

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - NURSERY
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			Starting	Closing						
1	Exploring My Body & Space	Gross Motor Skills: Basic Movement	Walking & Marching in Lines	July Day 1	July	Follow the Leader: Children mimic walking styles (giant steps, tiny steps) behind the teacher.	Play-Based & Toy-Based Learning: Using colorful floor footprints and ribbons to guide paths.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Physical Development & Gross Motor Coordination)	C-1.1: Exhibits control, coordination, and strength in large muscle movements.	Children are able to walk in a straight line or curved path with steady balance without falling.	
			Hopping & Skipping	Day 2		Froggy Jump: Hopping across the room on safe foam mats shaped like lily pads.	Kinesthetic Learning: Group rhythm tracking using rhymes and clapping.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha & Pranamaya Kosha</i> (Energy balance through jumps)	C-1.1: Develops agility and bilateral coordination.	Children learn to push off the floor with one or both feet and land securely.	
		Spatial Awareness	Inside vs. Outside Spaces	Day 3		In the Pond, On the Bank: Jumping forward into a chalk-circle ("Pond") and backward ("Bank").	Experiential Learning: Spatial orientation through physical exploration of boundaries.	CG-1: Children develop habits that keep them healthy and safe. <i>Manomaya Kosha</i> (Mental alertness and sensory processing)	C 1.2: Understands body boundaries and positions in space.	Children distinguish and move within specified boundaries when instructed.	
		Body Balancing	Standing on One Foot	Day 4		The Statue Game: Freeze like a flamingo or a tree when the music stops playing.	Guided Play: Step-by-step physical modeling and structural imitation.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha & Pranamaya Kosha</i> (Balance, breath control, and stillness)	C-1.1: Maintains static balance for brief durations.	Children manage to balance steady on one foot for at least 3 seconds.	

2	Unit 2: Little Fingers at Work	Fine Motor Skills: Dexterity	Paper Tearing & Crumpling	August Day 1	August	Make it Rain: Tearing scrap newspapers into small bits and tossing them safely into buckets.	Activity-Based Learning: Hand-eye-mind synchronization exercises.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Fine motor and small muscle development)	C-1.3: Develops strength and precision in finger muscles (pincer grasp).	Children tear paper using thumb and index finger and roll it into tiny balls.
		Hand-Eye Coordination	Big Bead Threading	Day 2		The Caterpillar Chain: Passing a thick lace through giant colorful beads together as a team.	Manipulative Play: Use of low-cost, age-appropriate concrete props (<i>Jaadui Pitara</i> style).	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha & Vijnanamaya Kosha</i> (Cognitive concentration through movement)	C-1.3: Exhibits coordination between visual tracking and hand movements.	Children guide a thick thread smoothly through a minimum of three large-holed beads.
		Clay Play & Strengthening	Dough Kneading & Rolling	Day 3		Clay Bakery: Making pretend <i>laddoos</i> or clay snakes with non-toxic playdough.	Sensory-Based Pedagogy: Exploring textures and physical resistance.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Tactile awareness and hand strength)	C-1.3: Demonstrates control and manipulation of pliable materials.	Children pat, flatten, squeeze, and roll dough using both palms effectively.
		Object Control	Catching Big Soft Balls	Day 4		Pass the Melon: Rolling and catching a large, lightweight sponge ball in a close circle.	Collaborative Group Play: Promoting reciprocal interaction and joint attention.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Gross motor manipulative tracking)	C-1.1: Develops tracking and catching coordination for approaching objects.	Children stretch out both arms together to arrest a slow-moving, large soft ball.
3	Unit 3: Rhythm, Breath, & Balance	Prana & Energy Regulation	Animal Breathing Exercises	September Day 1	September	Bumblebee Buzz: Taking deep breaths and making a "Mmm" buzzing sound like a bee on exhale.	Storytelling & Mimicry: Blending emotional regulation with physical breathing.	CG-2: Children develop sharpness in sensorial perceptions. <i>Pranamaya Kosha</i> (Vital life energy regulation & lung capacity)	C-2.1: Demonstrates early breath regulation, calmness, and respiratory control.	Children sit still and mimic calm inhalation and elongated exhalation through playful sounds.

