



PRISM

Grade 5

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 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 PYP Coordinator's Desk

Dear Parents,

Greetings!

We were excited and delighted to welcome our dear students back to school. The teachers and students were thrilled to meet each other.

The students explored the campus met their friends offline and continued their journey of learning.

They framed new essential agreements for the physical classroom. They looked excited to learn. The entire staff made sure that the protocols were followed within and outside the classrooms.



We successfully completed and submitted our preliminary documents for the Evaluation visit. However, we continue to work on collecting evidence and completing the questionnaire for the Standards and Practices document.

All our stakeholders came together to make a difference and help the artisans during the Farmers Market. We conducted our 2nd Parents Teacher Meeting and shared the first term reports for the academic year with our parents.

We thank all our parents for their cooperation, trust and support. Looking forward to have a great year ahead.

Trishna Sharma

PYP Coordinator

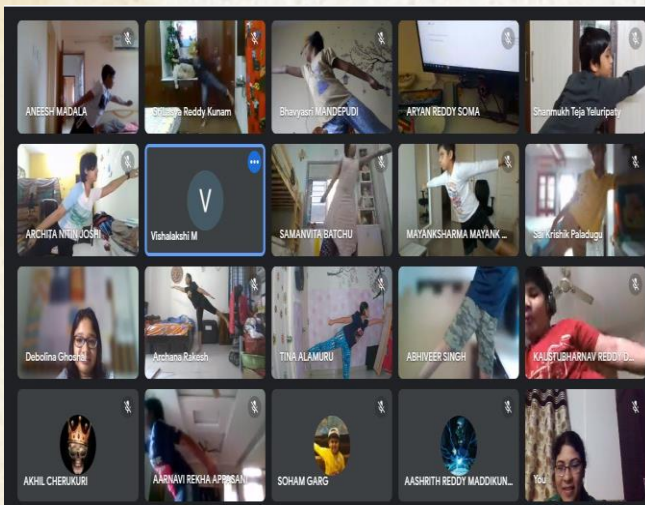
School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers continued practicing various mindfulness activities like pinwheel breathing, superman pose, find your senses activity, calming down exercise, wonder pose, balloon breathing, shark fin breathing, tree pose, volcano breathing, mindful listening, understanding emotions zone, etc.



Students also discussed about the features that contributes to their social and emotional well-being.



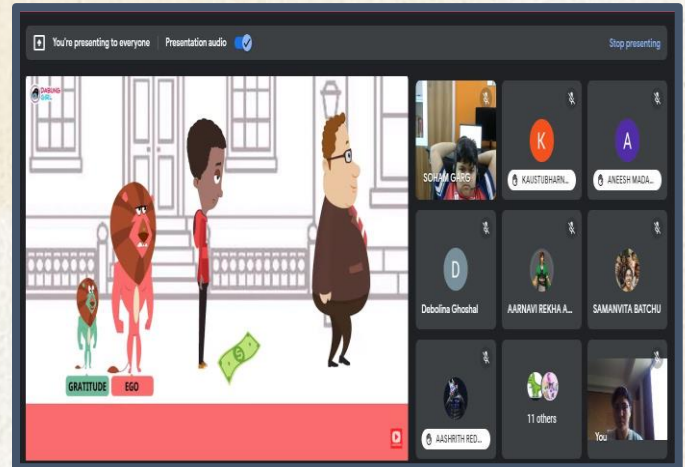
School Philosophy- 5 Developmental Pillars

Core values

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

Students discussed what gratitude means and how they can show gratitude in the classroom.

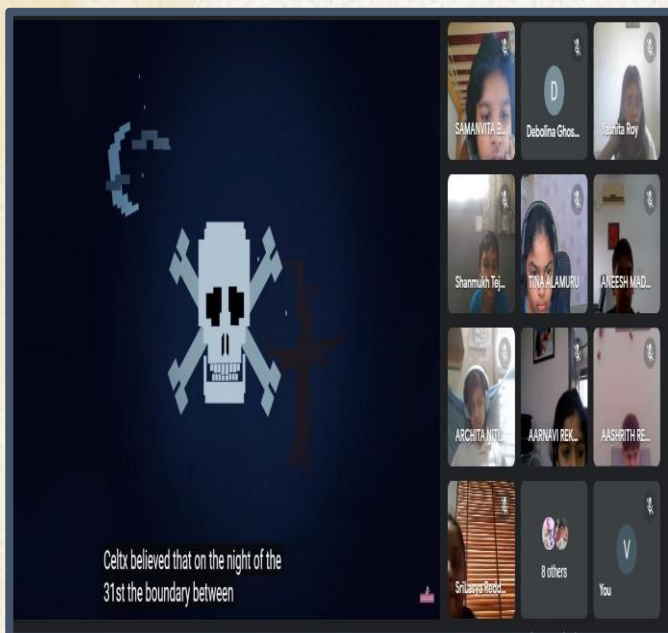
Students shared real-life examples where they demonstrated gratitude.



