



PRISM

IBPYP GRADE PP2

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.

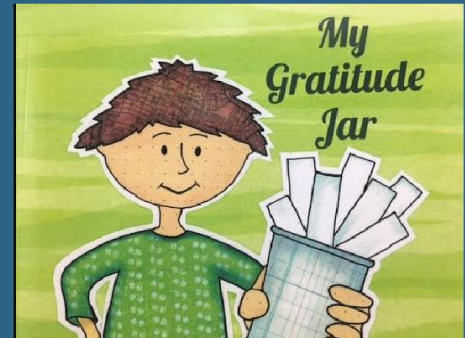
Trishna Sharma
PYP Coordinator

School Philosophy-5 Developmental Pillars

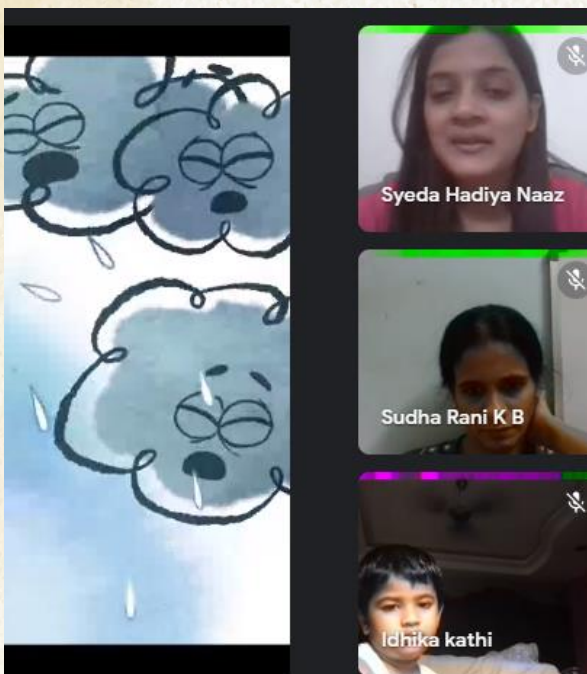
Mindfulness and Well-being

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.

Mindful Thinking Gratitude Jar



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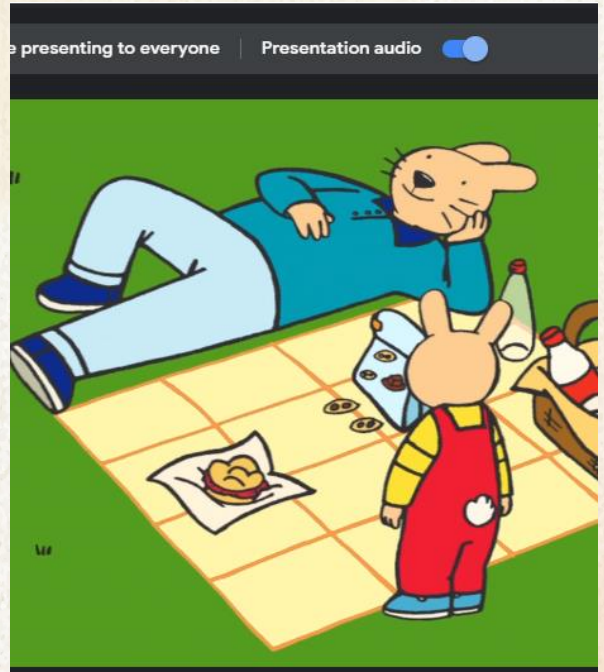
As part of group awareness sessions, the school counselor conducted sessions on the theme, self-awareness.

Students engaged in a task which helps in building positive relations and helps in self-regulation and focused attention. They were able to draw and list three things they like about their favourite person and recognize what makes them so special to them.

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.

