



# PRISM

Grade PP1

# 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 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 evidences to share our best practices, success stories and the plan ahead! All stakeholders contributed to this journey and together we were able to achieve our goal.

We continue to look forward for 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**

**IB PYP Principal**

# Message from the Center Head's Desk

Dear Parents,

Greetings!

Our students have collaborated with their teachers on building their portfolio further.

They engaged in sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. Teachers too have shared their chosen piece of work to be included in the portfolio.

The digital student portfolio also includes student reflections, any action taken as a result of their learning as well as any attributes of learner profile and ATL (Approaches to Learning) they developed or demonstrated during their learning journey.

Your support to your child holds key importance while they engage in sharing their learning during the Student Led Conference.



Student led conference empowers learners to take ownership, collaborate and reflect.

It is an opportunity for you and your child to connect , as you attentively listen to your child while he/she shares his/her learning experiences and acknowledge with compassion and undivided attention.

**Ranjeeta Sahoo**

**Center Head**



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-being

Students engaged in various mindfulness exercises like rainbow breathing, popcorn breathing, focus breathing, personal goal setting, balancing self, hands in the sky, squeeze and flop, mindful observation, acting mindfully and many more.



As part of the group awareness sessions, the school counsellor read out a story to the students, Students unpacked the meaning of 'Grit', through this story .They shared their reflections. Students learn that to show grit means not to give up in a difficult situation.



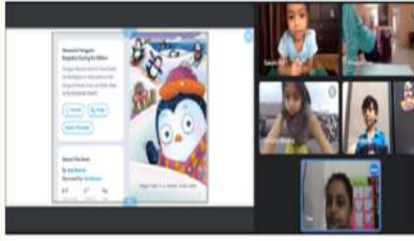
# School Philosophy- 5 Developmental Pillars

## Core Values

The core value for the month of February, '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.

Core Value-Empathy

Date- 11.02.21



Penguin was missing his home so duck drew many pictures of his ice land and decorated his room and penguin became very happy. So duck showed empathy towards penguin. - Sarvan

Penguin was missing his home and he was sad so duck made some pictures of his ice land and decorated his room with those pictures. seeing this penguin became very happy , so duck empathized penguin.- Sakshi

Duck showed empathy towards penguin because penguin was very sad and missing his home. - Divisha

Duck showed empathy towards penguin when he was feeling sad and missing his home. - Rishik

## Holistic Excellence

Students continued to make the connections with ATL and attributes of learner profile during learning and teaching. They also participated in the World read aloud day. They enjoyed reading and listening to the read aloud videos by teacher librarians from across the country. Students exhibited enthusiasm to hear the stories and share their reflections.



# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

Students celebrated International Mother Language day. They enjoyed listening to the stories and rhymes in different languages. They enthusiastically introduced themselves in their home language or family language.



## Student Reflection

My chosen work is

I did this task with Peers ☐ Alone ☐

I chose this work because

## Global Leadership

Students have started sharing their choice of work that shows their learning to be included in their portfolio. They continued to co-construct success criteria and demonstrate the attributes of learner profile and ATL by involving actively in the learning engagements. They reviewed their classroom essential agreements as well.



# Professional Development

## Reading Sessions

We read and reflected the selected segments from the IB publications in groups. The group members gave presentations to the peer groups sharing their learning and reflections.

## Mindfulness & Well-Being Sessions

Our PE staff, Ms.Afreen Akhtar and Mr.Abhishek Paul, conducted yoga sessions and discussed the benefits of various yoga asanas.

The school counselor, Ms.Janhavee Mandrekar engaged the team in mindfulness session of visualization and body scan.

## Nano PD Sessions

We also watched the following nano -PD sessions and shared their reflections:

### 1.Knowing our learners-

<https://international-baccalaureate.s3.eu-west-1.amazonaws.com/PYP+PD+nanos/PYPPDnanos-phase4/Final+En/Knowingyourlearners/index.html#/menu/5ffb57c4e84167b8bfe4af4>

### 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>



# Learning and Teaching- Month Review

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

Who we are

### **Central Idea:**

The choices people make affect their health and well-being.

### **• Lines of Inquiry:**

- Balanced lifestyle
- Choices affect health
- Different sources of information that helps us to make choices

### **Key Concept:**

Function, Responsibility, Perspective

### **IB Learner Profile:**

Caring, Balanced, Principled, Communicators

## **Unit of Inquiry:**

Students shared their learning through the end of unit assessment task demonstrating their conceptual understanding. They tuned into the fourth unit of inquiry under the transdisciplinary theme, 'Who we are'. Students inquired into what are choices, what choices do they make and when do they make choices.

