



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

After 18 months of silence and empty classrooms, it was a delight to welcome our students back into the school. We made extensive preparation and planned to ensure safety for all stakeholders.

Our aim was to reacclimatize our student, and re-engage positive connections with all, which are essential for learning and way ahead.

It was really wonderful to see shining eyes peeping over the tops of masks, as students arrived ready for the school. Thank you to all parents for helping and preparing our children for the journey ahead. The PYP team of teachers were jubilant too to come back to their students and colleagues.

In the meantime, we continue working on the 1st programme evaluation journey, which is steadily progressing towards its closure by the end of December, 2021.



With school successfully submitting the preliminary documents of the visit, we are working on our programme development plan, which refers to the process where school engages in strengthening the implementation of the IB programme.

It is focused, time-bound and grounded in the IB programme standards and practices. Programme development planning records our progress to develop the programme and represents our capacity to implement IB learning and teaching practices and an IB education overall.

This experience reminds me of a story that reconfirms our firm belief in team work and collaboration.

Once upon a time there was a little drop of water who dreamed of becoming a snowflake and turning the landscape white. Years passed, and then there was a great drought which evaporated the little drop from the lake where he lived. When he reached the sky, he became part of a small cloud. As soon as the weather turned cold, the little drop looked for a nice bit of countryside where he could fall, and help cover the place in snow.

But only a little bit of snow fell, and as soon as it touched the ground, it melted. And there the little drop had to remain, waiting for the sun's rays to shine again, and send him back up to the clouds. When the sun shone, the little drop ascended once more, turned to snow again, and down he fell. Again, just after landing, he melted. This happened several times. Finally, the little drop went and joined a great big cloud, where millions of other drops had crowded together. Despite being gigantic, conditions in that cloud were rather uncomfortable. A few of the drops were ordering everyone else around, making them squash up together, amid a great racket.

Our little drop wasn't keen on all this, and he considered falling down to Earth again, but a nice, friendly drop next to him managed to talk him out of it. -"Where are you going?! You don't want to take part?" Seeing how surprised our little drop looked, the friendly drop explained they were preparing for a big snowfall-"All of us here love being snow, and covering the land for days; that's why we've all gathered together here. Years ago, I would try doing it on my own, but I learned I couldn't manage it without help. I found this nice cloud, where we all help each other a little. And thanks to our teamwork, we've made some of the best snowfalls ever!" A little later, both drops were flying down through the sky as snowflakes, surrounded by millions and millions of other flakes, turning the green fields white. With great joy, our little drop realized that when everyone worked together they could achieve what had at first seemed impossible.

(Adapted/acknowledged- <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>)

On this note, I thank you all for being with us in our journey of making learning collaborative, engaging, significant and relevant for our students, and in turn prepare them for life!

Anjalika Sharma

IBPYP Principal

Message from the Center Head's Desk

Dear Parents,
Greetings!

We are extremely delighted to welcome our students back in physical setting after a long wait of almost a year and a half. The empty classrooms and corridors have come alive, and the campus looks vibrant with their presence. We express our gratitude to all of you for being supportive throughout this journey and joining in with us to prepare our students settle well into the physical setting.

We are ensuring that the safety protocols are followed at all times and students are guided through the measures well, reinforcing the essential safety guidelines.

Teachers continue to support the learning of all the students, both in online and offline setting, through their consistent efforts as they plan for a range of learning engagements in the hybrid model.



We conducted our 2nd Parents Teacher Meeting and have published the first term reports, sharing the students' learning based on the subject specific learning outcomes. Students' self-evaluation on the attributes of learner profile they demonstrated and approaches to learning (skills) developed or built this term, was also the part of reporting.

Students have reviewed the essential agreements for their classes. They are given planned breaks and opportunities to practice mindfulness exercises at regular intervals during the day.

Students will engage in goal setting, reflecting on the areas of strength and improvement.

Our Playgroup classes are beginning from the month of January. We are looking forward to welcoming our youngest geckos in physical setting.

The safety of all our students and staff will continue to be of our highest priority. Thank you for your continuous cooperation and support!

