



PRISM

Grade PP2

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 this story 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 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 & 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.



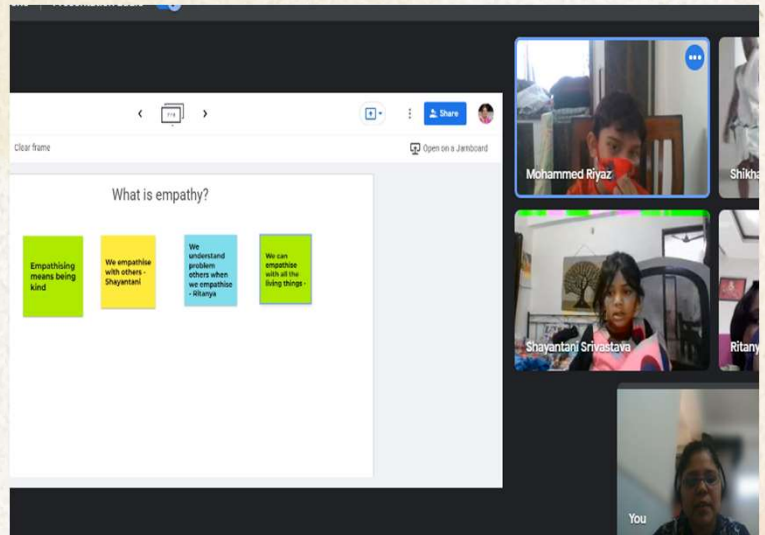
As part of the group awareness sessions, the school counsellor read out a story to the students, Students unpacked the meaning of 'Personal space', through a story .They shared their reflections.

Students shared the importance of personal space in their daily life scenarios.

School Philosophy- 5 Developmental Pillars

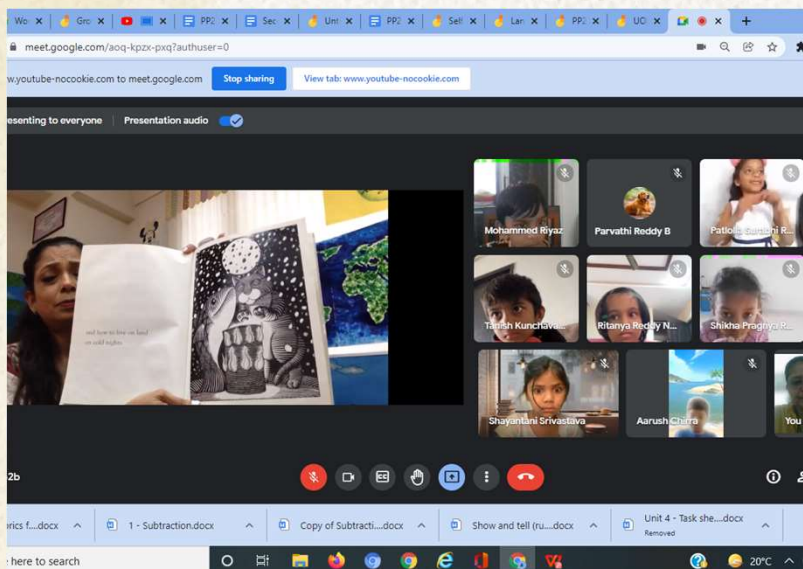
Core Values

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.



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.

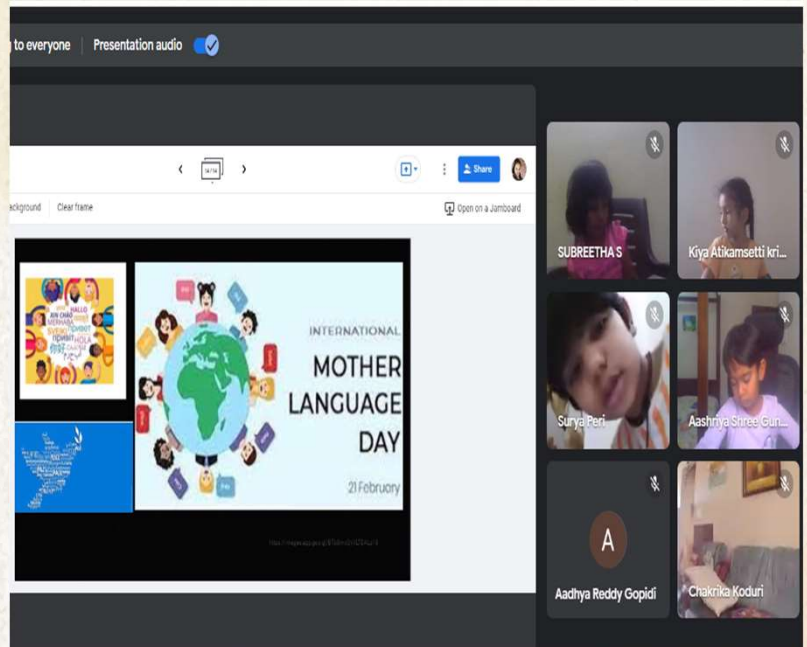


School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

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.

