



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

We welcome you to the new academic year 2022-23! With students returning to school in the physical setting, we are excited and overjoyed at the experiences of a range of opportunities for authentic learning and teaching as well as avenues to connect- collaborate – build partnerships.

Teachers and parents do agree that positive and open partnerships between them contribute to authentic and lifelong learning as well as provides opportunities to constructively work together for our children. Our efforts in fostering this partnership help us promote a positive school climate, where each one is heard, valued, respected, guided and appreciated.



Both stakeholders must ensure that they know their children's strengths, trust them, find time to be there for them, encourage them to work on their areas of growth, support them with resources needed and instill values that help them be responsible global leaders of tomorrow. It is important that we all agree and accept that each child is unique and is on his/ her journey of learning and life.

Let us give them opportunities which cater to their learning needs and requirements and not our goals.

Hence, going forward we continue to look forward towards preparing our students for life so that they can identify their strengths and areas of development and set their goals for growth and become resilient in their action plan of achieving them. Along with imbibing the core values of gratitude, respect, empathy, integrity and perseverance, this year, each student will participate in a range of learning opportunities related to life skills.

We firmly believe in empowering our students to develop intellectually, physically, socially and emotionally. Our recently conducted PYP Student council election- selection process has been an example of this belief. All students of Grade 5 were given the opportunity to nominate themselves and face the interview panel for being selected for the last round of election. Students from Grades 1-5 exercised their voting rights in their choice of house prefect, sports prefect and cultural prefect. We are now gearing up for the investiture ceremony, where the new student council will formally take office.

On this note, I thank you for your trust in us and look forward to strengthening our partnership in preparing our students for life, who can make a difference to the world around them!

Anjalika Sharma

IB PYP Principal

Message from the Center Head's Desk

Dear Parents,

Greetings!

Welcome to the academic year 2022-23! We are glad to see our young learners back in school who are gradually adapting to the physical and social setting. The school environment looks vibrant with their presence.

We as part of the learning community recognize that agency is fundamental to learning and to build self-efficacy. We provide our students with a range of opportunities during the inquiry to develop key skills such as critical and creative thinking, perseverance, independence and confidence. The learning and social skills are being developed with acceptance, warmth and guidance.



Students, as agents of their own learning, have started exploring the world around them, constructing meaning of various concepts and making transdisciplinary connections by engaging in the process of inquiry. They are relating to real-life contexts to understand the relevance of their learning. As part of their learning journey, they are beginning to understand and develop the attributes of the learner profile.

At The Gaudium, we encourage our students to be self-directed learners by active exploration of real- world challenges and problems. Our students build and inculcate various life skills through a range of activities to be more independent and self-sufficient in their day to day life.

Students will also be engaging in goal setting with their homeroom and single subject teachers to set goals for their learning in different areas. They will review their goals regularly to track their progress.

We work in collaboration with all our stakeholders to contribute actively in the learning journey of our learners.

As stakeholders, you may engage in following ways to collaborate-

- 1) Spending quality time with your child to allow them to share their day's learning at school in different areas.
- 2) Encourage love for reading and to improve literacy skills, by allocating specific time for reading. You may read stories along with your child.
- 3) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 4) Being in regular contact with your child's mentor and being aware of areas of strength and improvement.

We value your support and contribution as a stakeholder. We will continue to provide avenues for the holistic development of our learners.

Warm regards,

Sandhya Ramesh
Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners have been practicing mindfulness every day. The various mindfulness exercises they engaged in were- Five- Finger Starfish Meditation, Hissing breath, Slow and mindful walking, Things we see around us, Textures we can feel, Being thankful and self- introduction. They discussed the benefits and shared their reflections as well.



Core values

Core value for the month, 'Respect', was inculcated through various ways. Students discussed the meaning of, 'respect'. They connected to stories and shared real- life examples of where they have displayed respect.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students made connections with attributes of learner profile during inquiry. They also engaged in reading with choice of books. As part of the ORT (Oxford Reading Tree) Program, students read ORT books based on their readiness level for reading.



As part of inculcating life skills, students engaged in non-fire cooking. They learnt preparation of lemonade as well as vegetable sandwich. Learners collaborated well with their peers during this experiential learning and shared their reflections with each other.