		Rhythmic Movement	Copying Animal Walks	Day 2		Jungle Safari: Walking heavy like an elephant, hopping like a rabbit, crawling like a bear.	Expressive Arts Integration: Integrating background music tempos with bodily movements.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya & Anandamaya Kosha (Joyful aesthetic expression through body)</i>	C-1.1: Modifies movement speed and style based on external themes.	Children alternate physical steps to match slow, fast, heavy, or light animal tempos.	
		Posture & Core Stability	Simple Stretching Yoga	Day 3		Reach for the Stars: Stretching arms high overhead, then bending to touch toes safely.	Demonstration-Imitation Method: Clear physical cues paired with storytelling.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha (Flexibility, core strength, and structural posture)</i>	C-1.1: Exhibits structural flexibility and spinal elongation.	Children stretch completely upward on tiptoes and bend down without locking knees.	
		Group Synchronization	Ring-a-Ring o' Roses	Day 4		The Circle Dance: Holding hands, walking clockwise in a uniform ring, and sitting down together.	Socio-Dramatic & Cooperative Play: Moving as a unit while respecting peer boundary spaces.	CG-3: Children develop a fit and flexible body. <i>Manomaya Kosha (Socio-emotional cohesion and tracking others)</i>	C-3.1: Coordinates individual movements to sync safely with peer group rhythms.	Children maintain hand contact in a circular formation without breaking the group flow.	
4	Unit 4: Sensory Coordination	Auditory-Motor Response	Freeze Dance	October Day 1	October	Musical Statues: Dancing freely while peppy music plays, freezing instantly when it pauses.	Gamified Auditory Processing: Conditioning immediate physical response to sound cues.	CG-1: Children develop habits that keep them healthy and safe. <i>Manomaya Kosha (Mind-body connection and immediate response inhibition)</i>	C-1.2: Demonstrates agility and sharp auditory-motor reaction times.	Children inhibit their running/dancing immediately upon hearing the sound cut out.	
		Visual-Spatial Coordination	Stepping Stones Game	Day 2		Cross the River: Stepping precisely on designated foam footprints to avoid the "floor water".	Guided Discovery Pedagogy: Navigating physical routes with visual constraints.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha (Visual-motor targeting and path planning)</i>	C-1.1: Executes accurate foot-placement based on clear visual targets.	Children step sequentially onto colorful markers without overstepping boundaries.	

		Tactile Exploration	Blindfolded Walkway	Day 3		Magic Feet: Walking bare feet over different safe textures (smooth mats, grass, sand).	Sensory Integration Pedagogy: Enhancing neural processing through direct touch.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Sensory perceptions and nervous system priming)	C-1.2: Identifies and adapts gait to varied textures via sensory cues.	Children identify rough versus smooth underfoot pathways through touch feedback.	
		Bilateral Coordination	Clapping Patterns	Day 4		Pat-a-Cake: Clapping own hands, then clapping hands with a friend sitting across.	Peer Interactive Modeling: Rhythmic mirroring and bilateral coordination.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya & Manomaya Kosha</i> (Crossing the body midline and social sync)	C-1.3: Exhibits clean bilateral symmetry and crossing the body's midline.	Children execute simple 2-step clapping sequences (self-clap, partner-clap) seamlessly.	
5	Unit 5: Health, Hygiene & My Body	Personal Hygiene Habits	Correct Handwashing Steps	November Day 1	November	Soap Bubble Clean: Mimicking rubbing palms, back of hands, and thumbs with a song.	Demonstration through Rhymes: Singing a 20-second handwash rhyme while moving hands.	CG-3: Children develop a fit and flexible body. <i>Annamaya Kosha</i> (Self-care, personal hygiene, and protective health)	C-3.1: Understands and executes basic health, safety, and personal hygiene routines.	Children demonstrate the correct sequence of cleaning palms, fingers, and back of hands.	
		Nutritional Awareness	Healthy Foods vs. Junk	Day 2		Fruit Basket: Children run towards a green ring for fruits and a red ring for sweet candy.	Sorting and Categorizing Play: Physical movement linked directly to cognitive choices.	CG-3: Children develop a fit and flexible body. <i>Annamaya Kosha</i> (Internal nutrition, nourishment, and body awareness)	C-3.2: Recognizes and selects clean, wholesome, and nutritious food types.	Children identify and sort healthy snack representations from low-nutrition choices.	
		Safe and Unsafe Touch	Body Boundary Identification	Day 3		My Safe Bubble: Hugging oneself to create an imaginary personal safety bubble.	Storytelling with Puppets: Delivering critical child safety concepts sensitively.	CG-3: Children develop a fit and flexible body. <i>Manomaya Kosha</i> (Emotional security, self-protection, and boundary setting)	C-3.1: Demonstrates basic awareness of personal boundaries and safe touch.	Children identify safe zones (handshakes/high-fives) and state an immediate "No" to unsafe touch.	

