



PRISM

Grade PP1

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!

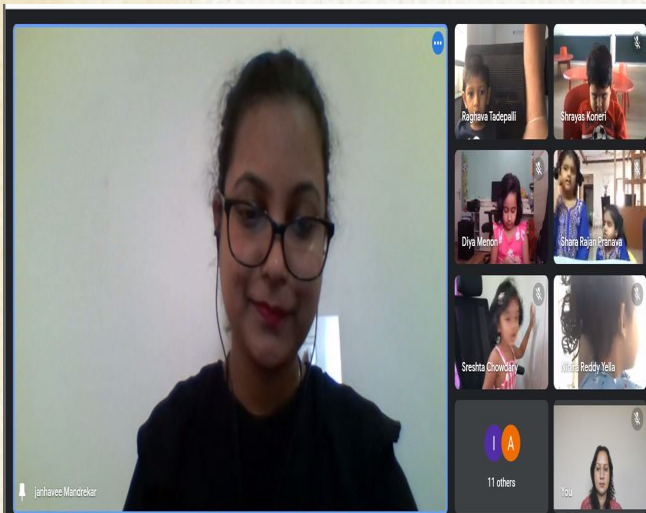
Ranjeeta Sahoo

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been involved in various mindfulness 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.

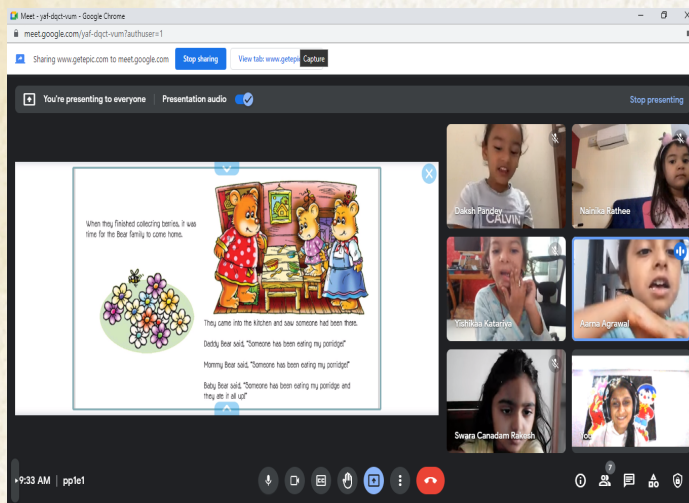
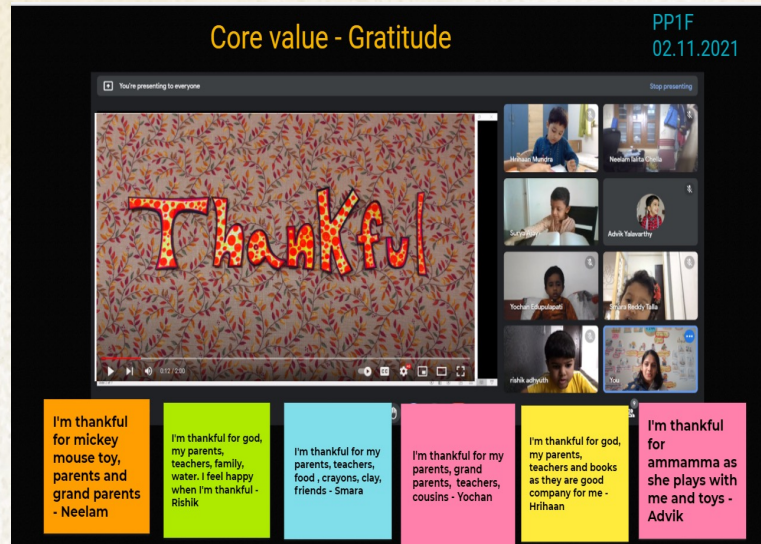
School Philosophy- 5 Developmental Pillars

Core values

'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 take to support our local craftsmen, farmers, artisans and weavers. A renowned Ventoquolist, 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

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:

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 influence lives.

