

ANNUAL SYLLABUS

SESSION: 2026-2027

SUBJECT: PHYSICAL EDUCATION AND WELLBEING

CLASS-VII (Middle Stage)

TEXTBOOK- KHEL YATRA

Chapter Number and Name	Curricular Goal (CG) as per NCF –SE-2023	Competency (C) as per NCF–SE-2023	Learning Outcome	Activities
Chapter 1: Foundational Basis of Physical Education and Well-being	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.2: Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	- Understand the Foundations: Explain how physical activities and traditional games contribute to overall physical, mental, and social well-being. - Develop Movement Skills: Demonstrate coordination, agility, teamwork, and basic techniques through The Ball Progression Game, Ghorpadiche Shepoot, and Nalugu Rallu Ata. - Appreciate Values: Recognize the cultural importance of Traditional Indian games and display sportsmanship, cooperation, and safety awareness during play.	- The Ball Progression Game - Ghorpadiche Shepoot - Nalugu Rallu Ata - Gidhada Gudkavan - Stand Up, Speak Out - Harassment Prevention Skit
Chapter 2: Physical and Motor Fitness	CG-1: Demonstrates Intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.1 Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed	Improve cardiovascular fitness, muscular strength, and agility by practicing correct running, jumping, and movement techniques and sustaining graded endurance and strength workouts.	- Set It Up, Knock It Down - Dhaan Ki Bori - Caterpillar Race - Count and Connect Game - Skipping Race - Atya-patya - Food for Health - Dapo Nyarka Sunam

	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	or throwing/hitting a ball far with precision) C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor) such as smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo, and flow	• Demonstrate proper warm-up and cool-down routines and explain how they prevent injuries and support muscle recovery. • Identify and perform traditional regional games, reflecting on the role of large muscle groups in movement and the cultural values these games promote	• Madhu and Manu Skipping Song
Chapter 3: Fundamental Skills of sports — Badminton	CG-1: Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.4: Exhibits manipulation of space and equipment in the context of a game C-1.6: Works on strength, endurance, flexibility, and agility through exercising.	• Demonstrate correct racket grips and ready stances for common badminton skills, explaining how each supports shot accuracy and control. • Execute effective footwork patterns to move quickly and maintain balance across the court, showing improved court coverage and recovery. • Perform a legal backhand low service (diagonal, close to net, landing at front of opposite service court) with appropriate technique and timing, and explain how it aids power generation and allows quicker return-to-centre.	• Forehand Grip and Air Toss • Backhand Grip and Air Toss • Footwork Skills • Backhand Low Serve • Backhand Lift • Forehand Lift • Forehand High Serve • Forehand Low Serve • Forehand Drive • Backhand Drive • Forehand Clear • Forehand Drop • Badminton Match
Chapter 6: Yoga Unit-1: Yoga for Daily Life	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context	• Understand and explain the purpose and eight limbs of yoga for holistic body–mind harmony.	• Ashtanga Yoga • Standing – Utkatāsana • Sitting – Gomukhāsana • Prone – Sarla Danurāsana

Unit-3: Āsana	mental engagement in physical activity/game situations	C-3.2 Demonstrates calmness and courage in difficult situations	• Demonstrate basic asanas, pranayama, and relaxation techniques safely and maintain a short personal practice. • Apply ethical principles (yama and niyama), self-discipline, and mindfulness to improve well-being and compassionate behaviour.	• Supine – Sarvāṅgāsana & Matsyāsana • Relaxation
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Note:

- The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.
- Teachers are encouraged to promote experiential and inclusive learning.
- All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Mid Term Examination-2026

Chapter Number and Name	Curricular Goal	Curricular Competency	Learning Outcome	Suggestive activities
Chapter 4: Fundamental Skills of Sports — Football	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding	C-1.1 Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/kicking/hitting a ball far with precision) C-1.2 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender	• Understand the Foundations: Explain the importance of fundamental football skills such as kicking, receiving, passing, dribbling, trapping, tackling, and goalkeeping, and how they form the basis of effective gameplay and overall football performance. • Develop Skills: Demonstrate proper techniques for key football skills including inside-foot kicking, receiving and	• Kicking the Ball with the Inside of the Foot • Receiving the Ball by Inside of the Foot • Passing the Rolling Ball • Step Trapping • Dribble • Feinting • Kicking the Ball for Accuracy 100 • Passing the Ball in the Air • Pass and Move Relay Drill • Interception • Front Block Tackling

			passing (ground and aerial), dribbling with feinting, step trapping, interception, front block tackling, and basic goalkeeping, along with executing them in drills like Pass and Move Relay. • Apply in Game Situation: Apply learned skills effectively in a 5-a-side match, showing improved accuracy, coordination, decision-making, teamwork, and sportsmanship while maintaining positional awareness and fair play.	• Goal Keeping • 5-a-side Match
Chapter 5: Fundamental Skills of Sports — Kabaddi	CG-3 Demonstrates and practices physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value	• Understand the Foundations: Explain the importance offundamental Kabaddi skills, including raiding techniques and various holding methods, and how they contribute to effective raiding, defense, and overall performance in the sport. • Develop Skills: Demonstrate proper techniques for raiding footwork, hand touch, toe touch, kick, and different holding skills (ankle-hold, thigh-hold, knee-hold, wrist-hold, waist-hold, and chain-hold) with correct body position, timing, and control.	• Raiding Foot Work • Hand Touch • Toe Touch • Kick • Ankle-hold • Thigh-hold • Knee-hold • Wrist-hold • Waist-hold • Chain-hold

			• Apply in Game Context: Apply raiding and holding skills effectively in Kabaddi practice situations, showing improved agility, coordination, quick decision-making, and strategic use of techniques during raids and defensive plays.	
Chapter 6: Yoga Unit-2: Yoga Sadhana Unit-4: Prānāyāma	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.4 Creates and applies safety rules and protocols for physical activity	• Understand the Foundations: Explain the concept of Yoga Sadhana as the disciplined practice of Yoga and the significance of Pranayama (breath control) in regulating prana (life energy) for improving physical health, mental clarity, and emotional balance. • Develop Skills: Demonstrate correct techniques of selected Pranayama practices (such as deep breathing, Anulom-Vilom, and Bhramari) and basic Yoga Sadhana routines, focusing on proper posture, breathing rhythm, concentration, and relaxation. • Apply for Well-being: Apply Yoga Sadhana and Pranayama regularly to enhance flexibility, lung capacity, stress management, focus, and overall holistic well-being in daily life.	• Sūkshma Vyāyāma • Śīthalīkarana Vyāyāma • Sūrya Namaskāra • Bhastrikā Prānāyāma • Mudras • Jātrū trātaka • Panchakosha Meditation • Samādhi

Note:

- The prescribed syllabus should be completed by 30th January 2027, ensuring adequate time for revision and consolidation of learning.
- Whole Syllabus will be evaluated in Annual Examination.
- Teachers are encouraged to promote experiential and inclusive learning.
- Sufficient time should be allocated for systematic revision prior to the Annual Examination to support learner preparedness.
- All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.
- <https://ncert.nic.in/textbook.php?heky1=0-6> NCERT Book link.

Annual Examination 2027