



IB PYP Edition

Grade- PP2

June-2020



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Ms Anjalika Sharma
Principal IBPYP

Dear Parents,

Greetings from the PYP team!

Thank you for your support and understanding as we are gearing up to face the unexpected invasion of COVID-19 since March. Our students, parents, and pedagogical leaders have handled the situation we were faced with to continue learning and prepare our students for the unusual circumstances.

There continues to be concerns and questions related to how schools will plan to reopen and ways to ensure that our first priority- the safety of our students and our teachers. Be assured, we have been working diligently on the same.

Let me share with a story I read some time ago which stands out as an example for what we should do in an unexpected situation-

One day a farmer's donkey fell into a well. The animal cried for hours as the farmer tried to figure out what to do. Finally, he decided the animal was old, and the well needed to be covered up anyway-it just wasn't worth it to retrieve the donkey.

He invited all of his neighbors to come over and help him. They all grabbed a shovel and began to throw dirt into the well. At first, the donkey realized what was happening and cried. Then, to everyone's amazement, he quieted down. The farmer looked down the well and was astonished at what he saw.



Ms Anjalika Sharma
Principal IBPYP

The donkey was doing something amazing. He would shake off the dirt and take a step up. As the farmer's neighbours continued to throw dirt on top of the animal, he would shake it off and take a step up. Soon, everyone was amazed as the donkey stepped up over the edge of the well and happily trotted off!

The trick to getting out of the well is to take a step up. Each of our troubles is a stepping stone. We can get out of the deepest wells just by not stopping, never giving up! Take a step up.

However, we must be proactive and prepared during these ever-changing times to continue learning along with our students as predicted.

On this note, I thank you for standing with us in our endeavours to face challenges, forge ahead with online classes, collaborate with stakeholders and make a difference in the lives of everyone around us!

We look forward to opportunities to come together, be safe and keep learning to become lifelong learners!

Anjalika Sharma
PYP Principal

At, The Gaudium School, we focus on the holistic education of the students. Our school is guided by the 5 developmental pillars- Mindfulness and well-being, Stakeholder engagement, Core values, Global leadership and Holistic excellence.

The five core values that we focus on are – Integrity, Perseverance, Empathy, Respect and Gratitude. We work towards demonstrating them everyday.

Mindfulness and well –being:

Mindfulness improves our overall state of well-being. Practising mindfulness regularly increases self-awareness and has many benefits. Therefore, this academic year we are introducing mindfulness curriculum for our students. The students will engage in practicing mindfulness on a daily basis. All the activities in the curriculum are under 5 major domains which are mindful breathing, mindful movement, mindfulness through sensory organs, self -awareness and mindful thinking.

Core values:

We at Gaudium focus on building the 5 core values as we believe that values are an essential element for the overall development. Building the core values in our children will help them grow up to be caring, confident, and respectful adults. Each value will be explored over the course of two months. The students will be exploring 'respect' in the month of July.

Stakeholder engagement:

At, The Gaudium the stakeholders are our students, teachers, parents, support staff and the pedagogical leaders. We have already started the stakeholder engagement this academic year by conducting events like Back to School, Parent Orientation and International Yoga Day. The parents and the staff were both involved in these events to make it successful.

Holistic Excellence:

Holistic education encourages students to develop their physical, emotional, creative, cognitive and social potentials. It encourages students to reflect on how their action will impact others and the world around them. As a part of the Holistic excellence we will be introducing novel study for grades 3-5, reading phonetic books and book reading too. The teachers will be maintaining a tracker that will ensure that we provide authentic feedback on students learning.

Global Leadership:

To develop the leadership capabilities in students, we at The Gaudium are introducing Personal Inquiry where students will connect their prior knowledge and acquired knowledge in a meaningful manner and take ownership.

Trishna Sharma

PYP Coordinator

Program specific PD sessions, by Ms. Anjalika Sharma, IBPYP Principal

A series of professional development sessions were conducted by Ms. Anjalika Sharma, IBPYP Principal, for all the Facilitators of early years and PYP, with the objective of strengthening the core elements of PYP and enabling the team with the required program knowledge for successful implementation in learning and teaching.