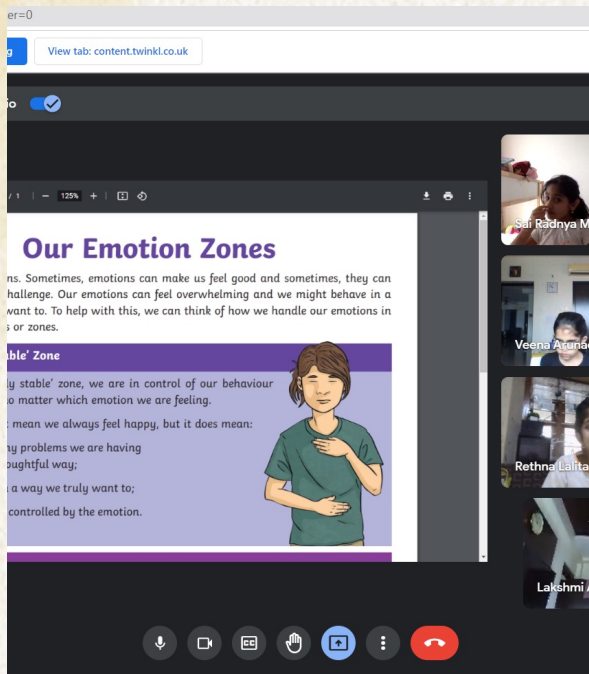
Ranjeeta Sahoo

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness learning engagements like raisin meditation, superman pose, find your senses activity, volcano breathing and many more. Students practiced self awareness through calming exercises. They gained an insight into various emotion zones and reflected on the same using different scenarios.



Students attended the group sessions taken by the school counselor on assertiveness training. They explored about the different ways of communication and the importance of assertive communication and regulation of emotions. These discussions helped them to develop their emotional characteristics which contributes to their emotional and social wellbeing.

School Philosophy- 5 Developmental Pillars

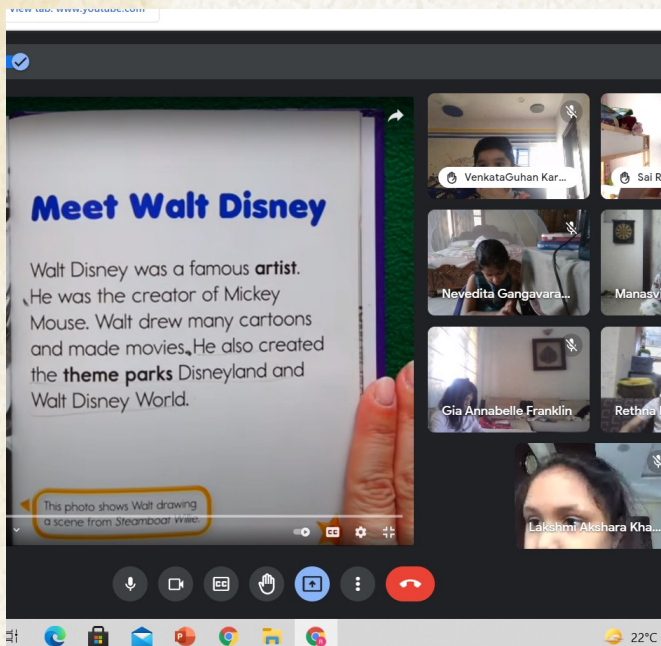
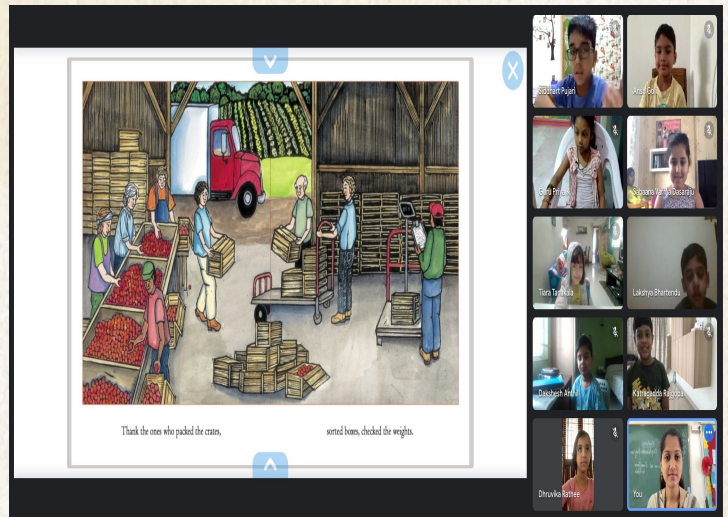
Core values

The core value for the month, 'Gratitude', was inculcated in various ways.

