

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

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
01.	BASIC MOTOR MOVEMENTS	1. THROWING AND CATCHING	BM 1 OVERHEAD REVERSE TOSS	July Day 1	July	Students stand in a circle, and one student tosses a soft ball backward over their head without looking; the student who catches it introduces themselves or answers a question before repeating the toss, creating a fun and engaging way to build interaction, coordination, and confidence among the group.	Demonstration of correct grip and body posture → explain backward/overhead throwing technique → individual practice → partner or group activity → correction of arm movement and coordination	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	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).	To develop throwing and catching.	
			BM 2 THROW IT BACK	Day 2		Students stand in pairs facing each other and throw the ball back and forth. The distance between partners gradually increases to make the activity more interesting. Different throwing styles such as underarm and overarm can be used.	Demonstration → pair practice → improve throwing accuracy and catching	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	C-3.3: Demonstrates coordination abilities with a partner and objects (e.g., hand-eye coordination while throwing).	Learning to shift focus from one movement to another.	
			BM 3 BUCKET IT UP	Day 3		Buckets are placed at different distances. Students try to throw the ball into the bucket from a marked line. Teams compete to score maximum points, creating excitement and engagement.	Show target throwing → practice aiming in bucket → accuracy development.	CG-5: Demonstrates mental engagement in physical activity/game situations.	C-5.2: Expresses their emotions and thinking process during the game.	To develop a sense of space, distance and accuracy.	
			BM 4 RUN AND CATCH	Day 4		Students run to a marked point while their partner throws the ball. They must catch the ball while moving and return to the starting point. This activity improves speed and attention.	Running with catching drill → coordination and speed improvement.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities /games /sports.	C-3.3: Demonstrates coordination abilities with a partner and objects (e.g., hand-eye coordination while throwing).	To develop hand-eye coordination as well as reaction time.	
			BM 5 COORDINATE AND CONQUER	Day 5		Students work in teams to complete movement tasks like passing, catching, balancing, or coordinated running. Team members cooperate to achieve the target.	Group coordination activity → teamwork and motor skill development.	CG-3: Demonstrates the use of basic skills to participate in different physical activities /games/ sports.	C-3.1: Practises a combination of movement, motor skills, and manipulative skills (catching, throwing towards a target while moving, focussing on visual cues to hit the target).	Quick thinking and decision-making with the development of hand-eye coordination and balance.	

			BM 6 MEETHE ANGOOR	Day 6		Students stand in a circle and move according to teacher instructions while singing or responding to commands. It creates a joyful and active environment.	Fun movement game → social interaction and quick response.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities /games/ sports .	C-3.1: Practises a combination of movement, motor skills, and manipulative skills (catching, throwing a ball towards a target while moving, focussing on visual cues to hit the target).	Develop lower-body strength and coordination. Learn to celebrate efforts.	
		2. KICKING AND RECEIVING	BM 7 DRIBBLE AND PASS	August Day 1	August	Students dribble the ball around cones and then pass it to their teammates. It encourages ball control and teamwork.	Demonstration → partner passing → ball control and coordination.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities /games /sports.	C-3.4: Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	To develop a sense of force and leg-eye coordination with anticipation.	
			BM 8 DROP IT TO KICK IT	Day 2		Students drop the ball from their hands and immediately kick it toward a target area. This activity develops timing and coordination.	Drop ball and kick → improve timing and balance.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities /games /sports.	C-3.1: Practises a combination of movement, motor skills, and manipulative skills focusing on visual cues to hit the target.	To develop leg-eye coordination as well as coordination between partners.	
			BM 9 BETWEEN THE DOOR	Day 3		Cones are arranged like doors or gates. Students pass or kick the ball through these spaces while moving. This improves aim and concentration.	Passing/kicking through target → accuracy development.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities /games / sports.	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).	To foster focus, concentration and precision.	
			BM 10 KICK THROUGH	Day 4		Students kick the ball toward a target goal or marked zone. Friendly competition motivates participation.	Goal-based kicking → improve kicking technique.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	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).	Development of a sense of space, movement and anticipation.	
			BM 11 ZIG-ZAG KICKING	Day 5		Students move the ball through zig-zag cones using controlled kicks. This improves balance, agility, and coordination.	Cone movement with ball → agility and control.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	C-3.1: Practises a combination of movement, motor skills, and manipulative skills while moving.	To develop coupling ability with precision and anticipation.	
			BM 12 FOOT BASEBALL	Day 6		A fun version of baseball where students kick the ball instead of hitting it and run to bases. It promotes teamwork and enjoyment.	Team game → cooperation and kicking skill.	CG-3: Demonstrates the use of basic skills to participate in different physical activities/games/sports.	C-3.3: Demonstrates coordination abilities with a partner and objects.	To develop collaborative skills and team spirit.	

