



PRISM

Grade 3

Message from the Principal's Desk

Dear Parents,

Greetings!

In a remote place best known for sculpture shops, there lived a father and son.

The father was a sculpture and had a shop. He never made big profits from the shop but still, he continued with making sculptures.

In his free time, the father used to teach his young son the art of sculpture. While teaching the art, his father also taught him ethics and instilled faith that one should have in his work.

He told his son, we are not able to sell as many sculptures as we want. But he had faith that one day their work would reach people and then there will be no looking back.



As time pass by, his son learned the complete art of sculpturing. He started helping his father along with his studies.

Other Sculptures in the area started closing their shops and went for other jobs. They advised the father, "Leave this work and look for any other source of income. You will never earn from this." But the old man continued selling the sculptures.

One day, a businessman was traveling and saw the sculptures shining like gold in the sun's rays. He visited the shop and explored them. He shared, "These sculptures are awesome and have huge demand in other countries. Can we both do business together? You make the sculpture and I sell it."

Both the father and son were happy with the offer and agreed. They started making more sculptures and soon their business grew multi-fold.

True, when you are pursuing something in life, the first step is, to have complete faith in what you are pursuing. There will be challenges during the process but if you have faith you can succeed.

(Acknowledgement- https://winnersstory.com/short-stories-on-faith-1/_)

Life is full of surprises and we are not sure of what will happen next. In such challenging and unpredictable times, we continue to move forward and strengthen our efficacy in what we do and why we do. I also choose to share this story because it connects with our recent successful PYP 1st Evaluation Visit, after being authorized in 2018. The reflective self-study that started in October 2020, with the team understanding our school's context, collecting and analyzing evidence to share our best practices, success stories, and the! All stakeholders contributed to this journey and together we were able to achieve our goal.

We continue to look forward to opportunities to connect, collaborate, and partner with you to ensure that our students enjoy learning, connect the same to real life, and in turn unlock their potential to be future-ready

Anjalika Sharma
PYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We successfully completed our 1st Evaluation Visit, after being authorized in 2018. The visit happened virtually on 23rd, 24th and 25th of February.

The journey started in October 2020 with unpacking of Programme Standards and Practices with our team members. We worked together as a team and started reading, reflecting and analyzing our practices.

Our students read, reflected and shared their feedback where required. Our parents attended the informative sessions and gave their valuable feedback.



The visiting team interacted with our teachers, students, parents, Senior Leadership Team and the Pedagogical leaders. They appreciated our students and parents for their involvement in the programme.

The stakeholders helped us in this journey, and it was an enriching experience. We thank you for all your support and look forward to your continuous encouragement and support in your child's learning journey.

Trishna Sharma

PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being:

Learners have been engaged and continue to engage in the well-being aspect through the mindfulness curriculum.

They practiced various elements of mindfulness such as rainbow breathing, popcorn breathing, mindful awareness, personal goal setting, etc.

They practiced these through various activities and discussed the benefits along with sharing their reflections regularly.



Students were introduced to "Personal space" during group sessions by the counselor.

They discussed the importance of protecting and respecting the personal space of self and others and persons to be included in these spaces.



School Philosophy- 5 Developmental Pillars

Core Values

The core value for the month, 'Empathy', was inculcated in various ways. Students discussed the meaning of empathy 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 empathy.

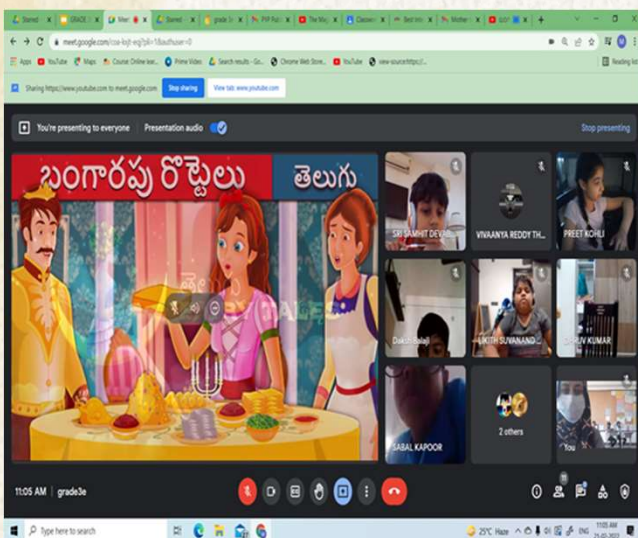
Students shared real-life examples where they demonstrated empathy.



