



PRISM

Message from the Principal's Desk

Dear Parents,
Greetings!

Welcome to a new academic year and a journey of learning, which rests on our vision of unlocking every student's potential and creating future ready happy leaders! Our philosophy reflected in the Happy Minds' Model prepares and guides each one in their pursuit of happiness and thus ensures that we are a school of joy that sculpts happy minds!

In this edition of the newsletter I share with you a story that reflects our core value- respect! 'Respect' at The Gaudium is best described in these 2 words- admiration and regard! The story I share today will help us reflect on these words!



In a village there once lived a boy, John, who was athletic and looked forward to participating in sports. For him winning was very important. One day he participated in a running competition, where he competed against two young boys and won the race. The crowd cheered and clapped for him. The boy was very happy and excited. The next race was announced and he ran to give his name for that event too. Again, John won the race and was cheered for his victory.

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An old man was watching John and his excitement closely. He walked up to him and asked him to race against two other people who were elder to him and win. John was ready, but when he reached the starting line he was shocked to see a blind man and an old lady standing there. He was over confident and ran the fastest to complete the race. He won but this time the crowd did not cheer him or clap for him. John was surprised and asked the old man why had the crowd not cheered him this time. The old man spoke softly and asked him to complete the race with his competitors. John walked back to the starting line, took their hands and walked to the finish line. The crowd stood up and clapped for John.



Being respected teaches us how to be respectful toward others. We must accept people for who they are, even when they're different from us or don't agree with us. Respect builds feelings of trust, safety, and wellbeing.

We look forward to a great academic year ahead, building partnerships, strengthening bonds and ensuring that our core values are instilled in every student to make right choices and be responsible for their action/s.

Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear parents,
Greetings!

The new academic year has started and this year we look forward to take our Happy Mind's Model forward and inculcate the school's mission and vision.

Our young learners have started setting their goals for the academic year. We have already completed our first unit of inquiry and are heading towards the path of learning. The students have framed the essential agreements and they are in the process of reading the policies. The teachers are building bonds with the students and helping them learn using various tools and strategies.

As a part of evaluation, the teachers have been divided into groups- Purpose, Learning, Culture and Environment.



They have been collecting evidence for the standards and practices. We are in the process of reading the self-study questionnaire. The parents have been an active participant and are attending the sessions to understand the programme better.

We look forward to having a great academic year.

Trishna Sharma
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of the mindfulness activity.

The students practiced Five-Finger Starfish Meditation, a hissing breath where they involved their family members.



As a part of well-being, the school counselors are conducting regular sessions on various themes. This month's theme was 'Gratitude'. The students made their "Gratitude Jar" where they collected what they are grateful for.

It helps us to remember the people and the things that make us happy.

School Philosophy- 5 Developmental Pillars

Core values

As a part of core values the teachers and students have been discussing 'Respect'.

They discussed the meaning of Respect by reading books/stories related to it. They also shared real-life examples of where they have displayed the core value- Respect.

The students also shared their views about the core value during the assembly.

and how have you shown respect

<https://www.youtube.com/watch?v=nJJa9f0l8X0>

Sathyararayanan- A friend didn't know how to use a wave board but I gave him my wave board and taught him how to use it because I love and admire him.

Shravya- I showed respect by helping my friend when he got hurt as much as I could.

Vivedic- I respect my friends and share my toys with them.

Sahasra- I respect my mother's friends by treating them well and by serving them juice.

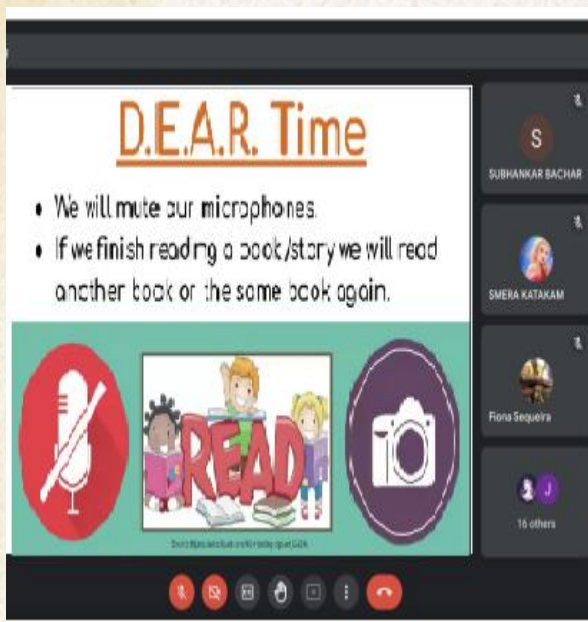
Divit- I donate money and all toys to poor people as I respect their struggles hard work.