Students discussed what Gratitude means to them. They self-reflected on their practices to develop the core value.

Students shared real-life examples where they demonstrated Gratitude.

They made a gratitude jar to thank the one who helped them in different ways.



Holistic Excellence

Students continued to make connections with the attributes of the learner profile during learning and teaching. They have engaged in regular reading through read aloud sessions.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement:

The Farmers' Market event was successfully organized wherein all the stakeholders came together with the purpose to support our local craftsmen, farmers, artisans and weavers. A renowned Ventriloquist, Mr. Santosh, conducted a puppet show for our students on the occasion of Children's day. Students thoroughly enjoyed the show and showed curiosity for learning how the puppets talked. The PTM was conducted virtually as well.




Grade 1J 18-10-21


Essential Agreements
Term-2

Focus in class
No objects in hand during the session
Wait for your turn
Ask more questions
Be a good Listener
Follow instructions
Keep yourself muted and turn on videos
Good body posture
Be a good thinker
We will eat during our break time
Be on time
Smile at each other
Think and answer


1. We will ask more questions.




2. We will be an active listener.



3. We will be prepared for class.



4. We will think and answer.



Global Leadership

Students have reviewed and co-constructed the essential agreements. They continue to take ownership of their learning by sharing their reflections, identifying areas of strength and improvement and discussing the further steps.

Professional Development

PYP Virtual Job Alike Sessions

Virtual Job alike sessions was held on 13th November, wherein teachers from different IB schools connected virtually and shared their best practices in learning and teaching as well as a range of strategies used for assessment.

Reading Sessions

We read the program related documents, revisiting the attributes of IB learner profile and Approaches to Learning.

Session by Inclusion and Learning Diversity (ILD)

We had a session by our school special educator Ms. Deesha Patel on “Challenges faced by the students in their learning.” She shared various strategies with the facilitators to use in their learning and teaching.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Journeys create change and lead to new opportunities.

Lines of Inquiry:

- Types of journey
- Choices and planning for a journey
- Impact of journey on people
- Changes due to journey

Key Concepts:

Form, Function, Perspective, Change

IB Learner Profile:

Inquirers, Communicators, Balanced

Unit of Inquiry:

Students inquired about journey under the theme 'Where we are in place and time'. They identified different types of journey and explored people make choices and plan for a journey.

While inquiring, students understood the purpose of journey and reasons for choice of destination. They shared the changes they experienced during a journey. In these learning engagements they focused on the key concept change.

They inquired about impact of journey on people.

They concluded that while taking a journey people experience different aspects of culture like food, clothes, lifestyle, language etc.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students made a connection with tenses while inquiring about choices through different personas. They also made connection with adjectives while doing descriptive writing.

While inquiring on planning, process of journey they made connection to journal writing as well.

Transdisciplinary Math:

Students solved word problems based on measuring distance. They made connections to calendar and elapsed time. Students engaged in word problems involving total distance covered and distance left to be covered using addition and subtraction.

Spanish:

Students learnt days of the week in Spanish. to the Spanish alphabet B. Students learnt syllables of the letter B along with related vocabulary.

Telugu:

Students learned the letters of Aksharamala. They explored ka, cha and ta vargam letters. They identified the sounds of the letters and joined them to read simple words. Students participated actively in the different learning engagements and learned rhymes.

Hindi:

Students learned the 'ka, cha and ta' letters. They learnt to read and write the letters of the alphabet. They used sounds to join the letters and frame simple words. They listened to different stories and rhymes and identified the words from it.

Learning and Teaching- Month Review

French:

Students revisited the common combination sounds and diphthongs in French. They were also introduced to the syllables (ba, be, bi, bo, bu, ca, ce, ci, co, cu, da, de, di, do, du). Students learnt the consonant syllables for the letters D (da, de, di, do, du) and F (fa, fe, fi, fo, fu) and also learnt the rules to recognize masculine and feminine nouns in French. Students learnt use of indefinite article "un/une".