The Early Learner

The session focused at the central features in the early years, which are 'Play', 'Relationships', 'Learning spaces' and 'Symbolic exploration and expression'. Play holds a lot of importance in early years which involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. The role of a teacher in early years is very different wherein a teacher is a facilitator, researcher, participant, provocateur, navigator, observer, documenter and reflective practitioner. Teachers support learning by planning uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play and offering many opportunities for symbolic exploration and expression. There was also emphasis on co-constructing, stimulating learning spaces to create exciting avenues for inquiry.

Understanding IB Mission Statement and Attributes of Learner Profile

The session aimed at understanding the IB Mission Statement and unpacking each attribute of the IB Learner Profile, understanding the attributes and what opportunities we can create for the development of the ten attributes of Learner Profile. Through developing attributes of the learner profile students grow in their ability to make informed reason, ethical judgement and to exercise the flexibility, perseverance and confidence they need to bring about positive change in the learning community and beyond.

International Mindedness

The session aimed at developing a common understanding of what International Mindedness is and how the learning community can support creating a culture of International Mindedness. The whole IB mission and the philosophy rest on International mindedness and it is at the heart of the continuum of international education. The following were the key focus of the session-

Who is an internationally minded learner? How we can create a culture of International mindedness? What provisions can we have for language learning? What opportunities for providing local and global engagement? How we can celebrate diversity?

Action

The session aimed at developing an understanding of the nature and forms of action in PYP, which is student initiated and can be individual or collective. Action is a medium for students to show that they have linked their learning to real life issues and opportunities. It is authentic, meaningful, mindful, responsible and responsive and can happen at any time. It is supported by the entire learning community. The various forms of action can be participation, advocacy, social justice, social entrepreneurship or lifestyle choices. The session also covered how action looks in Early Years, where the foundation of action comes from an understanding of self and a responsibility toward relationships with peers and the wider community and it may start with small adjustments of behaviour.

Learner Agency

The session focused at understanding the concept of, 'agency', and how it relates to 'self-efficacy'. Learner Agency is actually connected to a student's belief in his/her ability to succeed. In other words, learner agency is self-efficacy. It promotes and enables to take responsibility of their self-development bringing in responsibility and ownership. The relationship between the teacher and the student is more of partnership where the learning goals and success criteria are co-constructed. The major highlights of this session were reviewing the role of teachers who support agency, strategies to support agency and fostering self-efficacy.

Evidence in Learning

The session aimed at developing a cohesive understanding of what assessment is. Assessment is an integrated process which continually informs the learner, learning and teaching and the learning community to know what learning has been achieved and how to progress learning. The four dimensions of assessment are monitoring, documenting, measuring and reporting on learning, were covered in detail. The importance of assessment was discussed as well, it supports the learning community to make informed decisions that shape and strengthen learning and teaching that means classroom transaction. During the session, the emphasis was given on how the school can build a schoolwide assessment culture that focuses on developing assessment capable students and teachers. The importance of both feedback and feedforward was discussed as well.

Exhibition Process, By Ms. Amara Vijayan, Associate Coordinator, Grades 3-5

The session focused at informing the school community with the process of Exhibition, its importance in the life of a PYP student, the purpose of Exhibition and the roles and responsibilities of each stakeholder. The exhibition is the culminating, collaborative experience in the final year of PYP. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. It is student initiated, designed and collaborative in nature. The session also emphasized on how it is a powerful demonstration of student agency because it is initiated by the students. They choose the issue, explore, participate in planning, designing, documenting and sharing. The teachers, the parents, the co-ordinators, the Principal, - everybody participates in the exhibition supporting and celebrating the development of international mindedness.

Polished Professionals by Ms. Priya Rajiv

Ms. Priya Rajiv is a renowned Image Consultant and Life Coach from the organization, Holistic professionals. “Holistic professionals” aims at inspiring, enforcing and encouraging people to step out of their comfort zones. The session began with the speaker taking input on everyone’s perspective on “Image” and the three main aspects of image were focused during the discussion which were, ‘Mindset and Self-awareness’, ‘Social etiquette and communication skills’, and, ‘Personal styling and grooming’. Our mindset, attitude, our strengths and our outlook towards life. Social etiquette and communication form the next important part of our image. This includes the way we greet others, conduct ourselves with poise and make our presence felt. Communication can be improved by expanding our knowledge. This can be done by identifying our areas of interest and then listening to various podcasts, Ted talks etc. and gather more information. The third aspect of our image is personal styling and grooming. The session gave our staff an insight on self-grooming and an opportunity to relook at various aspects that impacts and forms our image.

