

KIDS WORLD SCHOOL, NAGPUR  
SESSION – 2026-27  
CLASS – K.G. II  
SUBJECT – PHYSICAL EDUCATION AND WELL BEING

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcomes
No.	Name			Starting	Closing					
1	Body Awareness	Discovering My Body Boundaries	Discovering My Body Boundaries	July Day 1	July	"The Magic Freeze" – Children run or jump to a rhythmic drum beat. When the drum stops, they must instantly freeze like a statue in an expressive pose without touching anyone else.	Teacher Guided discovery & Explicit modeling. The teacher uses concrete visual markers (like floor mats or chalk shapes) to help the child physically perceive their "home base" before moving out into general space.	CG-1 Children develop habits that keep them healthy and safe [Manomaya Kosha (Self-awareness)]; children develop agility and balance [Annamaya (Gross motor)].	C-1.1 Demonstrates awareness of body parts and body boundaries in a shared space.	Students can stretch limbs fully and stand inside a personal chalk circle without bumping into peers.
		The Breath and Energy Train	The Breath and Energy Train	Day 2		"The Balloon Belly" – Children place their hands on their stomach and pretend to blow up an enormous internal balloon until they are completely full of air, then let it go with a long, noisy "Ssssssss" hiss.	Teacher explains Metaphorical and Analogical instruction. Use vivid natural concepts (such as blowing out birthday candles or smelling a fresh flower) to make abstract respiratory control concrete and easily executable.	CG-2 Children maintain emotional balance and regulate vital energy [Pranamaya Kosha (Pranik Vikas – Life Force & Vitality)].	C-2.1 Regulates breathing patterns through imaginative, active physical play.	The child can switch consciously between rapid breathing (fast movement) and slow, deep breathing (rest state).
		Animal Locomotion Paths	Animal Locomotion Paths	Day 3		"Jungle Parade" – The teacher calls out an animal name ("Frog!", "Bear!", "Cheetah!"). The children immediately shift their body mechanics to mirror that animal's unique style of movement across the floor.	Mimetic play & Varied tracks. Set up physical movement pathways featuring contrasting lines (straight, zig-zag, curved) using colorful floor tape to guide the children's footwork patterns naturally.	CG-3 Children exhibit strength, flexibility, and coordinated body movements [Annamaya (Strength) & Vijnanamaya (Imitative intelligence)] .	C-3.1 Executes diverse locomotion patterns (crawling, hopping, leaping) safely along a designated path.	The child leaps continuously over low foam hurdles and successfully crawls under a low-slung rope without snagging it.
		Spatial Mapping & Navigation	Spatial Mapping & Navigation	Day 4		"Corner to Corner" – Play upbeat background music. Children walk inside a	Spatial discovery. Use cones of 4 different colors in the 4 corners of the room. Call out color names	CG-1: Children develop cognitive mapping, spatial orientation, and safety protocols [Manomaya Kosha (Spatial Awareness)].	C-1.2: Navigates physical environments safely by assessing distances and obstacles.	The child moves from the center of the hall to a designated corner marker smoothly without colliding into classmates.

						designated large rectangle. When the music pauses, they must walk safely to the nearest corner without running or pushing.	to guide direction and spatial positioning.			
2	Static and Dynamic Balance	Static and Dynamic Balance	Static Balance Challenges	AUGUST Day 1	AUGUST	"The Flamingo Pose" – Children balance on one leg with hands on hips. Count to 5 together. Switch legs and repeat to try to out-balance the teacher.	Progressive stabilization modeling. Teacher explicitly demonstrates focusing vision on a fixed point on the wall ahead to anchor posture and equilibrium.	CG-4: Children establish dynamic equilibrium, core stabilization, and physical control [Annamaya Kosha (Physical Development & Core Strength)].	C-4.1: Performs steady static balance poses for up to 10 seconds on a stable surface.	The child stands reliably on one foot for 8 consecutive seconds without dropping the opposite foot or swaying excessively.