Holistic Excellence

As a part of holistic excellence, the students continued reading books online.

Students thoroughly enjoyed listening to the stories and shared their reflections as well.

The DEAR time helped them enhance their reading skills and provide opportunities for language enrichment experiences.

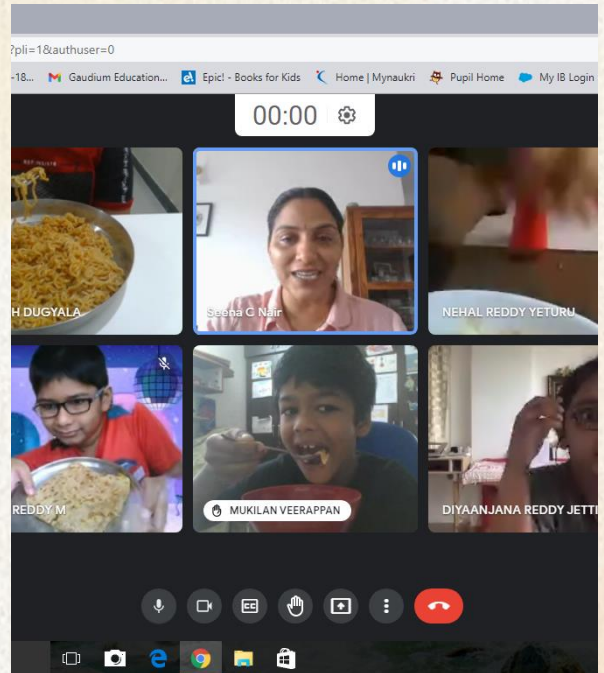


School Philosophy- 5 Developmental Pillars

Stakeholder engagement

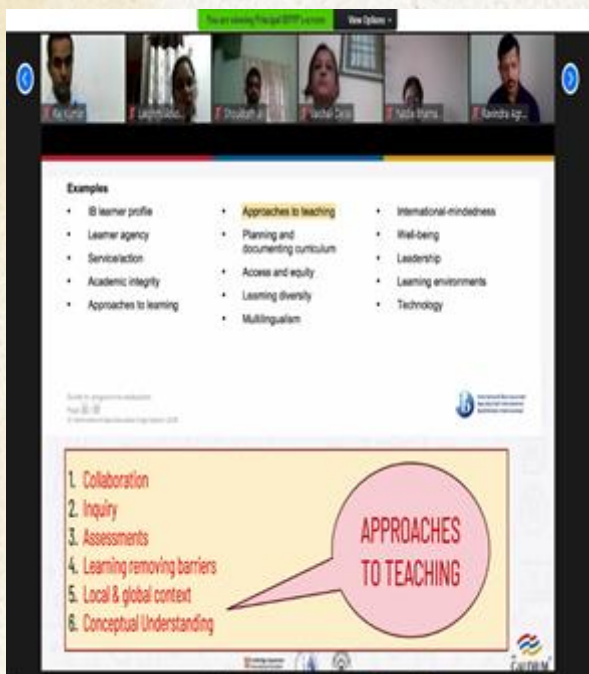
The students had their “bonding over breakfast” to build strong bonds with their teachers and friends.

As a part of the evaluation, parents had their informative sessions to know more about the programme. These sessions helped the stakeholders to come together and take an active part in the learning process.



Teachers collaborated and continued to work in their respective groups according to the 4 categories- Environment, Learning, Culture, and Purpose to analyze each practice and continued to collect the evidence.

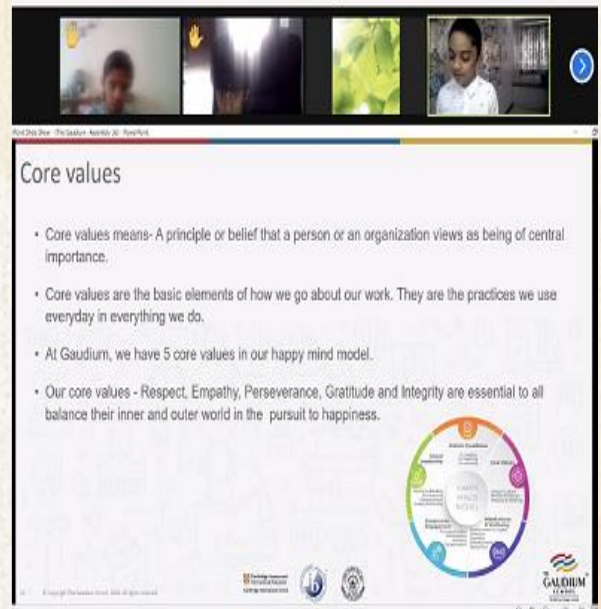
All the PYP teachers, PLT members were introduced to the parents in the parent orientation.



