



# PRISM

Grade 4

# 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 do 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 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!

Thank you.  
Anjalika Sharma  
IBPYP Principal



# School Philosophy- 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers practised mindfulness every day.

They practised different mindfulness breathing exercises like Bunny Breathing, Mindful walking, and starfish breathing which helped them to become alert and active.

They also practised mindfulness through sensory organs that helped them experience peace, calmness and love from within.



As part of well-being, the school counsellors also conducted sessions on well-being and respecting each other's space.

Students actively participated during the group discussions shared their experiences and reflected on the importance of respecting space.



# School Philosophy- 5 Developmental Pillars

## Core values

The core values are an integral part of learning. The core value for the month, 'Respect', was discussed and practised among the teachers and students.

They discussed ways to show respect to their parents, friends, environment, and country. Students self-reflected on their practices and also shared real-life examples in the class assembly and classroom. They read and listened to the stories related to it.



## Holistic Excellence

As a part of holistic excellence, the students continued reading books in the library and started reading their novel "Mohenjadaro".

They participated in the life-skills activities. Students had a session by the School nurse on the First-Aid. They had an interactive session and learned the importance of first aid, the different types of injuries and what type of first aid needs to be given etc.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

The staff induction programme at the beginning of the year provided opportunity to share and reflect on various policies, unpacking of five developmental pillars and department wise professional development sessions.

The Parent information session- "Understanding Inclusivity". was conducted by the school counsellors



The parent orientation was conducted to know about the school's mission, vision and philosophy, various policies, parent guidelines, transport and pedagogy.



PYP Teacher Parent Conference was organized on 30th July, 2022 for stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.



# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students were given the opportunity to organise and conduct class assemblies that helped them develop leadership capabilities and take ownership.

As a part of the global leadership, the students of grades Nursery to 5 started conducting the weekly assembly.

Students were involved in co-constructing the essential agreements for the classroom and group discussions.



The students were briefed about the student council process. The grade 5 students nominated themselves for the position of house, cultural or sports prefect as per their choice.

They had interviews and speeches to persuade the PYP students from Grade 1 to 5 to vote for them. The shortlisted candidates did campaigning as well.

Students from grade 1 to 5 had the opportunity to cast their votes for their house prefects, sports and cultural prefects.



# Learning and Teaching- This Month

## Unit of Inquiry:

### Transdisciplinary Theme:

Where we are in place and time

### Central Idea:

Evidence of ancient civilizations facilitates people to make connections with present day societies.

### Lines of Inquiry:

- Characteristics of civilizations and societies.
- Relationship involved in collection, analyzing and validation.
- Connection between past, present and implications for the future.

### Key Concepts:

Function, Connection, Causation

### IB Learner Profile:

Communicators, Thinkers, Inquirers

## Unit of Inquiry:

Students started their inquiry under the theme "Where we are in place and time". Students were shown pictures, given articles to read and were asked to share their observations as a provocation. They came up with words like ancient, history, civilization, Society etc.

Students further co-constructed the definition of the words civilization, history, civilize and made connections with root words, homophones and homonyms. They inquired about the origin of civilizations, their characteristics, and listed the different types of civilizations.



# Learning and Teaching- This Month

They made connections with map pointing and used maps to find the location of the civilizations they had listed.

Students researched that the first civilization appeared in locations where the geography was favourable to intensive agriculture.

Students were divided into groups using various grouping strategies and were asked to select any one civilization they wanted to research. Later, students shared their findings with their peers.

They concluded that – the origin of the Olympics during the Greek civilization, and the invention of cuneiform, the earliest known writing system in Mesopotamia are all connected to the contributions made by the civilizations to modern day society.

Students concluded that the past civilizations' influence on our present-day societies with various examples.

Students further connected to the central idea that “Evidence of ancient civilizations facilitates people to make connections with present-day societies” and discussed keywords to create their definition of society.

They inquired about the characteristics of society, similarities and differences between society and civilizations.



# Learning and Teaching- This Month

## Transdisciplinary Language:

Students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about civilizations, students made connections with the root words while exploring the meaning of civilization and characteristics, . They further found out the similarities and differences between words and root words. While discussing these root words in the class, students came up with homophones and homonyms. They made connections with question words while framing questions for their research. They connected to the key concepts while framing the research questions. Further , students made connection with tenses while discussing about past and present civilisations.

## Transdisciplinary Math:

Students continued doing mental math every day to revisit the concepts learned earlier.

Students solved sums based on all the four number operations and practised word problems.

Students made a transdisciplinary connection with the timeline and how it is used. Students worked in pairs and in groups and researched using various sources. They made real-life connections and created the timeline for the chosen civilizations. They inquired about BCE and CE and made connections with elapsed time among these civilizations.

Students further connected with the directions and distance during the homeroom discussions.



