



PRISM

IBPYP GRADE PP1

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.

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 overconfident 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.

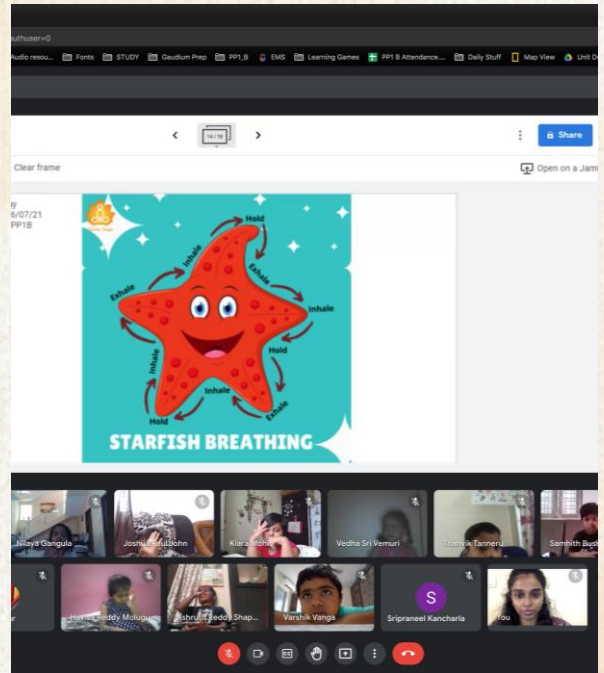
We look forward to having a great academic year.

Trishna Sharma
PYP Coordinator

School Philosophy-5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. The mindfulness exercises learnt were, Five-Finger Starfish Meditation and hissing breath, slow and mindful walking, sensory awareness, self- introduction and 'Super Me' as part of self awareness and expressing gratitude through being thankful and learning about use of gratitude jar.



As part of group awareness sessions, the school counselor conducted sessions on the theme, self-awareness.

Students engaged in a task wherein they had to explore their thoughts and come to a decision, respecting other's choices as well as understanding their perspective. Students also connected to different feelings and emotions.

School Philosophy- 5 Developmental Pillars

Core values

Core value for the month, 'Respect', was inculcated through various ways. Students discussed the meaning of, 'respect'. They connected to stories related and shared real-life examples of where they have displayed respect.

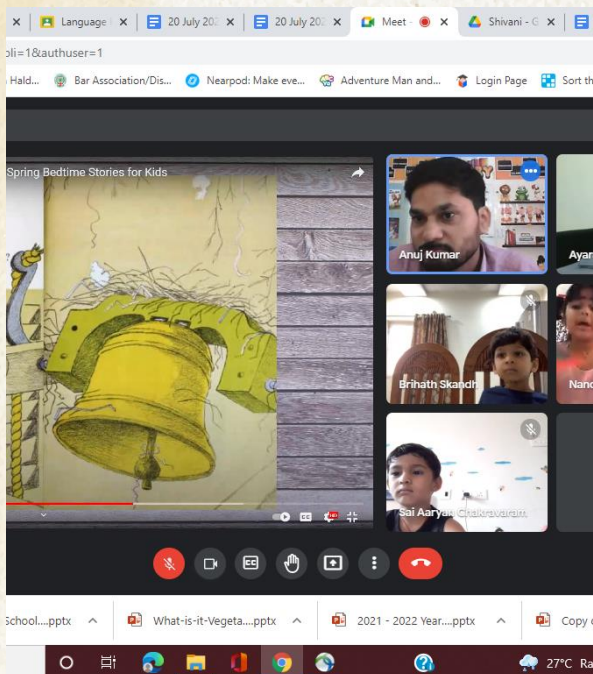


Holistic Excellence

As a part of holistic excellence, students engaged in read aloud sessions, listening to stories during their reading sessions.

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

Students engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Students and teachers connected well through the event, "Bonding over breakfast" to become more familiar with their peers and bond well with their teachers.

All the stakeholders also took part in, 'International Yoga Day', following the theme of wellness.



Global Leadership

Students demonstrated their ownership for their learning by engaging well sharing, how best they can learn and share their learning with others, what do they want to learn and how would they learn. They are also involved in making choices, co-constructing essential agreements.

ESSENTIAL AGREEMENTS

<https://www.shutterstock.com/search/unmute>

We will mute and unmute our microphone.

REV

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, gave an insight of the pedagogy to the team members.

Well-being session by the inclusion department :

Ms. Jaswandi Sahasrabudhe, School Counselor from the Inclusion Department, conducted a session on Mind wandering.

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. Mind wandering includes absent-mindedness or intrusive thoughts. She shared some strategies with the teachers to use in their classrooms - like take a short break, meditate and focus on one task at time to manage mind wandering.

Professional Development

Reading sessions:

Teachers read about "The learner profile – The IB mission statement in action" from the IB publication -The learner, in their respective groups and shared their views. They further discussed how they can implement this in their learning and teaching.

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 analyze the evidences in different ways. We chose "Approaches to teaching" as our programme development.

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.

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.