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 shared 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 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- Month Review

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, Reflective

Unit of Inquiry:

Students inquired into the fifth unit, under the theme, 'Where we are in place and time'. They shared their prior knowledge as they took a virtual tour and shared their observations.

Students explored the meaning of artifact. They sorted artifacts based on their understanding and gave reasons for sorting. Students engaged in analysis of different artifacts as well.

They observed the shape, colour, size, texture, etc of the artifact as part of analysis and discussed the possible use of the artifact, who might have used it.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students connected with adjectives while describing the artifacts. While analysing the artifacts, they framed simple sentences using describing words.

Transdisciplinary Math:

Students made connections with 2D and 3D shapes while analysing the artifacts. They described the shapes using their properties.

Drama:

Students connected with the character's emotions from the story discussed and enacted with expressions.

Dance:

Students explored the elements of dance (Action and Space) using movements like bend, hand swing, run, jump, shake, shoulder movements, twist, etc.

PE:

Students practiced balance postures- balance on one leg, bird pose, tree pose, balancing the objects on different body parts- head, shoulder and hand. Students practiced overhead, under hand throw and upper hand throw.

Music:

Students revisited musical notes, the treble and bass clef. They also learned a story-based song 'The Farmer in the dell' and a Spanish song.

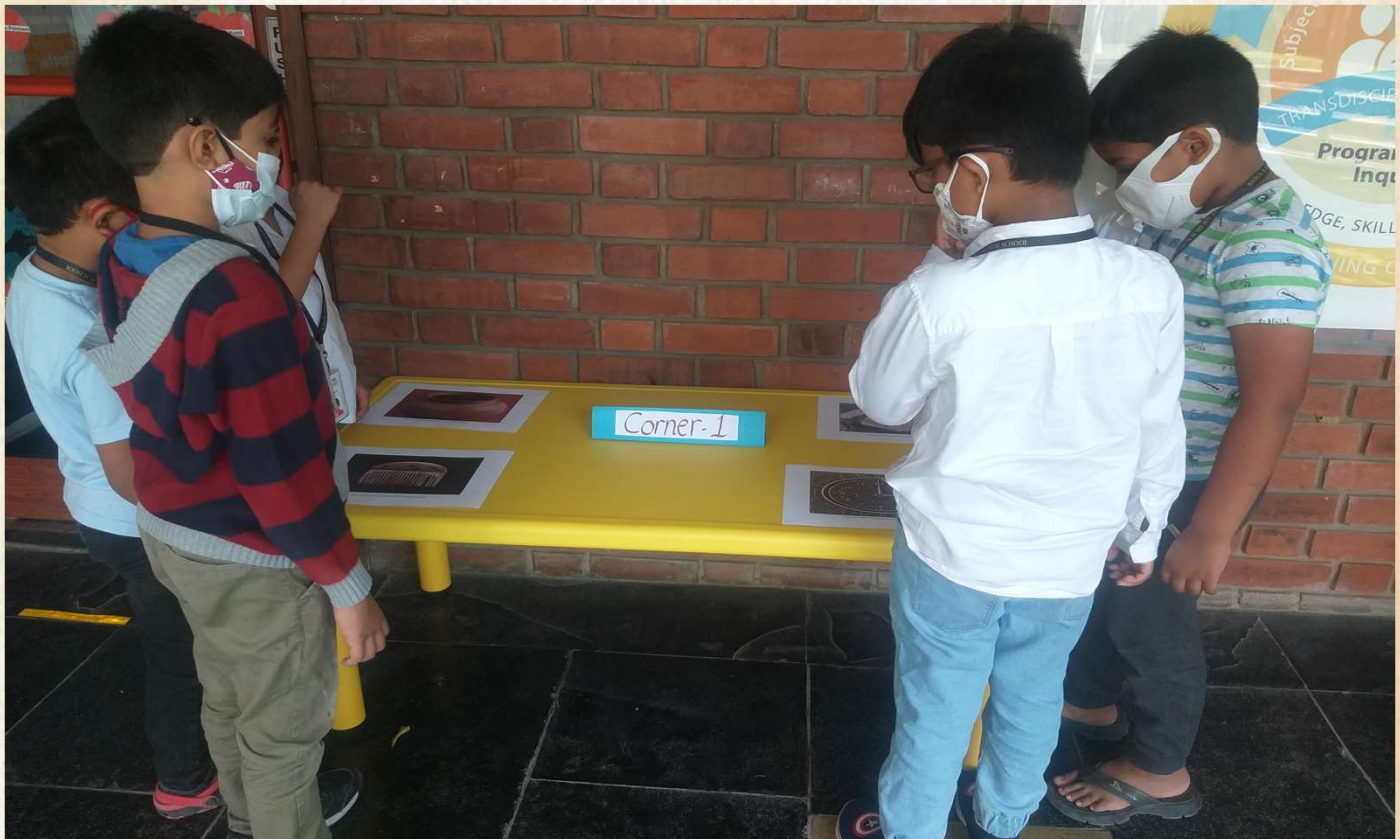
Art:

Students showed their learning of printmaking by creating an artwork of their choice using printing technique. They created an artwork using tear and paste. They further used paper folding to make a puppet. .

