars, then jump up and race around the room for 20 seconds like sports cars.	Teacher demonstrates After racing, the teacher has children place their right hand firmly over their chest to feel the physical sensation of their accelerated heart rate.	CG-3 Students develop emotional resilience, cooperation, and pro-social behaviours.	C-3.1 Follows simple instructions, displays team spirit, and interacts positively with peers during play.	Students can recognize the difference between a resting heartbeat and a fast heartbeat after physical exertion.	
		The Cool-Down Candle (Self-Regulation)	The Cool-Down Candle (Self-Regulation)	Day 3		<i>Smell the Rose, Blow the Candle:</i> Children pretend to hold a sweet-smelling rose in one hand (deep sniff through nose) and a flickering birthday candle in the other (slow exhale through mouth).	Teacher demonstrates Abstract relaxation concepts are anchored to concrete sensory images that 4-year-olds can intuitively follow.	CG-1 Students develop habits that keep them healthy and safe, alongside a sharp awareness of their own body ( <i>Sharirik Vikas</i> ).	C-1.2: Practices basic self-care, hygiene habits (hydration, handwashing), and understands healthy food/rest.	Students can voluntarily lower their excitement levels by using deep nasal breathing techniques.	
		The Rainbow Food Sort	The Rainbow Food Sort	Day 4		<i>Glow Market:</i> Children run to an imaginary market corner, grab one plastic fruit, and skip proudly back to show it to their peer group.	Teacher explains combining intellectual food group classification with joyful locomotive patterns like skipping and galloping.	CG-1 Students develop habits that keep them healthy and safe, alongside a sharp awareness of their own body ( <i>Sharirik Vikas</i> ).	C-1.2: Practices basic self-care, hygiene habits (hydration, handwashing), and understands healthy food/rest.	Students can sort plastic toy food items into "Everyday Growing Foods" (nutritious) and "Sometimes Treats" baskets.	
5	Team Games and Cooperation	The Giant Parachute (Cooperative Play)	The Giant Parachute (Cooperative Play)	Day 1	NOVEMBER	<i>The Ocean Wave:</i> Children hold the edges of a large sheet and work together to make small ripples, followed by giant storm waves on the count of three.	Teacher demonstrates <i>Non-Competitive Collaboration:</i> Eliminating winners and losers; focus is entirely on group synchronization and collective rhythm.	CG-3 Students develop emotional resilience, cooperation, and pro-social behaviours.	C-3.1 Follows simple instructions, displays team spirit, and interacts positively with peers during play.	Students can coordinate their actions with peers to lift and lower a large nylon play sheet in unison.	

		The Partner Bridge (Pro-Social Skills)	The Partner Bridge	Day 2		<i>Mirror, Mirror:</i> Two children stand face-to-face. One child slowly moves their arms up, and the other attempts to copy the shape exactly like a mirror reflection.	Teacher demonstrates <i>Peer Pairing Method:</i> Pairs are explicitly matched to encourage social communication and the development of sharing behaviours.	CG-1 Children develop habits that keep them healthy and safe, alongside a sharp awareness of their own body.	C-1.1: Shows awareness of body parts, personal space, and moving safely.	Students can coordinate with a single partner to perform a movement task like sharing a hoop or holding hands during a walk.	
		Feed the Monster (Target Pitching)	Feed the Monster (Target Pitching)	Day 3		<i>Hungry Box:</i> A box painted like a friendly monster stands open. Children roar cheerfully and wave their arms before attempting their toss.	Teacher demonstrates <i>Errorless Learning Variation:</i> The target opening is designed to be very large initially, maximizing successful attempts to build foundational motor confidence.	CG-2 Children develop large and fine motor skills with balance, coordination, and agility.	C-2.3 Demonstrates fine motor control, manual dexterity, and hand-eye coordination using simple props.	Students can throw a small beanbag underhand to land inside a wide box target from a distance of 3 feet.	
6	Yoga and Relaxation	The Wind in the Trees	Vrikshasana (Tree Pose)	Day 1	DECEMBER	Statue in the Wind. Children stand tall. The teacher acts as the wind, blowing gently ("Whoosh!"). Children sway but keep their feet glued to the floor.	Teacher instructs students to nature mimicry. Connecting physical balance to the stability of trees rooted in the earth.	CG-3 Children develop gross and fine motor skills, physical balance, flexibility, and coordination.	C-3.2 Shows static single-leg balance, coordination, and flexibility.	Students improve Controls, coordinates, and commands body movements intentionally; experiments with changing body shapes (stretching, curling, bending) safely.	
		The Magical Awakening	Titaliasana (Butterfly Pose)	Day 2		The Butterfly Hello. Children sit with their feet touching (Bound Angle) and flap their knees like wings. When the teacher calls out a color, they must "fly" and gently high-five a neighbour with their hand-wings.	The teacher tells a story about a sleepy caterpillar waking up into a beautiful butterfly.	CG-3 Children develop gross and fine motor skills, physical balance, flexibility, and coordination.	C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Student can sit in an upright posture and move limbs rhythmically in coordination with a narrative prompt.	

