



# PRISM

Grade 5



# 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/\\_](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 1<sup>st</sup> 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**



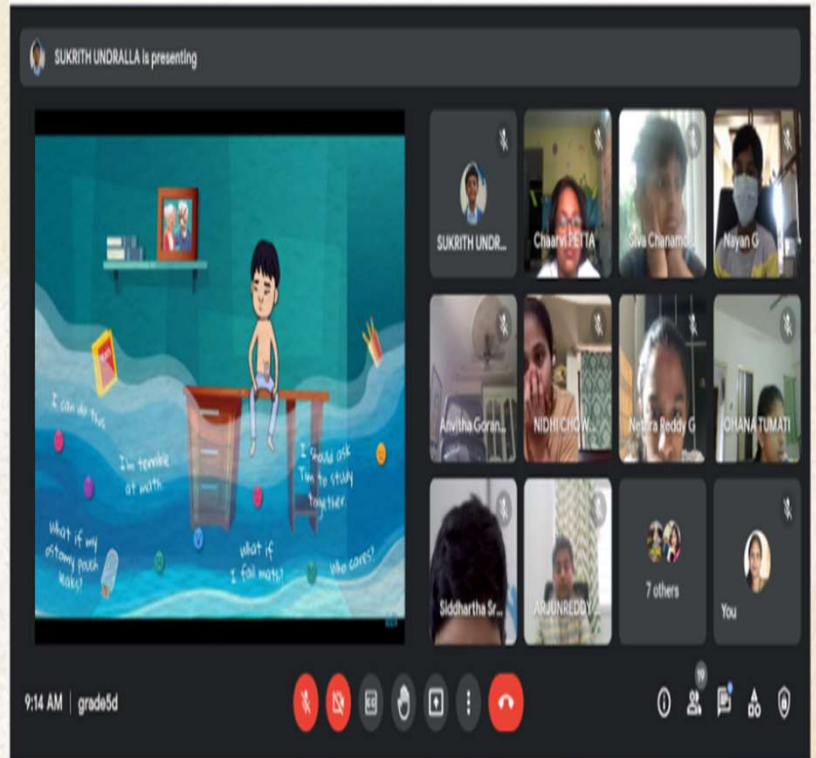
# School Philosophy- 5 Developmental Pillars

## 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.



## Core value:

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.



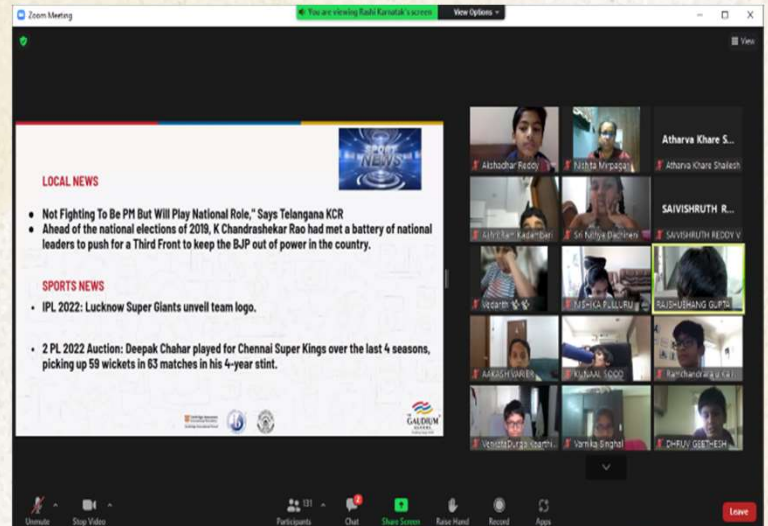


# School Philosophy- 5 Developmental Pillars

## Global leadership:

Students continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps.

