

KIDS WORLD SCHOOL, NAGPUR  
SESSION – 2026-27  
CLASS - III  
SUBJECT – PHYSICAL EDUCATION AND WELL BEING

No	Unit	Topic	Sub-topic	Month		Suggested ice- breaking activity	Teaching pedagogy	Curricular goals	Competency	Expected learning outcome
	Name			Starting	Closing					
01	Basic motor movements	Throwing and catching	Throwing Catching	July Day 1 to Day 4	July	<p><b><u>Pass the Smile Ball</u></b> Divide the class into two equal teams. Scatter soft balls (smile balls) equally on both sides of the court. On the signal, students start picking and throwing balls to the opposite team’s court. Students must also practice catching and passing the smile ball within their team. The game continues for a fixed time (5–10 minutes). The aim is not competition only, but active participation and fun movement.</p>	<p>Activity-based learning</p> <p>Cooperative learning</p> <p>Play-way method</p> <p>Experiential learning</p>	<p><b>CG-3</b> Demonstrates the use of basic skills (running, Jumping, catching, Throwing, hitting, and Kicking) to participate in Different physical Activities/games/ Sports.</p>	<p>C-3.3 demonstrates coordination abilities with a partner and Objects (e.g., being able to move in coordination with a Partner in three-legged race, hand-eye coordination While bowling, throwing).</p>	<p>Students actively participate in group physical activity.</p> <p>Students demonstrate improved throwing and catching skills.</p> <p>Students show better coordination and teamwork.</p> <p>Students develop confidence in group interaction.</p>
02	Basic – motor movements	Kicking and receiving	Kicking and receiving	August Day 1 to Day 4	August	<p><b><u>Foot Control Ball Pass Game</u></b> Students stand in a circle or scattered formation in the play area. Each student takes a soft ball and places it between their feet. Students gently pass the ball from one leg to another while standing, maintaining balance. After practice, students try to kick and pass the ball to a partner. The receiving student controls the ball using feet and passes it further. Continue the activity in rotation so all students get equal participation.</p>	<p>Activity-Based Learning</p> <p>Play-way Method</p> <p>Cooperative Learning</p> <p>Experiential Learning</p>	<p><b>CG-3</b> Demonstrates the use of basic skills (running, Jumping, catching, Throwing, hitting, and Kicking) to participate in Different physical Activities/games/ Sports.</p>	<p>C-3.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).</p>	<p>Students demonstrate basic kicking and receiving skills.</p> <p>Students improve balance and body control.</p> <p>Students participate actively in group activity.</p> <p>Students show teamwork and positive sportsmanship.</p>

03	Basic – motor movements	Strick the ball	Strick the ball	September Day 1 to Day 4	September	<p><b><u>Hit and Run Ball Game</u></b>          Divide students into small groups. Arrange a soft ball and a safe striking area (court/field). Each student gets a chance to strike the ball using hand or bat (as per availability and safety rules). After striking the ball, the student must run to a marked point and return. Other students retrieve the ball and continue the game in rotation. Ensure every student gets equal opportunity to participate.</p>	<p>Play-way Method</p> <p>Activity-Based Learning</p> <p>Cooperative Learning</p> <p>Experiential Learning</p>	<p><b>CG-4</b>          Develops an awareness of their personal and social behaviour towards themselves and others.</p>	<p>C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly.</p>	<p>Students demonstrate basic striking and running skills</p> <p>Students actively participate in group play</p> <p>Students show improved coordination and stamina</p> <p>Students develop cooperation and sportsmanship</p>
04	Basic – motor movements	Little steps	Little steps	October Day 1	October	<p><b><u>Balancing the stick</u></b>          Take a light stick. Place it on the open palm. Try to balance it without dropping. Record the time of balancing. Repeat and try to improve the time.</p>	<p>Activity-Based Learning</p> <p>Experiential Learning</p> <p>Play-way Method</p> <p>Self-directed Learning</p>	<p><b>CG-5</b>          Demonstrates mental engagement in physical activity/game situations.</p>	<p>C-5.2 Expresses their emotions and thinking process during the game.</p>	<p>Students will be able to:</p> <p>Improve balance and body coordination.</p> <p>Develop core strength and physical endurance.</p> <p>Practice self-discipline and regular improvement.</p>
				Day 2		<p><b><u>Plank Exercise</u></b>          Lie down on the stomach. Lift the body using elbows. Keep body straight and parallel to the ground. Support body on toes with knees straight. Hold the position for maximum time. Record the holding time and try to improve.</p>	<p>Play-way Method</p> <p>Self-directed Learning</p> <p>Physical Education Training Method</p>	<p><b>CG-3</b>          Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.</p>	<p>C-3.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.</p>	<p>Students will be able to:</p> <p>Build focus, patience, and concentration.</p> <p>Participate actively in group physical activities.</p> <p>Understand the importance of fitness and body control</p>