Holistic excellence:

Students celebrated International Mother Language Day on 21st February 2022 where they introduced themselves in their home and family language.

They were given a choice to share a story/song/poem or describe a picture in their home and family language. They understood the importance of cultural and linguistic diversity. It was a memorable experience for all the students and teachers to communicate with each other in their home and family language.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, the community members were involved in the process of evaluation which was conducted on 23rd, 24th and 25th of February.

Grade 5 students and parents had an orientation session conducted both physically and virtually regarding the transition from Primary to Middle school. In this orientation, the salient features of various curricula were shared with the parents.



Global Leadership

Students were engaged in reflecting on their learning, identifying areas of improvement, and setting goals.

They also continued developing and demonstrating the approaches to learning and attributes of the learner profile by engaging in different learning experiences.

Professional Development

Reading Sessions

We read and reflected the IB publications. We also shared the reflection on the nano -PD session during this month.

1. Knowing our learners-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Knowingourlearners/index.html#/menu/5ffeb57c4e84167b8bfe4af4>

2. Planning for practice-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Planningforpractice/index.html#/menu/60794cdb965a393828b9fd30>

Session by Inclusion and Learning Diversity (ILD)

Our school counselor Ms. Nanita Dulam and Ms. Hadiya took a session on the well-being of the teachers. They shared a few activities to refresh our minds. The ILD team with the collaboration of our PE department also arranged well-being sessions on Saturday followed by Zumba, Aerobics, and Yoga exercises.

Evaluation

We have successfully completed the evaluation process during this month. All the stakeholders were the part of the evaluation and shared their understanding of the programme in our contexts.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary theme:

Where we are in place
and time

Students continued with inquiring into the concept of migration under the transdisciplinary theme 'Where we are in place & time'.

Central Idea:

Migration is a response to challenges, risks and opportunities.

They framed questions for research and connected them with the key concepts while investigating about reasons for people's migration.

Lines of inquiry:

- Reasons for migration
- Migration throughout history
- Effects of migration on communities, cultures, and individuals

They had a virtual guest session by Ms Munazza, a student counselor from Bahrain, who shared her experiences related to migration. Her guest talk focused on the reasons for migration, how it has affected her, the challenges she faced and the opportunities she got.

Key concepts:

Causation, Change, Connection

Students further took part in discussions, watched videos, and read books to understand the reasons people migrate.

IB learner profile:

Knowledgeable, Open-Minded,
Inquirers, Caring

They sorted the reasons under push and pull factors and made real-life connections where they shared their experiences/reasons for migrations.

Learning and Teaching- This Month

Students inquired into the meaning of history and why is it important to us. This led to further inquiry on migrations that happened in history. Students made connections to the map and inquired about the elements of the map.

They researched about various migrations that happened in history from local to global. Students were given opportunity to choose any one migration of their choice from the list made and conduct research on the same.

Students collaborated, used various resources such as Ipads, books, videos, etc. Students demonstrated and developed the attributes of the learner profile and the ATL while conducting research.

Students co-constructed the assessment task and criteria to share their research work with their peers and presented using various tools.

They also further inquired about the effects of migrations on culture, individuals, and communities.

Transdisciplinary Language:

Students made transdisciplinary connection with tenses while discussing about migrations that happened in history. They further inquired about present perfect and continuous tenses through various learning engagements.

While researching about migrations in history they connected to note taking and took notes from videos/ handouts/ websites/books etc. to find answers for their research questions. They connected with predictions, cause, and effect during the research on migrations in history.