		Independent Dressing	Buttoning and Shoe Velcro	Day 4		Get Ready for School: Fastening large mock buttons and peeling/sticking wide shoe Velcro straps.	Life-Skills Centered Pedagogy: Experiential practice loops utilizing self-help boards.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Fine motor autonomy and everyday functional life skills)	C-1.3: Displays self-reliance in fundamental self-care and dressing tasks.	Children independently fasten broad Velcro shoe tabs and slide giant buttons into slots.	
6	Unit 6: Creative Expression & Games	Expressive Body Play	Emotional Mirroring	December Day 1	December	Happy Face, Sad Face: Stomping heavy when "angry", creeping light when "scared".	Socio-Emotional Play Pedagogy: Channeling emotional release via physical movement.	CG-3: Children develop a fit and flexible body. <i>Manomaya Kosha</i> (Emotional processing, self-regulation, and expression)	C-3.2: Expresses underlying feelings safely through intentional body language.	Children alter their pace, facial expressions, and body stature to reflect targeted basic emotions.	
		Basic Manipulatives	Bean Bag Balancing on Head	Day 2		The Walking Royals: Balancing a light beanbag on the head while walking slowly across the floor.	Balance and Poise Drills: High-focus physical stabilization practice.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Postural alignment, focus, and somatic awareness)	C-1.1: Regulates whole-body posture to steady an object while in motion.	Children walk 5 paces smoothly forward without dropping the beanbag from their head.	
		Target Throwing	Underarm Tossing into Buckets	Day 3		Feed the Monster: Tossing small plush soft toys directly into a wide cartoon bucket mouth.	Gamified Targeting: Enhancing spatial depth estimation and hand release timing.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Distance estimation and arm extension control)	C-1.3: Assesses distance to execute an accurate, controlled underarm toss.	Children throw a small ball underhand into a large bucket set 2 feet away.	
		Agility and Fast Response	Red Light, Green Light	Day 4		Traffic Controller: Running fast on "Green Light", halting instantly into a frozen shape on "Red Light".	Executive Function Training: Fostering fast physical response alongside safety boundaries.	CG-1: Children develop habits that keep them healthy and safe. <i>Manomaya Kosha</i> (Cognitive control, listening focus, and response pacing)	C-1.2: Transitions instantly between high speed running and dynamic stops.	Children track auditory and visual cues instantly to adjust running acceleration.	

7	Unit 7: Outdoor Explorations	Natural Environment Movement	Walking on Natural Uneven Grass	January DAY 1	January	Nature Walk: Stepping high over small twigs and navigating across green garden lawns.	Experiential Nature Pedagogy: Connecting body mechanics with changing terrain.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya & Anandamaya Kosha</i> (Well-being through harmony with nature)	C-1.1: Adapts step height and balance across uneven outdoor surfaces.	Children step carefully across grass or dirt patches without losing their footing.	
		Group Cooperation	Passing the Hoop	Day 2		The Threaded Circle: Passing a large hula-hoop down a line of children without dropping hands.	Cooperative Group Play: Enhancing social collaboration and collective physical strategy.	CG-3: Children develop a fit and flexible body. <i>Manomaya Kosha</i> (Teamwork, shared goals, and collaborative patience)	C-3.1: Coordinates physical body curves to assist team flow and goals.	Children duck and slide through a hula hoop while maintaining a continuous hand grip.	
		Agility and Directional Change	Zig-Zag Cone Navigation	Day 3		The Slithering Snake: Running smoothly around a series of 4 brightly colored cones placed in a line.	Obstacle Course Pedagogy: Practicing multi-directional paths and footwork agility.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya Kosha</i> (Agility, speed, and spatial pathway mapping)	C-1.1: Executes swift directional shifts left and right while running.	Children run around cones in a wavy path without knocking over any obstacles.	
		Parachute Play	Lifting and Dropping Parachute	Day 4		Making Waves: Group holding of a giant parachute fabric, lifting it high, and lowering it low together.	Kinesthetic Group Play: Synchronized group arm extensions and core tracking.	CG-3: Children develop a fit and flexible body. <i>Annamaya & Anandamaya Kosha</i> (Experiencing group harmony and shared delight)	C-3.1: Synchronizes arm movements to create collective structural shapes.	Children raise and lower their arms in unison with peers following the teacher's beat.	
8	Unit 8: Consolidation & Physical Joy	Full Body Integration	Simple Obstacle Course Completion	February Day 1	February	The Great Explorer: Crawling under a low table, hopping over a mat, and ring-tossing a toy.	Integrated Circuit Pedagogy: Combining multiple physical domains into one fun journey.	CG-1: Children develop habits that keep them healthy and safe. <i>Annamaya, Pranamaya & Manomaya Kosha</i> (Holistic physical integration)	C-1.2: Sequences multiple gross motor skills together smoothly.	Children complete a multi-step motor course by remembering instructions.	

		Free Play & Expression	Free Rhythm Dancing	Day 2		Celebrate Together: Unstructured dancing, spinning, and leaping to joyous folk beats.	Unstructured Play-Based Learning: Fostering intrinsic happiness and free movement.	CG-3: Children develop a fit and flexible body. <i>Anandamaya Kosha</i> (Pure bliss, aesthetic appreciation, and joy of movement)	C-3.1: Demonstrates absolute joy, creative freedom, and ease through free play.	Children move their bodies freely, invent steps, and laugh comfortably with friends.	
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