Academic Integrity by Ms. Brinda Pandit, PYP Teacher Librarian

Academic integrity encourages students and educators to act with the values of honesty, trust, fairness, respect and responsibility in learning and teaching and while engaging in inquiry and research. Ms. Brinda Pandit conducted a session for the staff with the objective to create an awareness on copyright, plagiarism and fair use. She also introduced the MLA format for citation of sources. She discussed about copyright protection which is available for original works of authorship that are fixed in a tangible form, whether published or unpublished. Ms. Brinda informed about the categories of works that can be protected by copyright laws which includes paintings, literary works, live performances, photographs, movies, and software. She also discussed about plagiarism, which is using another’s work, words, or ideas without attribution, a breach of honesty in the academic community. Through this session we also became familiar with what is fair use, which is a defence against a claim of copyright infringement.

Jolly Phonics Session by Ms. Sumentha Dhir, Homeroom Facilitator, The Gaudium School

Ms. Sumentha Dhir has undergone an extensive training in Jolly Phonics and is certified in the same as well. Jolly phonics is a child centric approach on learning literacy through synthetic phonics and its application in improving and enhancing the language skills. It is a multi-sensory strategy which aids students to read and write at an early age. She covered 5 basic skills of Jolly Phonics, 8 steps to introduce each letter sounds, letter formation, pencil hold, blending the words and tricky words. Ms. Sumentha also emphasized on the key skills required for reading and writing where the focus has to be on the knowledge of spoken English, vocabulary and language comprehension. She also shared the different resources which are available for parental support and teachers in support of children's learning of jolly phonics.

Awareness on the POCSO by Ms. Deepa Rafeeqe

Ms. Deepa Rafeeqe is the co-founder of VLegal, a legal consultancy providing solutions and imparting training for corporates on legal areas and a Corporate Legal Trainer as well. She conducted a session for our staff to create awareness on the protection of children from sexual offenses. The key areas that were covered during her sessions were awareness on POCSO Act, the responsibilities of all the stakeholders in providing a safe and protected environment for the students, the various criminal offences with the consequences as per POCSO law, brief information on Juvenile Justice Board and NCPCR(National Commission of Protection of Child Rights).

Ranjeeta Sahoo

Center Head

Unit of Inquiry Overview

Transdisciplinary Theme:

Who we are

Central Idea:

Awareness of characteristics, abilities and interests informs learning and development

Lines of Inquiry:

1. Physical, social and emotional characteristics.
2. Similarities and differences between ourselves and others
3. Personal abilities and interests

Key Concepts:

Form, Function, Perspective

Related Concepts:

Identity, Similarities and Differences

Learner Profile:

Communicators, Thinkers, Balanced

Monthly Review

Overview: In the month of June, students started their virtual sessions and were excited to meet their friends. They began the session by co-constructing the essential agreements for their online class. They had their entry level assessment for language and math covering major concepts from grade PP1.

Unit of Inquiry: The students were tuned into the first unit of inquiry under the theme 'Who we are', by provocation through a story. The students chose their favourite character to describe and later compared with themselves to find the similarities and the differences, sharing their prior knowledge. Students explored physical characteristics where they were also shown a story, 'Why am I different' to further explore the concept of similarities and differences.

Transdisciplinary Language: Facilitators conducted entry level assessments to assess students' prior knowledge of various concepts such as phonics sounds, beginning, middle and ending sounds [CVC] words. The students also revisited Jolly Phonics as well. The students could connect to opposites and engaged in picture talk too.

Transdisciplinary Math: : Facilitators conducted entry level assessments to assess students' prior knowledge of various concepts such as identification of numbers, quantification, before and after numbers, backward counting, missing numbers and skip counting by 5s, identifying 2D and 3D shapes. The students also explored the different ways of representing a number.