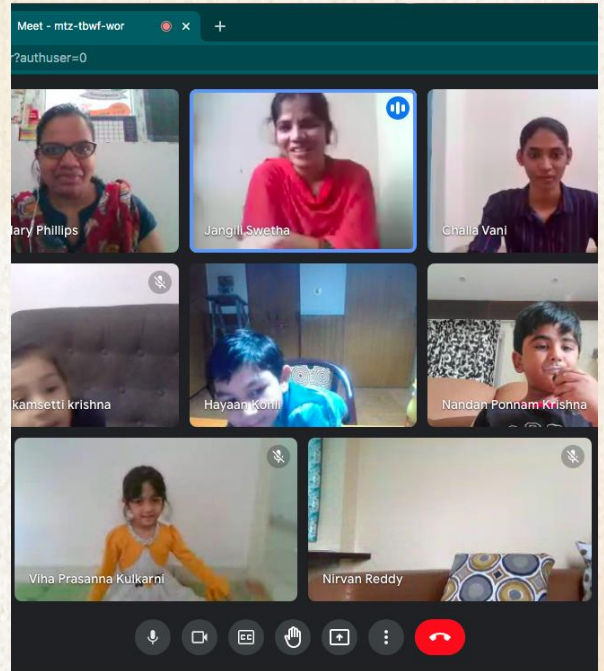


School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

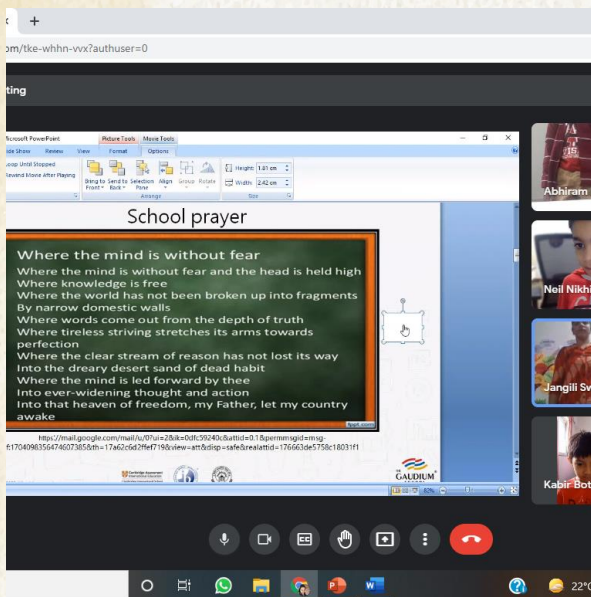
Students and teachers connected well through the event, "Bonding over breakfast" to become more familiar with their peers and bond well with their teachers.

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. Students also planned and conducted their class assemblies.



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:

Who we are

Central Idea:

Awareness of characteristics, abilities and interests informs learning and development.

Lines of Inquiry:

- Physical, social and emotional characteristics
- Similarities and differences between ourselves and others
- Personal abilities and interests

Key Concepts:

Form

Function

Perspective

Related Concepts:

identity, similarities, differences

IB Learner Profile:

Communicators, Balanced,
Reflective, Knowledgeable

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 inquired into the first unit under the theme "Who we are". They listened to a story and shared the similarities and differences between the characters using appropriate vocabulary. They were able to share the meaning of similarities and differences and compared themselves with the story characters and their peers. Students inquired about the physical, social and emotional characteristics through different stories. They learnt about emotions through the Guest talk session by School Counselor and shared their reflections. Students further explored about abilities and interests through various learning engagements. They discussed their abilities and interests with their peers. Students connected with the concept of Identity.

Learning and Teaching- Month Review

TD Language

Students learnt opposite words. They were also introduced to sight words. They further explored the concept of singular and plural. They also connected with action words. Students practiced blending and engaged in reading and writing simple sentences.

TD Math

Students were able to identify the numbers and sorted them in various ways. They compared big and small numbers. Students further explored about problem solving through simple addition by skill practice and writing the number statement. They explored about the concept of bar graph to compare and contrast. Students engaged in reading, analyzing and interpreting the data.

Drama

Students learned about expressions through exercises like wearing the mask of different expressions. The warmup varies from moving in the space, doing action exercises in given situations like climbing, hiding, etc. Students connected with the story discussed in class. They shared what they see in the picture like the characters, things, etc. Students could make connection with the feelings experienced through story. They also did breathing exercises, facial articulation and engaged in vocal practice with "aa" sound.

Music

Students made essential agreements, practiced vocal exercises with vowels and learned songs with electronic keyboard as an accompaniment.

Learning and Teaching- Month Review

Art

Students discussed about their interests in art and co-constructed the essential agreements for the art class. They were assessed on their prior knowledge of different artforms by observing the artwork to identify the artform and share their understanding, the similarities and differences. Students shared about their favourite colour and the reason that makes it their favourite colour. They connected with color as one of the elements of art. Students revisited the primary colours and were introduced to secondary colours. They described their artwork using relevant vocabulary related to art.

