



# PRISM

Grade PP2



# Message from the Principal's Desk

Dear Parents,

Hope you are all safe and in good health! As uncertainty continues to exist large before us, I share a story with you, which pushed me to think about ourselves.

A man was walking near a group of elephants that was halted by a small rope tied to their front leg. He was amazed by the fact that the huge elephants were not even making an attempt to break the rope and set themselves free.

He saw an elephant trainer standing beside them and expressed his puzzled state of mind. The trainer said "when they are very young and much smaller, we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free."



It is the false belief of the elephants that denied their freedom for lifetime.

(source-

<https://www.edsys.in/motivational-stories-for-students/>)

It is very important that we inculcate in ourselves good self-esteem and positive thinking, as both these lead to positive actions including goal setting, problem solving, dealing with others, taking risks and building a balanced life.



Positive action motivates us to achieve our goals which in turn makes us happy, confident and in control to manage challenges and learn from our mistakes.

We need to do a few things together to ensure that we are ready to face any adversity or challenge with grit and resilience

1. Practice mindfulness
2. Set goals and have a vision for self
3. Learn to solve problems with a solution in focus
4. Value your ideas and views – never shy away from taking risks
5. Be responsible for your actions
6. Spend time with people who matter the most to you
7. Have a balanced life- time for everything including self

The PYP team has been trying to follow these during their reflective journey of self- study for the programme evaluation due in February 2022. They have been gathering data from all stakeholders and evidences of learning and teaching to identify and analyze areas we have been doing well and areas we need to continue growing!

On this note, I thank you all for being with us in our journey of making learning collaborative both online and offline, preparing students for the future!

**Anjalika Sharma**

**IB PYP Principal**



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As our evaluation is due in February 2022, our team has reflected and analyzed the evidences collected for the Programme Standards and Practices and Programme Development. We have submitted the self- study questionnaire successfully on the IB concierge.

Students of grades 1, 2 and PP2 had opportunities to develop and demonstrate their critical and creative thinking skills while engaging in Design Thinking process. They came up with innovative solutions for existing problems. Our students of Grade PP1 shared their ideas for a useful and safe play equipment that they would like to design for their friends.



Students of Grade PP2 shared n what they would like to invent given an opportunity, who they would invent it for and why. They are currently working on ideating and designing the prototype using the Design Thinking process.



In connection with the current unit of inquiry, our Grade 1 students used Design Thinking to identify potential problems around them and find solutions demonstrating their imagination and creativity.

Students in Grade 2 inquired into challenges associated with a choice of material, during its manufacturing or processing or with the byproducts. They used the Design Thinking process to come up with innovative solutions and prototype to overcome the challenges identified.

The students of grade 5 students continue with their process of exhibition they are currently framing the central idea and the lines of inquiry.

We look forward to your continuous encouragement and support in your child's learning journey.

**Trishna Sharma**  
**PYP Coordinator**



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students and teachers have been involved in various mindfulness activities like flower breathing, heart exercise, mindful listening, visualize being kind to someone, woodchopper breathing, act of kindness, balanced walking and many more.



Students were introduced to personal space as an area that extends as long as their hands measure to begin with. 'Personal space balloon' was used as an imagery to discuss the importance of protecting and respecting personal space boundaries of self and others. They were also introduced to the concept of decision making through a story. They shared their reflections on what types of choices they make and how do they know if the choice made was appropriate.