School Philosophy- 5 Developmental Pillars

Global Leadership

As a part of the Global Leadership, the students of grades PP2 -5 started their weekly assembly. The students got an opportunity to present their learning confidently in front of the learning community.



The students participated in the process of a student council where they listened to the contestants and chose their house prefect by casting their votes.



Professional Development

Teacher induction sessions: Teachers experienced thoroughly enriching virtual professional development sessions for first two weeks. These sessions created a platform for teachers to gain insight into the school vision, mission, philosophy and 5 developmental pillars which is a part of The Gaudium happy minds model. Different sessions conducted by the teachers on Agency, Inquiry, Assessment, collaboration, Approaches to learning, Attributes of Learner Profile and International mindedness etc, gave an insight of the Primary years program to the team members.

It is the experience of thoughts not remaining on a single topic for a long period of time, particularly when people are engaged in an attention-demanding task. It tends to occur during tasks that do not require sustained attention. The contents of mind wandering are often referred to as absent-mindedness or intrusive thoughts. She shared some strategies with the teachers to use in their class rooms - like take a short break, meditate and focus on one task at time to manage mind wandering.

Session by the inclusion department on Mind wandering: Ms. Jaswandi Sahasrabudhe, School Counselor, conducted a session on Mind wandering.

Professional Development

Reading sessions:

Teachers read about the different topic "The learner profile – The IB mission statement in action" from IB publications -The learner in their respective groups and shared their views. They further discussed how they can implement in their learning and teaching followed by their reflections.

Evaluation self-study:

We continued the evaluation self-study process by revisiting "self-study questionnaire" and "Guide to evaluation". We collaborated and shared our ideas on how to collect and analyse the evidences in different ways. We chose "Approaches to teaching" as our programme development.

Parent informative sessions:

We conducted three informative sessions as a process of evaluation to bring awareness among stakeholders about the IB Programme standards and practices in the context of purpose, culture, learning and environment.

Parent orientation:

We conducted the parent orientation session on the virtual platform. We shared our school vision and mission, school philosophy, programme specific curriculum details and updates on policies as well as communication pathways with the stakeholders.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Changes in the Earth and its atmosphere impact the way people live their lives.

Lines of Inquiry:

- Interconnectedness of the components of the Earth and atmosphere
- Changes in Earth and atmosphere
- Impact of these changes on people

Key Concepts:

Causation, Change, Causation

Related Concepts:

geology, adaptation, weather, energy

IB Learner profile:

Thinkers, inquirers

We started our virtual classes with the "Back to School" event where the students introduced themselves and shared their holiday experiences with their peers and teachers.

Learners explored the inner layers of the earth, components of the earth, and the layers of the atmosphere under the theme "How the world works". They researched to know the various reasons for the changes on the earth. Students watched the glimpses from the movie, 'Day after Tomorrow' and shared their reflections. They came up with the words like changes, earthquake, and 'earth'.

They looked at various images, videos, and read about the various components of earth and layers of atmospheres, and shared their understanding with their peers. Students explored the interrelationship between the components of the earth.

They further enhanced their learning by reading and reflecting a variety of books from "Get Epic".

They were able to connect to the key concept "connections" and shared their perspectives on what happens if one component is missing in the layers of the atmosphere.

Students were able to connect to the concept of earth changes and reflected on the reasons for the changes on earth that have an impact on people's lives.

Learning and Teaching- This Month

Transdisciplinary Language:

Students had their entry-level assessments. They were able to make connections to adjectives and descriptive writing while describing the earth. The students were introduced to the writing process that helped them focus on developing their approaches to learning.

The students made connections to cause and effect, facts and opinions and had various learning engagements while inquiring about the unit.

They also had their spelling assessments every week and co-constructed the spelling lists along with their peers that helped them enrich their vocabulary.

Transdisciplinary Math:

Students had their entry-level math assessments. They made connections to 2D & 3D shapes, percentages and fractions. The students listed down the 2D and 3D shapes that they already know about and inquired about their properties.

They conducted research and listed down the types of fractions. They were also able to connect to temperatures and learnt how to calculate the same.

They continued doing mental math every day which helped them reinforce math concepts.

