



# PRISM

GRADE NURSERY



# Message from the Principal's Desk

Dear Parents,

Greetings!

Gratitude is about being thankful for positive experiences, and sometimes thinking about challenging situations can help us nail down what we have to be thankful for.

Gratitude can be strengthened through practice. The more it is taught and emphasized in school, the stronger it will be for the students.

A story that caught my attention recently-

Underneath the peach tree there lived a big earthworm, called a night crawler. It went through the soil by digging tunnels, and then using those tunnels to travel. It came up, usually at night and sometimes on wet rainy days, to eat the rotting leaves laying on top of the ground.



It helped recycle the leaves by eating them and then turning them into castings to fertilize the soil. It went deep into the ground if the weather above was too hot or too cold.

Now the peach tree grew fast. Every Spring, it woke up. It had to bloom, grow leaves and bigger branches, and finally when it was old enough, have fruit by Summer. Else the farmer will chop it down.



Then in the Fall when it got colder, its leaves would change color and fall onto the ground. It was dormant all Winter long.

As the peach tree grew, it found out how difficult it was to grow its roots directly into the hard ground. It looked for an easier way. So it began to grow its roots into the tunnels the night crawler had made. As the tree grew, its roots also grew, and soon the night crawler's tunnels were closed.

The night crawler could not come up for food. So, in order to stay alive and keep from starving, it had to dig more tunnels.

They were both helping each other, and by doing this, they were actually helping themselves.

The peach tree had to shed its leaves which the earthworm ate, and the earthworm's castings fed the peach tree.

And the earthworm had to dig more tunnels which allowed the peach tree to grow bigger so that in the Fall there were plenty of good leaves (and maybe a peach or two that the farmer missed) for the earthworm to eat. "And they lived happily ever after."

(Acknowledgement-<https://www.thank-your-stars.com/worm-story.html>)

Being grateful for all that we have is the keys to happiness. The practice of being grateful, not just for a day, but as a habit, leads to many benefits.

We take gratitude as our core value and practicing gratitude means that we are content and enjoy simple things. We begin to appreciate what we have. Gratitude improves our confidence, self-esteem and connects us with the wider world

This month we celebrated World Gratitude Day on 21st September and look forward to continue providing opportunities and experiences to our students to deepen the habit of gratitude!

**Best wishes**

**Anjalika Sharma**



# Message from the Center Head's Desk

Dear Parents,

Greetings!

We conducted our second Parent informative session unpacking what is inquiry, what does inquiry process look like, what do students do as inquirers, how do the members of the learning community support inquiry and what are some key considerations that are crucial to support inquiry learning.

Inquiry recognizes students as being actively involved in their own learning and taking responsibility for that learning. It is an authentic way for students to relate to, explore and understand the world around them. Inquiry nurtures curiosity and promotes enthusiasm for life-long learning.



Effective inquiry encourages students to think, challenge and extend their ideas. It prompts students to reflect and take action. Through the inquiry process, students develop and demonstrate or practice the Approaches to Learning (ATL) and attributes of the Learner Profile.

Students as inquirers reflect on learning throughout. They make real-life connections with what they learn as they inquire.



Students engage in discussions and seek different perspectives from their peers, teachers, and parents. In this process, they engage in both individual and collaborative learning experiences.

Engaging in experiences like Design Thinking, discussing real life issues around them, makes them critical and creative thinkers. They seek information from various sources to support their inquiry making them resourceful. As students take responsibility for their learning, they continue to make consistent efforts to inquire.

As family members you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

Parents are important stakeholders in collaborative learning. Your involvement provides an increasingly genuine learning experience for our students and benefits them in their learning journey.

Our upcoming Parent Informative Session will be focussed on the Design Thinking process covering, what is Design Thinking, the opportunities our students have, to use Design Thinking during their inquiry and how students benefit from engaging in this process.