05	Our games	Our games	Local and traditional games	November Day 1	November	<p><b>Langdi</b> Mark a safe playing area (court/ground). One student is selected as the chaser (Langdi player). The chaser must move by hopping on one leg only. Other students move freely within the marked area to avoid being tagged. If the chaser touches a player, that student becomes the new chaser. Continue the game for a fixed time ensuring everyone gets a chance.</p>	<p>Play-way Method</p> <p>Activity-Based Learning</p> <p>Experiential Learning</p> <p>Cooperative Learning</p> <p>Traditional Game-Based Learning</p>	<p><b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.</p>	<p>C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly.</p>	<p>Students will be able to: Improve balance and coordination through hopping movements</p> <p>Develop speed, agility, and alertness</p> <p>Understand teamwork and fair play Participate actively in group physical activities Build confidence and reduce stage or activity hesitation Respect rules and follow game discipline</p>
				Day 2		<p><b>Chain Sankali</b> One student is selected as the denner (chaser). The denner runs and tries to touch any runner within a marked area. When a runner is touched, that student joins the denner by holding hands. The chain keeps growing as more students are tagged. Only the first and last students of the chain can tag others (if rules are applied). The game continues until all students become part of the chain.</p>	<p>Play-way Method</p> <p>Activity-Based Learning</p> <p>Cooperative Learning</p> <p>Experiential Learning Group</p> <p>Interaction Method</p>	<p><b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.</p>	<p>C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.</p>	<p>Students will be able to: Develop speed, agility, and quick response Improve teamwork and cooperation Understand rules and fair play Enhance spatial awareness and coordination Build social interaction and peer bonding Participate actively in group physical activity</p>

				<p><b>Day 3</b></p> <p><b><u>Hopscotch</u></b></p> <p>Draw a Hopscotch grid (1 to 8 squares) on the ground.  Each player gets a small marker (stone or coin).  The player throws the marker into Square 1 first.  The player hops through the grid:  Single square → one foot hop  Double squares → two feet (one foot in each square)  The player must skip the square containing the marker.  While returning, the player stops at Square 2, picks up the marker, and hops out.  Continue the game by throwing the marker into Squares 2, 3, 4... up to 8 in sequence.  Each student gets equal turn to participate</p>	<p>Play-way Method</p> <p>Activity-Based Learning</p> <p>Experiential Learning</p> <p>Game-Based Learning</p> <p>Kinesthetic Learning</p>	<p><b>CG-3</b></p> <p>Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.</p>	<p>C-3.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).</p>	<p>Students will be able to:</p> <p>Improve balance and body coordination  Develop counting and number recognition (1–8)  Enhance focus, memory, and concentration  Strengthen leg muscles and motor skills  Learn rule-following and turn-taking  Build confidence through active participation  Develop social interaction and sportsmanship</p>
				<p><b>Day 4</b></p> <p><b><u>Dodge Ball</u></b></p> <p>Draw a large circle on the ground.  Select one student as the denner (thrower) who stands in the centre.  All other students stand on the boundary of the circle (dodgers).  The denner uses a soft ball to try to gently hit the dodgers below shoulder level.  Dodgers must move, jump, or dodge to avoid being hit while staying within the boundary.  If a player is hit, that student becomes the new denner.  Continue the game for a fixed time so that all students get participation.</p>	<p>Play-way Method</p> <p>Activity-Based Learning</p> <p>Experiential Learning</p> <p>Game-Based Learning</p> <p>Cooperative and Competitive Learning</p>	<p><b>CG-3</b></p> <p>Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.</p>	<p>C-3.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).</p>	<p>Students will be able to:</p> <p>Improve reflexes, agility, and body coordination  Develop quick decision-making skills  Enhance spatial awareness and movement control  Learn rules, discipline, and fair play  Build confidence in group physical activities  Develop teamwork and sportsmanship attitude  Participate actively in all group interactions</p>

