



# PRISM

Grade Nursery

# 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 PYP Coordinator's Desk

Dear Parents,

Greetings!

We were excited and delighted to welcome back 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 have been involved in various mindfulness activities like volcano breathing, calming exercises, wonder pose, mindful listening, deep body relaxation, managing emotions and many more.



Students attended the group sessions conducted by the school counselor on assertiveness training. They explored 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 the meaning of gratitude and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to gratitude.

Students shared real-life examples where they demonstrated gratitude.



## Holistic Excellence

Students engaged in Read Aloud sessions. They enjoyed listening to the stories. They enthusiastically shared their understanding and perspective from the stories. Further they also shared their favourite part and favourite characters from the story.



# 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.



## 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

## **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.

## **PYP Virtual Job Alike Sessions**

Virtual Job alike sessions was held on 13<sup>th</sup> 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 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 with the facilitators to use in their learning and teaching.



# Learning and Teaching- Month Review

## Unit of Inquiry:

### 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

### IB Learner Profile:

Open-minded, Communicators, Reflective

## Unit of Inquiry:

Students continued inquiring into the second unit of inquiry under the theme, 'Who we are', by sharing about their relationships with parents, grandparents, friends and pets. They explored about different types of relationships. They shared about different people they are connected to and the relationship they shared with them such as relationship of love and care, friendship, companionship, etc. They also discussed about their responsibilities within their relationships. Students were able to connect with the concept of identity and reflected on ways their relationships influence them.

# Learning and Teaching- Month Review

## **Transdisciplinary language:**

Students had a reinforcement of letters- P, F, G, R, with phonic sounds and related objects by using videos, jamboard, live worksheets, picture flash cards, etc. They practiced the letter formation through salt/flour tracing and crayon. Students were introduced to letters R (relationship), N (Neighbours), U (USA) and V (Value), G (grandparents). They were introduced to sight words as well like, 'he', 'she' and 'me'. During story time, teachers read out the stories which helped them in developing their vocabulary and communication skills.

## **Transdisciplinary math:**

Students were introduced to number 9 with quantification. They also learned tracing and writing numbers from 1-9. Students were introduced to patterns of numbers, letters, shapes and colour. They enjoyed creating their own patterns. They were also introduced to the concept of big and small, more and less.

## **PE:**

Students watched videos/pictures based on walking, jogging, and running. They were engaged with basic movements like (hand movement, leg movement, body coordination, etc.). They also discussed success criteria for the tasks shared. Students participated in different learning engagements like lead-up games using fundamental skills like jogging and running around the objects, along different shapes (circle, rectangle, triangle, etc.) and in different directions (straight, zigzag, forward, and backward), with and without objects (toys, water bottles, books, etc.). They also learned basic jumping and hopping skills through different learning engagements.



# Learning and Teaching- Month Review

## Drama

We showed the story, "Sooty and Snow" for the students to reflect on their learning of the character, expressions, and movement. We worked on expressions and movements connected with happy emotion.

## Music:

Students watched a video and connected with low and high music. Students watched another video and identified happy and sad emotion in the music. They were introduced to happy song. Students practiced to the tune of the song with the facilitator.