Monthly Review

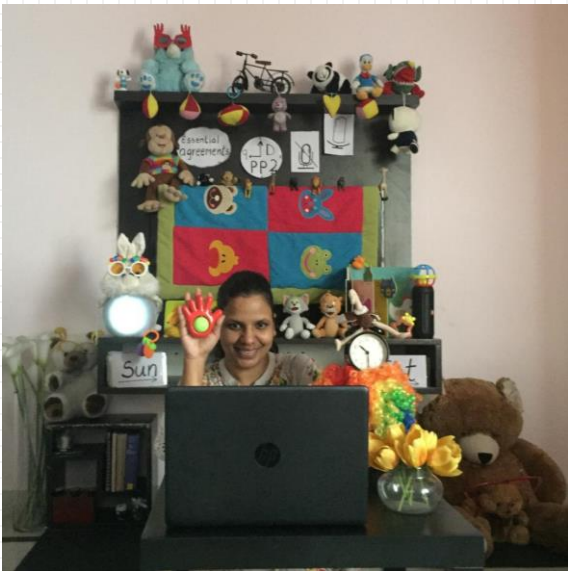
Dance: The sessions focused on introduction and interaction wherein the students shared things they like to do during their play time, favourite songs etc. They also engaged in setting essential agreements. They enjoyed dancing on their favourite songs.

Music: This students learnt about rhythm and enjoyed singing rhymes with rhythmic clapping. The students practiced vocal exercises as well as high and low notes.