	Our games	Our games	Local and traditional games	December Day 1	December	<p><b><u>Spoon Race</u></b></p> <p>On the whistle blow, players balance a lemon or marble on a spoon and walk quickly towards the finish line. The player who reaches first without dropping the object wins.</p>	<p>Experiential Learning</p> <p>Play-Based Learning</p> <p>Kinesthetic Learning</p> <p>Cooperative and Competitive Learning:</p>	<p><b>CG-3</b></p> <p>Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.</p>	<p>C-3.2 Moves purposefully their body to a beat/rhythm/music.</p>	<p>Students will be able to:</p> <p>Maintain balance while walking with a controlled object</p> <p>Demonstrate improved coordination and body control</p> <p>Follow rules and complete tasks with focus and discipline</p> <p>Exhibit sportsmanship in a competitive setting</p> <p>Develop confidence through active participation in physical play</p>
				Day 2		<p><b><u>Tug of War</u></b></p> <p>The game begins on the whistle. Two teams hold opposite ends of a rope and pull in opposite directions. The team that pulls the opposing team beyond the centre line is declared the winner.</p>	<p>Play-Based Learning</p> <p>Experiential Learning</p> <p>Collaborative Learning</p> <p>Kinesthetic Learning</p>	<p><b>CG-4</b></p> <p>Develops an awareness of their personal and social behaviour towards themselves and others.</p>	<p>C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.</p>	<p>Students will be able to:</p> <p>Demonstrate improved teamwork and coordination</p> <p>Apply collective effort to achieve a common goal</p> <p>Understand the concept of force and resistance through play</p> <p>Follow rules and maintain discipline during group activities</p> <p>Exhibit fairness, respect, and sportsmanship in competitive situations</p>
				Day 3		<p><b><u>In and Out (Kullam–Kara)</u></b></p> <p>A circle or ring is drawn on the ground. When the teacher says “Kullam” (pond), players jump inside the ring. When the teacher says “Kara” (bank), players jump outside the ring. The teacher gives rapid and random instructions. Players who fail to follow the correct instruction are eliminated from the game.</p>	<p>Game-Based Learning</p> <p>Experiential Learning</p> <p>Active Learning</p> <p>Cognitive–Motor Integration</p>	<p><b>CG-3</b></p> <p>Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.</p>	<p>C-3.2 Moves purposefully their body to a beat/rhythm/music.</p>	<p>Students will be able to:</p> <p>Respond accurately to verbal instructions with correct physical actions</p> <p>Demonstrate improved attention and listening skills</p> <p>Show quick decision-making and body coordination</p> <p>Follow rules and participate actively in group games</p> <p>Develop alertness and readiness in dynamic situations</p>

08	Unit 3	Yoga for Daily Life	Being happy Being healthy Being kind	January Day 1	January	<b><u>Share one thing</u></b>  The teacher calls out positive words related to daily life values. Students respond with simple physical actions: Happy – clap Healthy – jump Kind – give an air hug	Experiential Learning  Value-Based Education  Play-Based Learning  Holistic Learning	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Students will be able to: Associate emotions and values with appropriate actions Demonstrate positive behaviour through movement and expression Respond quickly to verbal cues with correct actions Show increased awareness of health, happiness, and kindness Participate actively in group interaction with enthusiasm
			Ashtanga yoga	Day 2		<b><u>One Word About Me</u></b> Each student chooses one word that best describes themselves (for example: creative, funny, kind, confident). They then briefly explain why they selected that word, sharing a personal thought or experience.	Reflective Learning  Communicative Approach  Student-Centered Learning  Experiential Sharing Emotional Learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	Students will be able to: Identify and express one positive trait about themselves Communicate their thoughts clearly and confidently Demonstrate self-awareness and reflection skills Listen and appreciate peers' descriptions Build a positive sense of identity and classroom belonging
			Niyama ( good habits	Day 3 & Day 4		<b><u>Good Habit Circle</u></b>  Students stand in a circle. The first student shares one good habit (e.g., brushing teeth daily). The next student repeats the previous habit and adds a new one. The chain continues around the circle.	Experiential Learning  Collaborative Learning  Memory-Based Learning  Constructivist Approach  Game-Based Learning	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others	C-4.4 Practises care and responsibility towards physical activity material, playground and facilities.	Students will be able to identify and express good habits. Students will demonstrate improved listening and recall skills. Students will participate confidently in group activities. Students will understand the importance of maintaining healthy daily routines. Students will develop teamwork and cooperative learning behavior.

