



PRISM

GRADE PP1

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, keas 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.

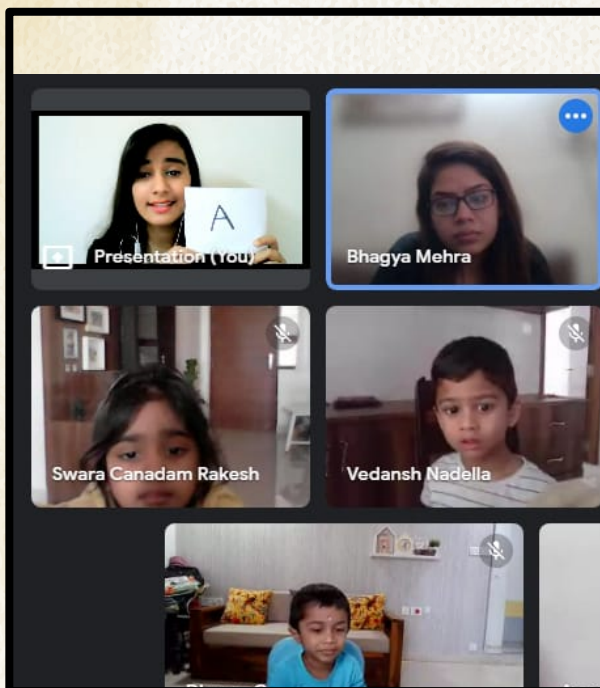
Ranjeeta Sahoo

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.

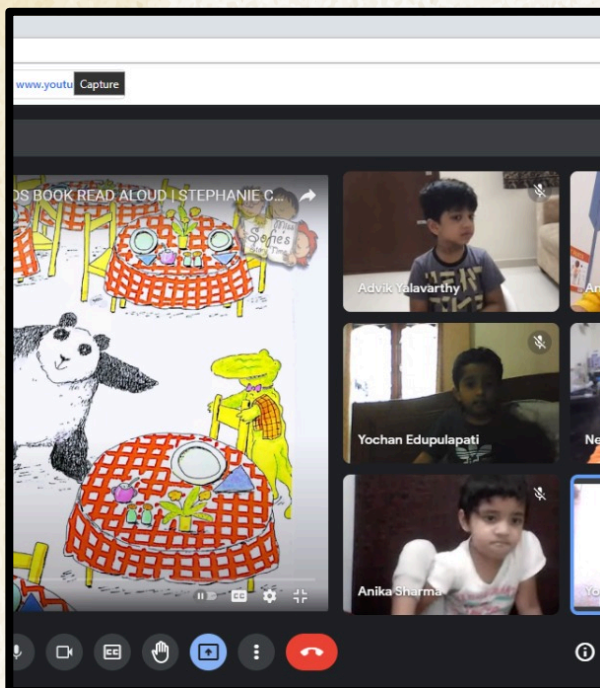
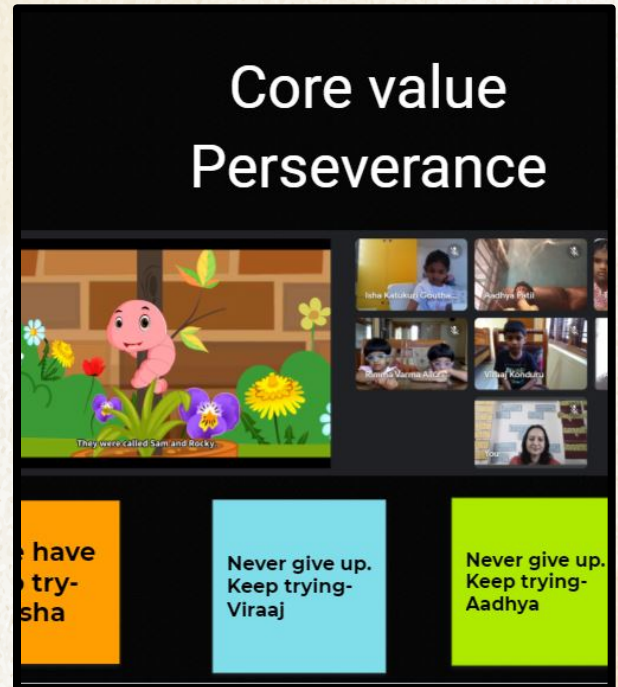


The theme for the Group Awareness sessions for this month was self-esteem. Sessions intended to introduce and enhance the self-esteem of the students. They watched a video and shared their reflections. They talked about their qualities that they appreciate and shared three things they like about their partner during paired learning engagement.

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.

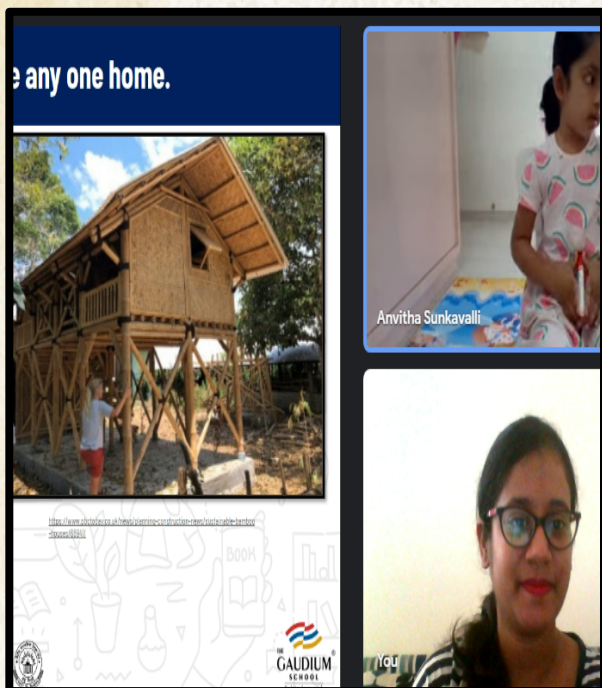
They thoroughly enjoyed listening to the stories and shared their reflections as well.