Learning and Teaching- This Month

French:

Students revisited the concepts covered earlier. They were introduced to <<se présenter>>, which means, the introduction of the self.

They watched videos and tried to comprehend what the speaker was saying.

Learners had a learning engagement that focused on listening, speaking, reading, and writing.

Spanish:

Students practiced few Spanish words like -teacher, yes, no, let's begin, etc.

They explored the greeting vocabulary. They practiced alphabets - A, B, C and Ch and words.

Hindi

Students introduced themselves and set their learning goals. Students revisited all the matras by looking at the given pictures.

They read and framed sentences using the various words. They read and listened to Panchatantra stories and poems and shared their perspectives.

During the discussions, they were able to connect it to nouns. Students shared the attributes of the learner profile and the Approaches to Learning that they have demonstrated during their learning.

Telugu

Students explored different types of stories. They watched Panchatantra's stories and shared their understanding with their peers.

Students reflected on the attributes of the learner profile and the ATL that they have developed. They were able to also identify the nouns. They learned poems on Vemana Satakam.

Learning and Teaching- This Month

Drama:

Students introduced themselves and framed essential agreements for their class. They focused on learning about sequence and plot. They had various learning engagements wherein they practiced various drama exercises and watched videos that helped them in their learning process.

They also shared and demonstrated the attributes of the learner profile and the ATL that they have demonstrated during their learning.

Dance:

Students co-constructed the essential agreements for their virtual dance class. They learned about body isolation through body warm-up, body stretching, and basic movements of dance.

PE:

Students participated in warmup exercises such as stretching and rotation. Students shared about what they already learned and what they want to learn this academic year. They framed essential agreements for their virtual PE lessons and shared the learner profile and the ATL they demonstrated during their classes.

The students observed the images related to athletics such as running, jumping, and throwing as part of their provocation followed by discussion and reflection. Students watched a video of track and field and identified the track events (long distance, medium distance, and sprint events) and field events followed by their reflections.

Learning and Teaching- This Month

Music:

Students co-constructed the essential agreement for the music class. Students discussed and framed the definition for "Tune and Pitch". They understood the importance of practicing vocal exercises to strengthen our vocal chords/voice.

They discussed the importance of music elements-tune and pitch. They started learning a new song, "Take me home, country roads" by keeping the music elements in mind.

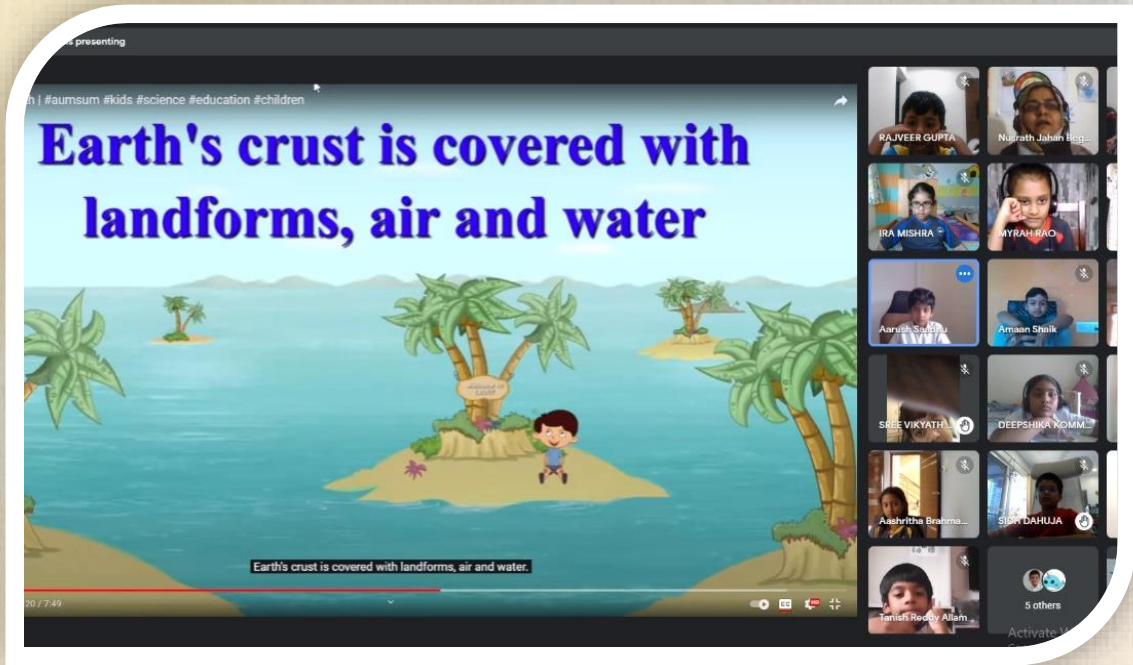
Art:

Students made their essential agreements for their Art classes. They observed the pictures of various artworks and shared their understanding. They also discussed what they noticed in the picture.