Further, they explored various stories of famous people who migrated and connected with biographies. They did various learning engagements where they learned about their migration stories and achievements of famous personalities such as Kalpana Chawla, Alfred Nobel, Mother Teresa, Anne Frank, etc.

Learning and Teaching- This Month

Transdisciplinary Math

Students made transdisciplinary connection with distance during the discussions. They further explored about standard, non-standard forms of measuring distance. They participated in learning engagement related to conversions of units.

Students connected with timeline during the discussion on important migrations that happened in history. Further, they connected to time and read time in different ways. They solved problems related to elapsed time through various learning engagements.

They further inquired about directions and locating different places on maps using cardinal and ordinal directions and latitudes and longitudes.

Additional languages:

French

Students explored the vocabulary related to colors. They used them in sentences.

Spanish

Students explored articles (el, la, los and las). They learnt the names of different body parts, family member, animals, fruits and months in Spanish.

Students were introduced to basic greetings.

Hindi

Students read the poem 'Prakriti Aur Hum' and identified the rhyming words and adjectives. While reading the poem they made a list of new words and found its meaning.

Students made a list of rhyming words and used it to write their own poems. Students were introduced to facts and opinion. They read various sentences and sorted it according to facts and opinions.

Telugu

Students discussed the difference between fact and opinion while reading adventure stories.

Learning and Teaching- This Month

While reading poems on nature they discussed about the importance of nature. They also made a list of rhyming words .

Drama

Students worked on the following areas:

- Types of stages
- Parts of a stage
- Implementation of stage techniques in a performance

They shared the attributes of the learner profile and the ATL that they have demonstrated during their learning.

PE

Students discussed the importance of regular practice in sports and games. They explored techniques that involve different sports and games. Students had a discussion on Yoga and its importance.

Dance

Students continued practicing body isolation through warm-up, body stretching, and basic movements of dance. It helped them perform a high range of movement (locomotor- and non-locomotor)

Art

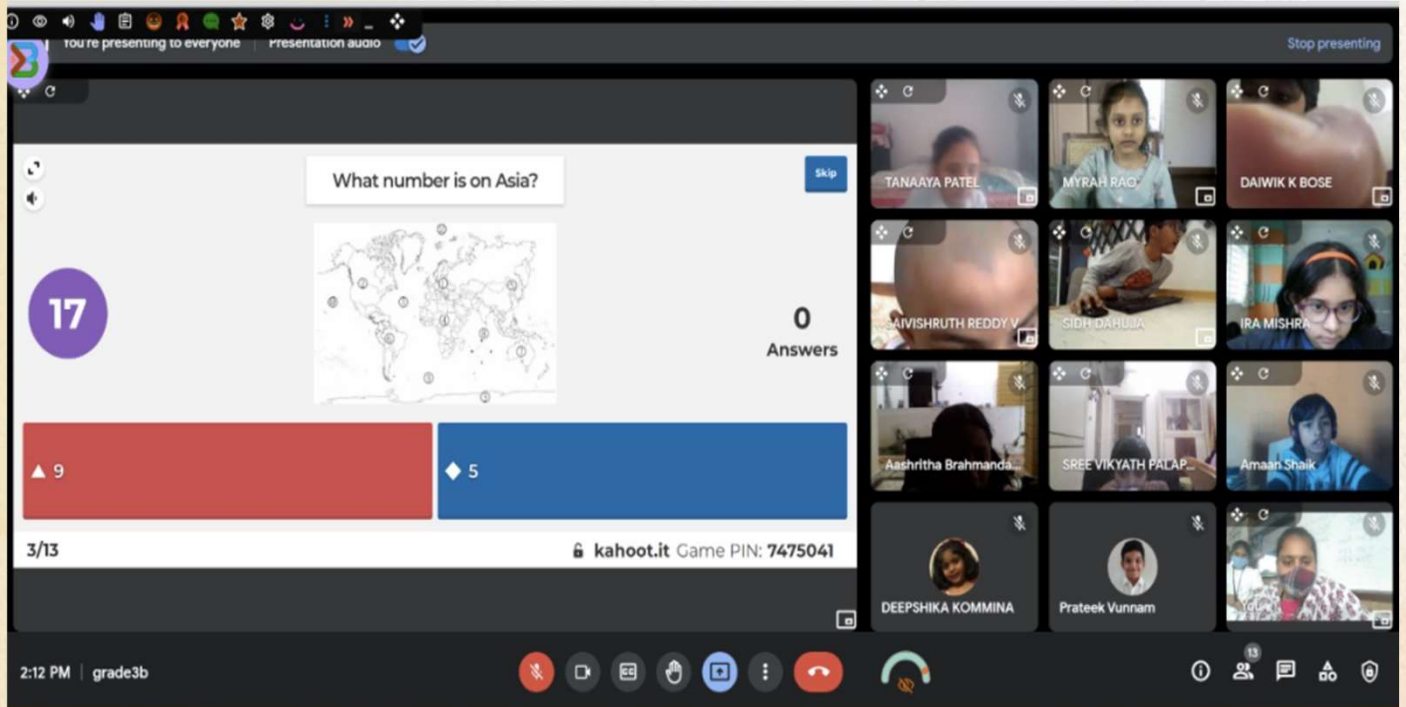
Students were shown different pictures related to geometric shapes. They discussed the meaning of geometric shape and gave examples for the same. They drew pictures of regular shapes/objects from their immediate surroundings.

