



# IB PYP Edition Grade - 4

**April 2021**



# Table of Content

1.	The Principal's Message
2.	Coordinator's Message
3.	Center Head's Message
4.	Transdisciplinary Theme
5.	Monthly Review
6.	Learning and Teaching
7.	Events
8.	Event Links
9.	Editorial Board



**Ms Anjalika Sharma**  
**Principal IBPYP**

**Dear Parents,  
Greetings!**

The success of the academic year 2020-21 rests on our strong vision of unlocking every child's potential, which in turn was achieved through teamwork between students, teachers and parents. The importance of teamwork was demonstrated by our feelings of unity, collaboration, and motivation. We were an effective team that worked as a collective unit, to achieve a common goal.

Marvel's The Avengers, featuring Iron Man, Captain America, the Hulk, and Thor is not just inspiring for comics fans, but also has a huge lesson about teamwork we might not have paid attention to. It is about the value of teams themselves.

The Avengers' Lesson -One is better than one, means that one team is better than one person. A group of five can probably accomplish more than one person alone, but it's when those five people work together as a team that magic happens. The crucial part is making these five individuals trust each other, act as a team and in turn become a part of the whole that is greater than the sum of its parts. When we are part of a team, a truly cohesive unit that functions with a single purpose, we can accomplish wonders. (Adapted from- <https://www.scoro.com/blog/teamwork-stories-importance-of-teamwork/>)



**Ms Anjalika Sharma**  
**Principal IBPYP**

**This academic year 2020-21 was a reflection of the story! It was indeed a challenging year- with opportunities to explore, learn, collaborate, reflect and make a difference in the community around. Our teachers – parents – students worked together as a team in the virtual classrooms to ensure learning continues. Student council elections, design thinking projects, student led conferences, PYP Exhibition were some of the engagements that witnessed student agency in action!**

**We conclude the academic year on the note that our journey continues, for we firmly believe that our students and all stakeholders will take this collaboration forward, to meaningful heights and achieve greater success in the years to come.**

**Your support, faith and collaboration in our journey of creating global leaders, who are mindful and enthused with our core values, continues to make a difference! `**

**Anjalika Sharma**

**Principal IBPYP**

# PYP Coordinator's Desk

**Mindfulness and Well-being-** As a part of the mindfulness activity, the students and teachers practiced bell breathing, squish and relax meditation. As part of self-awareness, they reflected on how do they express themselves, how they collaborate and also reviewed their goals.

As part of well-being, the school counsellors are conducting regular sessions on various themes. This month's theme was 'Anger Management'. During these sessions, the counselor conducted two learning engagements where the students reflected on the situation which triggers or makes them angry. In the second learning engagement the students suggested ways they can control and manage their anger.

**Core Values-** The students focused on the core value 'gratitude'. They read books and gave real life examples of where they have shown the value. The students explored all the core values throughout the academic year.

**Stakeholder Engagement-** All the stakeholders came together to celebrate the IB PYP Exhibition. The parents and teachers came together for the last Parent Teacher Meeting of the academic year.

**Holistic Excellence-** As a part of holistic excellence, the students continued reading books online and grades 3, & 4 continued with their novel study.

**Global Leadership-** The students of grades 1-5 conducted the weekly assembly. The students of grade 5 showcased their learning of the exhibition process.

As a part of the evaluation, the teachers continue to work in their respective groups according to the 4 categories- Environment, Learning, Culture and Purpose to analyze each practice and collect evidence.

Trishna Sharma  
PYP Coordinator

## Online PD Sessions

### Anger Management

A PD Wellness session was conducted on anger management by Ms Zain from Learning Diversity Dept for the staff. The session was mainly focused on how to manage anger and understanding emotional and physical cues with related anger styles which an individual may express in. A learning engagement was included wherein all the members reflected on their anger triggers.

### Self-awareness

A 'Self Awareness' session, was led by Ms.Deesha Patel, Special Educator, that helped in gaining better understanding and knowledge of self. At the beginning of the session, two simulating activities were conducted which enabled the participants to become more aware about themselves and their bodies as a being. The session also highlighted upon the importance, benefits of self-awareness in daily life and at workplace and ways to enhance self-awareness. At the end of the session, participants shared their reflections on the same.

### Mindfulness

During these unprecedented times of anxiety, worry and negativity all around, mindfulness is indeed the need of the hour. With this intention of helping the teachers work on their thoughts and relax themselves, the learning diversity/counselling department, conducted regular sessions for a period of 15-20 minutes. During these sessions, the school counsellor, Ms.Jaswandi Sahasrabudhe, conducted several mindfulness activities like guided meditation, visualization, positive affirmations and Progressive Muscle Relaxation (PMR). These sessions helped the teachers to a greater extent in managing their thoughts and emotions. After every session the staff reflected on their experiences. The counselors have extended this support as a part of community well-being.