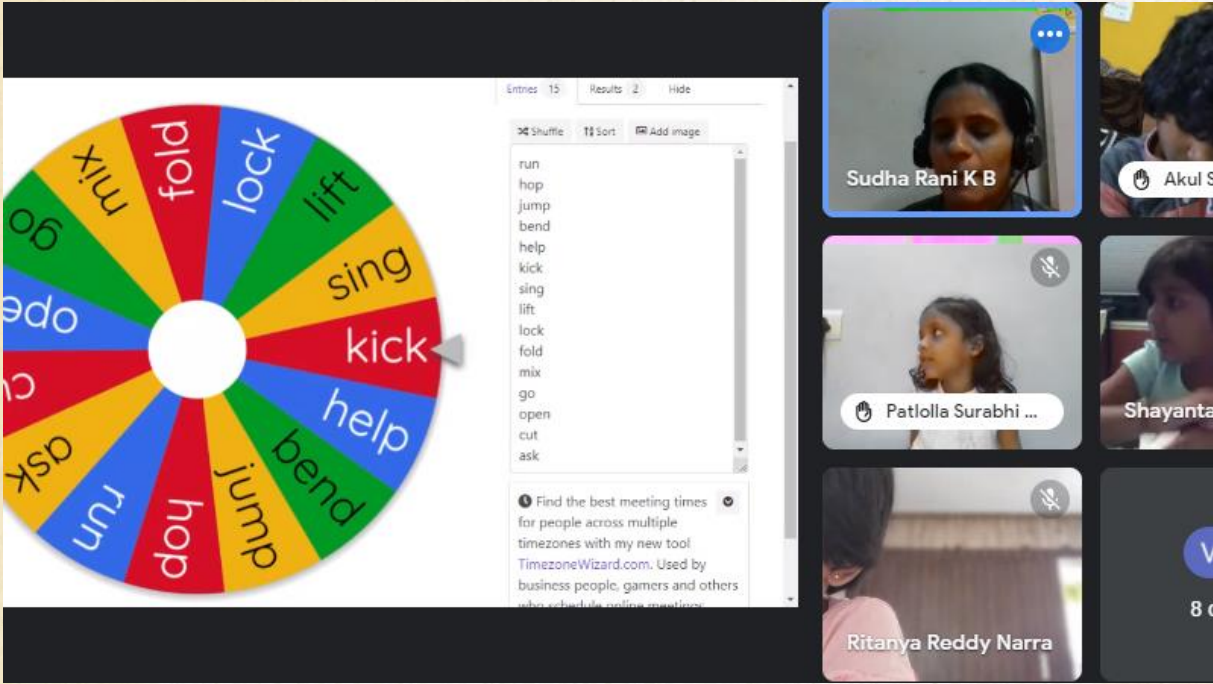
Dance

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

PE

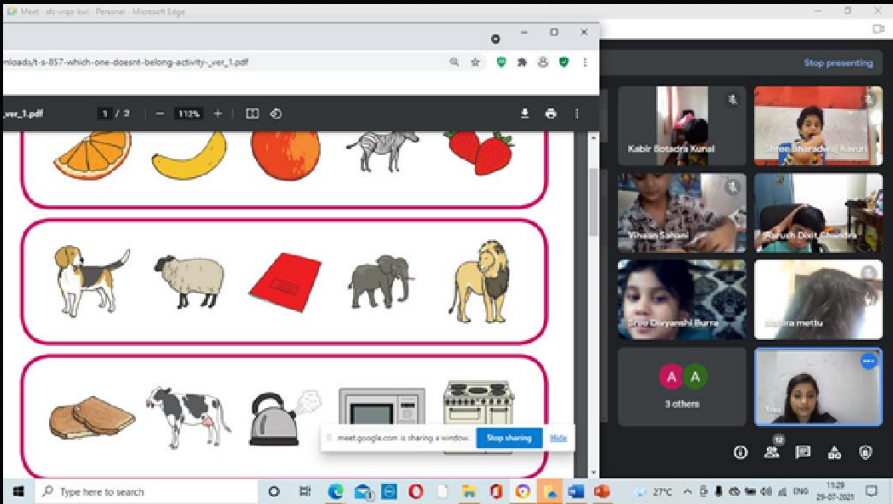
Students framed essential agreements for the class. They were engaged with various learning engagements like move and freeze, traffic rules, Simon says, number game, etc. Based on fundamental skills like jogging, running, jumping and hopping, they used different objects while engaging in the task to 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



29/07/2021
PP2C



TD Math
Task: Odd one out



Learning and Teaching- Month Review

Scenario

Sara and John

Agasthya Agarwal

Abhiram

Patiolla Surabhi Reddy

Aarush

Mohammed Riyaz



Vihaan

You

presenting to everyone

Stop pres

Which group of butterflies has **less**?

☐
☐

Idhika kathi

Koshal Chitta T...

Satvika Ve

Tanish Kuncha...

parvati priyank...

Aadhya Re

Shayantani Sriv...

A B

2 others

You

Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Many products go through a process of change before they are consumed or used.

Lines of Inquiry:

- Origin of products
- Processes products go through
- Reasons for change in products

Key Concepts:

Function

Change

Causation

Related Concepts:

ingredients, process, consumption

IB Learner Profile:

Inquirers, Thinkers

Unit of Inquiry

Students will inquire into new unit under the theme "How we organize ourselves". They will explore about products, origin and processes products go through.

TD Language

Students will use question words like who, what, where, when, why, how. Nouns, and framing simple sentences.

TD Math

Students will be introduced to flow chart. They will use tally marks and bar graph for reading and interpreting data.

Learning and Teaching- Month Ahead

Music

Students will be introduced to tune (melody) and pitch through different rhymes and songs.

Drama

Students will discuss the actions of the characters, what do they do and how they think, through connecting to a story. They will engage in warmup and vocal practices to improve on voice projection. Students will work on expressions as well.

PE

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

Art

Students will be exploring the secondary colours by mixing primary colours and making new colours. They will also explore the colouring techniques like blending colours and use them in creating artworks for different occasions.

Dance

Students will be introduced to two new leg and hand movements. They will recall the leg and hand movements learnt in the previous sessions. Facilitator will demonstrate one way of combining the movements during the dance, using count of eight. They will share how they can combine the leg and hand movements learnt, while dancing.

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.

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