Students were shown different pictures and videos related to movement. They shared their understanding of the term 'movement' and where they have seen it. Students created an artwork to show movement.

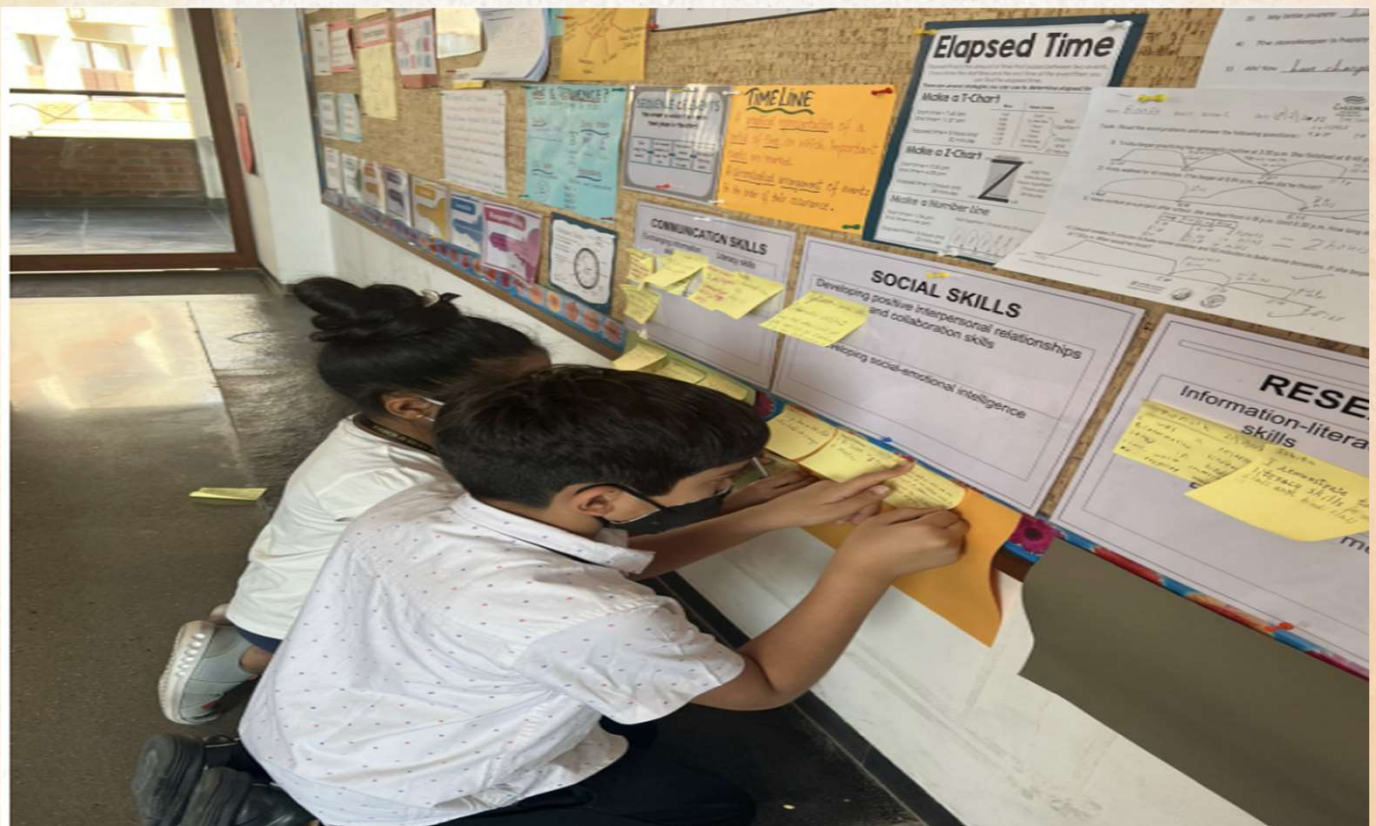
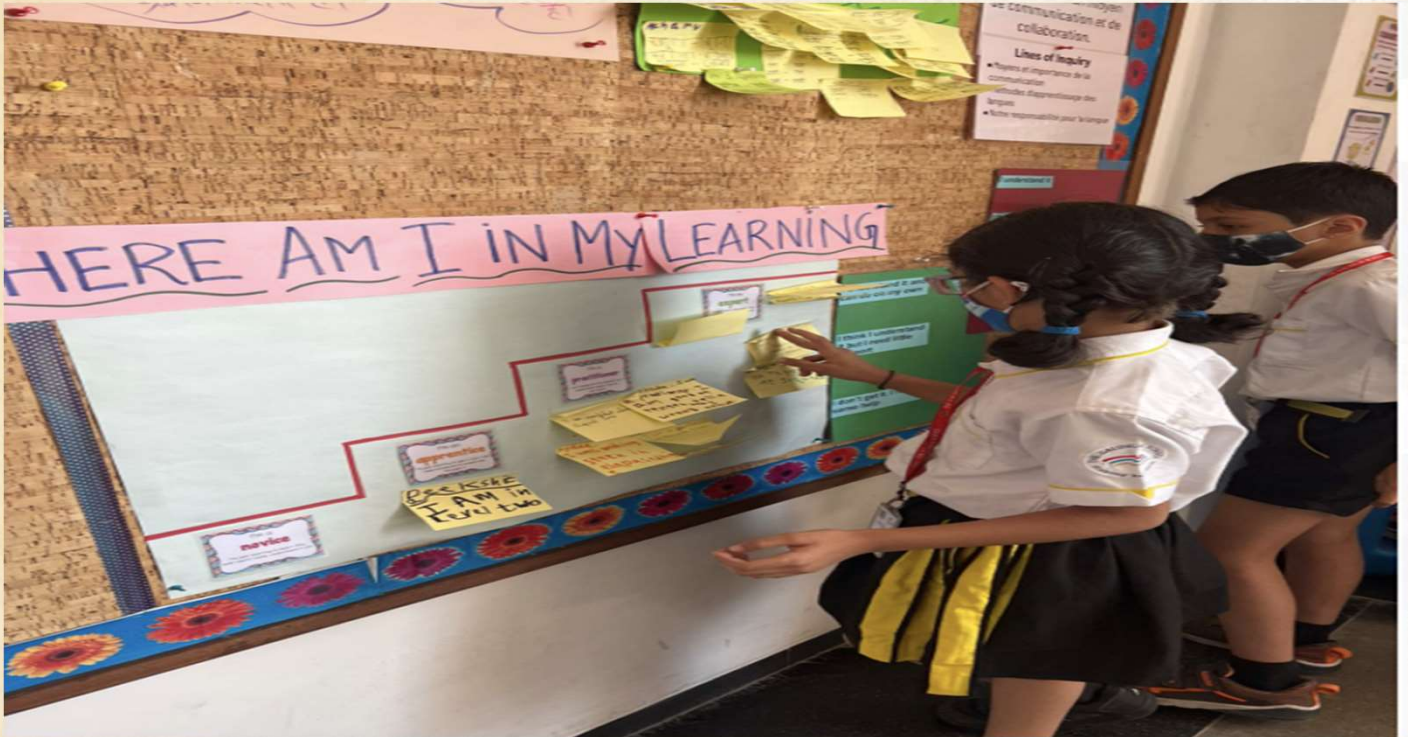
Music