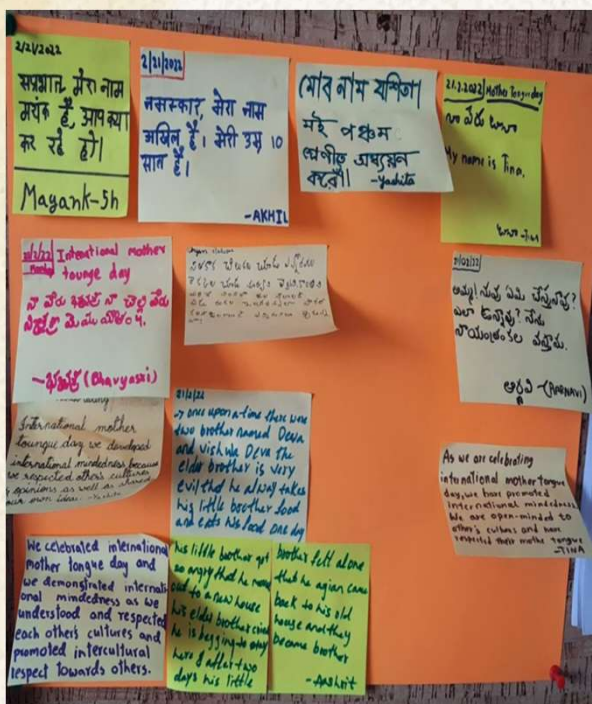
They continued to develop and demonstrate ATL and attributes of learner profile during assemblies, and by engaging in different learning experiences.



## Holistic excellence:

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

They were further 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.



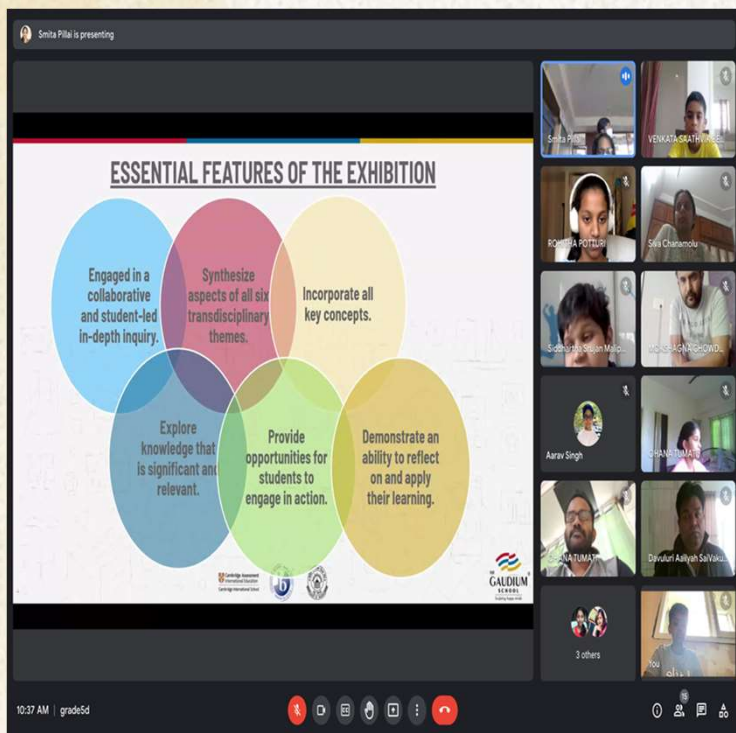


# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement:

**Parent Orientation Session-** 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.



**Parent Orientation on PYP Exhibition-** Grade 5 parents had an orientation session where the students shared about PYP Exhibition as it represents a significant event in the life of a PYP school and student.

They shared the exhibition journey on how they came up with the real-life issues, sorted the issues, and blocked their Exhibition theme in detail with the parents in their respective grades.



# 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

## Grade 5 (E and H)

### Transdisciplinary Theme:

Who we are

### Central Idea:

Changes people experience at different stages of their lives affects their evolving sense of self

### Lines of Inquiry:

- The physical, social, emotional and intellectual changes that occur throughout life
- Factors that contribute to well-being during stages of life
- Ways relationships contribute to self-concept

### Key Concepts:

Function, Change, Responsibility

### Related Concepts:

Maturity, Image, Well-being, Reproduction

### Learner Profile:

Inquirers, Reflective, Balanced, Risk-takers

## Grade 5 (A, B, C, D, F, and G)

### Transdisciplinary Theme:

How we organize ourselves

### Central Idea:

Government systems influence the lives of citizens

### Lines of Inquiry:

- Functions of government systems
- Ways decision-making practices reflect human rights
- Impact of government on citizenship