**Ranjeeta Sahoo**

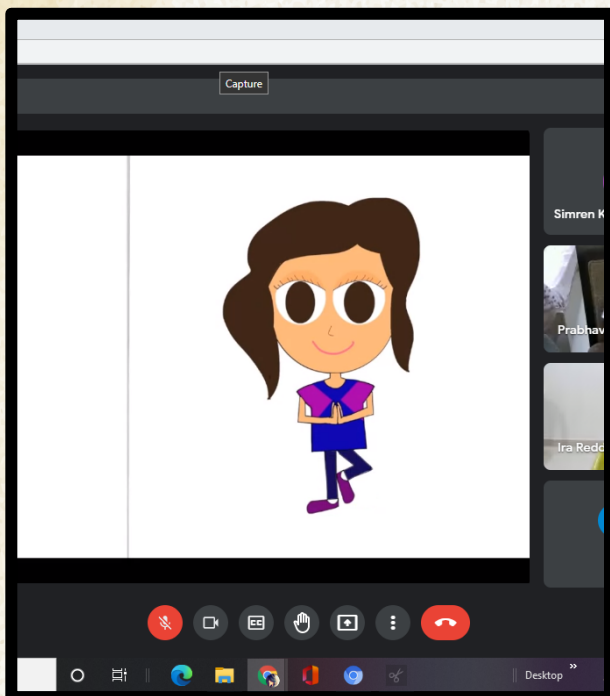
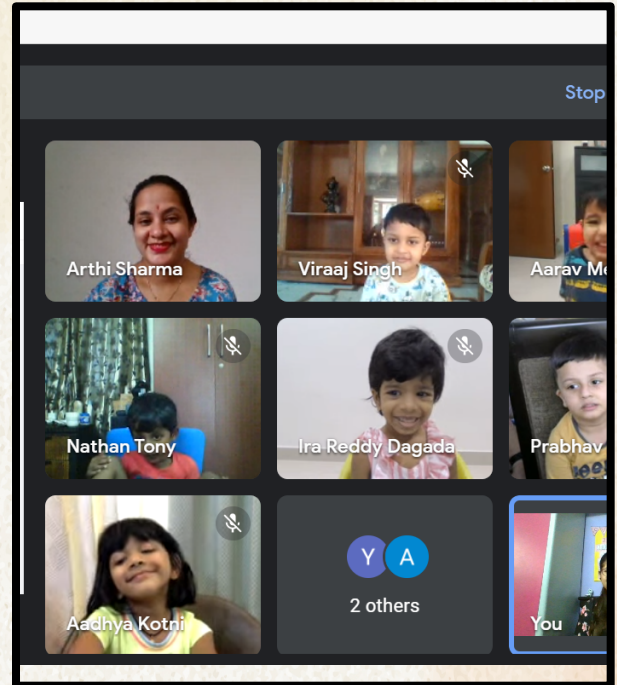
**Center Head**



# School Philosophy-5 Developmental Pillars

## Mindfulness and Well-being

Students practiced mindful walking, superman pose, guess the sound and back to back breathing. They discussed about the ways they manage their emotions. On world mindfulness day they shared their favourite mindfulness activities and discussed about the importance and the benefits of mindfulness in everyday life. They also practiced wonder pose which promotes self-confidence and self-appreciation.



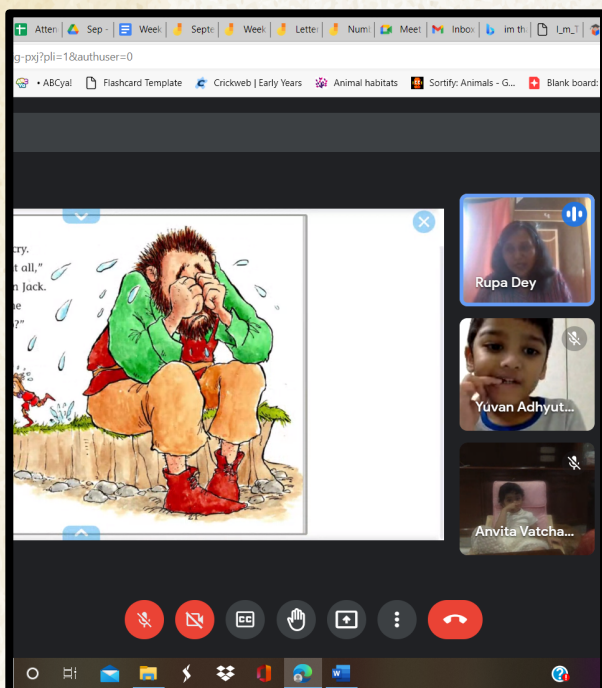
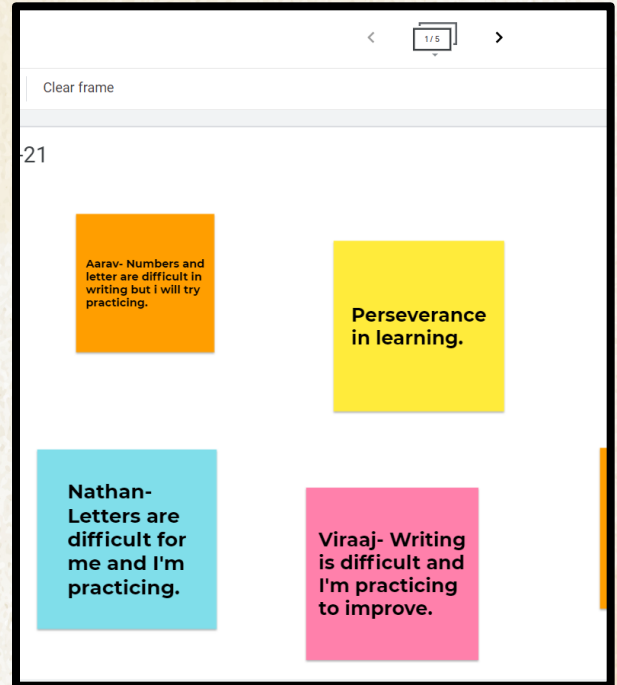
The theme for the Group Awareness sessions for this month was self-esteem. Sessions intended to introduce and enhance the self-esteem of the students. They watched a video and shared their reflections and shared two things they like about themselves.