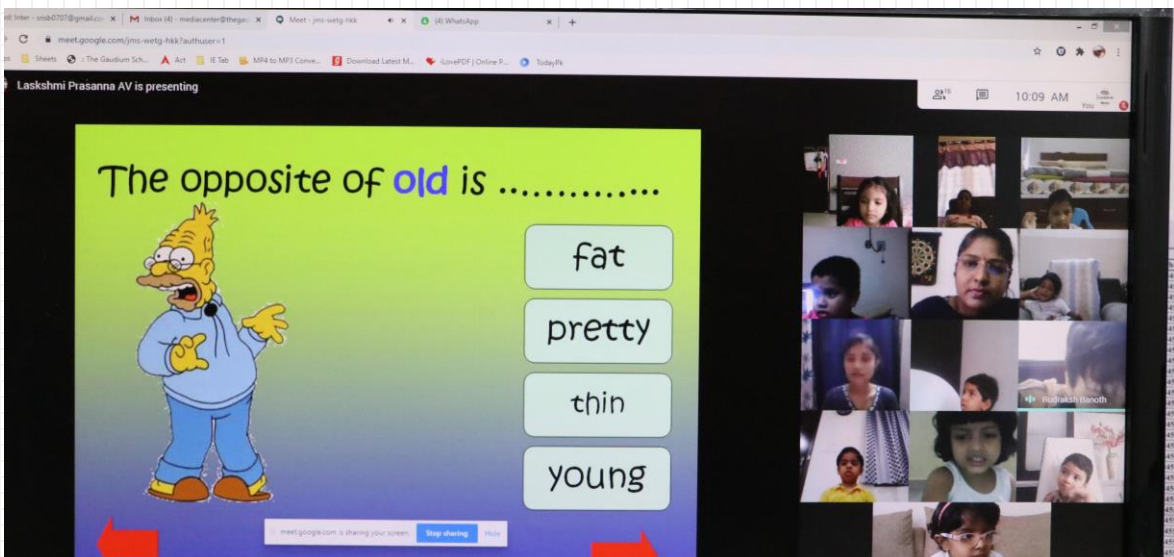
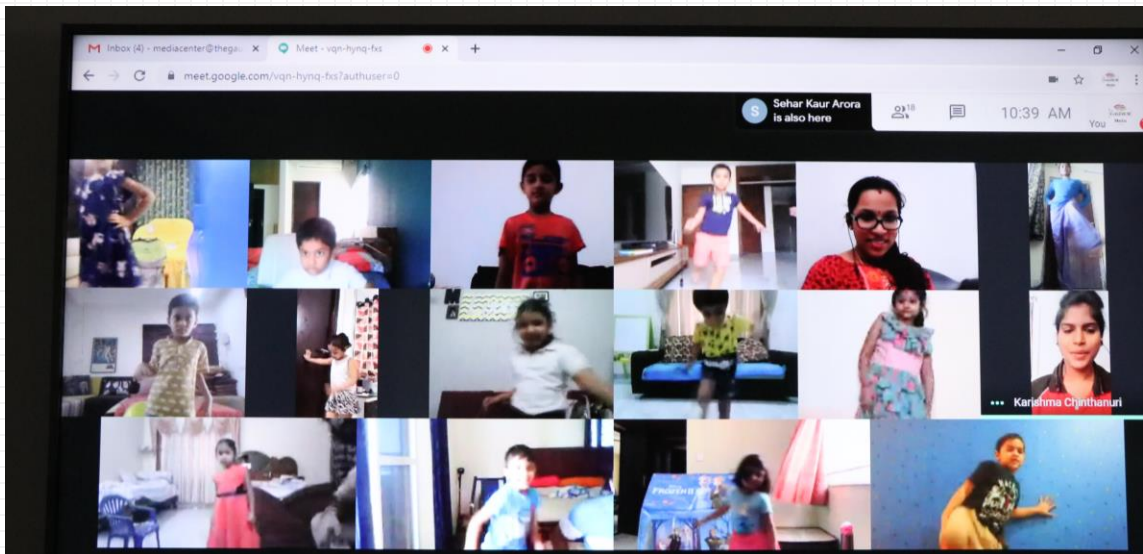
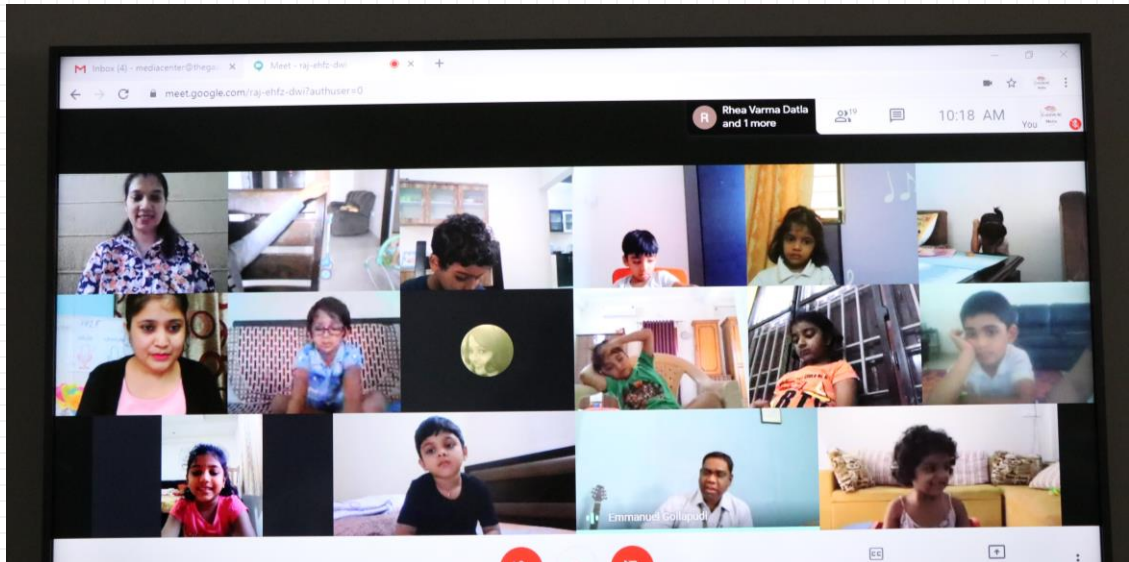
Art: The students had a general interaction with their facilitator. They shared their artwork with enthusiasm. Students shared about their interests, favourite colour, animal, flower and game etc. They co-constructed essential agreements for their art class.