# Center Head-Nanakramguda

## **Group Reading**

The regular group reading session was conducted, wherein teachers met in groups in different meeting rooms and read the section, 'Language in PYP', from the IB publication 'The Learning and Teaching'. They shared their reflections and learning with each other.

## **Nano PD Session- Inquiry Happens Everywhere**

Inquiry-based learning and teaching is one of the foundations of a Primary Years Programme (PYP) education. The Staff attended a nano PD session exploring how and where inquiry is happening, what does inquiry learning look like in our setting and the inquiry practices.

## **Reviewing POI (Programme of Inquiry) and Curriculum**

All the staff members collaborated to review the POI suggesting their views on the Units of Inquiry for each grade level, reflecting upon the key concepts, related concepts and the attributes of the learner profile related to each unit. The homeroom teachers and single subject teachers worked in different groups to review the curriculum as well.

## **Reading Pedagogy Documents**

The team read and reflected on various pedagogy documents that included, innovation, community action, skills, learning choices and learning path.

Ranjeeta Sahoo

Center Head

# Unit of Inquiry Overview

## **Transdisciplinary Theme:**

How we organize ourselves.

## **Central Idea:**

Economic activities rely on a system of production, exchange and consumption of goods and services.

## **Lines of Inquiry:**

- The role supply and demand.
- The distribution of goods and services.
- Our responsibilities as consumers.

## **Key Concepts:**

Function, Connection, Responsibility

## **Related Concepts:**

Interdependence, Inequity, Fair trade

## **IB Learner Profile:**

Communicators, Thinkers, Risk-takers



# Monthly Review

## **Unit of Inquiry:**

Students found the meaning of different terms related to economic activities like market, demand, supply, goods, and services.

They framed questions and found the meaning of economy, types of economy, the importance of demand and supply. Students framed common definitions for the terms, economy, market, demand, and supply. They inquired about the law of supply & demand and market equilibrium. Students made connection to bills and had various learning engagements related to the same. While learning about bills, learners also made connections to taxes and their types.

Students further inquired about the different distribution channels and understood the terms consumers, producers, wholesalers and retailers. They explored the importance of rights and responsibilities of a consumer and researched about the rights of consumers.

Students co-constructed their final assessment task and discussed the possible criteria.

# Monthly Review

## **Transdisciplinary Math:**

While discussing about buying and selling commodities, students made connection with money and profit & loss. They researched on how to calculate profit, loss and explored the meaning of selling price and cost price.

Students made connection to different types of graph while discussing the law of demand and supply. They practiced interpreting and construction of double line graphs, pie charts for the given data. They continued solving problems related to percentages, decimals, and conversions.

## **Transdisciplinary Language:**

Students made connection to persuasive writing and debate while discussing the availability of different goods and services and the different distribution channels respectively.

They conducted research on persuasive essay and co-constructed the checklist for assessing the same. They revisited the concept of pronouns and their types. They practiced formal letter writing as well.

# Monthly Review

## **Additional languages:**

### **Telugu:**

Students explored the nakshatralu names in Telugu and sumathi sathaka poems. They inquired about kaalalu and used it to frame sentences.

### **French:**

Students explored Cognates. They listed various words which show association with various other languages.

### **Hindi:**

Students inquired about essay writing and co-constructed the checklist for assessing the same.. They wrote essays and revisited paragraph writing and punctuation marks.

They discussed the difference between paragraph and essay writing. Students demonstrated the attributes of the learner profile reflective and communicators and developed creative thinking skills and communication skills during the various learning engagements.

### **Art:**

Students continued working on the design thinking process. They co-constructed the criteria for the ideate and prototype stages in the design thinking. They also tested their prototypes to check if they are working to solve the identified problem.

# Monthly Review

## **Music:**

Students completed their final assessment task. where they self-assessed themselves in terms of how much they have learnt and what are the areas of improvement.

They recorded a song and reviewed their performance. They shared their reflections on their learning throughout the year.

## **Drama:**

Students worked on the following areas:

- Reactions- Developing the sense of reacting on time.
- Improvisation along with speech.

## **Dance:**

Students continued working on their final assessment task and shared their understanding on contemporary dance and its components using various tools like powerpoint presentation, videos.

## **PE:**

Students co-constructed the final assessment task and the assessment tool. They shared how having self-efficacy would impact them and how they will gain success in the chosen challenge.

# Learning and Teaching


Meet - gcy-ixxz-ijv

meet.google.com/gcy-ixxz-ijv?authuser=0

Ankita Choudhury is presenting

## Needs & Wants

What do you understand by looking at this picture?