# School Philosophy- 5 Developmental Pillars

## Core values

Students developed their understanding of the Core value, 'Perseverance', through various ways. They watched videos, connected to stories related and shared real-life examples of where they have displayed perseverance as well as discussed. Students also shared about the core value, 'Perseverance', during school assemblies.



## 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.

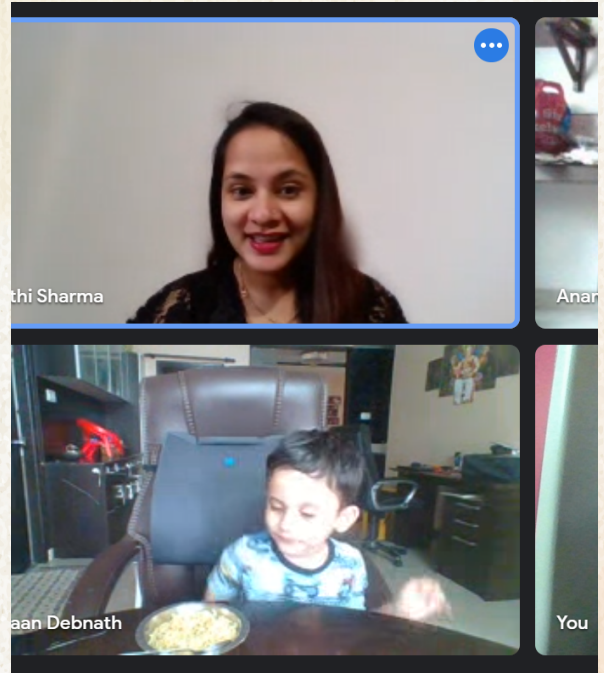
Students engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching.



# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

Various events were conducted to promote stakeholder engagement such as, 'Bonding over breakfast', 'World Gratitude Day' and, 'International Day of Peace'. Parent informative sessions were conducted as well with the objective of gaining a better understanding of the programme to support their child's learning.



## Global Leadership

Students demonstrated their ownership of their learning through the Student led Conference, where they presented their learning to their parents, family members and teachers.

They continued with co-constructing of criteria for assessments.



# Professional Development

## Reading Sessions

The following documents were discussed as part of our regular reading sessions:

### Explicitly teaching thinking skills:

This document focused on developing understanding of the ways in which we can foster a culture of thinking through classroom practices. It also covered knowing a range of practical strategies and techniques for explicitly teaching thinking skills and how to embed the approaches to learning across the curriculum

### Inquiry in a primary setting:

Through this document we developed an understanding of the ways in which inquiry learning is personalized through context and student needs

## Purposeful technology integration and implementation

Through this document, we learnt some examples of technology integration and implementation, reflected on how technology can be used to monitor, document, measure and report on learning and understand how technology can support inquiry

## An exploration of symbol-sound relationship

This document helped us learn about how observing play helps us to monitor and assess students' understanding. It emphasized student learning to be documented over time, with supportive and age-appropriate opportunities and activities as documenting inquiry supports assessment and planning.



# Professional Development

## Sharing a range of visible thinking routines

Teachers will be using these strategies for students to share their learning- understanding - make meaning - share perspectives connected to a concept / topic/ picture/ real life experience.