Holistic Excellence

As a part of their learning students continued inquiring about the messages and connected with their real-life experiences to develop their conceptual understandings.

They continued to make connections with the attributes of the learner profile and demonstrated the ATL during their learning and teaching.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, various events were conducted. Ventriloquist Show was held during the children's day.

The students celebrated Diwali celebrations and participated in the "International Elderly Day".

Parent teachers meeting was conducted to share and discuss the learning progress of each student with parents individually for the first term.



Students and teachers connected well through the event, "Farmers Market ' for reviving connections with the stakeholders.

We joined hands for the betterment of artisans, craftsmen and those whose business was affected due to Covid. All hands meetings were conducted with a management to understand the perspective of the employees and parents needs.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students participated in designing their classroom environment by discussing about the learning spaces. They discussed and shared interesting ideas and co-constructed the essential agreements for using the different spaces. They also shared their views about the setting and resources to be kept in each learning space.



As the students started coming to school physically, they began by co constructing the essential agreements to be followed in the school premises.

This provided opportunity for them to take ownership of their behavior and responsibility of maintaining their own and school resources. Students displayed their leadership skills by taking the ownership of their learning by setting their learning goals.



Professional Development

Evaluation self-study

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

We shared the standard and practices with the other team members and reflected on the same.

We also read, reflect and completed the self-study questionnaire in our respective groups.

Reading Sessions

We revisited and read the IB learner profile, Approaches to Learning. We collaboratively re-read and reflected on the IB PYP planners.

Session by Inclusion and Learning Diversity (ILD)

We had a session by our school special educator Ms. Nanitha Dulam on "Challenges faced by the students in their learning." She shared various strategies to the facilitators to use in their learning and teaching.

Learning and Teaching- This Month

Transdisciplinary Theme:

How We Express Ourselves

Central Idea:

People create or manipulate messages to target specific audiences.

Lines of Inquiry:

- Influence of images, text and music on target audience
- Critical evaluation of messages present in the media
- Ways people respond to messages
- Role of media in messages

Key Concepts:

Connection, Perspective, Causation, Responsibility

IB Learner Profile:

Thinkers, Communicators, Principled, Reflective, Caring

Unit of Inquiry:

Students inquired about the types of messages. While inquiring about communication through music ,text images, they researched and found the meaning of the term's 'audience', 'messages', 'target', 'manipulative', etc.

They looked at different aspects of messages - image, text, and how the music influence the audience .

They further inquired about the types of media and the messages available in media.

Students also conducted research to find ways people respond to various messages and the role of media in messages.

Learning and Teaching- This Month

They analyzed and connected the role of media in messages. Students identified their target audience and shared their learning using various tools.

Students were able to connect to 'Manipulation and Evaluation' during the learning engagements.

Learners inquired to know more about critical evaluation and the steps involved in the process of critically evaluating the messages.

Students also learnt about "How people respond or react to messages that helps them to understand the importance of responding and reacting in a real-life situation.

Students discussed about the PYP Exhibition planner in detail and shared their understanding.

Transdisciplinary Language:

Students continued to learn and practice letter writing and persuasive writing. They also co-constructed the checklist criteria. Learners displayed their understanding by creating various messages using different mediums.

Transdisciplinary Math:

Students continued doing mental math every day to revisit the concepts learned earlier.

They made connections with fractions, decimals and percentage during their homeroom discussions. They had various learning engagements to understand the concepts.

Learning and Teaching- This Month

French:

Students learned the conjugations of Er and Ir verbs. They learned the use of action words in the sentences.

Spanish:

Students revisited the alphabets, numbers (0-20) with pronunciation. They also read and wrote the same.

Students also learnt the names of the 10 basic Colours.

Telugu:

Students continued to read panchatantra stories. They inquired about Chinnaya Suri, who translated the stories into Telugu and shared details about him.

They also discussed the writing process, noted down the new vocabulary and found the meanings.

Hindi:

Students identified the differences between formal and informal letters.

They shared their understanding of the important elements of the same.

Learners shared their understanding of Premchand and his stories. While reading the same they connected to facts and opinions and stated real-life examples.

Learners listed down new words, found their meaning and framed sentences.

Learning and Teaching- This Month

Drama:

Students explored 'Mime'. They were engaged in a few learning engagements where they worked individually and in groups.

They explored various scenarios, inquired about the skills related to Mime- facial expression, eyes expressions, emotions and movement.

Through these exercises, they developed their balance, control, imagination, observation, and concentration.

Dance:

Learners explored the Afro hop dancing style. The style forte which helped the students enhance and stabilize the energy.

They shared their reflections using various strategies.

Music:

Students continued with their learning about the musical element "Rhythm ". They learned some simple rhythm patterns through body percussion consisting of patting., clapping, and snapping.

They played the rhythm patterns at different speeds and discussed about the term" Tempo".

Learners also learned the song " We will rock you " and added some simple rhyme patterns to the song and focused on maintaining the synchronization between melody and rhythm while singing.

They also focused on bringing proper diction and feel to the song while practicing.