School Philosophy- 5 Developmental Pillars

Global leadership

Students demonstrated their ownership of learning by sharing, how best they learn and share their learning with others, what do they want to learn and how would they learn. They co-constructed essential agreements. Students participated in school assembly as well.



Stakeholder Engagement

Parent Orientation was conducted on both virtual and physical platform in the beginning of the academic year. Parents were introduced to our school's vision, mission and philosophy as well as the five developmental pillars. They were also apprised with program specific curriculum details, school policies, key communication related information.

We had the first Parent Teacher Conference to discuss and reflect upon the academic progress, share specific observations, feedback and feedforward.



Professional Development

Induction: At the beginning of the school, we had the whole school staff induction where we unpacked “The Gaudium’s School mission, vision, and philosophy.

We unpacked “The Gaudium’s Happy Minds Model” with the team members. Education at The Gaudium emphasizes that joy and happiness should be the purpose of both, learning and life. Our Happy Minds Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence is achieved through an ecosystem of core values, supported by mindfulness and well-being involving all stakeholders so that our global leaders are ready to take the quantum leap into the future”.

We had a session on the importance of multiple intelligence by Ms. Leonie, the school counselor. We also had a session conducted by Ms. Purnima on POCSO Act – (Protection of Children from Sexual Offences).

A session on the introduction to the IB philosophy and programme was conducted by our IB PYP Principal, Ms. Anjalika Sharma. We read and reviewed the school policies.

Academic integrity demonstrates honesty and personal integrity in all work and assessments that are submitted by the student. The Academic Integrity policy also helps the students to always display the highest integrity in the completion of their learning process. We had a PD session conducted on this by our PYP Librarians Ms. Brinda and Mr. Anuj for the staff.

We also had a session to understand the IB PYP planners and the attributes of the learner profile. The school counsellors conducted different activities for the well-being of the teachers.

Parent informative session:

The first parent interactive session on “Understanding Inclusivity” was conducted by our counselors.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Well-being is balance of interconnected factors.

Lines of Inquiry:

- Understanding "well-being"
- Factors that contribute to well-being
- Issues affecting well-being

Key Concepts:

form, function, causation

IB Learner Profile:

Balanced, Reflective

Unit of Inquiry:

Students started their first unit of inquiry under the transdisciplinary theme "Who we are". They participated in various engagements like Zumba, mindfulness, and circle time. They reflected on the reasons for doing various engagements in a day. Students connected to different terms such as health and well-being during the discussion. They explored various aspects of well-being such as physical, emotional, social and intellectual well-being through discussing about different personas. Students also reflected upon the importance of these aspects of well-being. They discussed different ways that help to maintain their well-being.

Learning and Teaching- Month Review

Transdisciplinary Math:

While inquiring about the aspect of physical well-being through persona, students collected the data of their class on how frequently they are exercising and formed a human graph. Later they discussed about the different ways data can be collected, organized and represented. Students listed the various graphs used for data representation and used bar graph to enhance their understanding to represent data. They discussed about the term bar graph and defined it as a class. Further students explored the concept of time and shared the importance of time through their daily schedule. Students inquired about "O'clock" through various learning engagements and discussed about it. Students revisited the concept of big and small through greater than, lesser than, equals, ascending order and descending order.

Transdisciplinary Language:

While discussing the words well and being, students identified the words that have the same spelling but different meanings. They came up with various examples of such words. They were introduced to the term homonym.

Students further explored compound words and homophones while discussing the personas and demonstrated communication skills during group discussions. They also explored usage of verbs and used them in framing sentences.

Learning and Teaching- Month Review

Dance: Students introduced themselves to their peers. They discussed dance workouts and their benefits. They shared about their prior knowledge about basic dance movements. Then were introduced to hand and leg movements with different combinations. Students is gradually developing their understanding of body awareness, postures, and musical sensibility.

PE: Students participated in a range of physical activities to develop fundamental skills related to hand and leg movements. They were engaged in several fitness drills. Students are gradually building their locomotor skills as well. They practiced walking on a straight line on toes and heel and jogging around various shapes.

Drama: Students watched children's theatre drama and shared their observations. They also enacted different characters from their choice of story.