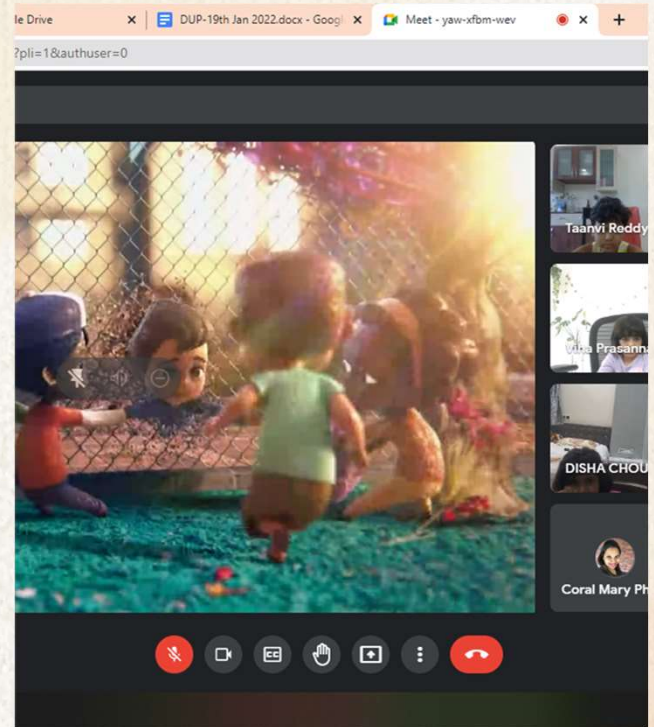


# School Philosophy- 5 Developmental Pillars

## Core values

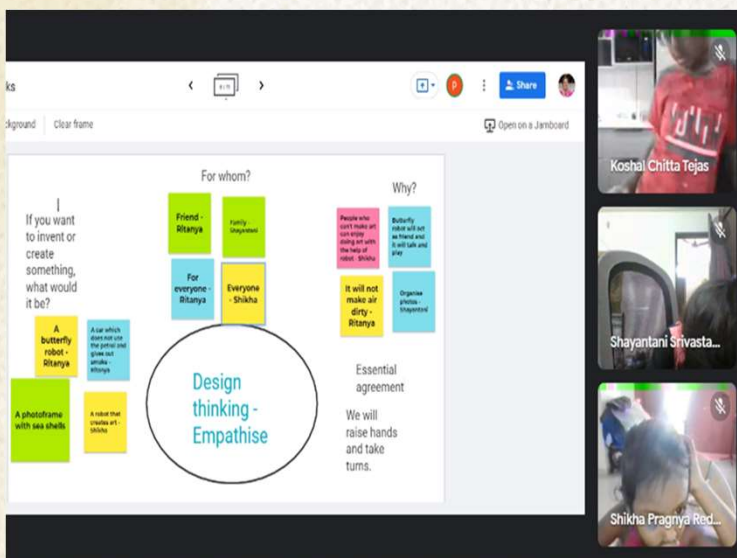
Students discussed the meaning of "Gratitude" & "Empathy". They discussed ways they can practice it in their life. Students participated in different learning engagements like watching and listening to stories and reading books related to empathy and gratitude.

They shared real-life examples where they demonstrated empathy and gratitude.



## Holistic Excellence

Students continued to make connections with the attributes of the learner profile. They participated in story read aloud sessions. They enjoyed listening to the stories and shared their reflections as well. Students engaged in inquiry and made transdisciplinary connections. They shared about an invention they would like to come up with connecting a problem identified by them. Students used Design Thinking process to plan their prototype.