Students were engaged in different creative processes to create their music pieces. They used the music elements while composing and creating their music pieces.

Learning and Teaching



Learning and Teaching



Learning and Teaching- Month Ahead

Transdisciplinary theme:

Sharing the planet

Central Idea:

People make choices to support the sustainability of the resources.

Lines of inquiry:

- Distribution and use of finite and infinite resources
- Cause and effect of people's choices on resources
- Ways to sustain resources

Key concepts:

Function, Responsibility, Causation

IB learner profile:

Thinkers, Principled, Caring

Unit of Inquiry

Students will inquire about natural resources, finite and infinite resources. They will research the choice of resources and their impact on people and the sustainability of the resources. Students will discuss the real-life issues/ problems that they face and may come up with innovative solutions as part of their design thinking process.

Transdisciplinary Language:

Students will make possible connections with compare & contrasts, Singular-plural, predictions, newspaper articles, cause and effect, note-taking, TED talks during their discussions.

Transdisciplinary Math:

Students may connect to Percentages, balancing equations, data handling – reading and interpreting various graphs, problem-solving, and data analysis.

Learning and Teaching- Month Ahead

Drama

Students will work on the following areas:

- Parts of a stage.
- Implementation of stage techniques in performance.
- Designing an individual performance.

They will continue to share their reflections.

Students will be encouraged to make a few more figures and put them together to make a 3D composition.

Students will look at various compositions and make a list of the characteristics of artistic composition.

Students will share their success criteria, the attributes of the learner profile and the ATL that they have demonstrated.

Art

Students will create an artwork using all elements to show movement. They will co-construct the assessment criteria and the tools for assessment.

Students will be shown different clay models related to movement. They will watch a video and connect movement which is visible through- position/ form.

Students will choose any one form -human, animal, etc. to create a clay model to show movement.

Learning and Teaching- Month Ahead

Additional Languages:

French

Students will inquire into cities in France, its neighboring countries, and more about France. They will also find out facts about France.

Telugu

Students will be introduced to stories about nature. They will identify and list down the features of the stories.

Spanish

Students will explore the vocabulary related to clothes, professions, time. They will be introduced to adjectives, interrogative pronouns.

Hindi

Students will watch a video on protecting trees and nature and they will predict what will happen next.

They will identify the problems happening due to nature, human actions, etc. Students will suggest an alternative ending to the story.

Dance

Students will continue to demonstrate dance movements, time, and movement qualities in relation to the choreographic intent.

PE

Students will explore the asana and its importance. Students will inquire and explore techniques of asana and meditation.

Music

Students will be engaged in some more creative processes to create their own music pieces by using their knowledge of music elements tune, pitch, rhythm, and tempo.

Students will co-construct their assessment task, assessment criteria, and assessment tool.

Happenings Month Ahead

1st March- Maha Shiv Ratri (Holiday)
5th March- 2nd Students Led Conference
18th March- Holi (Holiday)

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/>

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