Art: Students engaged in creating an artwork about themselves. They recollected their previous art experiences and shared what they want to inquire further. Students co-constructed the essential agreements for their art class. They were assessed on their prior knowledge of different types of art by observing various artworks, identifying the artwork and sharing their observations. Students revisited the elements of art lines. They identified the lines and their usage in creating an artwork.

Music: Students framed essential agreements for their music class. They listened to different songs and identified the instruments that were played with the song. They were introduced to soft and loud voice. They sang a song of their choice in both the variations (soft voice and loud voice) and shared their reflections.

Learning and Teaching- Month Review

Hindi :

Students introduced themselves to their peers by sharing their name, hobbies, likes, interests, etc. The first letter of vyanjan- 'क' was introduced through a story and a poem related. They practiced the formation of the letter 'क'. They learnt oral counting of numbers and practiced writing numbers 1 to 5 in Hindi.

French:

Students were introduced to basic greetings like good morning, good afternoon, good evening, and bye in French language. They were also introduced to interactive conversation through question and answer such as, 'What is your name?'. Students learnt an alphabet short poem/rhyme in French.

Telugu:

Students introduced themselves and shared their interests with peers. They identified the names of objects in Telugu. Students were shown picture flashcards and shared their observations in Telugu. They were introduced to the letters, 'ka' and 'kha', through flash cards and stories related. Students identified the words/vocabulary related beginning with these letters based on the beginning sound.

Spanish:

Students were introduced to basic greetings like good morning, good afternoon, good evening, and bye in Spanish language. They were also introduced to interactive conversation through question and answer such as, 'What is your name?'. Students learnt an alphabet short poem/rhyme in Spanish.

Learning and Teaching- Month Review



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Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Well-being is balance of interconnected factors.

Lines of Inquiry:

- Understanding "well-being"
- Factors that contribute to well-being
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Key Concepts:

form, function, causation

IB Learner Profile:

Balanced, Reflective

Unit of Inquiry: Students will continue to explore the characteristics of the aspects of well-being. Further they will inquire about the factors that contribute to well-being and issues that affect well-being.

Transdisciplinary Language:

Students will continue to explore verbs and adverbs and learn their usage in framing sentences. They will be learning sequencing of events.

Transdisciplinary Math:

Students will continue to explore about the concept of time. They will further learn the usage of cardinal and ordinal numbers.

Learning and Teaching- Month Ahead

Drama:

Students will observe different characters and identify their characteristics as well as emotions. They will inquire about meaning and importance of body language by observing different performances.

Dance:

Students will learn full body movements and gestures (moving different parts of the body) of shake, shimmy, point, turns, hand-leg coordination and different combination of steps.

PE:

Students will inquire about the variations of running with proper hand and leg movements and appropriate techniques. They will explore different variations of running like on spot running, running on straight line, zig zag and shuttle run.

Art: Students will be revisiting the element of art colour. They will identify the colours and reflect upon their purpose in an artwork as well. They will classify the colours into primary and secondary colours and create their artwork using them.

Students will be further exploring a range of colours and organize them on the colour wheel. They will be introduced to warm and cool colours.

Music:

Students will be introduced to the element- 'Tune' and 'Pitch'. They will practice singing different songs in low and high pitch. They will hear different sounds of nature (Thunder, waterfall, birds and animals).

Learning and Teaching- Month Ahead

Hindi:

Students will be introduced to the letters 'ख' 'ग' और 'घ'. They will also learn how to write the letters of the alphabet and words formation using these letters.

Telugu:

Students will be introduced to the letters, 'ga', 'gha', 'inga' letters through objects, flash cards and storytelling. Students will be identifying and writing all the letters of ka varg- ka, kha, ga, gha, inga.

French: Students will be introduced to French vowels A, E, I, O U, H along with words. They will practice small conversations by using greetings, questions and answers. They will also learn short poem/rhyme related to vowels

Spanish: Students will be introduced to Spanish vowels A, E, I, O U, H along with words. They will practice small conversations by using greetings, questions and answers. They will also learn short poem/rhyme related to vowels.

Happenings Month Ahead

Moharam: 9th August 2022 (Holiday)

Independence Day : 15th August 2022

World Photograph Day : 19th August 2022

Janmashtami : 20th August 2022

Telugu Language Day : 29th August 2022

National Sports Day : 29th August 2022

Ganesh Chaturthi : 30th August 2022 (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.

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