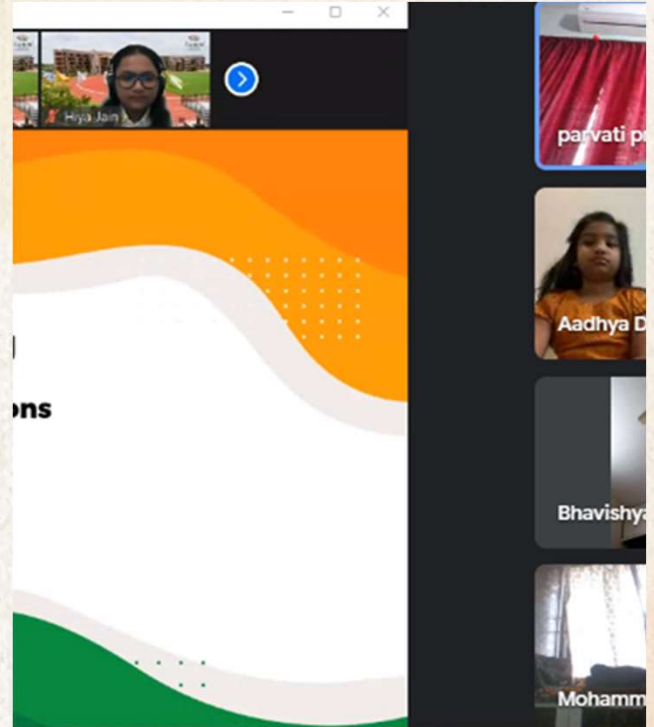




# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

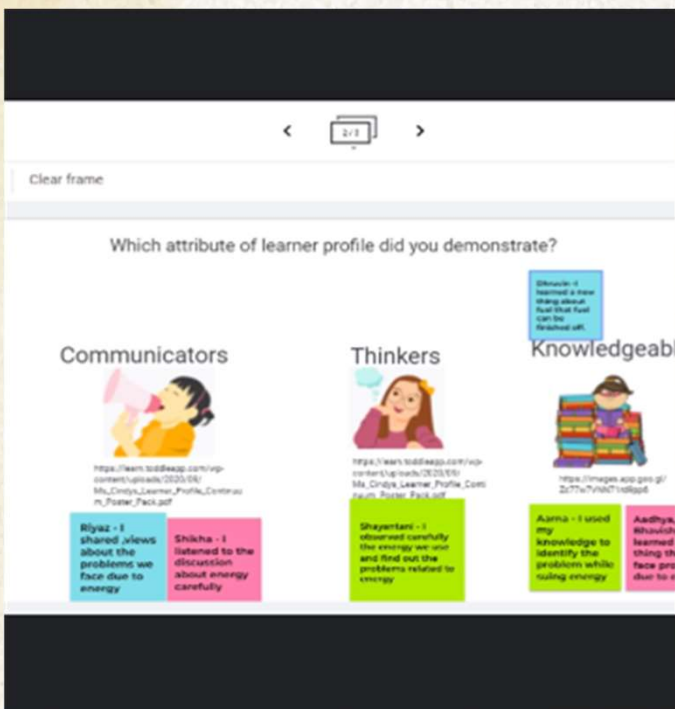
Various events were conducted to promote the stakeholder engagement such as All hands meet where our CEO shared the developments during the month with the staff. We celebrated the festival of Christmas and Gratitude Day. Our students participated enthusiastically in Republic day celebrations virtually.



## Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They continued to take ownership of their learning by co-constructing success criteria and sharing their reflections.

They also reviewed and co-constructed the essential agreements.





# Professional Development

## Reading Sessions

We read and reflected the IB publications. We also shared the best practices and the perspectives from our learning and teaching.

Teachers watched an episode of their choice from the show-‘Shark Tank India’, from the given links.

<https://www.youtube.com/watch?v=8tfP0oX3pds>

<https://www.youtube.com/watch?v=wh928LKHS6Y>

[https://www.youtube.com/watch?v=Yl1KIO\\_\\_aiE&list=PLzufetFnhupwqGc-IVUPwviLVP0gsx8\\_w&index=1](https://www.youtube.com/watch?v=Yl1KIO__aiE&list=PLzufetFnhupwqGc-IVUPwviLVP0gsx8_w&index=1)

After watching the episode, they reflected and shared-

- Three things that they have understood/learnt
- Two things that they will take it forward or implement in their classroom
- One aspect of the PYP that they could connects to

The team also engaged in inquiring and researching on innovation and Design Thinking and shared videos related building resources. They shared their understanding and reflections.

## Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Syeda Hadiya Naaz took a session on well-being of the teachers. She shared few strategies to overcome the challenges during this pandemic. She also engaged the staff in practicing mindfulness.

## Evaluation

We continued to collaborate and share different strategies in our respective groups. We read and reflected on the self study questionnaire and completed the document. We revisited the Programme Development Plan and analyzed the collected evidence.



# Learning and Teaching- Month Review

## Unit of Inquiry:

### Transdisciplinary Theme:

How the world works

### Central Idea:

People apply their understanding of forces and energy to invent and create.

### Lines of Inquiry:

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

### Key Concepts:

Form, Function, Causation

### IB Learner Profile:

Risk- takers, Inquirers, thinkers

## Unit of Inquiry:

Students demonstrated their understanding of the unit through end of unit assessment task. They chose one of the artforms and used it to communicate their learning from one of the previous units of inquiry they had engaged in.