### **Transdisciplinary Language:**

Students were introduced to letter Jj and Zz through jolly phonic songs. They practiced the formation of letters. Students had ongoing assessment on "id" family words in which they were given choice of 3 words to read. They engaged in identifying, blending and reading words.

# Learning and Teaching- Month Review

## **Transdisciplinary Math:**

Students were introduced to before, after and between numbers. They were introduced to numbers 31-40. Students practice writing numbers 1-40.

## **Dance:**

Students explored different dance movements like bend, run, jump, knee lift, hands shake, turn, directions and space, shoulder movements and twist.

## **Music:**

Students were introduced to set of sounds from different musical Instruments keyboard, drums, xylophone, guitar, etc. They identified the sounds and shared when they have heard the sounds. Students explored various virtual musical instruments to differentiate between the sounds made by each instrument.

## **Art:**

Students inquired into different things that can be used for making impressions like finger, hand, objects from their surroundings. They have then co-constructed the assessment task to show their understanding of printmaking. They further explored the similarities and differences between tear and paste and paper sculpting.

## **PE:**

Students practiced hop on the spot and hop from one place to another place. They practiced balance postures- balance on one leg, bird pose, tree pose and balancing objects on different body parts- head, shoulder and hand. They also learnt different throws Overhead, under hand and upper hand throw

## **Drama:**

Students continued to explore using props for storytelling.



# Learning and Teaching- Month Review



## Introduction to between concept through toys and colours





# Learning and Teaching- Month Review



Td Math- Introduction of Between Numbers

Date- 11.02.21



# Learning and Teaching- Month Review

## Introduction to letter Z





# Learning and Teaching- Month Review



I have plastic toys and my parents had wooden toys and my grand parents had clay toys.- Rishik

I have plastic toys and my parents had rubber and kitchen set toys and my grand parents had basket made up of papers toys.- Savan

My toys are made up of cloth, plastic, my mothers toys are made up of wood and grand mother toys are made up of clay, metal.- Sukshi

I have plastic toys , my parents had wooden toys and my grand parents had clays.- Omica

I have plastic toys , my parents had wooden toys and my grand parents had clays.- Shreya

I have plastic toys , my parents had wooden and cloth toys and my grand parents had clays toys.- Smara



# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

Who we are

### Central Idea:

The choices people make affect their health and well-being.

### • Lines of Inquiry:

- Balanced lifestyle
- Choices affect health
- Different sources of information that helps us to make choices

### Key Concept:

Function, Responsibility, Perspective

### IB Learner Profile:

Caring, Balanced, Principled, Communicators

## Unit of Inquiry:

Students will be further inquiring about balanced lifestyle. They will explore the meaning of the words balanced and lifestyle. They will inquire into different aspects of a balanced lifestyle. Students will also discuss on how choices we make affect our health.

### Transdisciplinary Language:

Students will be Introduced to family words 'U' -un,ug,ut . Students will revisit digraph 'ch' .

### Transdisciplinary Math:

Students will identify numbers 41-70 and practice number formation as well. They will also connect with skip counting by 10's, concept of time-O' Clock.

# Learning and Teaching- Month Ahead

## Music:

Students will be introduced to new animal songs ( Old mac Donald and 5 Little ducks). They will make a choice of rhyme/song they learnt about animals to sing. They will share the reasons for the choice made. Students will identify the animal in the song/rhyme and count how many of them were there. They will practice the song/rhyme following the tune of the song/rhyme on the keyboard.

## Drama:

Students will be shown different scenarios. They will discuss how they would respond in the given scenario. They will enact the same.

## PE:

Students will practice the skill of throwing and catching. They will learn different types of throw- Overhead throw and under hand throw and catching the soft ball with both hands.

## Dance:

Students will be practicing dance movements like bend, run, shake, turn. They will engage in shoulder movements and coordination of different body movements while dancing on different songs.

## Art:

Students will co-construct the task to share their understanding of print-making. They will further explore about tear and paste and create artwork of their choice.



# Happenings Month Ahead

1st March- Mahashivratri

5th March- Term 2 Student Led Conference

18th March- Holi

## **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/>