		Static and Dynamic Balance	Dynamic Balance Beams	Day 2		"Tightrope Walkers" – Walk straight down a 2-inch tape line placed on the floor with arms out stretched wide like an airplane flying through clouds.	Guided proprioception. Prompt children to feel their feet flat on the line, stepping heel-to-toe with close supervision and hand-holding support where required.	CG-4: Children demonstrate physical agility, precise footwork, and sensory coordination [Annamaya Kosha & Vijnanamaya Kosha (Intellectual Body Tracking)].	C-4.2: Walks steadily along a low elevated line or beam without stepping off.	The child walks safely across a 6-foot low balance plank without stepping off into the 'imaginary river'.
		Rhythmic Jumping & Hopping	Single Foot Hopping	Day 3		"Popcorn Pops" – Children squat down small, then jump up vigorously into the air chanting 'Pop, pop, pop!' to replicate popping kernels.	Rhythmic auditory synchronization. Use steady hand-clapping beats to prompt coordinated take-off and landing phases simultaneously.	CG-4: Children develop explosive leg power, joint flexibility, and muscle endurance [Annamaya Kosha (Gross Motor Power)].	C-4.3: Hops continuously on one designated leg along a straight trajectory.	The child hops forward successfully over a distance of 5 feet using only the dominant leg while maintaining upright balance.
		Rhythmic Jumping & Hopping	Two-Foot Straddle Jumps	Day 4		"In and Out Bunnies" – Jump with feet apart into a hoop on the ground, then jump with feet completely together outside the hoop.	Visual-spatial target cues. Use colorful plastic hula hoops as safe target zones to coordinate broad jumping and split landing configurations.	CG-1: Children build refined neuromuscular coordination and accurate bilateral execution [Annamaya Kosha (Bilateral Integration)].	C-1.3: Executes synchronized two-foot landing sequences precisely inside specific targets.	The child jumps clean out of 3 successive floor hula hoops landing with both feet landing at the exact same moment.
3	Ball Handling & Rolling	Ball Handling & Rolling	Target Underhand Rolling	SEPTEMBER Day 1	SEPTEMBER	"Bowling Alley" – Roll a soft plastic ball underhand to try to knock down 3 plastic pins set up 4 feet away.	Opposite arm-and-leg tracking. Model stepping forward with the foot opposite to the rolling arm to maximize leverage and aim precision.	CG-5: Children refine visual tracking, motor precision, and spatial judgment [Annamaya Kosha & Vijnanamaya Kosha (Cognitive Motor Control)].	C-5.1: Rolls a medium-sized ball underhand toward a specified target accurately.	The child rolls a ball straight between two orange cones placed 5 feet away without the ball veering offline.
		Catching Fundamentals	Two-Hand Soft Catching	Day 2		"Egg Toss" – Toss a lightweight beanbag gently up into the air and catch it softly with both hands without letting it drop.	Kinesthetic coaching. Instruct children to make a 'basket shape' with their hands and bring the object gently into their chest to cushion the impact.	CG-5: Children cultivate sharp sensory-motor skills, hand-eye synchronization, and reflex timing [Annamaya Kosha (Fine and Gross Manipulative Integration)].	C-5.2: Tracks and catches a gently tossed large ball or soft beanbag from a close distance.	The child catches a soft foam ball thrown from a distance of 3 feet successfully 3 out of 5 times using both hands.
		Throwing Techniques	Overhand Throwing Form	Day 3		"Reach for the Sky" – Children stretch their throwing arm all the way back behind their ear, point at a distant wall target, and	Explicit physical segmenting. Breakdown the throw into three clear steps: 'Pocket' (hand back), 'Point' (non-throwing hand guides), and 'Pass' (release).	CG-5: Children build upper-body muscular strength, kinetic chain efficiency, and distance control [Annamaya Kosha (Upper Body Development)].	C-5.3: Throws objects forward overhand towards a distant vertical wall or target area.	The child executes an overhand throw hitting a large wall mat from a distance of 6 feet with clear forward momentum.

						perform a throwing motion.				