### Key Concepts:

Function, Perspective, Responsibility

### Related Concepts:

Equality, Citizenship, Government, Law, Politics

### Learner Profile:

Thinkers, Knowledgeable, Open-minded



# Learning and Teaching- This Month

## Unit of Inquiry:

### Grade 5 (A, B, C, D, F, and G)

Students continued inquiring about different types of government systems around the world. While inquiring about functions of government, students understood that any group of people living together in a country, state, city, or local community must live by certain rules.

Through functions of the government systems, students made connections with the fundamental duties and responsibilities of a citizen.

They understood how each citizen has a responsibility to make his or her community a decent place to inhabit and a responsible citizen abides by all the law and order of the country.

Students inquired into ways governments play a key role in the promotion and protection of human rights.

They researched various decisions made by the government and their impacts on the people.

Further, they sorted out decisions according to the positive and negative impacts on the citizens. They inquired about various decisions made by the government in past.

Learners inquired about the French revolution, American revolution, etc. Going further, they inquired about the various decisions taken by the government over the last 50 years.

As part of their end-of-unit assessment, students co-constructed the task, success criteria, and tools thus making a connection with the central idea.

Students continued working on their exhibition unit under the theme "Who We Are". They framed questions for their research on the central idea. Thus, connecting it to the respective key concepts. They finalized their lines of inquiry.

Learners exhibited the attributes of the learner profile and the ATL during various discussions in the homerooms.



# Learning and Teaching- This Month

## Transdisciplinary Language

Students continued with newspaper report writing and identified the features of a newspaper. They understood that newspaper articles should include facts, have a short, snappy, and informative headline, provide a summary at the start explaining what happened, use paragraphs to help the reader clearly understand the information, and provide quotes to show people's opinions about the event.

## Transdisciplinary Math

Students continued with the number system and inquired about Indian and international number systems.

They had various learning engagements to understand the similarities and differences between them.

## Unit of Inquiry:

### Grade 5 (E and H)

Students continued their inquiry through reading the novel Just for girls and Just for boys in breakout sessions. While reading the book, students came across words such as puberty, adolescence, maturity, etc., and had in-depth discussions on the same.

They also had a guest session by Ms. Jaswandi, about the changes their body will go through during puberty such as acne, deepening of the voice, importance of maintaining hygiene, and bullying.

Students further inquired into physical health where they connected to wellbeing and maintaining a healthy lifestyle and action –a lifestyle choice.

Later they researched about self-concept and self-belief and how the relationship plays an important role in building self-concept.



# Learning and Teaching- This Month

As part of their end-of-unit assessment, students co-constructed the task, success criteria, and tools thus making a connection with the central idea.

Students continued working on their exhibition unit under the theme "How we Organise Ourselves". Learners exhibited the attributes of the learner profile and the ATL during various discussions in the homerooms.

## Transdisciplinary Math

While discussing about different physical changes in the human body students connected the concept of Measurement.

They also made a connection with data handling while discussing about different factors of wellbeing. They listed down the factors and used the data to find out ways of building wellbeing among us.

## Transdisciplinary Language

While discussing about the physical changes students connected to character sketches and character traits.

They inquired into the concept through a read-aloud story and listed the characters' inner and outer traits. Later, they also made connections to adjectives while discussing describing the character traits.

## Additional Languages:

### French

Students explored how to express their daily routine «La routine quotidienne» by playing games and through various learning engagements.

They practiced the phrases and noted the same.

### Telugu

Students framed questions for their research to know more about writers/authors. They read about the authors and listed down new words. They found the meaning of those words and shared its synonyms.



# 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).

## Hindi

Students were given 3 types of Sakshatkar, wherein they identified errors and the most appropriate one.

Students read two stories and identified the errors in gender and tenses and made changes.

They read and discussed about the poem- 'Koshish Karnewalo Ki Haar Nahin Hoti ' by Sohan Lal Diwedi.