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://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:

How the world works

Central Idea:

All living things go through a process of change.

Lines of Inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives

Key Concepts:

Change

Function

Connection

Related Concepts:

Patterns

Transformation

Environment

Learner Profile:

Caring

Inquirers

Communicators

Unit of Inquiry:

Students tuned into their second unit of inquiry under the theme 'How the world works'. As part of their prior knowledge assessment, they were shown various pictures, wherein they sorted the pictures as per their understanding. They could connect with words, 'living things', and 'change'.

They inquired into living things and non- living things, difference between living things and non – living things. They also connected with the concept of change and shared their observations of how the living things change over time. Students talked about change they have seen in their life, things that they have seen changing and what tells them that change has happened.

Learning and Teaching- Month Review

Transdisciplinary Language

Students were introduced to the diagraphs- 'th' (things) and 'ch' (change) through a video. They practiced writing the letters with their correct formation. Students were able to blend two or three letters with the phonic sound. They also practiced reading words with diagraphs.

Transdisciplinary Math

Students were introduced to non-standard units of measurement such as big-small, tall-short, heavy-light. They also learn to sort things related to inquiry by sorting living and non-living things. Then also sorted shapes, colours and diagraph sounds. They reinforced the concept of timeline connected to changes they have seen in different living things as they grow.

Music

Students watched different videos of clapping (1 beat, 2 beats, 3 beats and 4 beats). They watched a video of "BINGO" song and followed the beats with the lyrics.

Students were introduced to tempo (Speed – slow and fast).

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

Art

Students explored different lines. They identified different lines from the artworks shown. Students also identified different lines in their surroundings. They continued to explore the purpose of the lines and created different emotions using lines. Students were assessed on their learning of the lines by co-constructing the task and criteria. They chose three different lines to create an artwork and shared the reasons for their choice of lines.

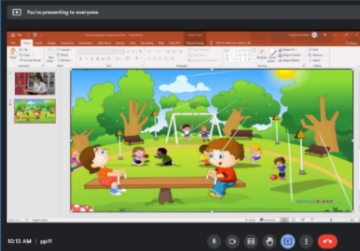
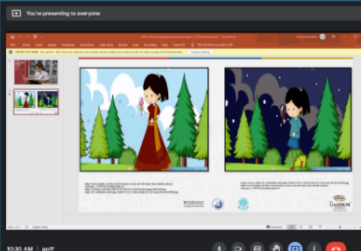
PE

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.

Learning and Teaching- Month Review

PP1F
14.09.2021

UOI - Prior Knowledge Assessment

Living and Non-living things - Smara

Change

Morning and night, there is a change in day - Surya

While going out I wear fancy clothes, at home wear night dress - Sakshi, Smara

I wear new clothes when I'm going out, after coming back I change night suit - Anvit

Choice of ice cream and dress has changed - Advik

PP1F
16.09.2021

UOI

What are living things?

What are non-living things?

Minions in movie, doggy and all animals - Surya

human beings, me, mamma, snails and plants - Sakshi

Yellow cat at my home - Anvit

Plants, Hrihaan - Hrihaan

Smara, tree, hen, cow - Smara

Shreya, mummy - Shreya

laptop, chair, table, mobile, kent - sakshi

Cycle, helmet - Surya

Cap - Anvit

Paper, crayons, book, table - Smara

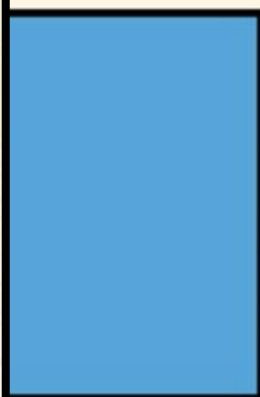
Ball, Mobile, book - Hrihaan

Table, bed - Shreya


Learning and Teaching- Month Review



Task:- Identify the square shape.



[/clipart/square-shape-cliparts_9.htm](#)



<https://www.amazon.in/Square-Living-Family-Member-Multicolor/dp/B07XGBMPYL>

Hazel Grace Yad...

Isha Katukuri Go...

Nihira Reddy Yella

Cambridge Assessment International Education

GAUDIUM SCHOOL

Learning and Teaching– Month Ahead

Transdisciplinary Theme:

How the world works

Central Idea:

All living things go through a process of change.

Lines of Inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives

Key Concepts:

Change

Function

Connection

Related Concepts:

Patterns

Transformation

Environment

Learner Profile:

Caring

Inquirers

Communicators

Unit of Inquiry

Students will continue to explore how different living things change over time. They will identify patterns of growth as well.

Transdisciplinary Language

Students will learn the letters of the alphabet “Bb- Baby, Gg- Growth” related to vocabulary from the unit. They will trace and practice letter formation and phonic sound of these letters by connecting with related words beginning with the same sound. They will reinforce the sounds of the digraph, ‘ch’ and ‘th’.

TD Math

Students will reinforce nonstandard units of measurement such as big-small, tall-short through various learning engagements. They also continue to learn about Months, days and years connecting to timeline.

Learning and Teaching- Month Ahead

Music

Students will share how they feel if the tempo of the music is changed. They will relate to the tempo of the music with feelings, emotions or to a particular event, such as fast music with joy, enthusiasm, surprise and happiness and slow music with sad feeling and meditation. They will listen to different pieces of music played by facilitator and identify the tempo of the music and describe how they feel.

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 inquiring about shapes. They will sort the different shapes. Students 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/>