# Learning and Teaching- This Month

## Hindi:

Student's prior knowledge assessment was conducted on Hindi basics. They also practised matra words, dwitvakshar, samyuktakshar and different forms of the word Ra. Students were shown a video, a riddle and a poem to observe and share three things they saw, heard and read.

Students were shown a story to understand What was the story about? Who were the people in the story? Where was the story happening? What kind of story was it? Students were given a list of the elements of a story and asked to share their changes to any element of the story.

They changed the characters, setting, plot and title of the story. This helped the students to explore what happens when the element of a story is changed.

Students also discussed and shared the characteristics of the story.

## Telugu:

Students observed the main features of the three types of literature. Students were encouraged to share their understanding in the context of the story- Title, characters, plot, setting, and problem.

They identified key points from the story as well as learned vocabulary, antonyms, and texts.

They were also introduced to 'balala kathalu' for learning elements, framing questions and sorting them into open-ended & closed questions, types of questioning words and key concepts.



# Learning and Teaching- This Month

## **French:**

Students learned how to introduce themselves and the numbers up to 100.

## **Spanish:**

Students learned about greetings, how to introduce themselves, and make some phrases with the verbs to be (ser) in (present tense) common nouns (singular /plural nouns from a document, video, images presented.

## **Dance:**

Students learnt movements of creation and to use effectively with some creativity. They also learned about fast and slow moves that helped them to develop a range of new movements possibilities.

## **PE**

Students introduced themselves and made essential agreements for their PE classes. They had the prior knowledge assessment.

Students shared their experiences of different sports they have played, what helps them to learn, and how they can they demonstrate their learning.

Students discussed - how they are going to achieve their goals.

They demonstrated the attributes of the learner profile 'Reflective' and 'Knowledgeable' through a variety of learning engagements .

## **Drama:**

Students focused on inquiring about approaches to learning, the attributes of the learner profile, creating essential agreement for the class. They explored the details of the elements of Theatre Arts.

They participated in various drama exercises, group discussions, and also watched videos followed by sharing of reflections.

# Learning and Teaching- This Month

## Music:

Students and teachers introduce each other. Students and the teacher co-constructed the essential agreements for the music class and the resources of the music class.

Students revised the meaning of elements of music, tune, pitch, rhythm and tempo. They revised the songs learned in their previous year.

Students were introduced to the new song to learn.

## Art:

Students introduced themselves and made essential agreements along with their peers for their Art classes.

Students observed different forms of artwork and discussed about the medium, elements and features of those artworks with the use of the strategy- "I see, I think, I wonder".

They created one artwork with their real life situation and the choice of art form and medium.

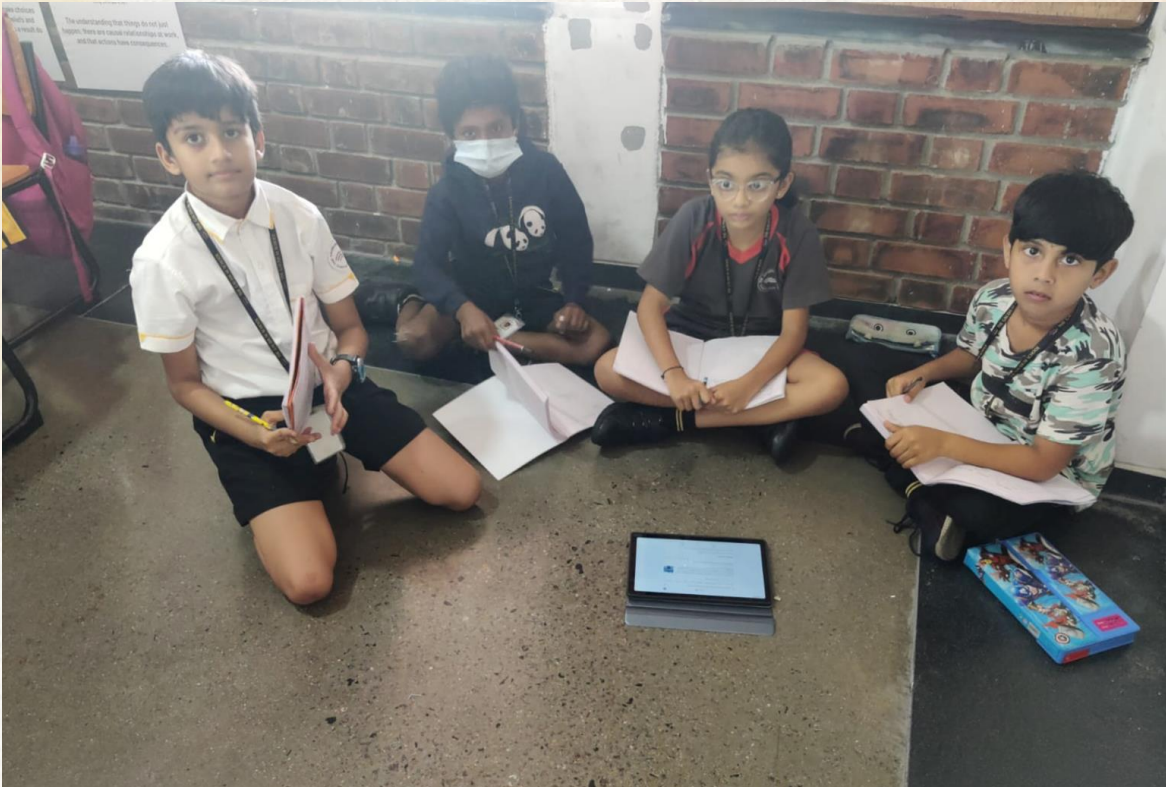
Students observed one image of Cave art and Modern art. They explored different features and made the comparison between timeline, medium, and purpose.