PE: The geckos participated enthusiastically while interacting with the PE facilitators where they introduced themselves and shared their feelings, favourite game/sport they like to play. They enjoyed doing different types of warm-up exercises along with the hand movements. Students were excited to play games like freeze and move, traffic signal, body touch head, shoulders, knees and toes.

Learning and Teaching



Learning and Teaching



The opposite of **old** is



fat

pretty

thin

young

Events- Back to school event

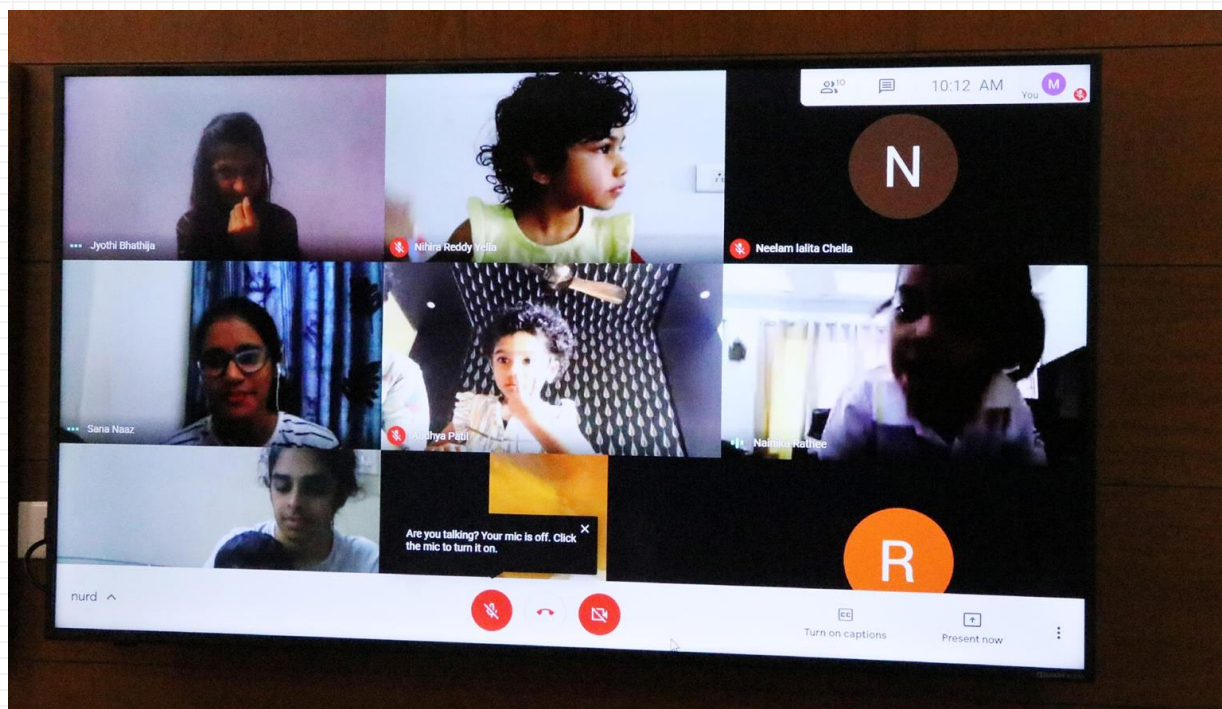
Back to School Event - Early Years and Grade 1

On 10th June 2020, a 'Back to School Event' was conducted for the young learners of Nursery, PP1, PP2 and Grade 1. The sessions had an informal and enjoyable approach for the geckos to connect with their homeroom teachers and single-subject teachers before the online schooling sessions were to formally start from 15th June 2020.

'Back to School Event', is a fun way to start off the academic year and an amazing platform for our teachers, students and the parents to interact in an informal setting. It was overwhelming to meet our students of early years as well as Grade 1 on virtual platform post-summer break.

The homeroom facilitators gave a warm welcome to their students and introduced themselves. They conducted an ice-breaking session for the students to facilitate peer introduction and interaction. We had our single subject teachers introducing themselves to the students as well.

The students were enthusiastic throughout the event and were well supported by their parents and teachers for the success of this event. It served the purpose of laying the foundation for stakeholder connect. We look forward to a fruitful association and year of mutual learning ahead.



Events- Parent Orientation (virtual)