		The Mighty Jungle Safari	Simhasana (Lion Roar Pose)	Day 3		Animal Sound Walk. Children move around the room. On the teacher's whistle, they freeze and make the sound of the animal called out (Lion, Snake and Elephant).	Teacher Guided imagination. Children become the animals they see on a jungle walk.	CG-3 Children develop emotional resilience, cooperation, and pro-social behaviours.	C-3.1: Follows simple instructions, displays sensorial, body movement, coordination, team spirit, and interacts positively with peers during play.	Student can transition smoothly from a moving state to a frozen, structured physical pose.	
		The Ocean Wave & The Boat	Naukasana ( Boat Pose)	DAY 1	JANUARY	Pass the Beach Ball. Children sit in a wide circle. They must pass a soft ball using only their feet to the person next to them.	Teacher demonstrates Prop-based experiential play. Using a blue scarf or fabric to represent ocean water to help visualize balance.	CG-3 Children develop emotional balance, self-regulation, and positive social interaction through cooperative play.	C-3.2 Expresses and regulates emotions/physical states.	Students demonstrates the ability to balance on their sits-bones for 3–5 seconds without falling backward.	
		The Gentle Cloud	Shavasana (Cloud Pose/ Relaxation)	Day 2		Feather Breathing. Each child gets a tiny craft feather. They place it on their palm and try to keep it mid-air by blowing softly from their mouth.	Teacher organizes students for Pranamaya Kosha activation. Introducing breath awareness without using complex terms like pranayama.	CG-4 Children develop socio-emotional skills, emotional regulation, and a positive self-concept.	C-4.1 Recognizes and expresses emotions in healthy ways (Self-soothing and emotional regulation).	Students can lie still on their back for 1 minute and identify their stomach moving up and down with their breath.	
		The Grateful Warrior	Virabhadrasana 1 (Modified Warrior 1— wide stance with arms reaching high up like a superhero).	Day3		High-Five Circle. Children march in place. When the teacher says "Warrior!", they stretch one leg back and shoot a high-five to the sky.	Teacher instructs Prayoga (Application of strength). Building confidence and spatial awareness.	CG-3 Children develop emotional balance, self-regulation, and positive social interaction through cooperative play.	C-3.2 Expresses and regulates emotions/physical states (Lower body strength, pelvic stability).	Students can step one foot forward and hold a wide, stable stance without losing balance.	
		Little Frog Hop	Malasana (Garland/Squat Pose), transitioning into quick little frog leaps and returning to a deep squat.	Day 4		Lily Pad Jump. Green hoops or mats are placed on the floor. Children must hop from one "lily pad" to another.	Teacher explains High-energy interval play moving into sudden stillness.	CG-3 Children develop emotional resilience, cooperation, and pro-social behaviours.	C-3.2 Expresses and regulates emotions/physical states (Knee and hip flexibility, explosive leg power).	Students can drop into a full deep squat with feet flat on the floor.	

		The Buzzing Bee	Bhramari Pranayama (Bee Breath— making a soft humming sound with hands cupped gently over the ears).	Day 1	FEBRUARY	Follow the Honeybee. The teacher moves a toy bee around. Children must follow it <i>only with their eyes</i> , keeping their heads completely still.	Teacher demonstrates Sensorial redirection (Manomaya Kosha centering). Using sound vibration to calm the nervous system.	CG-4 Children develop socio-emotional skills, emotional regulation, and a positive self- concept ( <i>Manomaya Kosha</i> ).	C-4.1 Recognizes and expresses emotions in healthy ways (Focus, sensory integration, and self- calming).	Students sustain a humming sound on an exhalation for at least 3 seconds while keeping eyes closed.	
		The Happy Puppy	Adho Mukha Svanasana (Downward Dog—looking back at their toes to see the world upside down).	Day 2		Wag Your Tail. On all fours, children shake their hips left and right to "wag their tails" when happy music plays. When the music stops, they freeze.	Teacher guides playful anatomy awareness. Teaching opposites like "rounding the back" vs "arching the back".	CG-3 Children develop emotional resilience, cooperation, and pro-social behaviours.	C-3.2 Expresses and regulates emotions/physical states (Shoulder strength, hamstring flexibility).	Students can support their weight on hands and feet simultaneously with hips raised toward the ceiling.	
		Building a Bridge	Setu Bandhasana (Bridge Pose— lying flat on the back, bending knees, and lifting the lower back up).	Day 3		Under the Bridge. Children work in pairs. One rolls a small sponge ball under the other child who is holding a bridge structure.	Teacher demonstrates Cooperative peer play ( <i>Prasara</i> - sharing space).	CG-4 Children develop socio-emotional skills, emotional regulation, and a positive self- concept ( <i>Manomaya Kosha</i> ).	C-4.4 Glute strength, cooperative play with peers.	Students perform actively lift their pelvis off the floor while keeping their feet and shoulders firmly grounded.	