Turn off microphone (ctrl + d)

grade4h

Raise hand Turn on captions

Ankita Choudhury is presenting

Windows taskbar: Relative Pronouns Tes..., Inbox (7) - divya.shar..., Meet - gcy-ixxz-ijv - ..., Distributive pronouns..., WhatsApp

11:53 AM Wednesday 3/10/2021

Participants: You, Ankit Choudh..., Yashita Roy, ADITRI SRIDHAR, ABHIVEER SIN..., AASHRITH RED..., Archana Rakesh, Shanmukh Teja..., SriLasya Reddy..., Bhavyasri MAN..., ANEESH MADA..., MAYANKSHAR...

OJAS AGRAWAL is presenting

Meet - azh-jpr-ij

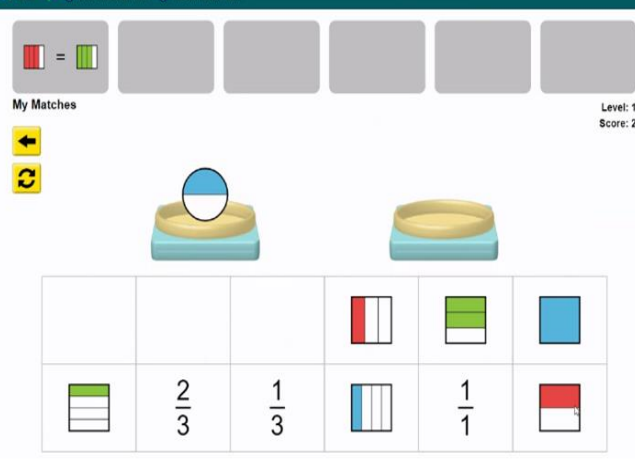
app.nearpod.com/presentation/pim-VGQ8IA

Avani Manthana and 4 more

12:45 PM

My Matches

Level: 1 Score: 2



	$\frac{2}{3}$	$\frac{1}{3}$		$\frac{1}{1}$	
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Fractions: Equality — Game

PHET

Windows taskbar: Type here to search, Open notes navigator

12:45 16-04-2021

Participants: You, OJAS AGRA..., SAANVI ARZ..., AGASTYA G..., Abhyuday Si..., TARUNAADI..., Rushil Gadd..., KSHETRA RE..., RIYA SENCHIA, RIDHI GUTH..., Sarah Allan, Dharahas Ve...

# Learning and Teaching

OJAS AGRAWAL is presenting

Meet - azh-jpr-ij

app.nearpod.com/presentation?pin=VQGBA

7/10, 33%, 0.7, 0.5, 50%, 75%, 0.33, 0.75

VIDHATH JALA... and 4 more

12:44 PM

grade4b

Raise hand, Turn on captions, OJAS AGRAWAL is presenting

OJAS AGRAWAL is presenting

Meet - azh-jpr-ij

app.nearpod.com/presentation?pin=VQGBA

Question 2 / 4

\_\_\_\_\_ is the answer to an addition problem.

