



PRISM

Grade 4

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

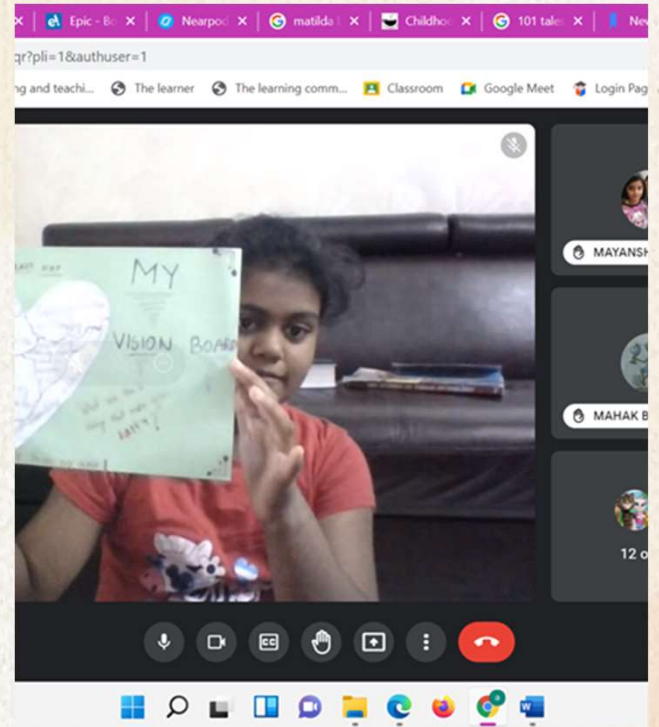
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

As a part of daily routine students continued practicing mindfulness in the school to become self-aware and increase concentration.

They were engaged in different mindful exercises such as focus breathing, squeeze, and flop, mindful observation exercises, rainbow breathing, hands in the sky.



They also focused on personal goal setting and reflected on the impact of their words and actions on others through mindful activities.

Students also had counselling sessions on well-being.

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.

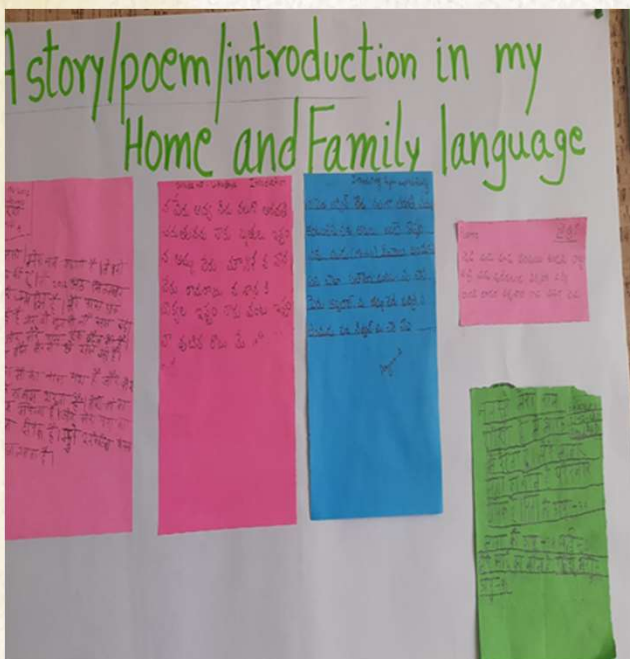
Students shared real-life examples where they demonstrated empathy.



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 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

Transdisciplinary theme:

Who we are

Central Idea:

The effective interactions between human body systems contribute to health and survival.

Lines of inquiry:

- Body systems and its working
- Ways body systems are interdependent
- Impact of lifestyle choices on the body

Key concepts:

Function, connection, responsibility

IB learner profile:

Balanced, Inquirers, Reflective

Unit of Inquiry:

Students continued their inquiry on the importance of body systems. Students watched a video of “The Judge Capsule” to know more about the interdependence of body systems.

They were able to connect to a healthy lifestyle during the discussions and had various learning engagements related to the same.

They further connected to the food pyramid during the discussions. Learners continued to frame their research questions using various key concepts and inquired into lifestyle choices, and its impacts and connected it to their real life.

Students reflected on their everyday learning and demonstrated the various attributes of the learner profile and the ATL.

Learning and Teaching- This Month

Transdisciplinary Math

While discussing about body systems and their functions, students made connection to Number systems.

Students researched about the Indian and International place value systems and had a learning engagement for the same. They also connected to sequencing and patterns during the homeroom discussions.

Students also made a connection to BODMAS while discussing how the body system works in a sequence. They inquired and researched about BODMAS and how it can be applied in solving the equations with multiple operations.

They further connected to balancing equations while discussing about balanced diet. They created single-step equations along with the word problems.

Transdisciplinary Language:

Students made connection to Prepositions while discussing the importance of different organs. They had various learning engagements to identify types of prepositions.

They connected to procedural writing while discussing about the working of different body systems and researched to know the steps of procedural writing. They co-constructed the checklist for the same.

While students discussed the impact of lifestyle choices on the body, they made the connection to predictions.

They predicted what and how different lifestyles would put an impact on one's health in the future.

Additional Languages:

French

Students explored the vocabulary related to body parts in French. They reflected on the attributes of the learner profile and the ATL that they developed during their learning.

Learning and Teaching- This Month

Spanish

Students explored the articles and the difference between verbs (ESTAR /SER 'TO BE'). They learnt the names of different body parts, family member, animals in Spanish.

Students were introduced to basic greetings, and verbs in (present tense).

Telugu

Students read stories related to adventure/bravery. They framed questions after reading the stories using the key concepts.