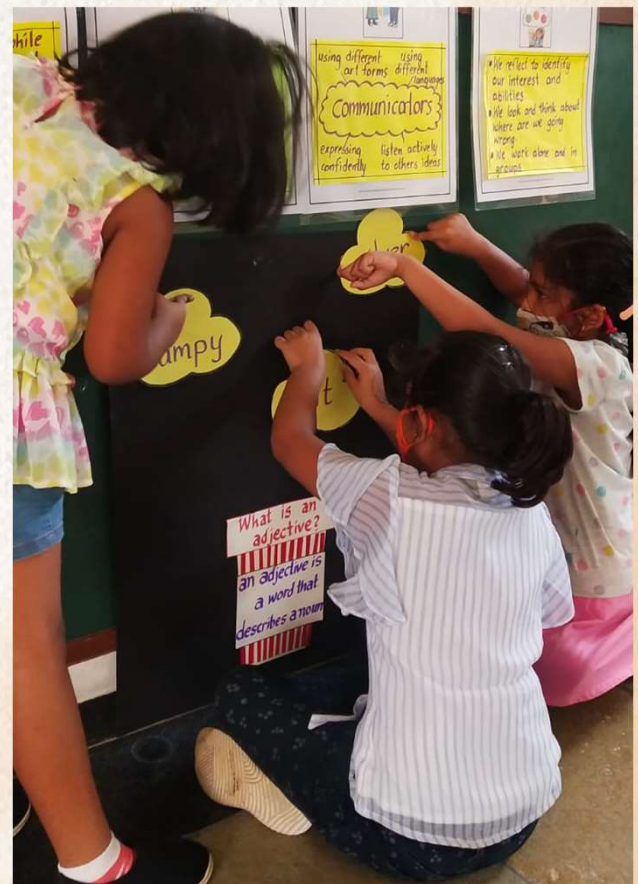
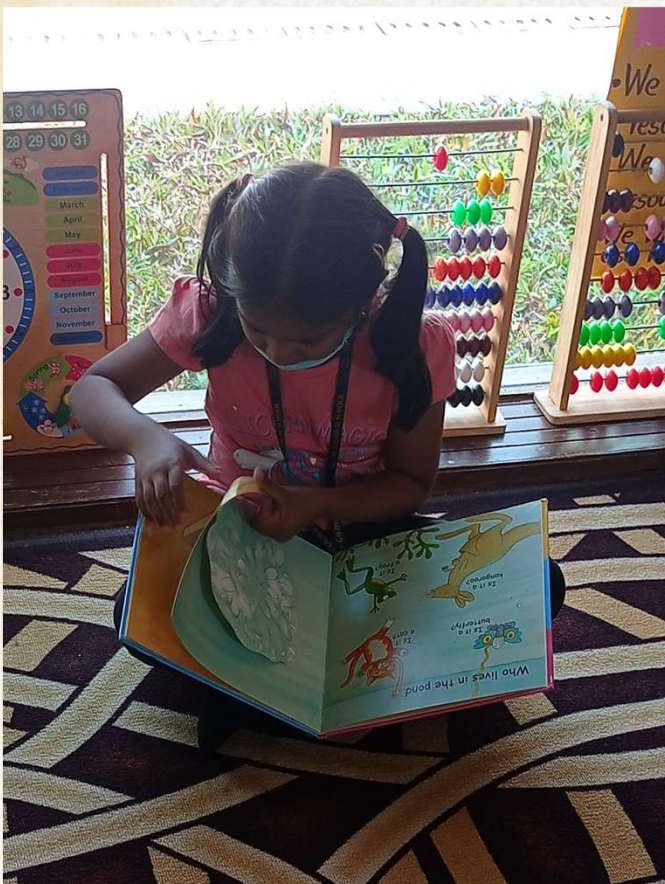
Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



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 use their 5 senses to analyze an artifact as well as gather necessary details for further analysis and explore about creating an artifact. They will further inquire into reasons people keep or discard artifacts. Students will engage in creating artifacts as well.

Transdisciplinary Language:

Students will connect with opposite words while describing the artifacts. They will further connect to the concept of tenses while arranging artifacts based on how old it is.

Transdisciplinary Math:

Students will analyse shapes using their properties and they will further identify the similarities and differences between the shapes. They will also connect with ordinal numbers, timeline and time .

Learning and Teaching- Month Ahead

Music:

Students will be introduced to new Spanish song. Students will explore the Virtual xylophone and other virtual musical instruments. They will also identify musical instruments used in a song.

Drama:

Students will be shown different stories. They will work and perform in groups or pairs on a choice of story. Students will discuss the choice of characters and props to enact.

Art:

Students will further explore about clay modelling. They will make basic shapes and join them to create clay models.

PE:

Students will practice catching the soft ball with both hands. They will also learn basic yoga asanas - Tad asana, Vriksh asana, Buddha Kon asana and Bal asana.

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.

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/>