Music:

Students made connections between music and emotions. They learned to identify happy and sad music. They also learned to sing the song "Hello to all the children of the world."

Dance:

Students explored the importance of warm up exercises during the dance classes. They explored different body movements and practiced simple dance moves with the beats.

PE:

Students practiced butt kick, high knee action, ankle drill, and ankle bounce. They explored the usage of ankle drill and ankle bounce by participating in various learning engagements actively.

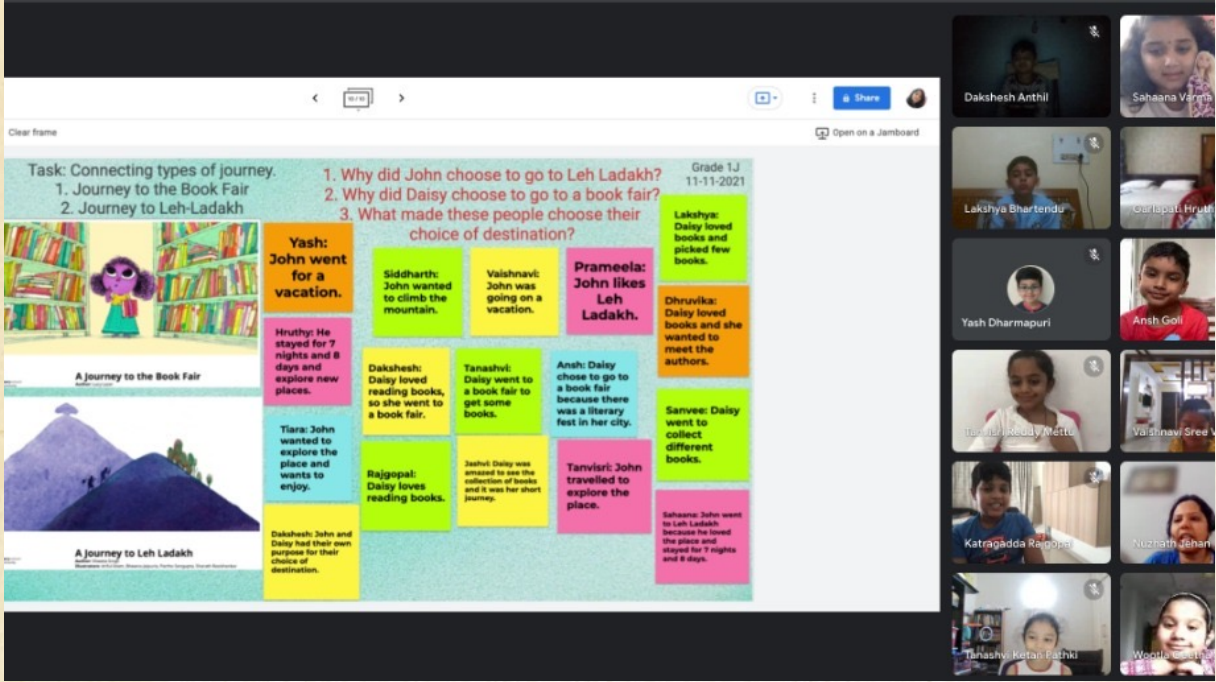
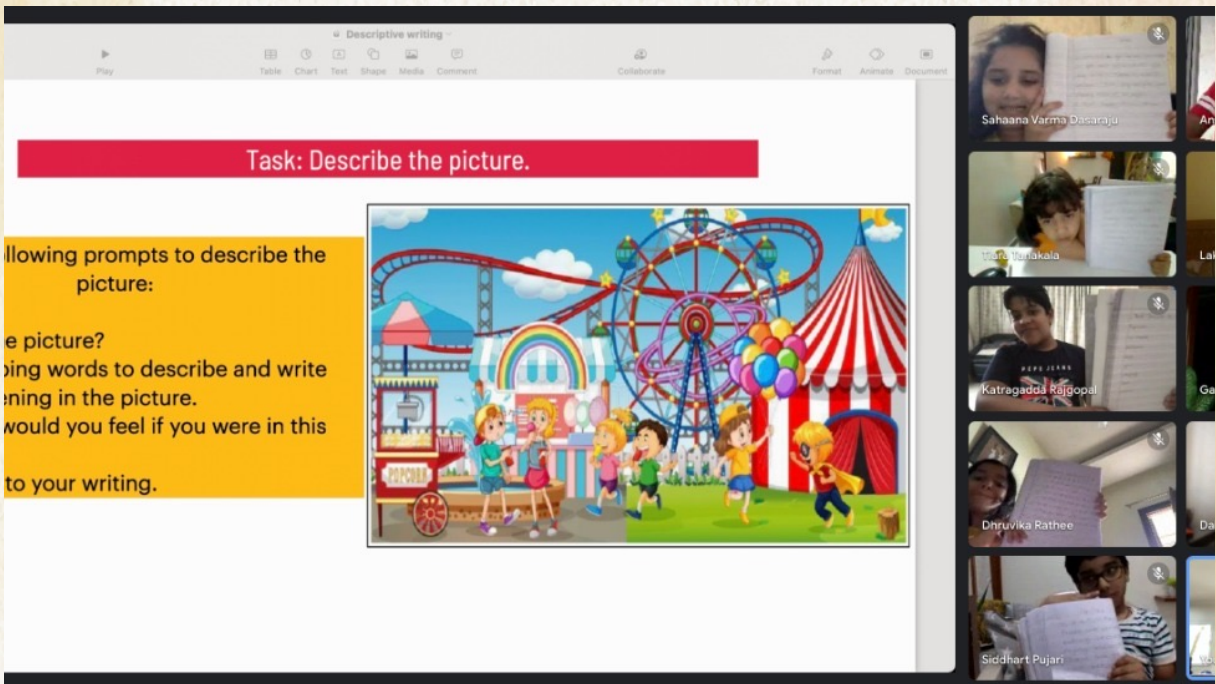
Art:

Students looked at nature artworks from India and around the world- China, Europe, etc., and listed down the similarities and differences between them. They defined the words- nature and art. They shared their interpretations and perspectives. Students created an artwork of nature / natural scene that they have seen or imagined.

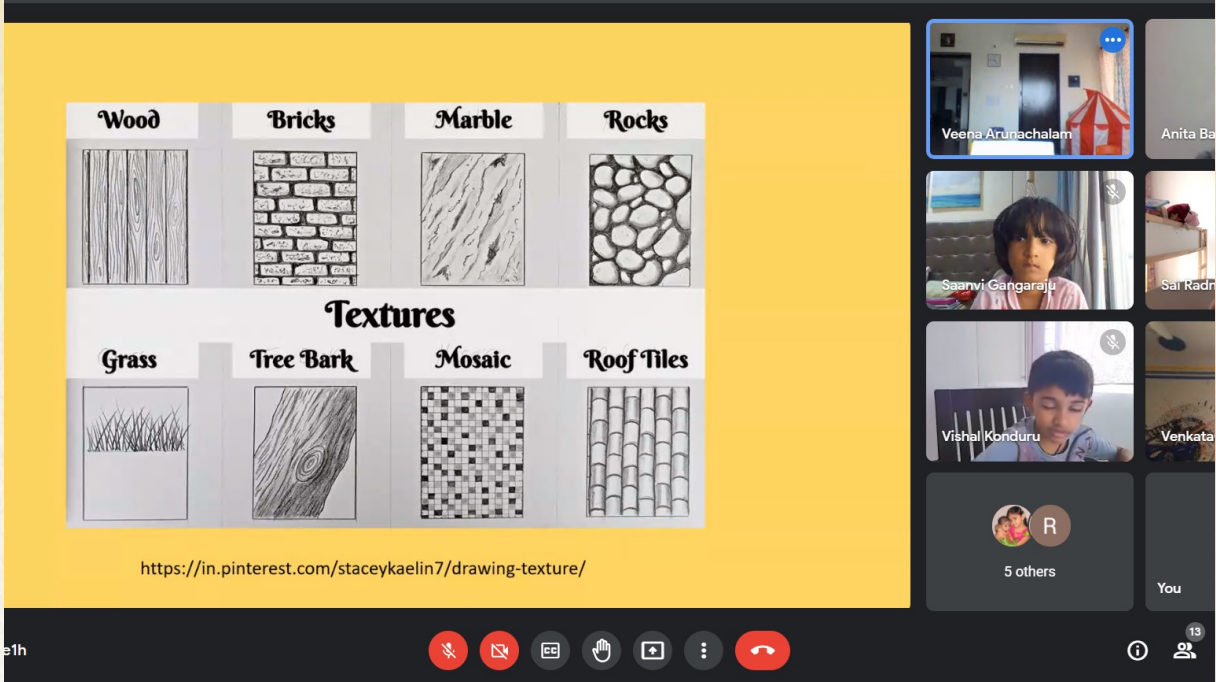
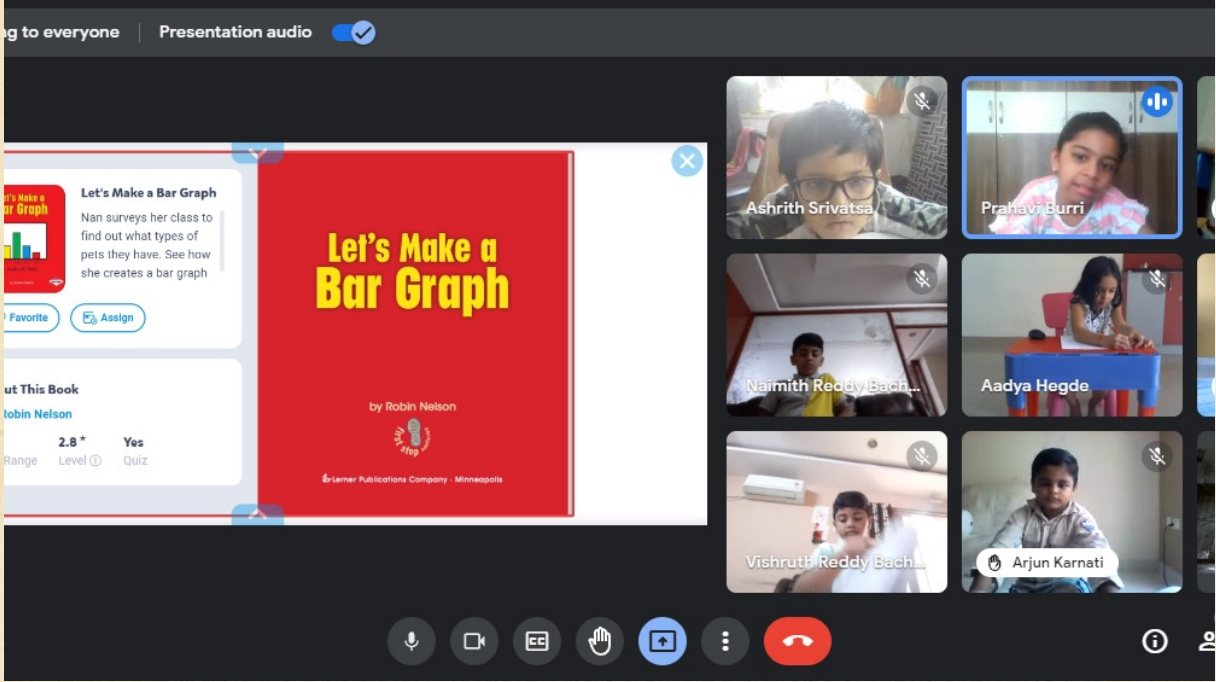
Drama:

Students explored 'Mime' through their daily routine. They developed their understanding of this art through various exercises.