		Kicking and Contact	Stationary Ball Kicking	Day 4		"Soccer Shootout" – Step up to a stationary large playground ball and kick it forward into an open gym space.	Direct visual pointing. Encourage children to place their non-kicking foot right next to the ball before swinging their kicking leg through.	CG-5: Children master lower-extremity precision, balance stability, and impactful velocity [Annamaya Kosha (Lower Body Coordination)].	C-5.4: Kicks a stationary ball forward using the inside or instep of the foot.	The child kicks a stationary soccer ball forward a minimum distance of 8 feet in a designated straight direction.
4	Rhythmic Auditory Beats	Rhythmic Auditory Beats	Tempo Sync Walking	OCTOBER Day 1	OCTOBER	"The Clock Ticks" – March in place at a slow tempo like a grandfather clock, then transition to fast jogging steps when the drum tempo speeds up.	Acoustic tracking training. Vary the rhythm of a hand drum or tambourine explicitly and prompt children to adapt their movement speeds.	CG-2: Children gain internal cognitive discipline, auditory discrimination, and metabolic regulation [Pranamaya Kosha (Vitality) & Anandamaya Kosha (Joy)].	C-2.2: Modifies physical pace (walking to running) synchronously with external auditory rhythms.	The child transitions perfectly between slow marching steps and fast skipping paces following the tempo of the music track.
	Expressive Creative Movement	Expressive Creative Movement	Nature Imitations	Day 2		"The Wind & Trees" – Sway arms overhead gently like tree branches in a light breeze, then shake vigorously as a big storm passes through.	Metaphorical creative expression. Use highly descriptive narrative prompts to evoke emotional responses and corresponding physical postures.	CG-6: Children express deep inner feelings, aesthetic sensibility, and creative imagination [Manomaya Kosha & Anandamaya Kosha (Expressive Joy)].	C-6.1: Uses expressive whole-body gestures to represent natural elements and emotional concepts.	The child uses slow, graceful body extensions to accurately simulate a flower blooming or a leaf drifting down to earth.
		Simple Group Dance Formations	Circle Dance Coordination	Day 3		"The Giant Circle" – Hold hands in a wide circle, take 4 steps into the center together making it small, and 4 steps back out making it large.	Social-spatial orientation. Use a colorful circular carpet pattern to help children maintain uniform positioning while moving sideways.	CG-7: Children build strong prosocial communication, peer collaboration, and cooperative play habits [Manomaya Kosha (Social Cohesion & Empathy)].	C-7.1: Coordinates synchronized foot movements in unison with peers within a cooperative circle structure.	The child holds hands with peers and sidesteps sideways in a circle without breaking the group formation or tripping over feet.
		Aerobic Sequences	Basic Jumping Jack Prep	Day 4		"Starfish to Pencil" – Jump feet out wide and stretch arms out to form a star, then jump feet together with arms flat at sides like a pencil.	Bilateral motor planning modeling. Teach the arms and legs movements separately before attempting to combine them into one continuous sequence.	CG-4: Children increase cardiovascular capacity, full-body coordination, and stamina [Annamaya Kosha (Cardiorespiratory Health)].	C-4.4: Executes complex bilateral coordination exercises like coordinated jumping jacks sequentially.	The child performs 4 consecutive jumping jack patterns with coordinated arm extensions and leg spreads without stopping.
5	Directional Movement Cues	Directional Movement Cues	Forward, Backward, Lateral Lines	NOVEMBER Day 1	NOVEMBER	"Cars and Backing Up" – Children hold a steering wheel. Drive forward gently. When the teacher calls 'Reverse!', they take slow, cautious backward steps.	Kinesthetic directional orientation. Emphasize looking over the shoulder during reverse movements to instill critical safety mechanics.	CG-1: Children master multi-directional movement controls, spatial awareness, and fall prevention [Manomaya Kosha (Directional Mapping)].	C-1.4: Changes movement directions (forward, backward, sideways) rapidly upon receiving clear verbal cues.	The child takes 5 fluid steps sideways, stops instantly on a whistle, and walks backward safely without tripping over obstacles.