## Sharing of useful links for the team to read/watch, think and reflect

[https://read.bookcreator.com/aWAhdfUWXPQR1UPW7fJOHnfObsb2/xtm3KUrZT4m\\_\\_P9MwNezjA](https://read.bookcreator.com/aWAhdfUWXPQR1UPW7fJOHnfObsb2/xtm3KUrZT4m__P9MwNezjA)

[https://www.youtube.com/watch?v=oKV\\_S5NpDdc&t=151s](https://www.youtube.com/watch?v=oKV_S5NpDdc&t=151s)

<https://www.youtube.com/watch?v=Wh4WAdw-oq8&list=RDCMUczg9DCOn1vyzpZKxmBzEq6g&index=1>

## Parent Informative Sessions

We conducted the second parent informative session on the virtual platform. The session focused on developing understanding of what inquiry looks like in our setting.

Parents and teachers recalled their experience of learning in school days and shared the changes they would have made given an opportunity in how learning in classroom looked like or the approaches that were used for learning. They also shared their perspectives,



# Learning and Teaching- Month Review

## Transdisciplinary Theme:

Who we are

## Central Idea:

People's relationships contribute to shaping their identity.

## Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who we become

## Key Concepts:

Form

Responsibility

Connection

## Related Concepts:

Identity

Role

Similarities

Differences

## Learner Profile:

Open-Minded

Communicators

Reflective

## Unit of Inquiry:

Students enthusiastically showcased their learning on different feelings and emotions through stories. They revisited purpose of stories, elements of stories and different ways to tell a story. Students tuned into the second unit of inquiry , under the theme, 'Who we are'. As part of the provocation, they listened to two stories and connected with the word, 'relationship'. Students further explored the meaning of the word relation and relationship. They shared about different people they are connected to. Students enthusiastically shared about the different relations they have.



# Learning and Teaching- Month Review

## Transdisciplinary Language

Students had a reinforcement of letters- C, E, F & M with phonic sound and related objects by using video, jam board, live worksheet and spin wheel etc. They practiced writing the letter formation through salt/flour tracing and crayon which enhanced their fine motor skills. Students were introduced to letter G (Grandparents) and R (relationship) using videos, jam board and real objects etc.

## Transdisciplinary Math

Students were introduced to number 7 and 8 with quantification. They also learned tracing and writing numbers 7 and 8. They enjoyed participating in jam board, spin wheel, video and live worksheets etc. Students had a reinforcement of number sequencing 1-6 with quantification.

## Music

Students watched videos related to action songs on different body parts – Head, Hands, Feet, etc. Students enjoyed singing action songs with actions. They actively involved and participated in the class, responded to the music which was played with the instrument.

**Drama-** Students learnt the use of expressions. They could identify different sounds during storytelling. Students engaged in retelling story.

## Dance

Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.