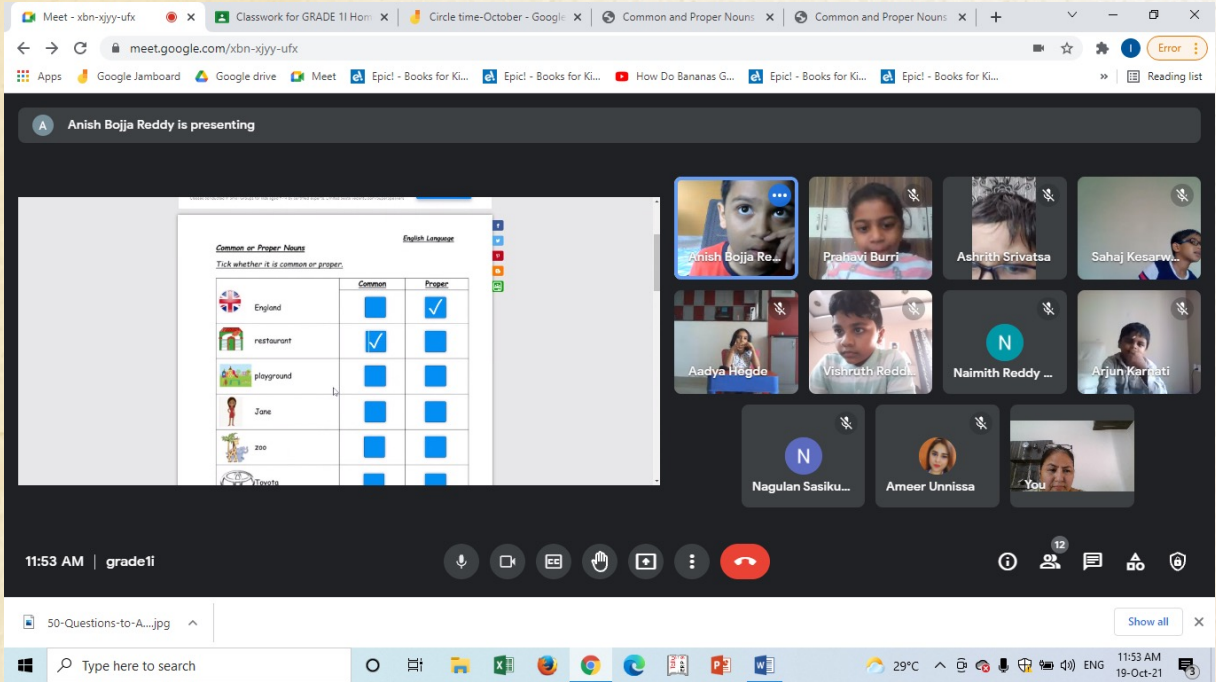
Learning and Teaching- Month Review

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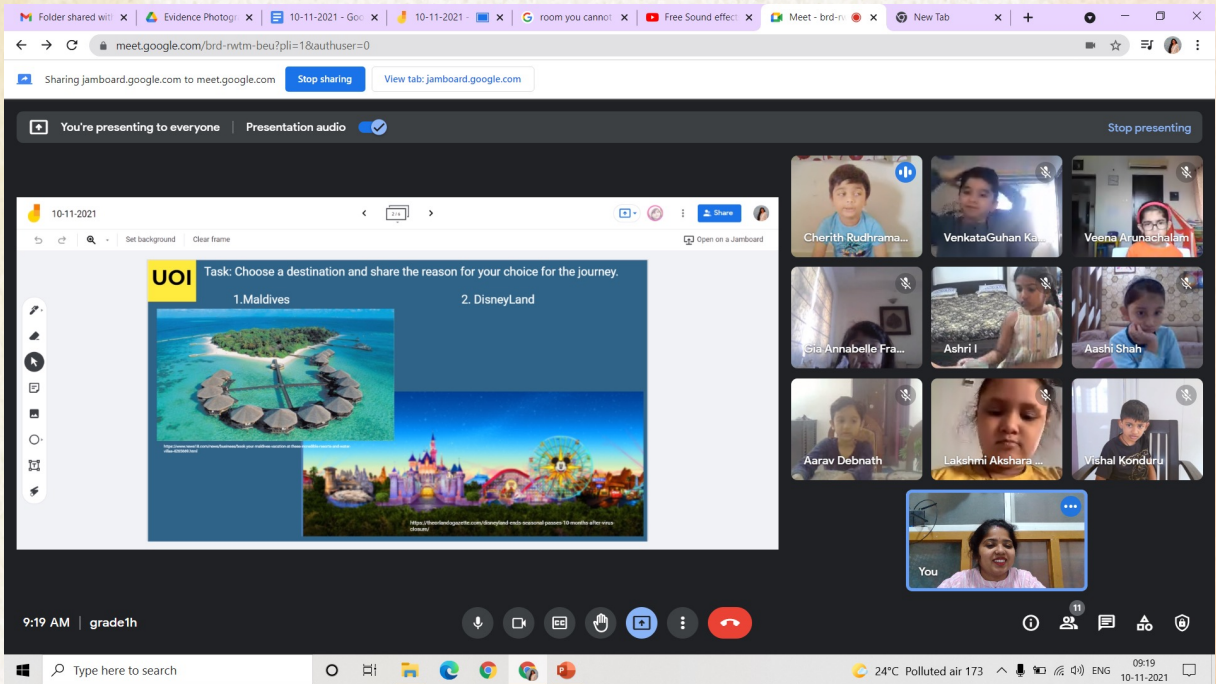
Learning and Teaching - Month Review