		3. STRIKE THE SHUTTLECOCK	BM 13 BALLOON RACE	September Day 1	September	Students race while keeping a balloon balanced in the air using hands or body movement. It develops focus and coordination.	Balloon balance/race → concentration and coordination.	CG-3: Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting) to participate in physical activities.	C-3.3: Demonstrates coordination abilities with objects (hand-eye coordination).	To develop collaborative and communication skills with coordination.	
			BM 14 BOWING	Day 2		Students greet each other through bowing while performing simple movement exercises. It develops respect and discipline.	Teacher demonstration → posture and discipline practice.	CG-3: Demonstrates the use of basic skills to participate in different physical activities.	C-3.4: Demonstrates basic warm up exercises and stretching to develop strength and flexibility.	To develop control on the wrist and arm movements.	
			BM 15 TAP THE BALL	Day 3		Students continuously tap the ball in the air using hands, feet, or rackets to prevent it from falling.	Ball tapping activity → hand-eye coordination.	CG-3: Demonstrates the use of basic skills to participate in physical activities.	C-3.3: Demonstrates hand-eye coordination with objects.	Develop hand-eye coordination, concentration and balance.	
			BM 16 SKY SHUTTLECOCK	Day 4		Students hit the shuttlecock upward and try to keep it in the air as long as possible.	Shuttle hitting upward → control and focus.	CG-3: Demonstrates the use of basic skills to participate in different physical activities.	C-3.1: Practises a combination of manipulative skills focusing on visual cues to hit the target.	To develop anticipation and concentration.	
			BM 17 PLACE THE SHUTTLECOCK	Day 5		Students aim and place the shuttlecock into marked areas or targets for better control and precision.	Shuttle placement practice → precision improvement.	CG-5: Demonstrates mental engagement in physical activity/game situations.	C-5.2: Expresses their emotions and thinking process during the game.	To develop coordinative abilities, focus and precision.	
			BM 18 PLAY IT TOGETHER	Day 6		Students play in groups by passing the ball or equipment together to complete a shared goal, encouraging teamwork.	Teacher demonstration → group participation activity → students play cooperatively by passing/sharing → encourage teamwork and communication → provide feedback and motivation.	CG-3: Demonstrates the use of basic skills to participate in physical activities.	C-3.3: Demonstrates coordination abilities with a partner and objects.	Quick thinking and decision-making.	
		4. LITTLE STEPS	BM 19 ROLL AROUND	October Day 1	October	Students roll on mats or ground in different directions while following teacher instructions.	Rolling movement → flexibility and body control.	CG-3: Demonstrates basic motor movements and body control.	C-3.4: Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	To develop the balance of the body in rolling motion.	
			BM 20 CROSS TOGETHER	Day 2		Students cross obstacles or spaces together in pairs or groups while coordinating their movement.	Group movement activity → teamwork and coordination.	CG-3: Demonstrates basic motor movements and collaborative mechanics.	C-3.3: Demonstrates coordination abilities with a partner.	To develop team spirit and collaborative skills.	
			BM 21 MOVEMENT CIRCUIT	Day 3		Different stations such as jumping, balancing, running, and crawling are arranged. Students rotate through all activities.	Different stations → overall fitness development.	CG-3: Demonstrates the use of basic skills (running, jumping) to participate in physical activities.	C-3.1: Practises a combination of movement and motor skills.	To develop basic motor movements and fitness.	
			BM 22 PUSH CIRCUIT	Day 4		Students perform pushing activities such as wall push-ups or partner pushes to warm up muscles.	Strength-based activity → upper body fitness.	CG-3: Demonstrates basic motor movements to develop physical fitness.	C-3.4: Demonstrates basic strength and flexibility patterns in the body.	To develop upper body strength.	
			BM 23 LEG CIRCUIT	Day 5		Students do hopping, jumping, squats, and running activities to strengthen legs.	Leg exercises → balance and lower body strength.	CG-3: Demonstrates basic motor movements to develop lower body capabilities.	C-3.4: Demonstrates basic physical exercises to develop strength and flexibility.	To develop lower body.	