		<b>Yogic practices ( yoga sadhana )</b>	<b>Basic postures</b>	<b>February Day 1</b>	February	<p><b>“Stretch and Name”</b></p> <p>Students stand in a circle. One by one, each student says their name clearly and performs a simple stretch (for example: raising arms, touching toes, bending sideways, shoulder rolls). The whole class then repeats the student’s name and copies the stretch together. This continues until every student has participated.</p>	<p>Experiential Learning</p> <p>Active Participation</p> <p>Multisensory Learning</p> <p>Peer Learning</p> <p>Inclusive Education</p>	<p><b>CG-1</b></p> <p>Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.</p>	<p>C-1.3 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.</p>	<p>Students will be able to:</p> <p>Introduce themselves confidently in a group setting.</p> <p>Improve memory and recall of peers’ names.</p> <p>Develop body awareness and basic stretching habits.</p> <p>Enhance attention, listening, and observation skills.</p> <p>Build a sense of belonging and classroom bonding.</p> <p>Warm up the body and prepare for further classroom activities.</p>
			<b>Eye exercise</b>	<b>Day 2</b>		<p><b>“Shabda Grahi”</b></p> <p>Students sit or stand in a circle. One student is selected and their eyes are gently covered with a cloth. This student stands in the centre of the circle. Any one student from the circle claps at random moments. The blindfolded student listens carefully and tries to identify who has clapped. Each student in the centre gets up to ten chances to guess correctly. The student with the most accurate guesses can be declared the winner.</p>	<p>Experiential Learning</p> <p>Game-Based Learning</p> <p>Inclusive Participation</p> <p>Peer Interaction</p>	<p><b>CG-5</b></p> <p>Demonstrates mental engagement in physical activity/game situations.</p>	<p>C-5.2 Expresses their emotions and thinking process during the game.</p>	<p>Students will be able to:</p> <p>Develop strong listening and sound identification skills.</p> <p>Improve concentration and attention span.</p> <p>Enhance auditory memory and recognition abilities.</p> <p>Build confidence in participating in group activities.</p> <p>Strengthen social bonding and classroom engagement.</p> <p>Learn to respond quickly and accurately based on sensory input.</p>

			<b>Krida yoga</b>	<b>Day 3</b>	<p><b><u>“Yoga Animal Game”</u></b></p> <p>The teacher asks students to perform simple yoga-inspired poses by imitating animals. Each student or group acts like a specific animal using body movements—for example, stretching like a cat, jumping like a frog, balancing like a flamingo, or standing tall like a tree (elephant pose can also be added). Other students observe and try to guess the animal being represented. The activity continues with different students taking turns.</p>	<p>Play-Based Learning</p> <p>Kinesthetic Learning</p> <p>Experiential Learning</p> <p>Creative Expression</p>	<p><b>CG-4</b></p> <p>Develops an awareness of their personal and social behaviour towards themselves and others.</p>	<p>C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly.</p>	<p>students will be able to:</p> <p>Develop body flexibility, balance, and coordination through yoga movements.</p> <p>Enhance imagination and creative thinking skills.</p> <p>Improve observation and guessing skills.</p> <p>Strengthen concentration and focus.</p> <p>Build confidence in performing in front of peers.</p> <p>Understand basic yoga postures in a fun and engaging way.</p> <p>Promote teamwork and classroom interaction.</p>
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