Learning and Teaching- Month Review

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Homes reflect range of influences and local conditions.

Lines of Inquiry:

- Homes over time
- Homes around the world
- Impact of influence on homes

Key Concepts:

Change

Function

Perspective

Related Concepts:

culture, needs, time, locality

IB Learner Profile:

Communicators

Inquirers

Open-minded

Unit of Inquiry:

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.

Students began their inquiry about homes under the transdisciplinary theme 'Where we are in place and time'. They watched the story, '3 Little Pigs' and shared their views on what is a home. They have also discussed the difference between home and a house.

Students also explored various homes around the world like Adobe, Igloo, Floating and stilt homes etc. Students reflected on whether all the homes in the world are the same or different from locally to globally. Further, they explored homes over time from cave, palace, mansion and modern homes. Students arranged the homes over a timeline.

Learning and Teaching- Month Review

TD Language

Students were introduced to the letters of the alphabets 'Hh', 'Aa', 'Ii', 'Ss', 'Pp', 'Ll', 'Cc', 'Hh', 'Dd', 'Ff', 'Gg', 'Mm' through jolly phonic sounds, stories, flash cards of each letter through and different learning engagements.

They also practiced the formation in their notebook. Students were introduced to sight words and opposite words. They have also started reading simple sentences using blending. Students have shared about homes through J.A.M (Just a minute).

Art

Students co-constructed the essential agreements for the art class. They were assessed on their prior knowledge of colours. Based on their understanding of colours, they were introduced to the colour as one the elements of art. Students explored the three primary colours.

TD Math

Students were shown numbers 1 to 20 with quantification through jam boards, ppts, videos, stories etc. They were also introduced to the concept of zero through various learning engagements.

Students explored the concept of place value through bundling activity, blocks etc. They engaged in sequencing events in a story in the order they occurred and were introduced to the concept of time and timeline.

Dance

Students shared their understanding of dance by expressing what it does-feel like, look like and sound like. They were introduced to two basic leg movements knee lift, jump and two basic hand movements clap and roll. The hand and leg movements were combined while dancing.

Learning and Teaching- Month Review

Music

Students made essential agreements. They identified the difference between soft music and loud music and practiced rhymes (Found a Peanut, Happy Song) with the help of electronic keyboard as a resource.

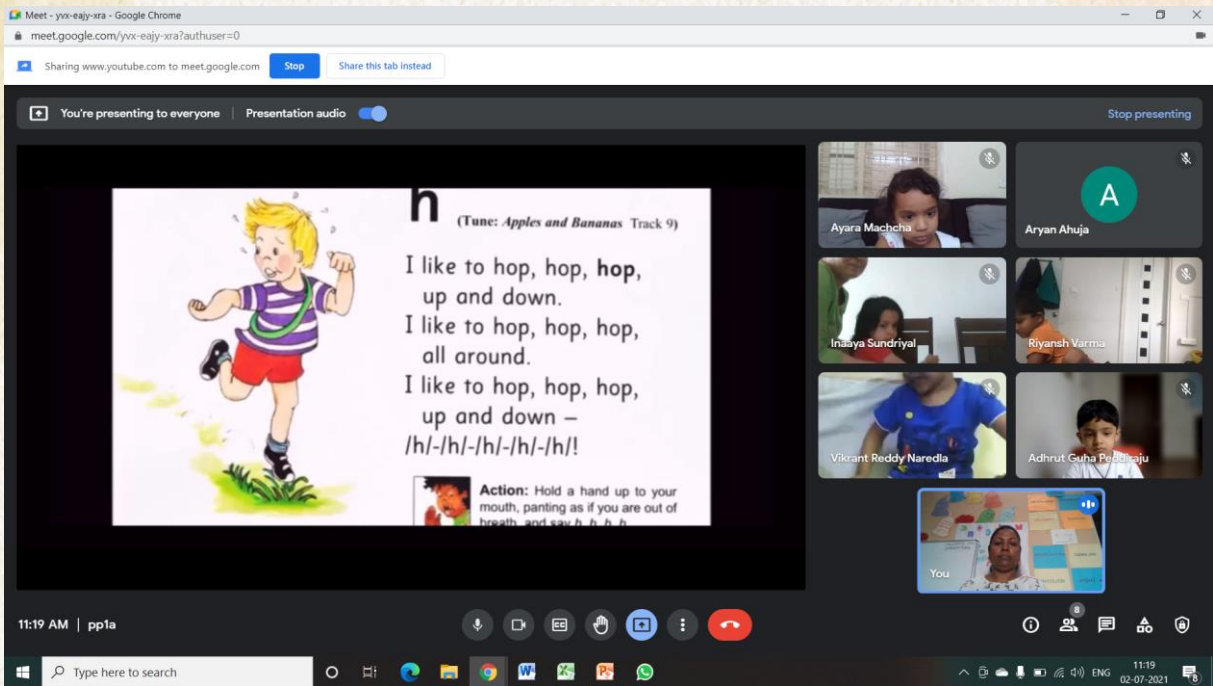
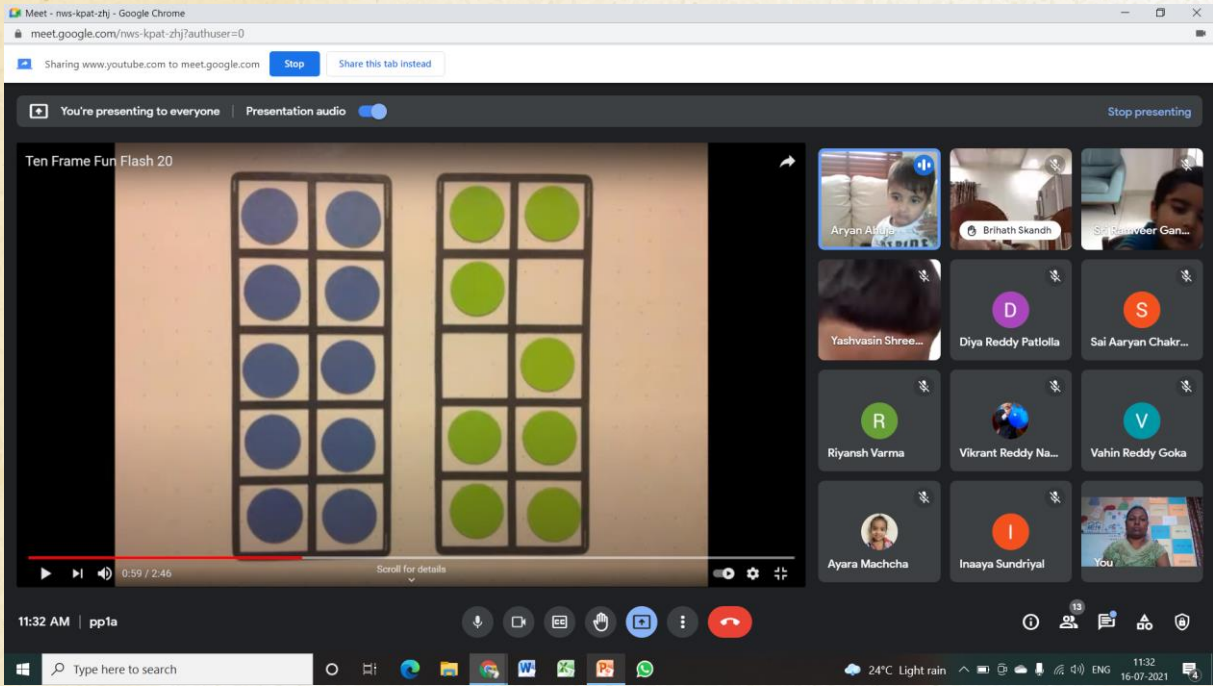
Drama