			BM 24 RUN INTO HULA HOOPS	Day 6		Hula hoops are placed on the ground. Students run and jump into hoops according to instructions.	Running through hoops → agility and speed.	CG-3: Demonstrates the use of basic skills (running, jumping) to participate in activities.	C-3.1: Practises movement combinations focusing on visual cues.	To develop auditory senses and agility.	
			BM 25 BALANCING ON THE LINE	Day 7		Students walk on a straight line while maintaining body balance without stepping outside.	Walking on line → body balance and concentration.	CG-3: Demonstrates the use of basic balance and movement control skills.	C-3.4: Demonstrates trunk control, balance, strength, and flexibility.	To develop balance and coordination.	
02	OUR GAMES	5. LOCAL AND TRADITIONAL GAMES	OG 1 ANTI PIL	November Day 1	November	Students play in teams to improve coordination and active participation.	Group play → teamwork and fun learning.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To enhance fine motor movements, concentration and accuracy.	
			OG 2 MAJHYA MAMCHA PATRA HARAVIA, TECH MALA SAPATLA	Day 2		Students sit in a circle and follow memory-based instructions to increase concentration.	Circle activity → listening and memory skills.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	To develop anticipation and alertness.	
			OG 3 INDUR BERAL	Day 3		A chasing game where students run and escape from another player, increasing speed and alertness.	Chase game → speed and alertness.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To develop teamwork, cooperation and anticipation between students.	
			OG 4 TEKELI BHONGA	Day 4		A fun group game involving movement and coordination.	Group movement → coordination.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	To develop teamwork, empathy and a sense of fair play among students.	
			OG 5 RINKY PINKY PONKY	Day 5		A rhythmic and singing game to increase enthusiasm and enjoyment.	Rhyming game → enjoyment and participation.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To develop quick thinking with sensory development.	
			OG 6 SUNDARIKKU ABHUSUMAN KUTHAL	Day 6		Students participate in a cultural movement-based activity.	Cultural activity → social bonding.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	Develop a sense of space, balance, teamwork and Indian culture while having fun.	
			OG 7 GAIND TORA	Day 7		A ball-based team activity promoting coordination and teamwork.	Ball game → coordination and teamwork.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To develop coupling and sense of space.	
02	OUR GAMES	5. LOCAL AND TRADITIONAL GAMES	OG 8 CHHO CHHO	December Day 1	December	A chasing and tagging activity that develops quick movement.	Tag game → quick movement and reaction.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	To learn to use limbs together and develop overall strength.	