Virtual Parent Orientation for Early Years

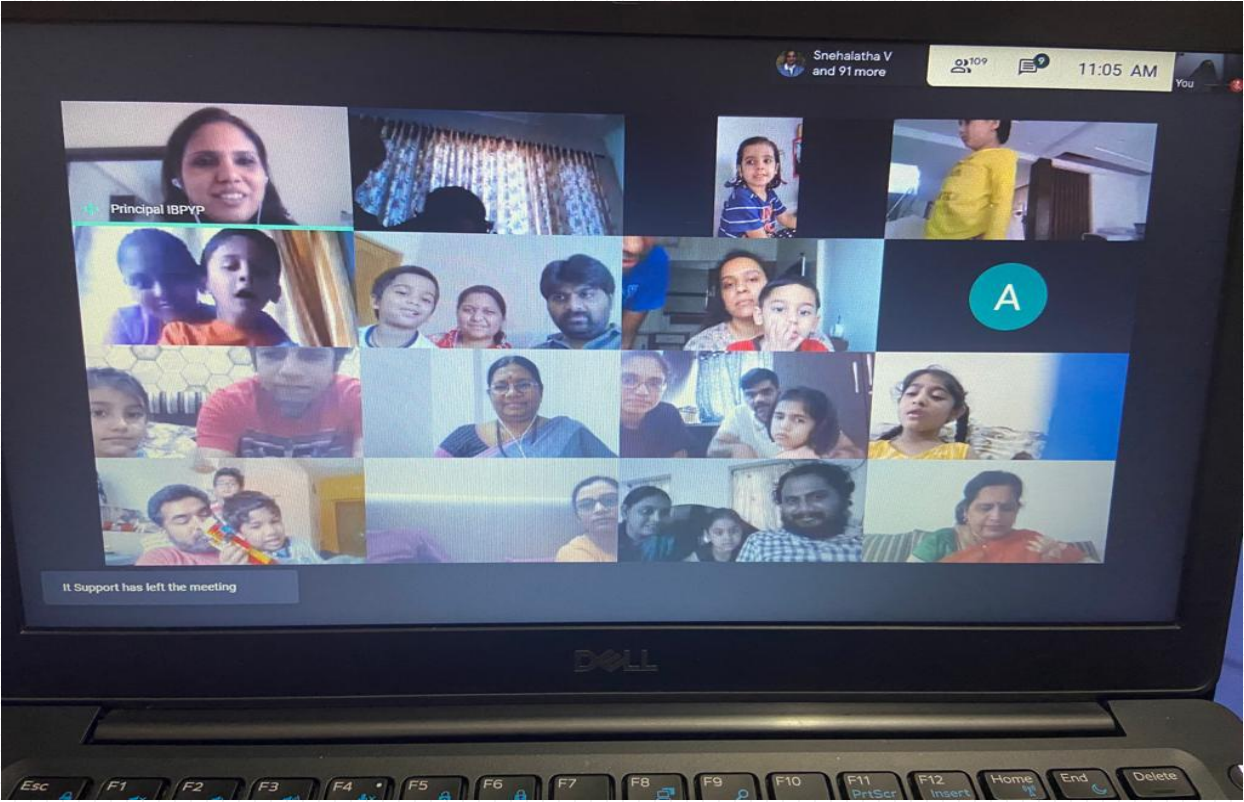
The parent orientation session for Early years was conducted on 6th June where the parents had an orientation into the PYP programme. They were given an insight into the vision and mission of the school and the five developmental pillars and how it would be a part of the curriculum. The parent orientation itself is a part of stakeholder connect which is comprises one of the pillars.

The parents were updated on curriculum enhancement and the salient features of the curriculum such as the reading programme, phonic awareness, personal inquiry, design thinking and home/family language. The IB PYP Principal Ms Anjalika introduced all the EYP teachers and coordinators to the parents. A sneak peek was given into the timetable and class allotments which would be followed in the virtual classes.

The Head of Sports, Mr Shiv also gave an insight into the sports coaching which would also start virtually and of the Sportopia vision. Ms Mydhili from the school administration department spoke about the School Management System and how any parent can reach the school regarding any doubt or clarification by “Write to Us” portal.

Overall, the parent orientation for early years was a successful event as we reached out to the parents and all the relevant information and insights were shared with them. The parents’ questions which were asked through the chat option were answered by the principal as well.

Events- Parent Orientation



Events- International Yoga Day

International Yoga Day Celebrations

The Gaudium School celebrated International Yoga Day through the virtual platform on 22nd June. This was the first Stakeholder engagement activity planned for the year. The session started by welcoming of the parents and an introduction to Yoga. Since the theme of this year's International Yoga Day was 'Yoga at Home and Yoga with Family', the entire Gaudium family connected virtually and practiced yoga at the safety of their homes. It was stressed that in the wake of this ongoing global Covid-19 pandemic, practicing yoga is very crucial for one's mental health, physical fitness and in combating this situation.

This session also becomes a part of another developmental pillar mindfulness and wellbeing. The benefits of Yoga over normal exercising was emphasized during the session; like, enhancing flexibility, boosting self-confidence, improving balance, reducing stress, fostering mental calmness, and many more. The session was truly a beautiful blend of body and mind healing with all our Gaudium family members including Principals, teachers, administration staff, parents and our geckos.