## Dance:

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

## Art

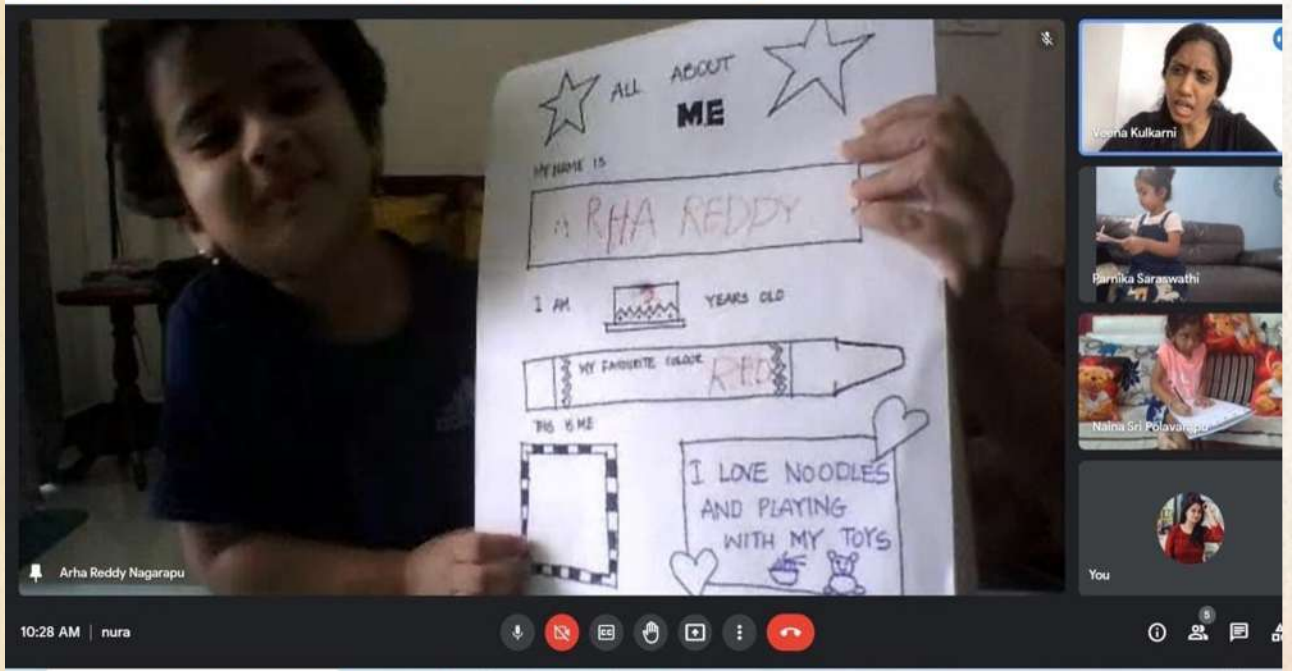
Students were introduced to the shapes as shapes are the building blocks for art. They developed their observation skills by comparing different shapes. Students tried different ways to create shapes like joining the dots, using lines, and drawing shapes through air tracing technique. Students were shown some stories about shapes to help them relate to the objects in their surroundings. They displayed their creativity in using the shapes to create their artwork like rangoli. They related the shapes to different objects around them. They tried drawing the things that relate to a particular shape from their surroundings or from their previous experiences. The students showed their curiosity to know more about shapes by voicing their choice of shapes they would like to explore more. Students showed learning of the shapes by identifying the shapes, choosing the shapes to create their artwork, and sharing the reasons for their choice of shapes.

# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



# Learning and Teaching- Month Ahead

**Unit of Inquiry:**

**Transdisciplinary Theme:**

Sharing the planet

**Central Idea:**

Animals and people interact in different ways in different contexts

**Lines of Inquiry:**

- The different roles animals play in peoples' lives
- Suitability of particular animals for specific functions
- Our responsibility for the well-being of animals

**Key Concept:**

Function , Causation ,  
Responsibility

**IB Learner Profile:**

Caring, Balanced, Principled,  
Communicators

**Unit of Inquiry:**

Students will be inquiring in to the third unit under the theme, "Sharing the planet". They will explore about different types of animals, different roles animals play in our lives and ways animal and people interact in different contexts.

**Transdisciplinary Language:**

Students will learn uppercase letters with the phonic sound and related objects. They will engage in tracing and formation of letters and build their vocabulary through stories, picture talk, show and tell, etc.

**Transdisciplinary Math**

Students are going to learn numbers from 11-20 along with quantification, tracing and formation of numbers. They will revisit the concept of big and small, tall and short, heavy and light. Students will also use pictograph for data handling.



# Learning and Teaching- Month Ahead

## **Music:**

Students will continue to sing along the happy song with the facilitator, practicing the lyrics and following the tune on the keyboard. Students will be introduced to new songs. They will practice the song along with the facilitator following the tune of the song.

## **Drama:**

We will continue with using different expressions in enacting.

## **Dance:**

Students will be learning elements of dance (action) like bend, jump, knee lift, hands shake, turns, run and twist

## **Art:**

Students will be taking ahead their inquiry about shapes further by exploring the use of shapes in daily life and their importance in art. They will be further exploring the shapes and their purpose in the art.

## **PE:**

Students will be practicing fundamental skills to improve fine and gross motor skills by different learning engagements like hopping with one leg and double leg, hopping on the spot and one place to another place with and without objects. They will also be learning the balancing skills.

# Happenings Month Ahead

Airtel Marathon run-12<sup>th</sup> December  
Christmas Celebrations and Gratitude Day- 22<sup>nd</sup> December  
Winter break- 23<sup>rd</sup> December- 2<sup>nd</sup> January 2022  
School reopens- 3<sup>rd</sup> 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.**

<https://www.facebook.com/thegaudiumschool/>