Key Concepts:

Change ,Causation, Connection

IB Learner Profile:

Caring, Inquirers, Communicators

Unit of Inquiry:

Students continued their journey in the 2nd unit under the theme, 'How the world works'. They inquired about the patterns of growth with different learning engagements. They also inquired about the stages of growth in trees, humans, dogs, hens and butterfly.

Transdisciplinary language:

Students were introduced to the uppercase and lowercase letters 'Bb', and 'Gg'. They enjoyed learning the phonic sounds of each letter through jolly phonic rhymes and fun games and practiced writing them in their notebook. They were also introduced to the digraph 'Sh' and 'Og' family words through videos and various learning engagements.

Learning and Teaching- Month Review

Transdisciplinary Math:

Students continued to practice the concept of simple addition using picture addition and simple real life word problems. They were also introduced to the concept of skip counting by 2, 5 and 10.

Drama:

Students explored 'Mime'. They explored mime in daily routine life and acted them out. They engaged in imagination and developed their skills in observation.

Music:

Students practiced rhythmic clapping exercises. They learnt rhymes and songs related involving patterns, rhythm and beats.

Dance:

Students developed body awareness in available space in relation to objects. They engaged in whole body movements involving moving different parts of the body. Students also practiced warm-up exercises, body stretching and basic movements of dance. They learnt basic steps like nod, hand swing, shake, knee lift, clap, etc.

Art:

Students continued their inquiry into the elements of arts and revisited the shapes by sharing the different shapes they recognize. They have sorted the pictures by shapes. They tried to create the artwork using the basic shapes. They could relate the shapes to objects in their surroundings. They further inquired into importance of shapes by creating artworks for different festivals like Halloween and rangoli for Diwali.

Learning and Teaching- Month Review

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

shine

sh

Anvi Mummidis...

Swara Canada...

Anvitha Sunkav...

SaiVedansh Chi...

Yashika Katariya

Aayansh Agraw...

Ayan Dantuluri

Aarav Nirav Dave

Aarna Agrawal

Daksh Pandey

Vedansh Nadella

You

08.11.21
PP1D

UOI

You're presenting to everyone

Stop presenting

Hazel Grace Prasad

Raghava Tadepalli

Shara Rajan Prana...

Isha Kattukul Gou...

Diya Menon

Shreyas Koneri

Zemaid Ahmed Cui...

Aditya Patil

You

What is missing for the dog in the first scenario?

How will it impact its growth?

Care and friends - Diya, Zemaad, Shara

Family and friends - Aadhyaa, Isha

Dog will not eat food and will get sick. Diya, Hazel, Shara

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Cambridge Assessment
International Education
Cambridge International School

IB
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SCHOOL

14

Learning and Teaching- Month Review

You're presenting to everyone

Stop presenting

The presentation slide displays a cartoon illustration of a boy in a red shirt and green shorts pouring food from a blue bowl into a green bowl on the floor. A brown dog is sitting next to the bowl, looking up at the boy. The slide includes a URL: <https://www.vectorstock.com/royalty-free-vector/a-little-boy-is-giving-food-for-his-big-brown-dog-vector-23254557> and the Cambridge Assessment International Education logo.

Participants in the grid include: Sireya Dhar, Advik Yalavarthy, Hrihaan Munda, Smara Reddy Talla, rishik adhyuth, and You.

10:16 AM | pp1f

08.11.21
PP1D

Concept of Pattern


What comes next?

The three pattern puzzles are:

- Star, Square, Diamond, ?
- A 2 2 A 2 ?
- C D E C ?

The grid of participants shows several children and one adult, all looking at the screen.


Learning and Teaching- Month Review

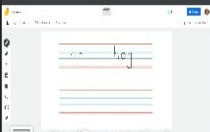


Note interrupts again. "Nana will like MY card best!"