They created one artwork with the observation of surrounding/ real life situation/ real life situation/ imagination.

Students continued the artwork and explored different mediums of their choice- pastel, watercolor, color pencil. They reflected on the given feedback.



# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

Where we are in place and time

### Central Idea:

Evidence of ancient civilizations facilitates people to make connections with present day societies.

### Lines of Inquiry:

- Characteristics of civilizations and societies-function
- Relationship involved in collection, analyzing and validation-
- Connection between past, present and implications for the future

### Key Concepts:

Function, Connection, Causation.

### IB Learner Profile:

Communicators, Thinkers, Inquirers.

## Unit of Inquiry:

Students will continue to explore the relationship involved in collecting, analyzing and validating their findings.

Students will collect information regarding the process of collecting, analysing and validating evidences.

Students will make the connections between the past, present and implications for the future. They will discuss the present-day living is greatly influenced by the existence of past civilizations.



# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

How the world works

### Central Idea:

Energy is converted, transformed and sustained to support human progress.

### Lines of Inquiry:

- Energy and its uses .
- Transformation of energy.
- Sustainable energy practices.

### Key Concepts:

Change, Function, Responsibility

### IB Learner Profile:

Caring, Thinkers, Risk-takers.

## Unit of Inquiry:

Students will begin their inquiry under the theme How the world works. Provocation for the same will be done. They will explore the meaning of energy, its uses and forms.

They will also look into ways energy is transformed from one form to another for various purposes.

# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will make connections with tenses as they will connect between the past, present and implications for the future. They will discuss and identify the different types of tenses. They will co-construct the assessment to assess their learning.

Students will further write a report or journal of their findings, analyze and investigate their research work, and share their findings through journals or report writing.

## **Transdisciplinary Math:**

Students will continue having mental math practice and solve real-life problems on the concept of elapsed time and distance.

Students will make the connections with measurements and explore the different units and their usage in past civilizations and present real life.

## **Hindi:**

Students will have more interactive lessons – Poem, rhyming words, meanings, new words and types of poems.

## **French:**

Learners will learn about the conjugations of “aller and venir” irregular verbs with the sentence usages, use of different country names and their nationalities and the use of possessive adjectives with family members. Students use the approaches to learning to identify the sentence constructions with the verbs “aller and venir” and the clues on family structure/things around to describe in French.



# Learning and Teaching- Month Ahead

## **Spanish :**

Students will be learning the professions, time, adjectives, subjects, interrogatives pronouns to describe, ask or speak in Spanish.

Students will be given opportunities to develop the approaches to learning while they construct sentences in Spanish.

## **Telugu:**

Students will learn about rhymes, find meanings of new words, antonyms, and poetry reading techniques through a rhyming poem.

## **Music:**

Students will learn a new song, "The world is a rainbow". They will practice the song in the music class to develop their singing skills.

Students will get a chance to perform the song individually in the class in order to enhance their confidence.

## **Art:**

Students will look at two images of each- Altamira and Bhimbetka cave art, they will recognize the style and features with timeline.

They will create one artwork with the choice of art style. Students will read about the caves.

## **PE:**

Students will be introduced to soccer through a transdisciplinary connection of Math.

Students will explore types of skills used to play soccer. They will understand what are the features of soccer and develop the skill of 'run with the ball' through different learning engagements.

# Learning and Teaching- Month Ahead

## **Drama:**

Students will explore about “Mask Acting”. They will have different learning engagements related to mask making and performance, various drama exercises, listen to various audio and video clips. Students will reflect on the attributes of the learner profile and the approaches to learning that they will develop.

## **Dance:**

Students will learn body isolation through body warm-up, body stretching and basic movements of dance that helps in perform high range of movement in dance choreography (locomotor- and non-locomotor).



# Happenings Month Ahead

Investiture Ceremony – 4<sup>th</sup> August

Moharram- 9<sup>th</sup> August

Independence Day – 15<sup>th</sup> August

Telugu Language Day- 29<sup>th</sup> August

National Sports Day- 29<sup>th</sup> August

Ganesh Chaturthi – 30<sup>th</sup> August

## **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/>