Students tuned into the fourth unit under the theme, 'How the world works'. They participated in a series of physical activities, demonstrated by the P.E teacher and shared their understanding of the terms, 'Force' and 'Energy'. Students explored about different kinds of forces and types of energy. They could connect with the words 'invent' and 'create'. Students inquired into different inventions, reasons they were invented and the impact of these inventions. They reflected that people invented or created to solve problems.



# Learning and Teaching- Month Review

## **Transdisciplinary Language :**

Students continued to explore the concept of story, sequencing and various elements of the story and learned to create their own story using story jumper, graphic organizer.

They used describing words, verbs and adverbs in framing sentences. They developed new vocabulary during the inquiry. Students engaged in identify cause and effect for a given scenario.

## **Transdisciplinary Language :**

Students explored and practiced the concept of ascending, descending, before, after and missing numbers. They practiced writing numbers above 100. Students revisited the concept of place value (Hundreds, Tens and Ones/Units) and learned to quantify the numbers using manipulatives. They also engaged in problem-solving through word-problems.

## **Dance:**

Students learnt about elements of dance (Action) like nod, shake, sway, knee lift, clap, tippy toes, knee lift, roll, different direction, and body postures.

## **Music :**

Students learned about the presence of a steady beat in Music and the world around us. We also learned about percussion instruments and how to use our body to make beats and create patterns. They explored online drums to make a steady beat. They practiced Christmas Carols like, 'Joy to the world' and 'Jingle Bells'.

## **Drama :**

Students learned about story and engaged in developing an understanding of character and their roles.



# Learning and Teaching- Month Review

## **PE:**

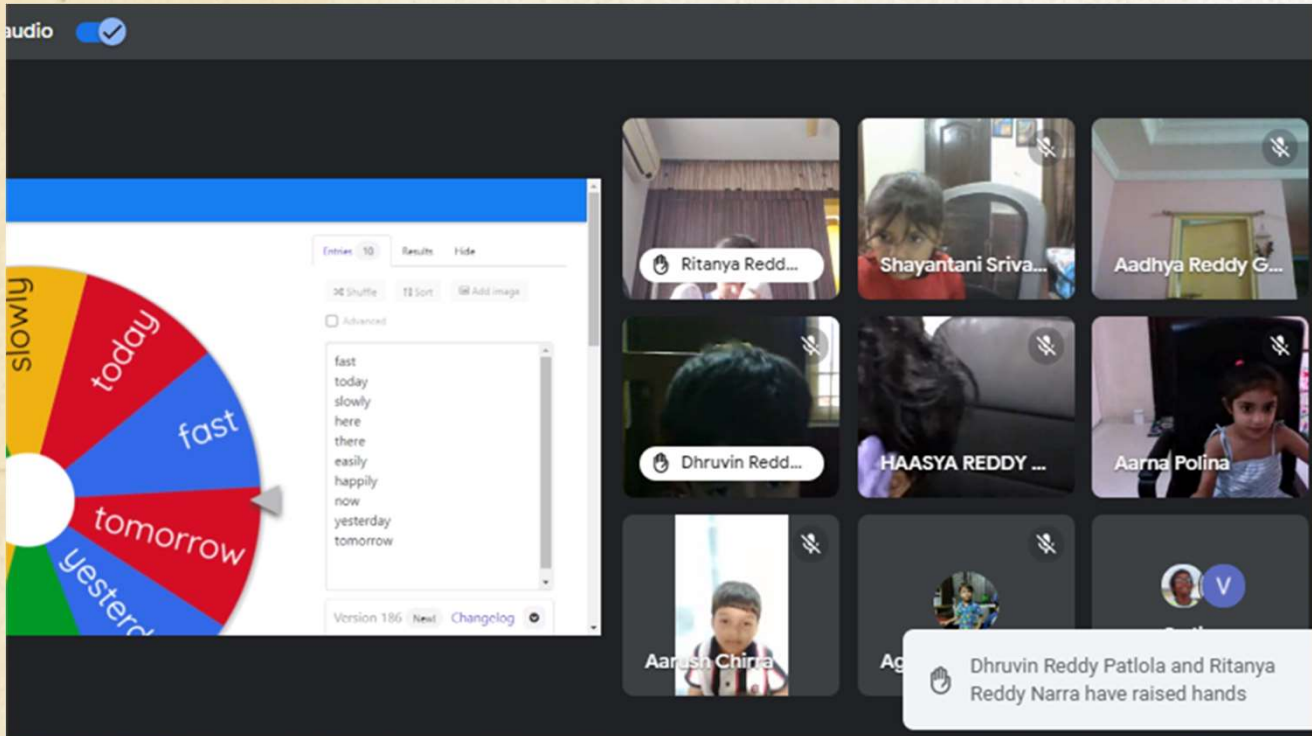
Students watched the videos /picture of jump and discussed about the correct technique of jump. They performed jump with variation- jump on the spot (vertical jump), jump forward and backward, jump for the distance. They participated in lead-up game related to jump. They also practiced on spot hopping and hopping forward with one leg and with both the legs. They also practiced balancing on one leg, bird pose, tree pose and balancing objects on different body parts- head, shoulder and hand.