They researched about the poet, noted down new words and found the meanings.

They framed questions related to the poem using various key concepts. They also read the story Gillu by Mahadevi Devi Verma.

## Art

Students worked on Sculpture and graphic design artwork. They read about sculpture art form, different types of sculpture, its history and defined them. They shared the differences and similarities using various graphic organizers.

They had a guest talk by Mr.Kaushik, PYP Visual Art Teacher. The students created artwork of their chosen medium/topic like 3d model/ clay /dough modeling/ sculpting and practiced it and self-reflected on their learning. Students shared the attributes of the learner profile that they developed and the ATL that they have demonstrated.

## Music

Students explored the musical element "Rhythm". They created their own rhythm by using different musical instruments.

They focused on maintaining the timing and tempo of their created musical patterns with the help of "Metronome". They further applied their rhythm patterns to the songs they learned and focused on synchronizing with the same.



# Learning and Teaching- This Month

## **Drama:**

Students inquired about the 'production process'. They found out about how can they produce a stage play, what are essential things which were required for creating a production.

The students engaged in a few learning engagements related to the production process. The students learned how to explore, inquire, probe, observe, listen and create.

Students explored and understood the basic rules of long jump by performing in the field. The online students identified the physical components related to long jump.

Students were introduced to yoga and explored different standing yoga asanas.

## **Dance:**

Students shared the importance of coordination. They explored various dance styles from local to global.

They also worked on the Afro hop and Lyrical contemporary body elaboration.

## **PE:**

Students continued to perform standing broad jump and they explored the physical components for long jump events.



# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## Unit of Inquiry

Students will continue working in their respective groups on the lines of inquiry for the PYP exhibition.

They will frame essential agreements along with the mentors. They will meet their mentors weekly and start planning for the resources needed for the exhibition and continue their inquiry process.

They will start making possible transdisciplinary connections across disciplines.

## Transdisciplinary Language

Students will continue with summarizing and apply it in their learning. Example: helping the reader to get a quick understanding of an article, saving time for analysts and researchers in their information-gathering process, reducing the amount of written text that students need to read and understand.

Students will continue their discussion on character traits and adjectives. They will also list the possible transdisciplinary connections and the learning engagements related to the same as part of their PYP Exhibition.

## Transdisciplinary Math:

Students will continue with sets where they will understand it as a collection of objects or things that share a common well-defined property. They will explore more into equal, equivalent sets, subsets.

Students will continue doing mental math every day to revisit the concepts learned earlier. They will also revisit data handling and measurement.

## Additional Languages: French

Students will explore the vocabulary related to clothing and adjectives to describe the clothes/person in French.



# Learning and Teaching- Month Ahead

They will inquire into the construction of noun-adjective, agreements in sentences.

## Hindi

Students will revisit the concepts of gender and tenses through Sakshatkar.

They will have poem recitation and discuss about the story 'Gillu'.

While discussing about the story they will share about animals – our responsibility towards them. They will share the details of their pets and discuss how do we take care of them using graphic organizers.

## Telugu

Students will be introduced to 'mukha mukhi' and will inquire into gender and tenses.

## Spanish

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

## Music

Students will learn an Indian song and will discuss the similarities and differences with other musical genres.

They will improvise the song by applying different layers of sounds through vocals and musical instruments.

## Drama

Students will inquire about 'The rehearsal process and reflection'. They will engage in a few learning engagements in groups, pairs and individually.

They will work on voice, movement, costumes, props and put them together for a performance.

## Dance

Students will inquire about the importance of stage and discuss the importance of being mindful while performing.



# Learning and Teaching- Month Ahead

## **Art:**

The students will work on 2 contemporary artists Takashi Murakami and Jamini Roy.

They will conduct research to find the differences and similarities between the artist's style and time period.

The students will share their findings on techniques and create an artwork on their chosen topic and art style.

## **PE:**

Students will continue to perform long jump. They will explore various yoga asanas to perform it in groups.

They will be introduced to aerobic dance exercises.



# Happenings Month Ahead

**1<sup>st</sup> March- Maha Shiv Ratri (Holiday)**  
**5<sup>th</sup> 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/>