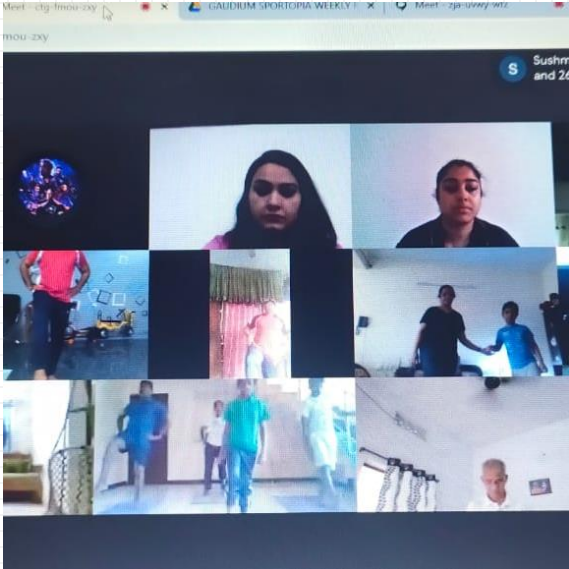
The highlight of the session was 'Surya Namaskar' or the Sun salutation comprising of 12 powerful yoga poses, which is one of the best form of full body exercise. There were many other Asanas like Utkat asana or the chair pose, Trikonasana or the triangle pose and Vajrasana or the thunderbolt pose that were practiced. The session was concluded with the demonstration of 'Pranayama' or breathing exercises and explaining its significance to the human mind and body.

The event was wrapped up with a vote of thanks by the Sports Team for active participation by all.

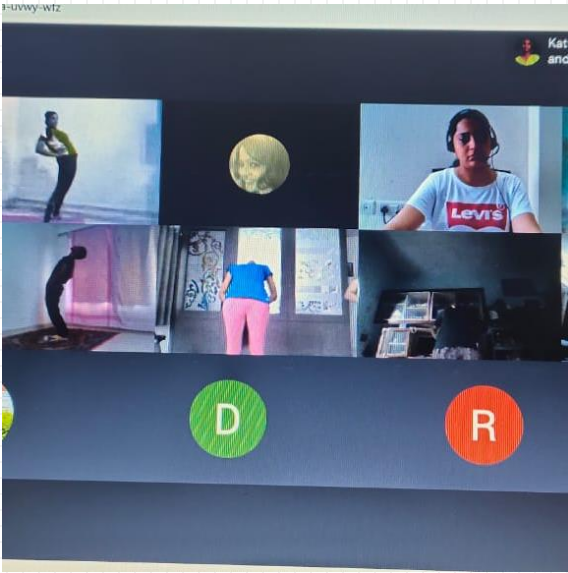
Events- International Yoga Day



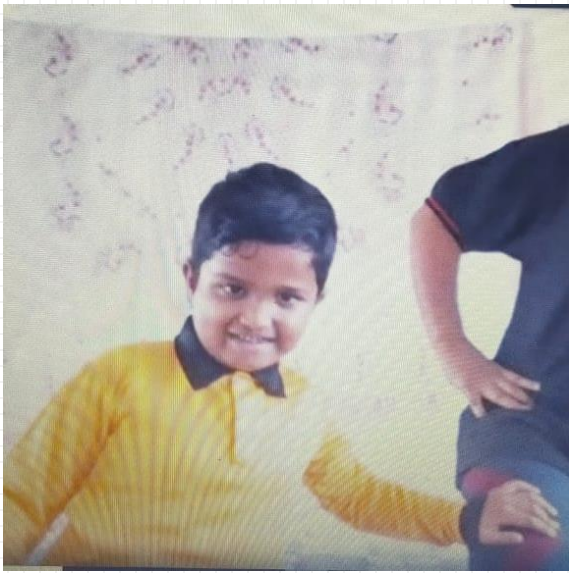
Yoga Day celebrations



Virtual Yoga day celebrations



Virtual Yoga day celebrations



Yoga day

Month Ahead

Unit of Inquiry: The students will further inquire about the social and emotional characteristics. They will also find out the similarities and differences from others through various learning engagements. Students will also reflect upon their interests and abilities.

Transdisciplinary Language:

Students will further explore the phonic sounds of letters of alphabet. They will join them using the blending techniques to read. They will also learn about descriptive words and will engage in picture talk as well as story sequencing.

Transdisciplinary Math:

Students will recap numbers from 1 to 100 and understand the place value as well as comparison of numbers.

Dance: Students will be introduced to basic elements of dance through videos and pictures. They will inquire about tempo and their types.

Music: Students will be learning vocal exercises and will be practicing rhythmic clapping exercises with music.

Art: The students will tune into their unit and explore types of art forms.

PE: The Students will be working on locomotor skills like jogging, running and jumping, hopping

Event Links

Our website:

<https://www.thegaudium.com/>

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

Sportopia registration link

<http://sportopia.thegaudium.com/pages/enquiries>

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