# Learning and Teaching- Month Review

## PE-

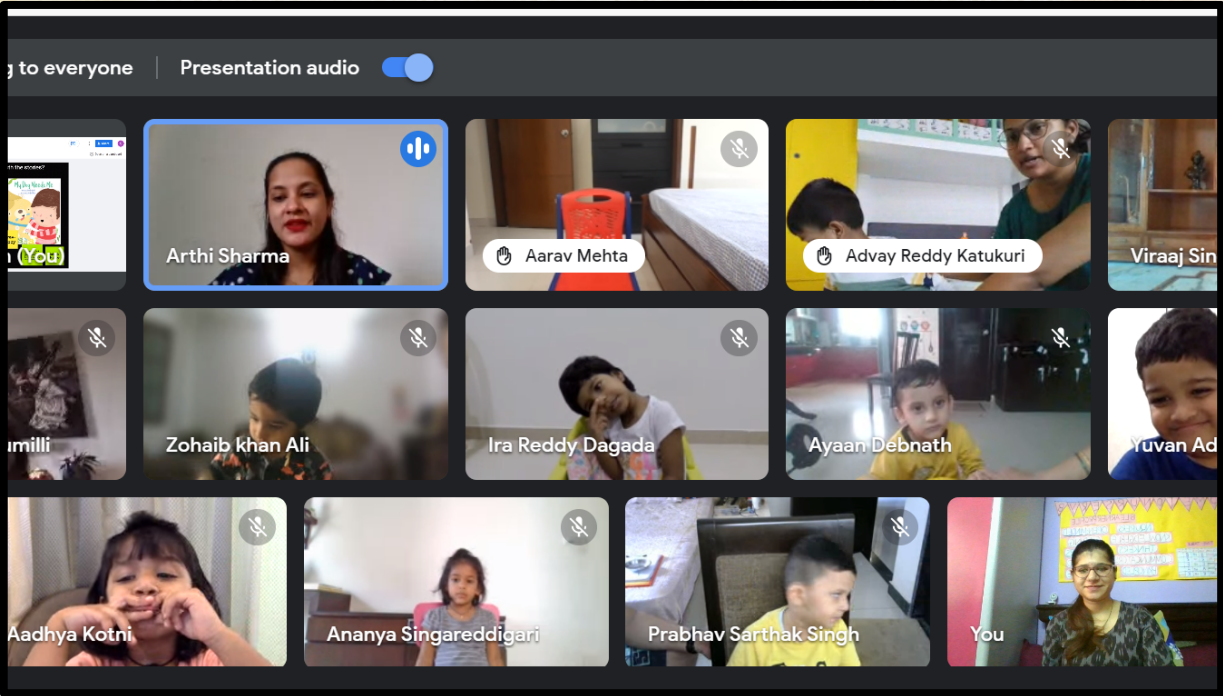
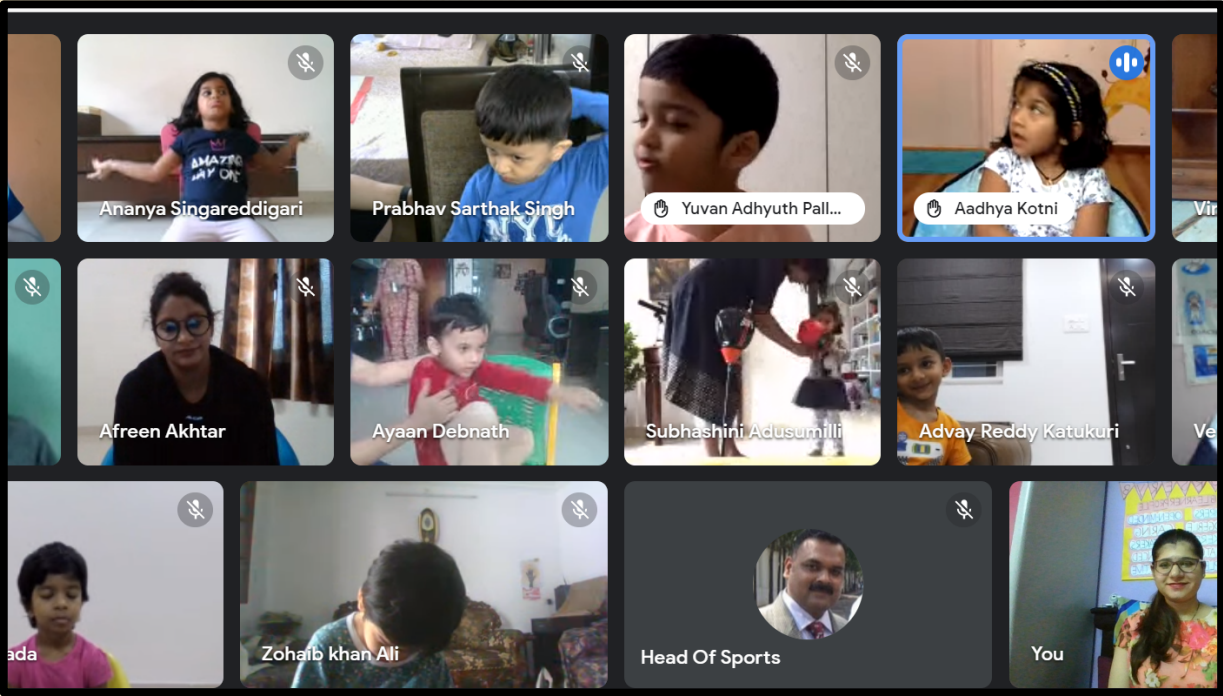
Students engaged in whole body movements and exercises to improve endurance. They watched few videos/pictures based on running and engaged in different learning engagements using fundamental skills. They also engaged with warm up and cool down exercises.

## Art

Students continued to explore the colours by identifying the colours brown, pink, and purple; and relating the colours to objects they observe around them. Students made a choice of colours they would like to learn. They were assessed on their learning of colours by co-constructing the task and criteria for the assessment. They made the choice of colours to create the artwork, used the colours in their artwork, and gave reasons for their choice.