Students were introduced to warm up exercises involving walking, hopping and moving around in the space and making different sounds to get comfortable with their bodies and voice. Students were introduced to expressions. They learnt about surprise expression and shared real-life examples of when they get surprised. They also connected to feelings through stories.

PE

Students framed essential agreements for the class. They were engaged with various learning engagements like move and freeze, traffic rules, Simon says, number game, etc. Based on fundamental skills like jogging, running, jumping and hopping, they used different objects while engaging in the task to improve balancing. They have developed a range of fine and gross motor skills. Students focused on fitness through warm up and cool down exercises. They reflected on their experiences after each learning engagement to build a deeper understanding of skills learnt.

Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

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Inquirers

Open-minded

Unit of Inquiry:

Students will inquire into impact of influences on homes such as culture, entertainment and technology. They will also be inquiring into the culture of different homes locally to globally through different scenarios, stories. Students will be sharing their learning through end of the unit assessment. They will tune into the second unit of inquiry under the theme, 'How the world works'. They will explore about living things, difference between living and non-living things and the various changes they go through.

Learning and Teaching- Month Ahead

TD Language

Students will be introduced to other letters of the alphabets with its phonic sounds through various learning engagements. They will also be introduced to the digraphs 'Ch' and 'Sh'. They will learn and recite poems on Home. Students will enhance their vocabulary by learning new words and their meaning during the inquiry.

TD Math

Students will learn about the concept of before, after and in between. They will also be introduced to counting of numbers through tally mark. Students will arrange numbers and events in a sequence.

Music

Students will differentiate between high and low sounds. They will learn action songs/rhymes.

Art

Students will be sorting the pictures based on different colours. They will discuss the importance and usage of colours in art. Students will be exploring the colouring techniques and use them in creating artwork for different occasions.

Dance

Students will be introduced to new leg and hand movements, squat and shake, respectively. They will combine these movements with the movements learnt in previous sessions (knee lift, jump, clap and roll) while dancing.

PE

Students will be practicing fundamental skills to improve fine and gross motor skills through different learning engagements.

Drama

Students will continue with the story discussed and relate to different feelings. They will use objects and props in different scenarios.

Happenings Month Ahead

Independence Day- 15th August

National Sports Day- 27th August

Our website:

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

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Learning blogs:

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

Facebook : For daily updates please like the page.

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