## **Art:**

Students used shapes to create the artwork related to Christmas. They co-constructed the assessment task and criteria to show their understanding of the elements of art. Students explored different objects available around them as stamps to create an artwork. They co-constructed the assessment task and criteria to show their understanding of printing.

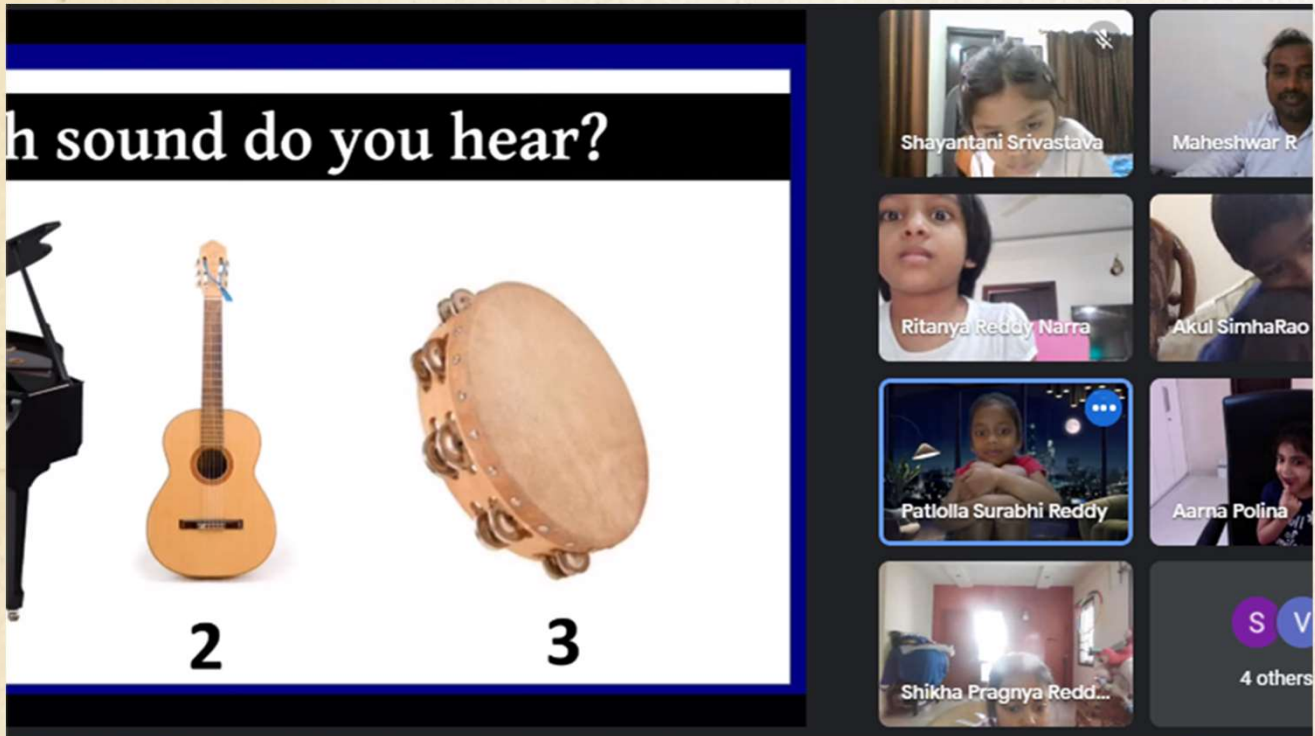


# Learning and Teaching- Month Review





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# Learning and Teaching- Month Review