Common or Proper Nouns

Tick whether it is common or proper.

	Common	Proper
England	<input type="checkbox"/>	<input checked="" type="checkbox"/>
restaurant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
playground	<input type="checkbox"/>	<input type="checkbox"/>
Zane	<input type="checkbox"/>	<input type="checkbox"/>
zoo	<input type="checkbox"/>	<input type="checkbox"/>
Treets	<input type="checkbox"/>	<input type="checkbox"/>



Task: Choose a destination and share the reason for your choice for the journey.

1. Maldives
2. Disneyland

Learning and Teaching- Month Ahead

Transdisciplinary Theme:
How We Express Ourselves

Central Idea:
Imagination extends people's ability to think, create and express themselves..

- Lines of Inquiry:**
- Ways we demonstrate and enjoy imagination
 - Role of imagination in innovation
 - Problem solving using imagination

Key Concepts:
Connection, Perspective, Function.

Related concepts:
Empathy, Transformation and Problem solving.

IB Learner Profile:
Thinkers, Risk Takers, Communicators, Reflective.

Unit of Inquiry:
Students will inquire about ways we demonstrate and enjoy imagination.

Students will further inquire how people communicate through music, texts, and images.

They will research to find the meaning of the term 'imagination'.

They will inquire about ways people demonstrate imagination. They will make connection to art, dance, music and share how people use these subjects to demonstrate imagination.

Transdisciplinary Language:

Students will connect their learning to stories as people interpret messages according to their unique experiences and ways of understanding.

Learning and Teaching- Month Ahead

They will look at both fiction and non-fiction stories.

While inquiring about types of messages and ways to express ourselves, students will connect to poem, descriptive writing and picture composition.

Transdisciplinary Math:

Students will connect to data handling when they will analyse the survey conducted by them to know about the influence of messages on the target audience. They will connect to timeline, shapes and comparing shapes and connecting to real life, while representing the data.

Hindi:

Students will be introduced to the letters from 'त', 'थ' varg. They will read and listen to stories based on this letter.

Spanish:

Students will learn salutations, goodbyes and courtesy words like, "Thank you!", "Sorry", "May I use the washroom?", "Can I borrow a pen", etc in Spanish.

French:

Students will be introduced to Spanish alphabet D, F, G and J. They will learn the syllables of the letter D and F along with related vocabulary. words they are not familiar with. Students will also be introduced to masculine and feminine forms. They would be learning the usage of indefinite articles.

Telugu:

Students will practice vowels through stories and poems.

Learning and Teaching- Month Ahead

Music:

Students will be introduced to steady beat in music and in the world around us. They will make percussion instruments using resources available at home and share it with the class. Students will learn to sing Christmas Carols 'We wish you a merry Christmas' and 'Hark the herald'.

Art:

Students will conduct research on still life art and artist's style. They will observe the art form from different countries/ media, and discuss the features. They will compare and contrast the same.

Drama:

The students will continue to explore Mime through various learning engagements.

Dance:

The students will inquire about the usage of elements of dance. They will explore the elements of dance- body movements, time and relationships.

They further will inquire and identify the relationship between the music, time and dance.

PE:

Students will be engaged with running drills like ankle drill, ankle bounce. They will have a discussion to understand the benefits of ankle bounce. Students will have discussion on running and its variation.

Happenings Month Ahead

Airtel Marathon run-12th December
Christmas Celebrations and Gratitude day-22nd December
Winter break- 23rd December- 2nd January 2022
School reopens- 3rd January

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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