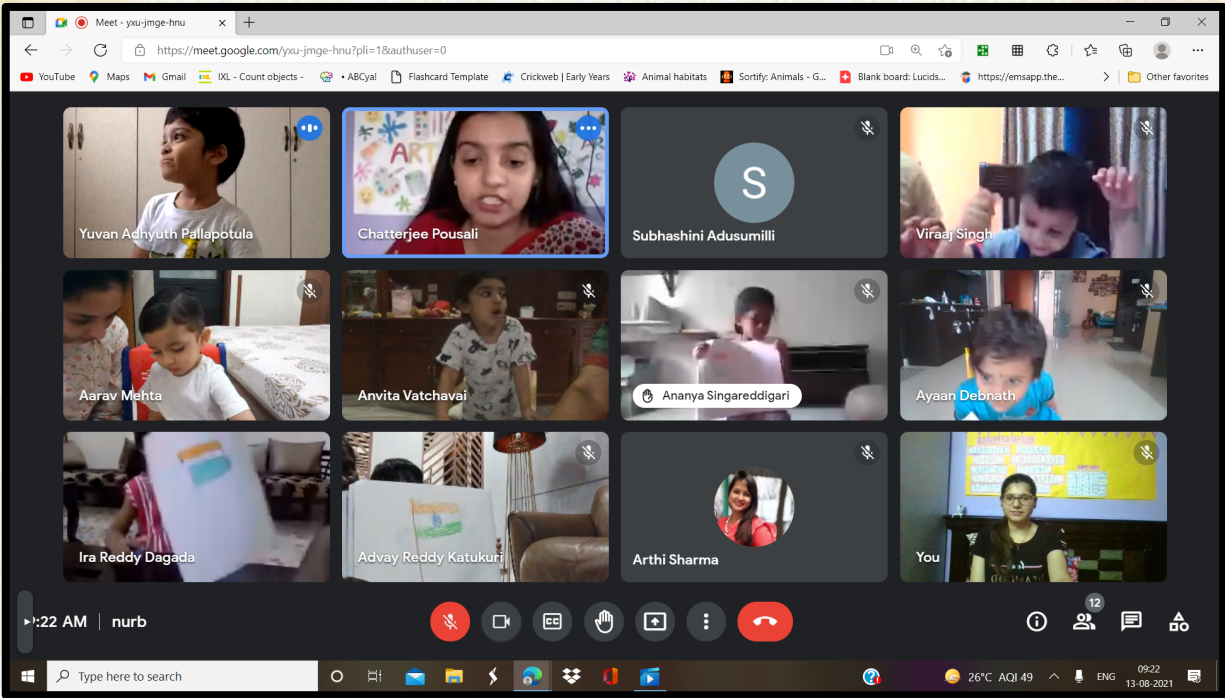


# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Transdisciplinary Theme:

Who we are

## Central Idea:

People's relationships contribute to shaping their identity.

## Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who we become

## Key Concepts:

Form

Responsibility

Connection

## Related Concepts:

Identity

Role

Similarities

Differences

## Learner Profile:

Open-Minded

Communicators

Reflective

## Unit of Inquiry

Students will further explore about different relationships including families, friends, communities, and cultures. They will also inquire into their responsibilities within different relationships they have.

## Transdisciplinary Language

Students will build new vocabulary in the unit. They will learn uppercase letters with their phonic sounds and related objects, tracing and formation of letters.

## Transdisciplinary Math

Students will be introduced to non-standard unit of measurement such as big and small. They will be using tally marks and pictograph as part of data handling. Students will be learning further numbers along with quantification, number identification and formation.



# Learning and Teaching- Month Ahead

## **Music**

Students will listen and watch a rhyme on high and low note and share their observations. They will identify and practice along with the facilitator. Students will continue learning "Up in the Dark Sky" song.

## **Dance**

Students will be practicing dance movements, bend, jump, knee lift, hands shakes and twist.

## **PE**

Students will be practicing fundamental skills to improve fine and gross motor skills by different learning engagements like hopping, balancing etc.

## **Art**

Students will be introduced to the shapes as the shapes the building blocks for art. They will develop their observation skills by comparing different shapes.

## **Drama**

Students will connect with sounds and expressions of characters in a story. They will further understand the use of props in a storytelling.



# Happenings Month Ahead

International Day for Elderly: 1st October

Autumn break- 2nd – 17th October

School reopens- 18th October

Farmers' Market- 30th October

## **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/>