Hindi

Students read stories related to adventure/ bravery. They read the stories 'Nidar Shivaji' and 'Abharam Lincoln'.

They listed new words from the story and discussed about the characters.

They analyzed the similarities and the differences between the two stories and shared it using graphic organizers.

Dance

Students worked on their individual performances and explored various dance styles. They participated in peers and duet performances.

Art

Students observed a presentation on various Indian Arts- the journey of ancient times to modern.

The artwork included - Cave art, Indus Valley art, Buddhist Art, Mughal Art, Modern/ British period Art etc.

They arranged them in chronological order with reasoning. They next explored the features/ characteristics of their chosen art form and shared it with their peers.

Learning and Teaching- This Month

Drama

Students explored and inquired about 'costumes in theatre'. They watched videos and pictures related to it. The students worked in groups, pairs, and individually.

Students reflected on the attributes of the learner profile and the approaches to learning.

Music

Students inquired about folk musical genre and started learning a Maori folk song "Epo I Tai Tai E".

They added body percussion to the song by playing rhythm patterns at different levels along with singing. They focused on the synchronization and rhythm patterns and performed the music individually as well as in unison.

They tried improvising the performance by adding different layers of sounds and using diverse instruments.

PE

Students were engaged in exploring athletics- different types of running races, ways of start any short distance race/sprint, middle distance race, and long-distance race.

They explored the difference between a sprint race and other running races. They inquired about the 'crouch' start and the 'standing' start pose.

Students demonstrated the attributes of learner profile, 'Thinkers' and 'Knowledgeable' during various learning engagements. They also developed communication and self-management skills.

Learning and Teaching- This Month

A screenshot of a Google Meet session. The main window shows a student, MAYANSHI SHARMA, holding up a hand-drawn diagram titled "RESPIRATORY SYSTEM". The diagram illustrates the trachea, bronchi, lungs, and diaphragm. The meeting interface shows a grid of other participants: JATIN REDDY, Sri Ghanta Nishika, Rishi Elijah Pasala, ARNAV MAMIDI, Chaitra Mukkamala, Anishka Abhilash..., Rimiith Deverneni, and a group labeled "You". The bottom status bar indicates the time is 1:47 PM on 2/9/2022, and the session is for "grade4h".

A screenshot of a Google Meet session. The main window shows a presentation slide titled "Healthy food pyramid chart vector image" from VectorStock. The slide features a pyramid diagram divided into five horizontal layers, from top to bottom: "Fats, oils & confectionery", "Meat, fish & alternatives", "Milk, cheese & dairy", "Fruit & vegetables", and "Bread, cereals & potatoes". The presentation is being shared by Arion Mukherjee. The meeting interface shows a grid of other participants: Aashish Jain, Arjun Vinod, AFTAB SHAIK, Ronit Reddy, KRUTHIK SHREHAAS MA..., CHAYANIK SAHA, and a group labeled "2 others". The bottom status bar indicates the time is 1:32 PM on 28-02-2022, and the session is for "grade4f".

Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Lines of Inquiry:

- The interdependence of ecosystems, biomes, and environment
- Impact of human interaction with the environment
- Consequences of imbalance within ecosystems

Key Concepts:

Connection, Responsibility, Causation.

IB Learner Profile:

Caring, Principled

Unit of Inquiry:

Students will co-construct the final assessment task, tool, and criteria for the end-of-unit assessment.

Students will begin their next unit of inquiry and find the meaning of the terms- ecosystems, biomes, organisms, interaction etc.

They will research about types of ecosystems and biomes. They will find and share the impact of human interactions with the environment.

Students will identify real-life issues related to imbalance within the ecosystems and may come up with innovative solutions to overcome the problems using the design thinking process.

Learning and Teaching- Month Ahead

Transdisciplinary Math

Students may connect to multiple, factors and will research to know more about HCF and LCM.

While conducting research into the energy pyramid, they may connect to angles and triangles. They will further connect to interior and exterior angles through food web.

Transdisciplinary Language

Students will read the novel – Jungle book.

They may connect to adverbs and poems while discussing the food chain and food web.

Students will inquire into the elements of a poem and the types of the poem – Haiku, Limerick, and Diamante. They will have poem recitations and create their poems.

Additional Languages:

French

Students will continue explore the vocabulary related to body parts and frame sentences.

Spanish

Students will be introduced to vocabulary related to professions, time. They will work on identifying adjectives, subjects, interrogatives pronouns to describe, ask or speak in Spanish.

Hindi

Students will read biographies, poems and interviews. They will find the similarities and differences between the texts.

Telugu

Students will conduct research to find the similarities and difference between biography and autobiography. They will also read few biographies.

Learning and Teaching- Month Ahead

Music

Students will explore the element "Rhythm" by creating their own rhythm patterns using different instruments and will focus on maintaining the timing and tempo.

They will apply their composed rhythm patterns on the songs they have learned and will focus on synchronization between the two.

Dance

Students will work on the body movements according to the dance forte. They will also inquire into the importance of stages.

Drama

Students will inquire about 'production process' using pictures and videos. They will work in groups, pairs or individually.

They will explore about story, costumes, stage design, characters etc.

PE

Students will continue to explore and inquire about aerobics. They will learn the basic steps of aerobic exercises with music, and they will also inquire about what are the benefits of aerobic exercises on health.

Art

Students will choose any one of the arts from Indus Valley art / Buddhist Art, Mughal Art / Modern/ British period Art.

They will discuss its features and the changes. They will read about at least two modern Indian and modern world artists. They will note down how they are similar/different.

They will choose one and try to use their style/technique to create an artwork.

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/>

Facebook : For daily updates please like the page.

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