		Level Modification Control	High, Medium, and Low Levels	Day 2		"Giants, Humans, Mice" – Walk tall on tiptoes as a giant, normal as a human, and crawl low to the floor as a little mouse.	Visual-spatial level modeling. Use crossbar hurdles at varying vertical heights to prompt children to alter their spatial level dynamically.	CG-3: Children enhance muscle flexibility, spatial adaptation, and joint extensions [Annamaya Kosha (Functional Flexion & Extension)].	C-3.2: Adapts vertical body alignment between high, medium, and low levels during continuous traversal.	The child transitions smoothly from running tall to ducking low under a 3-foot high pop-up horizontal bar.
		Postural Integrity and Carriage	The Sitting/Standing Alignment	Day 3		"Statue Posture Check" – Sit cross-legged on the floor. Imagine a golden string pulling the crown of your head straight up to the ceiling.	Tactile-verbal scaffolding. Provide gentle physical adjustments and clear cues like 'Shoulders back, chest proud' to establish core alignment.	CG-8: Children form lifelong upright alignment habits, preventing structural fatigue [Annamaya Kosha (Postural Strength & Skeletal Alignment)].	C-8.1: Maintains an upright, neutral spine posture while sitting cross-legged or standing tall during instruction.	The child sits with a perfectly straight spine for 3 minutes during circle time without slouching or leaning against walls.

6	Group Mimicry & Chasing Games	Group Mimicry & Chasing Games	Tag and Evade Dynamics	DECEMBER Day 1	DECEMBER	"Shadow Tag" – Try to step on your partner's shadow on the floor while they move around to dodge you safely within a small square.	Spatial boundaries constraints. Mark out a safe, clear 15x15 feet square playing field to prevent excessive sprinting and out-of-bounds scattering.	CG-7: Children build rapid reaction reflexes, agility, and interpersonal safe play boundaries [Annamaya Kosha & Manomaya Kosha (Social Play Ethics)].	C-7.2: Alters speed and trajectory dynamically to evade contact or tag a peer safely.	The child changes direction sharply to dodge an incoming player without colliding or stepping outside the boundary ropes.
		Partner Mirroring & Cooperation	The Mirror Game	Day 2		"The Mirror" – Pairs stand facing each other. One moves an arm slowly; the partner must mirror that movement exactly like a reflection.	Visual tracking and empathy development. Emphasize deliberate, slow, controlled movements to allow the partner to track and copy accurately.	CG-7: Children develop deep interpersonal focus, non-verbal connection, and mutual respect [Manomaya Kosha (Empathy & Social Intelligence)].	C-7.3: Mirrors a partner's physical gestures and arm positions with high visual accuracy.	The child replicates 4 consecutive slow hand and torso movements executed by their peer partner with minimal delay.
		Group Equipment Navigation	Parachute Waves	Day 3		"The Ocean Waves" – A group of children hold a large colorful parachute fabric. Shake it gently to make small ripples, then high to make giant waves.	Cooperative synchronized action. Guide children to lift and lower the parachute altogether on the teacher's count of 'One, Two, Three!'.	CG-7: Children experience collaborative group action, team synergy, and shared responsibility [Anandamaya Kosha (Collective Joy)].	C-7.4: Synchronizes arm actions with a team to manipulate a shared large prop effectively.	The child moves the play parachute up and down in unison with the group, keeping hold of their handle throughout the game.
7		Slowing Down and Grounding	The Melting Ice Cube	JANUARY DAY 1	JANUARY	"Ice to Water" – Stand rigid and stiff like an ice cube, then slowly melt down down down until you are flat, loose, and relaxed on the mat.	Contrast tension-relaxation training. Guide children to squeeze muscles tight first, then completely release them to feel the somatic difference.	CG-2: Children gain autonomic nervous system down-regulation, self-soothing skills, and internal calm [Pranamaya Kosha (Energy Harmony)].	C-2.3: Relaxes muscle groups intentionally from a high-tension state to a fully flaccid rest state.	The child transitions from a tense, contracted posture to a fully limp, relaxed lying position on command.
