



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.

Message from the Principal's Desk

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.

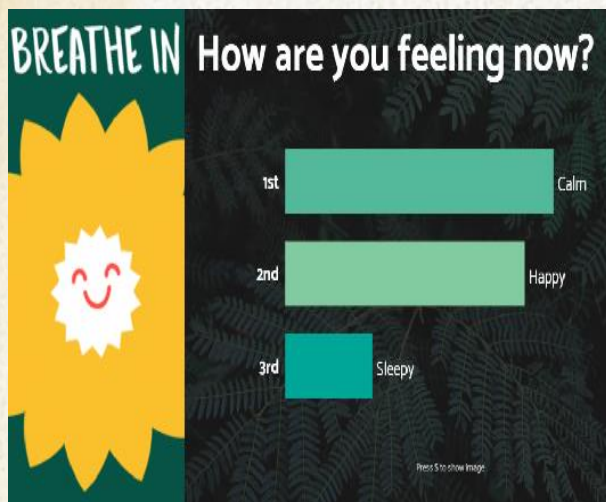
We look forward to having a great academic year.

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, read books/stories related to it and a few of them shared real-life examples of where they have displayed the core value- Respect.



Holistic Excellence

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

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

They have also begun with their design thinking process as a part of their first unit of inquiry.



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.



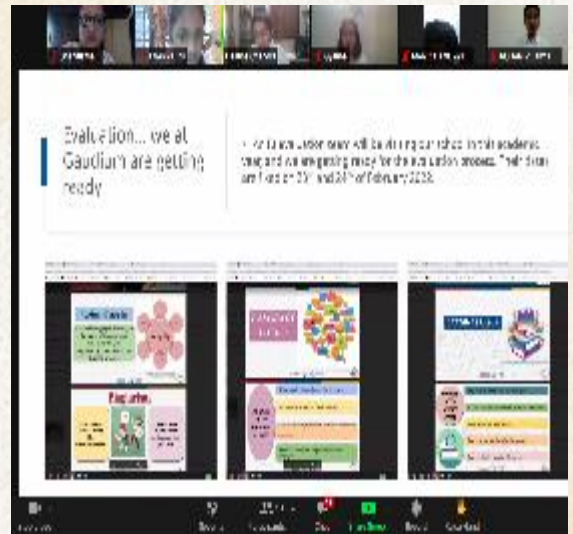
Parents and teachers had their first conference to discuss the students' goals, strengths, and weaknesses.



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:

Sharing the planet

Central Idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.

Lines of Inquiry:

Causes of conflict

Purpose of human rights and equity

Strategies used to resolve conflicts and their consequences

Key Concepts: Causation, Function, Responsibility

Related Concepts: peace, reconciliation, exploitation, grief

Learner Profile: Balanced, Open-minded, Thinkers, Communicators

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. Students read the document on 'Exhibition Guidelines' to know the process and requirements of the exhibition. They collected various newspaper articles, read and discussed the real-life issues that are happening around the world. They also read the transdisciplinary theme descriptors. Students collected and sorted the issues under the respective transdisciplinary themes and finalized two themes for their exhibition – Who we are and How we organize ourselves as their exhibition unit.

They also began with their first unit of inquiry into peace and conflict where they explored the meaning of conflicts. They also did their research on the different types of conflicts, causes of conflict, and how to resolve the conflicts. Students also watched a guest session video shared by the school counselor Ms. Jaswandi to enhance their further learning. They also connected the unit to the design thinking process and United Nations Sustainable Development Goals.

Learning and Teaching- This Month

Transdisciplinary Language:

Learners had their entry-level assessment. They made connections to the conflict in literature and elements of the story, argumentative texts, and debates.

They began writing their own creative stories keeping in mind the aspect of the conflict.

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:

Learners had their entry-level assessment. They were able to connect to problem-solving, balancing equations, and fractions during the discussions.

They also solved various multi-step word problems. on concepts of fractions, simple operations, decimals, percentages, measurements, and graphs.

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

Learning and Teaching- This Month

French:

Students made essential agreements for their virtual French class.

They revisited few lessons from the previous term. Further, they watched a video, where they were introduced to "How to introduce yourself" in French.

The video contained both simple and complex phrases that would help each student to enhance their language skills focusing on all four aspects of language learning-- 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 made essential agreements for their Hindi class. They discussed and set their learning goals. Students were shown different kinds of words where they read and discussed the words.

Students read a story on 'ईमानदार होटलवाला बालक' and they co-constructed the criteria for reading.