			OG 9 PUCHI KHELA	Day 2		A fun movement game encouraging active participation.	Fun activity → motor skill development.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To develop mental toughness and sense of rhythm.	
			OG 10 SILENT KABADDI	Day 3		Students play kabaddi silently, increasing concentration and teamwork.	Silent strategy play → focus and teamwork.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	Develop socio-emotional skills of students.	
			OG 11 DROP KHELA	Day 4		A quick response game involving fast movement and reaction.	Quick response activity → alertness.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	Develop a sense of space, agility and anticipation while catching.	
			OG 12 ANDING OKA	Day 5		A traditional group activity for social interaction and movement.	Group game → participation and coordination.	CG-3 Demonstrates cultural, local movement patterns, physical skills, teamwork in physical activity/game situations.	C-3.3 (Coordination with partners/groups)	To improve the strength and grip of the students.	
			OG 13 TURAI KAR	Day 6		A fun traditional activity for enjoyment and engagement.	Traditional activity → social interaction.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 (Expression of strategic thinking, communication, and processing emotional wins/losses).	To develop awareness about the protection of the environment.	
03	YOGA	6 YOGA FOR DAILY LIFE	AHARA – EATING HEALTHY	January Day 1	January	Students discuss healthy foods and sort pictures of healthy and unhealthy foods.	Discussion + examples → healthy food habits.	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Understands basic nutritional values, develops conscious eating patterns, and respects food hygiene.	
			VIHARA – DAILY ROUTINE	Day 2		Students share their daily habits and create a healthy routine chart.	Explain balanced routine → healthy lifestyle.	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Develops internal personal discipline, effective time management, and routine consistency.	
			ACHARA – BEHAVIOUR	Day 3		Role-play activities are conducted to practice good behavior and manners.	Value-based discussion → positive thinking.	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Builds high emotional intelligence, active empathy, and stable positive peer relationship models.	
			VICHARA – THOUGHTS	Day 4		Students share positive thoughts and motivational ideas in groups.	Discussion on positive thinking and good decision-making → storytelling/examples → group interaction → encourage self-	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Encourages structural optimism, reduces early school anxiety, and fosters mindful reflection.	

							reflection and positive behavior.				
			NIDRA -SLEEP	Day 5		Discussion on proper sleeping habits and healthy sleep schedules.	Explain sleep importance → healthy sleep habits.	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Values proper sleep hygiene, improves cellular physical recovery, and maximizes mental classroom focus.	
			NIYAMA	Day 6		Students learn discipline, cleanliness, and self-control through simple activities.	Teach discipline and cleanliness → self-control and good habits.	CG-5: Demonstrates holistic mental, physical, and emotional engagement for everyday healthy lifestyle practices.	C-5.2: Demonstrates awareness of internal body functions, emotional self-regulation, and mindful habits.	Cultivates internal and external cleanliness awareness, personal appreciation, and accountability.	
		7. YOGIC SADHANA	1. ARDHA CHAKRASANA	February Day 1	February	Gentle backward bending and stretching activity to warm up the body.	Demonstration → step-by-step bending → flexibility improvement.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Expands chest/lung capacity, strengthens lumbar spine, and improves standing balance.	
			2.PADAHASTASANA	Day 2		Forward bending exercise to stretch body muscles.	Forward bending practice → improve flexibility and balance.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Tones side obliques, enhances lateral spinal flexibility, and strengthens leg stability.	
			3.TRIKONASANA	Day 3		Side stretching activity to improve flexibility and posture.	Side stretching → body balance and posture.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Relieves school fatigue stress, calms central nervous system, and gently stretches pelvic paths.	
			4.SHASHANKASANA	Day 4		Relaxation and breathing pose for calmness.	Relaxation posture → calmness and flexibility.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Corrects stooped sitting postures, strengthens core anterior muscles, and opens shoulders.	
			5.USHTRASANA	Day 5		Back bending activity to stretch chest and back muscles.	Back bending → chest expansion and flexibility.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Improves rotational spinal mobility and aids internal abdominal organ digestion tracks.	
			6. VAKRASANA	Day 6		Twisting movement for flexibility and spinal movement.	Twisting posture → spine flexibility.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to develop strength and flexibility in the body.	Strengthens gluteal paths, supports lower spinal base, and reinforces pelvic floor power.	
			7.SETUBANDHASANA	Day 7		Bridge pose practice to strengthen body posture.	Bridge pose → strengthen back and posture.	CG-3: Demonstrates physical poise, structure, stability, and biomechanical flexibility through controlled postures.	C-3.4: Demonstrates basic warm up exercises, core poses, and stretching to	Targets deep lower abdominal wall strength, builds concentration and core discipline.	