je Jamboard x PP1 -SLC slide 10 (10.pptx - Goo... x Meet - wpg-aedk-dbw

12 High knee action  
1 Stretching exercise  
2 Side to side jumps  
3 Zig-zag running  
4 Squats  
5 Alternate toe touch  
6 On the spot high jumps

Clock Warm-up

12 11 10 9 8 7 6 5 4 3 2 1

Cambridge Assessment International Education Cambridge International School

THE GAUDIUM SCHOOL Sculpting happy minds

Ritanya Reddy ...  
Aarna Polina  
Akul SimhaRao ...  
Dhruvin Reddy ...

Open on a Jamboard

7 - 3 = 4

By using the concept of subtraction - Koshal

We can also use fingers to solve the problem - Shrujan

7 balloons, 3 crossed out

ons pop. n?

Take fingers to solve the given problem - Shrujan

We can also use fingers to solve the problem - Shrujan

Mohammed Riyaz  
Shikha Pragnya  
Patilolla Surabhi Reddy  
Shayantani Srivas  
Agasthya Agarwaal  
HAASYA REDDY B



# Learning and Teaching- Month Review



Where am I in my learning today?

Shikha - I took help to share my thoughts

Shayantani - I was able to share my thoughts clearly during the engagement about cause and effect

Ritanya - I need more time and practice for the concept of cause and effect

Riya - Sometimes I need help to be clear about concepts and to be mindful about my thoughts

Open on a Jamboard

Mohammed Riyaz

Shayantani Srivastava

Koshal Chitta Tejas



# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

Where we are in place and time

### Central Idea:

Interpretation of artifacts contributes to understanding of people's personal histories

### Lines of Inquiry:

- Analysing artifact
- Creating artifacts
- Reasons people keep or discard artifacts.

### Key Concepts:

Form, Function, Causation

### IB Learner Profile:

Thinkers, Open-minded, Risk takers and Reflective.

## Unit of Inquiry:

Students will be tuning into the fifth unit, under the theme, 'Where we are in place and time'. They will inquire about artifacts. Students will explore how to analyze an artifact. They will use their 5 senses to analyze an artifact as well as gather necessary details for further analysis.

### Transdisciplinary Language:

Students will connect with adjectives and opposite words while describing the artifacts. They will further connect and explore the naming words while analysing the artifacts. They will also connect to the concept of tenses.

### Transdisciplinary Math:

Students will make connection with the 2D and 3D shapes while analysing the artifacts. They will further explore and connect with estimations, ordinal numbers and timeline while analysing artifacts.



# Learning and Teaching- Month Ahead

## Music:

Students will revisit musical notes, treble and bass clef. They will learn a story-based song and a song in one of the foreign languages.

## Drama:

Students will be learning and developing further how to play a character and understanding about movement and act.

## PE:

Students will learn strike- basic strike with one hand and with two hands. They will learn different throw- Over head throw, Under hand throw, Upper hand throw. They will also learn catching the ball with two hands, catching the objects (Throwing the ball in the air and catch with two hands.)

## Art:

Students will be further exploring into the types of art using the paper like tear and paste, paper folding to demonstrate their imagination.

## Dance:

Students will be learning elements of dance (Action & space) like bend, hand swing, run, jump; tippy toes knee lift, hands shake, shoulder movements, twist, forward-backward direction, uses of floor, personal space and different shapes.



# Happenings Month Ahead

**3<sup>rd</sup> February- World Read Aloud Day**  
**21<sup>st</sup> February- International Mother Tongue Day**  
**23<sup>rd</sup>, 24<sup>th</sup>, 25<sup>th</sup> February- IB PYP Evaluation visit**

## **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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