Students watched and listened to the video related to Doha and a poem. They also were shown a video on Doha about the different poets. Students read Doha of their choice and wrote the characteristics of the same. They demonstrated the attributes of the learner profile and the ATL that they have developed during their learning followed by the reflections.

Telugu

Students introduced themselves and made essential agreements for their Telugu class.

They were introduced to The Dwipada. They learned their features, noticed the difference between poem and Dwipada writing. They also wrote meanings for new words.

Learning and Teaching- This Month

Drama:

Students made essential agreements for their virtual drama classes. They discussed the attributes of learner profile and the ATL. Learners shared their perspectives about how do they demonstrate agency in drama.

They learned about the development of a script through group discussions, sharing individual stories, and various drama exercises based on script development.

Dance:

Students made essential agreements for their dance class. They have learned about Aero Jazz trance. It's a dance forte where they have focused on their stamina building, flexibility, muscle stretch, and trance movements such as low medium and fast step change, forward-backward, twist jump, hand waist, and body coordination.

Students shared the attributes of the learner profile and the ATL that they have demonstrated followed by their reflections.

PE:

Students introduced themselves. Students shared their previous year's learning experiences and they shared their understanding of attributes of the learner profile, ATL.

Students were engaged with different challenging games using a paper ball.

Students shared their prior learning experiences of athletics (track & field) and they discussed different track events.

Learning and Teaching- This Month

Music:

Students co-constructed the essential agreements for their class by sharing their views and discussing the same. Students also discussed the attributes of the learner profile and ATL they developed in the class.

They started their learning in music with the concept "pitch". They focused on improving their listening skills in terms of identifying the diversity of pitch by listening to various musical sounds. They constructed their definition of the pitch as an element of music. Further, they sang the song "Sing high sing low" in different pitches.

They recorded their performances and shared the same. Students also reflected on their performance and reflected their strengths and weaknesses.

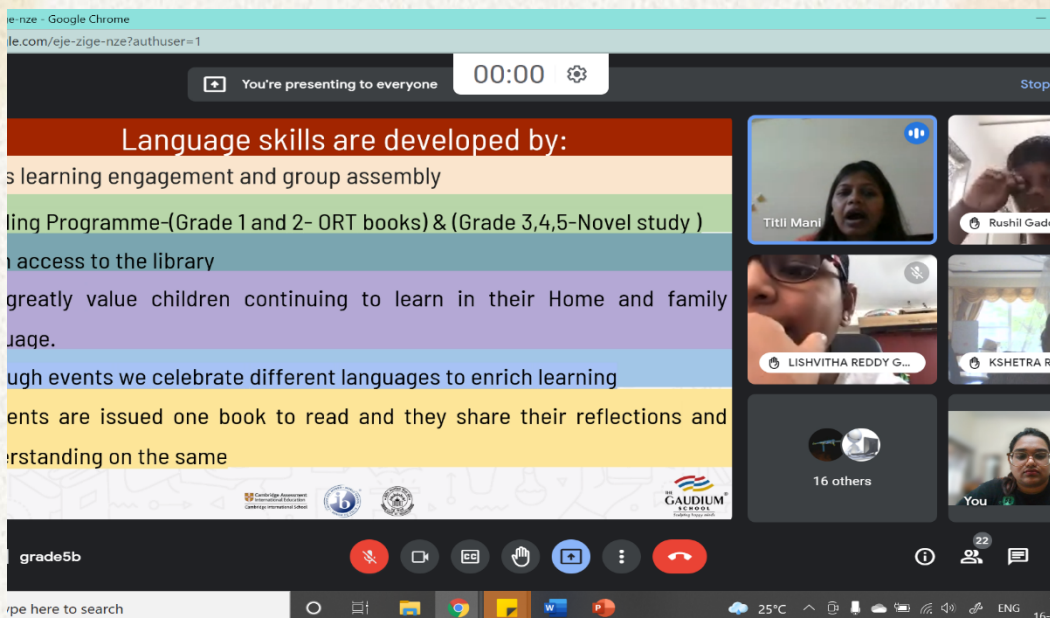
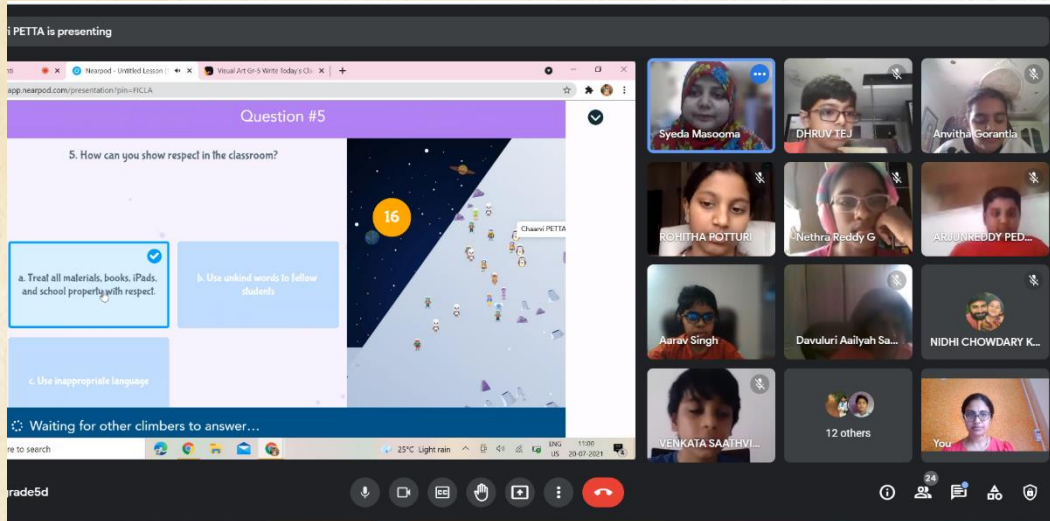
Art:

Students interacted and shared their artworks, reflected on the given questions, and worked on the essential agreements.

They shared their interpretation of understanding on attributes of Learner profile in visual art aspect. Students revisited elements and principles of art through a video followed by their reflections.

They also observed the given pictures and shared their perspectives. Learners also discussed how to create an art exhibition followed by their reflections.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Exploration leads to discoveries, opportunities and new understandings.

Lines of Inquiry:

Reasons for exploration

Changes in exploration overtime

Consequences of exploration

Key Concepts:

Function, Change, Causation

Related Concepts: :

impact, navigation, colonialism, power

Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Unit of Inquiry:

In August, students will continue inquiring into human rights, equality, and equity, conflict resolution styles, and strategies.

Learners will continue to work on their ideate in their design thinking process. They will also discuss and come up with their innovative ideas for their prototype stages.

In the upcoming unit of inquiry, students will inquire into explorations where they will understand the concepts of exploration, discoveries, the difference between the two terms, types of exploration, change over time, causes and consequences of exploration, tools used, etc.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will continue working on argumentative texts where they will co-construct the writing prompts and conduct debates as well. They will also continue with their creative story writing with the conflict in literature.

Students will also focus on grammar concepts such as homophones, conjunctions, prepositions, and adjectives. Students also will make Transdisciplinary connections to poems, predictions, biographies, and autobiographies, reading comprehensions, paragraph writing, and understanding through visual messages and pictures.

They will also focus on nouns, pronouns, and types of verbs.

Transdisciplinary Math:

Students will continue having mental math practice. They will also revisit the concept of fractions following by solving real-life word problems and balancing equations.

They will make Transdisciplinary connections to data handling, interpretation of data, timeline, time zones, currencies, area, perimeter, volume, speed, distance and time, shapes – types of the prism, measuring and constructions of triangles and circles, and their properties and map reading, key directions, and coordinates.

Hindi:

Students will listen to poetry about Samay Mulyavaan Hai. Students will recite the poem. Students will also discuss Ekanki. Students will write down the new words from the Ekanki and find the meanings. Students will revisit adjectives, nouns, and descriptive writing.

French:

students will be introduced to a more difficult level to help them strengthen their language skills.

Telugu: Students will be introduced to the yekankika in the coming month. They will also learn about the parts of speech..

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 the following learning engagements -

PE Unit- Provocation/ Prior knowledge- assessment.

Students will discuss different track events and they develop their understanding of different physical fitness components the athletes need to develop.

Music:

Students will continue their learning in music about "rhythm" and "tempo". They will identify the element rhythm and tempo by listening to different soundtracks. They will construct their meaning of "rhythm" and "tempo".

They will sing a song in diverse tempos to strengthen their grip on timing while singing. They will reflect on their performance and will share their strengths and weaknesses.

Drama:

In August, the students will learn about the 'character in script'. They will engage themselves in various learning engagements related to drama exercises by observing different images and videos.

Art:

The students will research Modern art. They will compare and contrast Indian and Western Modern art.

The students will work on their chosen art form.

Dance:

Students will learn various dance styles based on Latin and Indian.

They will also work on their body alignments and gestures, that will help them to enhance their body and mind.

Happenings Month Ahead

Independence Day- 15th
August

National Sports Day- 27th
August