

Syllabus for academic session 2026-27

Class: III

Subject: Physical Education and Well-being

Book: Khel Yoga

S. No	Month	Unit	NAME OF THE CHAPTER	TARGET COMPETENCIES	TARGETED LEARNING OUTCOMES/ LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
TERM: I						
1.	April-May	Unit:1 Basic Motor Movements	Chapter: 1 Throwing and catching	C-1.1 Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a ball towards a target while moving (E.g., focusing on visual cues to hit the target). C-1.4 Demonstrates and describes some critical features of movement form like techniques of catching, throwing, kicking/hitting the ball, or transferring the body weight for lifting the object safely. C-2.3 Exhibits sens to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, and feeling unwell.	<ol style="list-style-type: none"> <li>Students will be able to demonstrate an appropriate sense of force when performing an overhand throw, ensuring the ball reaches the intended distance or teammate without being too hard or too soft.</li> <li>Students will be able to demonstrate the 'cushioning technique' by retracting their arms to catch the ball safely and effectively.</li> <li>Students will gain a better understanding of distance and space, learning how to adjust their body and strength to hit targets at varying distances.</li> </ol>	<p>Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”</p> <ol style="list-style-type: none"> <li>Catch and Throw.</li> <li>Pick and Throw.</li> <li>Hit the target,</li> <li>Knock the Cones.</li> <li>Relay Catching.</li> <li>Ball on the Ball.</li> </ol> <p>Goal: Adapt the rules so every child, including CWSN, can participate.</p>
2.	July-September		Chapter : 2 Kicking	C-1.1 Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a	<ol style="list-style-type: none"> <li>Students will learn to apply the appropriate amount of force required to move the ball to a specific distance.</li> </ol>	<p>Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered</p>

			<p>and Receiving</p> <p>ball towards a target while moving (E.g., focusing on visual cues to hit the target). C-1.4 Demonstrates coordinative abilities with a partner and objects. Example-Being able to move in coordination with a partner, Hand-eye coordination while bowling, throwing etc.</p>	<ol style="list-style-type: none"> <li>2. Students will demonstrate the ability to balance their body using their hands and non-kicking leg while swinging to kick the ball.</li> <li>3. Through activities like "Pass the Ball," students will develop an understanding of how much impact is needed to transfer the ball between their own feet or to a partner.</li> <li>4. During games like “Monkey in the Middle” or “Shadow Ball,” students will use visual cues to track the ball's path and coordinate their movements to receive or intercept it.</li> <li>5. Students will learn to focus on the ball and kick it in the desired direction toward a partner or a target.</li> </ol>	<p>and supported to participate meaningfully in these activities.”</p> <ol style="list-style-type: none"> <li>1.Pass the Ball.</li> <li>2.Shadow Ball.</li> <li>3. Flick the Ball.</li> <li>4. Flick in The Box.</li> <li>5. Monkey in the Middle.</li> <li>6. Sit and Rise.</li> </ol> <p>Goal: Adapt the rules so every child, including CWSN, can participate.</p> <p>Goal: Adapt the rules so every child, including CWSN, can participate</p>
		<p>Chapter : 3</p> <p>Strike the Ball</p>	<p>.C-1.1 Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a ball towards a target while moving (E.g., focusing on visual cues to hit the target). C-2.1 Demonstrates ability to play games and activities which require and emphasize teamwork, cooperation, personal responsibility, and communication of ideas and feelings before, during and after the game.</p>	<ol style="list-style-type: none"> <li>1. The student will be able to hit a stationary or moving ball and <b>direct it toward a specific partner or target</b> with accuracy.</li> <li>2. The student will be able to rotate their shoulders and hips while striking to generate the necessary force and follow-through.</li> <li>3. The student will be able to receive and stop a moving ball using a stick, ensuring it stays within their reach and under control.</li> </ol>	<p>Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”</p> <ol style="list-style-type: none"> <li>1.Strike the Balloon.</li> <li>2.Body and Balloon.</li> <li>3.Soft Ball Control.</li> <li>4. Playing Pass.</li> <li>5.Scoop in the Square.</li> <li>6.Receiving with Stick.</li> </ol> <p>Goal: Adapt the rules so every child, including CWSN, can participate</p>