		Five Senses Mindfulness	The Quiet Listening Walk	Day 2		"Deer Ears" – Cup hands behind ears. Close eyes and sit perfectly still. Listen carefully for 30 seconds to identify background sounds.	Sensory isolating guidance. Prompt children to focus inward, tuning out visual noise to sharpen auditory and sensory tracking.	CG-9: Children develop acute sensory processing, focused attention span, and mental clarity [Vijnanamaya Kosha (Intellectual Discernment)].	C-9.1: Identifies and describes subtle environmental sounds while maintaining complete physical stillness.	The child sits completely still and correctly identifies a distant clock tick or birds chirping outside the gym hall.
		Guided Somatic Imaging	The Floating Cloud Journey	Day3		"Cloud Lying" – Lie flat on the back, spread arms and legs comfortably, close eyes, and breathe naturally.	Soothing auditory narratives. Read a calming story about floating safely on a soft white cloud to foster mental relaxation and rest.	CG-9: Children experience deep emotional stability, stress reduction, and mental peace [Anandamaya Kosha (Bliss & Inner Contentment)].	C-9.2: Remains in a calm, meditative recumbent posture for 5 minutes during guided imagery.	The child lies peacefully on a mat without fidgeting, talking, or opening eyes during the 4-minute relaxation session.
		Heart Rate Tracking Awareness	Feeling the Heartbeat Engine	Day 4		"Heart Thumpers" – Run fast in place for 30 seconds, then place the right hand over the left chest to feel the rapid heartbeat.	Somatic awareness exploration. Guide children to map physical exertion directly to internal physiological sensations.	CG-2: Children develop foundational physical self-awareness and body-mind connections [Manomaya Kosha (Internal Somatic Awareness)].	C-2.4: Correlates fast physical movement with increased heartbeat rates and rapid breathing.	The child explains in simple terms that running makes their 'heart engine thump fast' and resting makes it go slow.
8	Complex Obstacle Courses	Complex Obstacle Courses	The Great Jungle Adventure	FEBRUARY Day 1	FEBRUARY	"Adventure Ready" – Put on imaginary backpacks, lace up boots, and march vigorously in place to head out to the jungle course.	Multi-stage skill stacking. Set up a course requiring: 1) balance walk, 2) hoop jump, 3) under-rope crawl in a continuous sequence.	CG-10: Children synthesize motor sub-skills, demonstrate adaptive thinking, and follow sequential rules [Vijnanamaya Kosha (Problem Solving)].	C-10.1: Completes a multi-stage physical obstacle course combining balance, locomotion, and crawling safely.	The child navigates a 3-part motor obstacle course sequentially without skipped segments or falling over.
		Collaborative Team Relays	The Beanbag Pass Relay	Day 2		"Pass the Fire" – Stand in a straight line and pass a beanbag overhead from the front of the line to the very back as quick as possible.	Structured cooperative modeling. Emphasize tracking the partner's hands before releasing the beanbag to prevent drops.	CG-7: Children build strong collaborative coordination, patience, and team support mindsets [Manomaya Kosha (Social Synchronization)].	C-7.5: Works collaboratively in a structured relay team format following turn-taking rules.	The child waits patiently for their turn in a relay line and passes the token smoothly to their teammate without dropping it.

		Fun Finale Games	The Celebration Parade	Day 3		"Free Dance Celebration" – Play joyful high-energy music. Children use any movement style they learned this year to express themselves freely.	Unstructured positive reinforcement. Provide praise and encourage unique movement expressions to foster total body confidence.	CG-6: Children foster total physical confidence, uninhibited joyful expression, and group harmony [Anandamaya Kosha (Pure Bliss & Physical Confidence)].	C-6.2: Combines diverse locomotion and balance styles creatively during open-ended musical play.	The child transitions confidently between jumping, skipping, and balancing poses during a free-form musical celebration parade.
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