

Syllabus for academic session 2026-27

Class : 5

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
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TERM: I

1.	April- May	Unit:1 Basic Motor Movements	Chapter : 1 Throwing and catching	<p>C1.3- Demonstrates coordinative abilities with a partner and objects.</p> <p>C1.4-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.</p> <p>C3.2-Listens attentively and follows instructions</p>	<ul style="list-style-type: none"> ● Perform underarm, overarm, and sidearm throws with correct grip, stance, and follow-through. ● Catch a moving ball using proper hand position, eye coordination, and body balance. ● Demonstrate agility, coordination, and reaction time through games. ● Make quick decisions while passing, intercepting, and receiving the ball. ● Show teamwork, cooperation, and turn-taking during group activities. ● Apply safety practices while throwing and catching objects of different sizes and weights. ● Develop spatial awareness and body control during movement-based games. 	<p>Inclusion: Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in these activities. (BM1- Hush Hush Go, BM2- Count & Rep, BM3- Pass & Score, BM4- Hand the Ball, BM5- Catch & Hit, BM6 – Bull’s eye)</p> <p>Ex.Seated Throwing Activity Students perform throwing and catching while seated to focus on upper-body coordination and participation.</p> <p>Soft Ball Throw and Catch Students throw and catch soft balls at a short distance to</p>
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						ensure safety and build confidence.
2.	July-September		<p>Chapter : 2</p> <p>Kicking and receiving</p> <p>C1.1- Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a ball towards a target while moving.</p> <p>C1.3- Demonstrates coordinative abilities with a partner and objects.</p> <p>C1.4-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.</p> <p>C3.2-Listens attentively and follows instructions</p>	<ul style="list-style-type: none"> ● Kick a stationary and moving ball towards a target with control and accuracy. ● Demonstrate leg–eye coordination and quick response time while kicking and receiving the ball. ● Adjust the force and direction of the kick according to distance and angle. ● Participate in partner and group activities, showing cooperation and turn-taking. ● Follow simple instructions and safety measures during physical activities. ● Develop a sense of space with respect to moving objects and accuracy. 	<p>INCLUSION:</p> <p>Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in these activities.(BM7- Friendly Goal, BM8- Clear the centre, BM9- Wall goal, BM10- Foot cricket, BM11- Kick in the square, BM12- Hit the potato)</p> <p>Ex. Target Kick (Near Distance)</p> <p>Students kick the ball towards a nearby target to practise accuracy and control.</p>	
			<p>Chapter : 3</p> <p>Strike the object</p> <p>C1.1- Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a ball towards a target while moving.</p> <p>C1.3- Demonstrates coordinative abilities with a partner and objects.</p> <p>C2.1- Demonstrates ability to play games and activities which require and emphasize teamwork, cooperation,</p>	<ul style="list-style-type: none"> ● Strike a stationary and moving object using hands or simple equipment with control, concentration and balance. ● Demonstrate hand–eye coordination while striking objects towards a target with accuracy and sense of force. ● Perform coupling movements such as hitting while moving or running with cooperation among teammates. ● Apply appropriate force, direction, and timing while striking. ● Show accuracy and anticipation during striking activities with quick decision making. 	<p>Inclusion:</p> <p>Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in these activities. (BM13- Handle with care, BM14- Balloon strike, BM15- Catch to win, BM16- Corner tennis, BM17- Hit & Cover, BM18- Hidden Ball)</p>	

			<p>personal responsibility, and communication of ideas and feelings before, during and after the game. C3.2 - Listens attentively and follows instructions.</p>	<ul style="list-style-type: none"> ● Participate in team games, demonstrating cooperation, communication, and responsibility. ● Follow instructions and safety rules during individual and group activities. ● Develop upper-body strength, speed, and hand-eye coordination through striking tasks. 	
		<p>Chapter : 4 Little Steps</p>	<p>C1.1- Applies a combination of movement, motor skills, and manipulative skills like kicking/hitting a ball towards a target while moving. C1.3- Demonstrates coordinative abilities with a partner and objects. C2.1- 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. C3.2 - Listens attentively and follows instructions. C4.2- Records progress against targets</p>	<ul style="list-style-type: none"> ● Perform activities that improve upper-body strength and flexibility. ● Demonstrate different motor movements with improved response time. ● Develop speed and lower-body strength through running and jumping activities. ● Use both upper and lower body muscles effectively during physical activities. ● Show a sense of accomplishment by setting and achieving personal movement goals. ● Maintain dynamic balance while performing rolling, jumping, and movement tasks. ● Follow instructions and practise activities safely and confidently. 	<p>INCLUSION: Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in these activities. (BM19- Grab Wheel, BM20- Listen Carefully, BM21- Run for fun, BM22- Push & Pull, BM23- Run & Cross the river, BM24- Side roll)</p>

THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE MID-TERM EXAMINATION.

TERM: II

3.	October-December	Unit : 3 Yoga	Chapter : 6 Yoga for daily life	C.1.2 Moves purposefully your body to a beat/rhythm/music. C.3.1 Expresses one's own emotions and the thinking process. C.3.2 Listens attentively and follows instructions.	<ul style="list-style-type: none"> ● Practise Karma Yoga by helping others and taking responsibility in daily life. ● Demonstrate Jnana Yoga by asking questions, reflecting, and applying learning to real-life situations. ● Practise Bhakti Yoga through prayer, gratitude, and respectful behaviour. ● Show self-awareness and emotional regulation through reflection activities. ● Follow instructions and participate meaningfully in yoga-based discussions and activities. ● Practises simple principles of Ashtanga Yoga such as honesty (Asteya), self-study (Swadhyaya), and control of senses (Pratyahara) by showing responsible behaviour, self-reflection, and mindful actions in daily life. 	Inclusion: Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in the activities of Karma Yoga, Jnana Yoga, Bhakti yoga, Ashtanga yoga {Yama (Asteya etc), Niyama, Swadhyaya, Pratyahara}.
			Chapter : 7 Yoga Sadhna	C.1.2 Moves purposefully your body to a beat/rhythm/music. C.3.2 Listens attentively and follows instructions.	<ul style="list-style-type: none"> ● Perform selected asanas with proper posture, balance, and breathing. ● Identify and demonstrate basic mudras and pranayama techniques. ● Follow instructions carefully during yoga practice. ● Show focus, effort, and positive attitude during yoga sessions. ● Develop upper-body, lower-body, and core strength through regular practice. ● Demonstrate improved flexibility, coordination, and calmness through Kriya, Dhyana, Krida yoga etc. 	Inclusion: Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in the Preparatory practices, Asanas (postures), Relaxation techniques, Pranayama, Hasta Mudras, Kriya, Dhyana, Krida Yoga, etc.
4.	January-March	Unit: 2 Our Games	Chapter: 5 Local and Traditional games	C.2.2 Creates group norms and rules of the game before playing and reviews these regularly.	<ul style="list-style-type: none"> ● Develop strength, balance, agility, and coordination through indigenous physical activities. ● Show teamwork, cooperation, and quick decision-making during group games. ● Improve lower-body strength and speed 	Inclusion: Teachers should ensure that every child, including CWSN, feels empowered and supported to participate meaningfully in these

				<p>C.3.1-Understanding concept of some games, their rules, Playing positions and basic moves.</p> <p>C.3.2-Design a basic strategy and play the game accordingly.</p>	<p>while running, dodging, and changing direction.</p> <ul style="list-style-type: none"> ● Exhibit quick reflexes, reaction time, and strategic thinking and breath control during play situations. ● Apply spatial awareness and anticipation while interacting with moving players and objects. ● Build core strength through traditional movement-based games. ● Develop a sense of belonging, cultural awareness, and respect for local traditions. ● Follow rules, show fair play, and communicate effectively with teammates. 	<p>activities. (OG1- Nandan Panthu Kali, OG2- Attakalam, OG3- Jodi Baki, OG4- Nakal Kho, OG5- Mai bhi Maindak, OG6- Damru Relay, OG7- Aahwan kabaddi, OG8- Bhukha sher, OG9- Ghar Pehchano, OG10- Daicholu, OG11- Chikka- Chikka, OG12- Gocho pari)</p>
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THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE THE ANNUAL EXAMINATION