			Chapter : 4  Little Steps	C-3.1 Understanding concept of some games, their rules, playing positions, and basic moves. C-3.2 Designs a basic strategy and play the game accordingly. C-2.4 Practices sensitivity and responsibility towards the physical activity material, playground, and facilities.	1.Students develop the ability to run or stay active for extended periods.  2.Students learn to react instantly to commands (e.g., In and Out) and make tactical choices during play.  3.Students work in teams and discuss ways to modify games so that every peer, including CWSN, can participate.  4. Helping children's understand why vaccine are important and removing their fear of needles/ pricking.	Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”  1. Balancing the stick. 2.Keep on Moving. 3.Hold your Ground. 4.Planks. 5. Find the House. 6. Chor-Police. 7.Shuttle Run. 8.Doging Move to Safety. 9. Vaccine Goal: Adapt the rules so every child, including CWSN, can participate.
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THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE MID TERM EXAMINATION.

3.	October- Decemb er	Unit: 2  Our Games	Chapter: 5  Local and Traditiona Games	C-3.1 Understanding concept of some games, their rules, playing positions, and basic moves. C-1.2 Moves purposefully their body to a beat/rhythm/music.	1.Students develop an awareness of their personal and social behaviour towards themselves and others. 2. Students improve mental concentration and physical coordination to hit targets or balance objects (e.g., Spoon Race) 3. Students practice kindness, empathy, and respect, ensuring everyone is included and treated with care during play. 4.Students improve their ability to concentrate on specific tasks, such as knocking down stones in Seven Stones or balancing a lemon in a Spoon Race.	Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”  1.Seven Stones 2.Golaap Togar 3.Pakdam Pakdai. 4.Chain. 5. Aankh Micholi. 6.Bitta Kud (Jumping) 7.Hopscotch. 8.Cockfighting. 9.Kumir Denga. 10. Dodge Ball. 11.Spoon Race.
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						<p>12.Gadda Maar.  13.Tug of War.  14.Three Legged Race.  15. In And Out.  16.Light and Shade.  Goal: Adapt the rules so every child, including CWSN, can participate.</p>
4.	Janauary -March	Unit: 3 Yoga	Yoga for Daily Life	<p>C3.1 Express one’s own emotions and thinking process during the game.</p> <p>C-1.2 Moves purposefully their body to a beat/rhythm/music</p>	<p>1.Students will be able to identify and adopt daily habits like regular exercise, nutritious eating, and sufficient sleep to build a strong foundation for health.</p> <p>2. Students will demonstrate personal cleanliness, such as regular handwashing and brushing teeth, to maintain physical well-being.</p> <p>3. Students will practice kindness and non-violence toward people, animals, and nature in their thoughts, words, and actions.</p> <p>4 Students will engage in group activities that promote sharing, cooperation, and helping others to become active members of their community.</p>	<p>Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”</p> <p>1. Being Happy.  2. Being Healthy.  3. Being Kind(Story).  4. Asans.  Goal: Adapt the rules so every child, including CWSN, can participate</p>
			Yogic Practices (Yoga Sadhana)	<p>C-1.2 Move purposefully your body to a beat rhythm/music.</p> <p>C-3.2 Listen attentively &amp; follow instruction.</p>	<p>1. "Students will be able to improve their body flexibility and balance by imitating the postures of nature (e.g., Mountain), birds (e.g., Butterfly), and animals (e.g., Frog, Crocodile)."</p> <p>2. “Students will feel confident and happy by sharing their experiences and favorite poses during yoga practices."</p> <p>3.It Develops the competency of mental alertness and listening skills.</p>	<p>Teachers should ensure that every child—regardless of their physical ability, learning style, or temperament—feels empowered and supported to participate meaningfully in these activities.”</p> <p>1. Preparatory Practices.  2. Basic Postures  3. Asana Practices.</p>

						Goal: Adapt the rules so every child, including CWSN, can participate.
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The Above-Mentioned Syllabus Along With Revision Must Be Completed Before Final Term Examination.