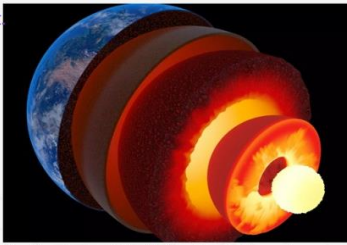
Students shared an aspect of their life using an art form that is unique to them and focused on the elements of art. Learners had various learning engagements and explored the concept of – balance in the artwork.

They shared how these 3 are similar and different. They shared their reflections and the attributes of the learner profile and ATL that they have demonstrated during their learning.

Learning and Teaching- This Month



1st July 2021:
Situation: Core of the Earth has become very hot.
What do you think will happen?
Why do you think so?
What do you conclude from this?



<https://www.businessinsider.in/science/news/earths-core-is-growing-lopsidedly-a-new-study-suggests-and-its-been-doing-that-for-at-least-half-a-billion-years/articleshow/83460369.cms>

Amaan: The earth will get burnt because of the hotness in the core and magma comes out.

Tanyaaya:
That means the earth will be very hot and the survival of the living beings becomes difficult.

Tanish: Lava comes out from the core and it spreads out every where. Then environment will be getting affected.

Sidh: Then the outer core also becomes hot and it affects living beings. Because of too much of heat the water gets vaporizes and we won't have water to drink and there won't be no life- then biosphere won't be there.

Visruth: If it too hot the lava comes out from the volcanoes which results in increase of temperature on earth.

Aashritha: If the core of the earth is very hot then meteors will fall from the mesosphere and then the volcanoes will blast like a bomb and the earth will get separated and the living beings will dies.

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Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea: People's cultural backgrounds impact beliefs, values and actions.

Lines of Inquiry:

- Understanding culture and its elements.
- Ways people use different experiences to inform perspectives.
- Connection between beliefs values, and the actions taken in response to them.

Key Concepts:

Function, Perspective, Connection

Related Concepts:

Interpretation, identity, subjectivity

IB Learner Profile:

Open-minded, Communicators, Balanced

Unit of Inquiry:

Students will co-construct the final assessment task and the tools for their current unit. They will be starting the new unit of inquiry under the Transdisciplinary Theme 'Who we are'. They will explore different cultures and their elements in and around the world.

They will make their cultural profile and read about cultures around the world. They will compare different cultures by using Venn diagrams. The students will read different books related to cultures and share their perspectives with their peers.

They will find the meaning of the terms beliefs, values, action, perspective. They will also discuss and find the connection between beliefs, values and action.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will make connection to describing words, character sketch, questioning words, types of sentences, recipe writing, descriptive writing facts, and opinions, during the discussions.

They will also start reading their novel - Everybody cooks rice.

Transdisciplinary Math:

Students will make connection to data handling and will explore more about bar graph and venn diagram. They will read the data, interpret it and create graphs. They will also solve problems related to graphs.

The students will revisit fractions and their types.

Hindi:

Students will look at sorting nouns. They will continue to read Panchatantra stories. Students will listen to poetry about animals. They will discuss and list down new words from the poem and share real-life examples.

French:

In the month ahead, students will be introduced to more difficult words to help them strengthen their language skills.

Telugu: Students will continue to read stories. They will list down new words, find its meaning and frame sentences.

Spanish :

Students will learn about basic introduction in Spanish like saying the name, age, likes and dislikes, etc. They will practice numbers from 1-10, family members, colors and alphabets D, E, and F.

Learning and Teaching- Month Ahead

PE:

Students will be engaged with different learning engagements based on track events (running and sprint). They will also discuss and practice running action.

Music:

Students will define the terms- "Rhythm and Tempo". Students will explore different types of rhythm and various tempos in the music class. Students will strengthen their singing by practicing the song, "Take me home, country roads".

Drama:

In August, the students will inquire about plot and identify it. They will explore various drama exercises by observing pictures, and discuss about it.

Art:

Students will inquire about the artwork that focuses on radial balance. They will discuss what they see and compare it to what they had done earlier. They will use the features of radial balance and create artwork.

Dance:

Students will be introduced to the elements of dance by using movements that will help them understand the fundamental of dance while performing.

Happenings Month Ahead

Independence Day- 15th
August

National Sports Day- 27th
August