☒ A. sum

☐ B. product

☐ C. quotient

☐ D. difference

1 answer(s) selected

Adip Bhavanaru... and 4 more

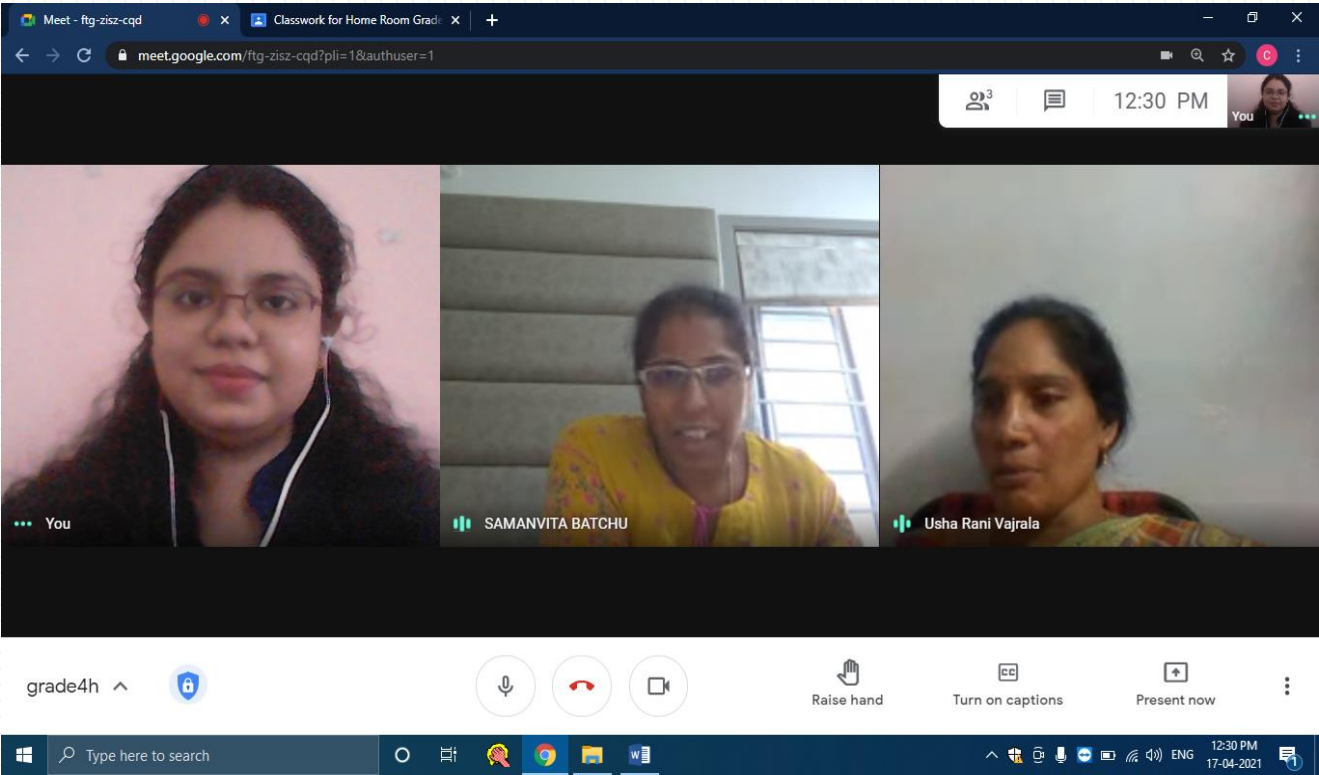
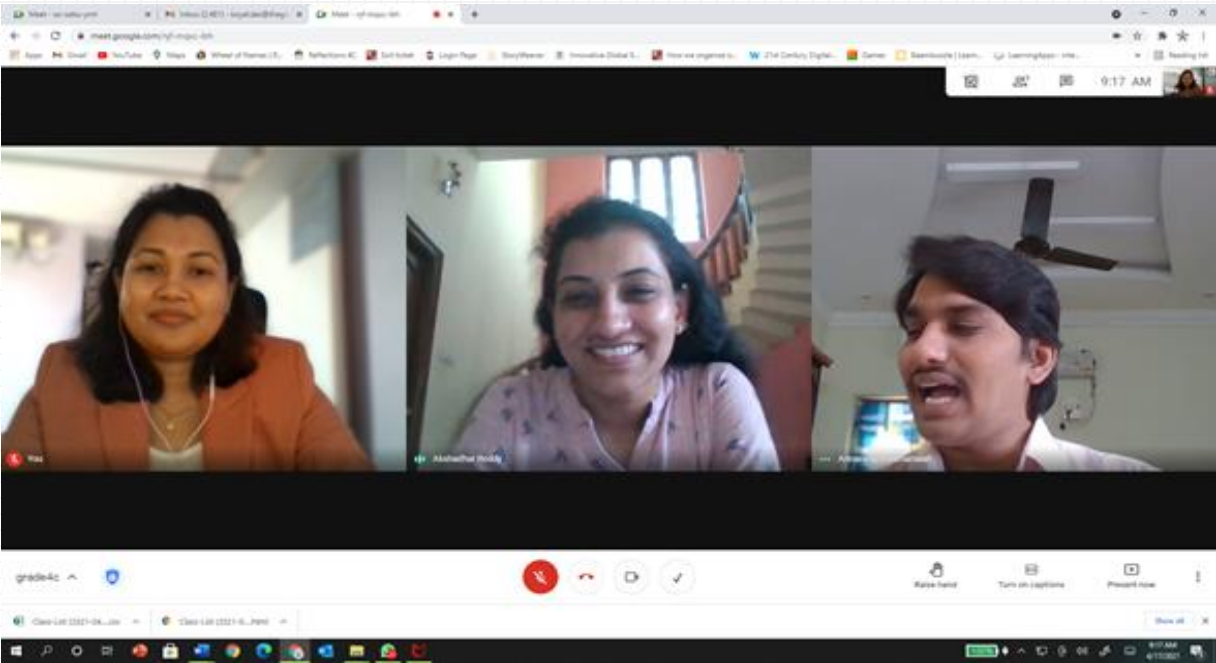
12:46 PM

grade4b

Raise hand, Turn on captions, OJAS AGRAWAL is presenting



# Events- Parent Teacher Meeting



# Events- Bonding over Breakfast





# 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>

# Editorial Board

**Ranjeeta Sahoo**

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Alna Chandra  
Sumentha Dhir**

**Sandeep Sahu  
Sumitra TL  
Pousali Chatterjee**