Learning and Teaching- This Month

Art:

Students worked with human anatomy study. They read about human anatomy (portrait and figure) drawing and looked at different artists' drawings and listed down the characteristics.

They shared their interpretations and perspectives using the chosen graphic organizer.

The students created artwork of chosen reference portrait photographs and practiced figure drawing and self-reflected on their learning.

The students developed the attributes of the learner profile Reflective and Risk-takers and demonstrated exchanging information in communication skills.

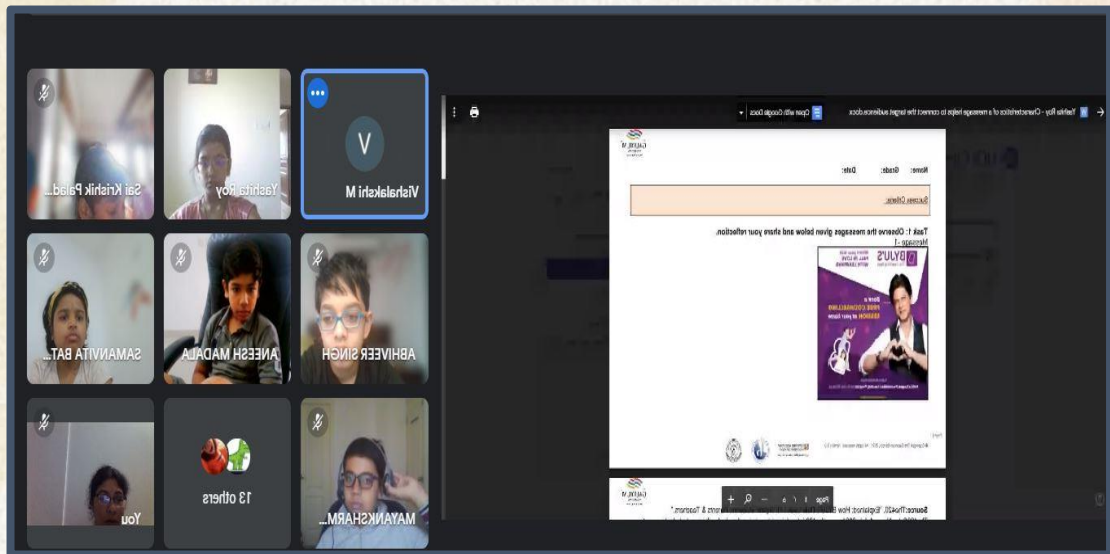
PE:

Students did the learning engagement related to long-distance track events.

They explored different long-distance events and understood the physical components of the event.

Students performed various exercises to understand the aerobic and anaerobic processes involved while performing the exercise.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How We Express Ourselves

Central Idea:

Understanding of scientific knowledge is constantly evolving and has an impact on people's lives

Lines of Inquiry:

- Causes of advancement in scientific knowledge and understanding .
- The role of technology in scientific understanding .
- The impact of scientific advances on people and the environment .

Key Concepts:

Connection, Perspective, Causation,

IB Learner Profile:

Risk-takers, Reflective, Knowledgeable, Caring, Balanced

Unit of Inquiry:

Students will inquire into the meaning of scientific knowledge, causes of advancements, importance of technology and the impacts of scientific advancements. They will also have various learning engagements to know the role of technology in detail.

Student will co-construct the spelling assessment list and continue to have their regular spelling assessments.

In PYP Exhibition, students will finalize their central idea and lines of inquiry using various strategies.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will be able to connect to data handling ,Interpretation of data, probability , mean , mode median and timeline during the homeroom discussions.

Transdisciplinary Language:

Students will be able to connect to tenses, persuasive writing, Summary writing, Newspaper & scientific report writing.

Hindi:

Students will listen to a poem - Vah Kadam Ka Ped by Subhadra Kumari Chauhan. They will also list down the purpose of the poem and understand when and why this must have been written and share their perspectives.

They will write a paragraph or an essay on chosen topics. They will also co-construct the criteria for their poem recitations.

Telugu:

Students will be introduced to poetry related to nature. Students will learn antonyms, synonyms, and rhyming words.

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 which will improve their communication and social skills.

French:

Students will identify the numbers up to 1000. They will learn the interaction and language skills in their daily communication in French, collaboration skill while working together to learn numbers and some simple sentences.

Learning and Teaching- Month Ahead

PE:

Students will be introduced to different field events and the basic rules.

Students will explore and understand the physical components of shot put and long jump events.

They will perform the movements of the long jump and shot put during various learning engagements. They will also learn about the changes and challenges in these events.

Dance:

Students will continue learning Afro hop dancing style.

Drama:

Students will learn about 'Physical Theatre' using various learning engagements.

This will provide a great opportunity to develop one's body expressions, gestures, postures, movement, balance, control, imagination, concentration and observation.

Music:

Students will learn new songs and will focus on the musical element "Harmony". They will focus on developing synchronization among themselves while singing the songs as a group.

They will also focus on bringing coordination with the instruments played along with the song.

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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