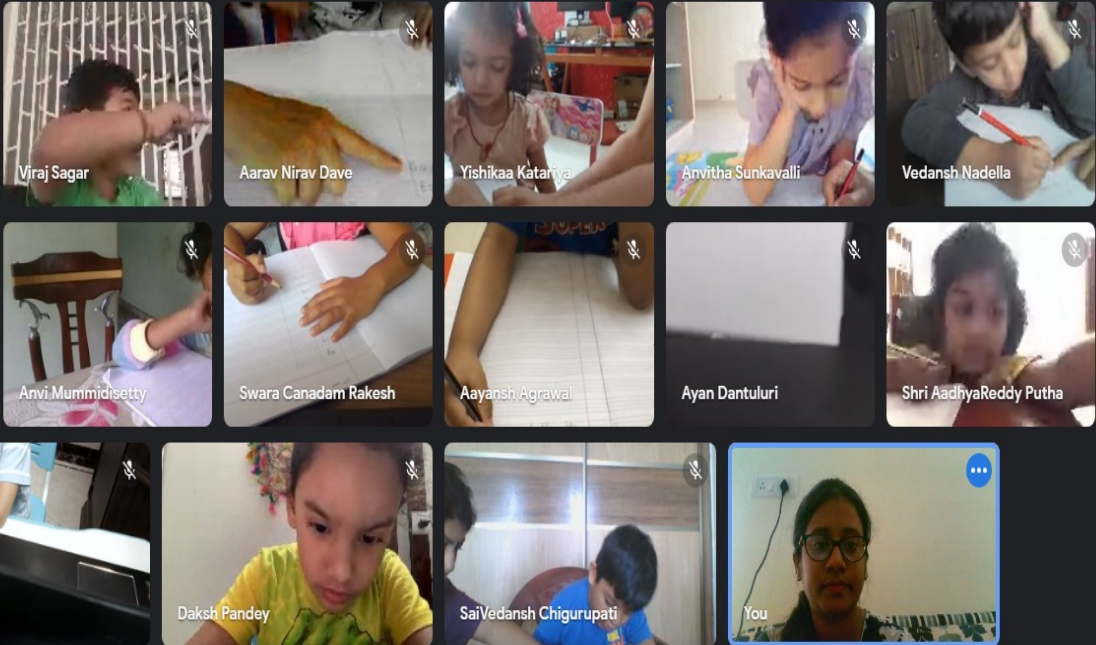
Dad points to the flowers. "Just remember to put the flowers in ..."

Note doesn't listen. He draws flowers on Nana's card.





You (Presentation)



Learning and Teaching– Month Ahead

Transdisciplinary Theme:

How We Express Ourselves

Central Idea:

Play facilitates expression, feelings, ideas and new understandings.

Lines of Inquiry:

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time.

Key Concepts:

Function, Connection, Change

Related Concepts:

Imagination, Creativity, Communication

IB Learner Profile:

Risk-takers, Communicators, Knowledgeable, Balanced

Unit of Inquiry:

Students will tune into the new unit of inquiry under the theme, 'How we organize ourselves'. They will inquire about different forms of play, share what is play for them, who do they play with, when and where they engage in play, why do they play and how do they play.

Transdisciplinary Language:

Students will be introduced to letter "Jj" for jogging or jumping, and "Qq" for queen using jolly phonic songs. They will practice formation of uppercase and lowercase letters using videos, stories and more. Facilitators will introduce the use of question words for framing questions.

Transdisciplinary Math:

Students will be introduced to numbers 21 to 30 and they will also represent data using bar graphs and pictographs.

Learning and Teaching- Month Ahead

Music:

Students will be introduced to Christmas carols (Jingle bells and We wish you a merry Christmas) songs.

Drama:

Students will continue learning using different expressions while enacting a character.

Dance:

Students will be learning elements of dance (Action) like bend, run, jump, knee lift, hands shake, turn, use of space, shoulder movements and twist. They will create patterns using body movements.

Art:

Students will further explore 3D shapes and their importance in daily life. They will create original craft pieces using the 2D and 3D shapes.

PE:

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

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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