



PRISM

Grade 5

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!

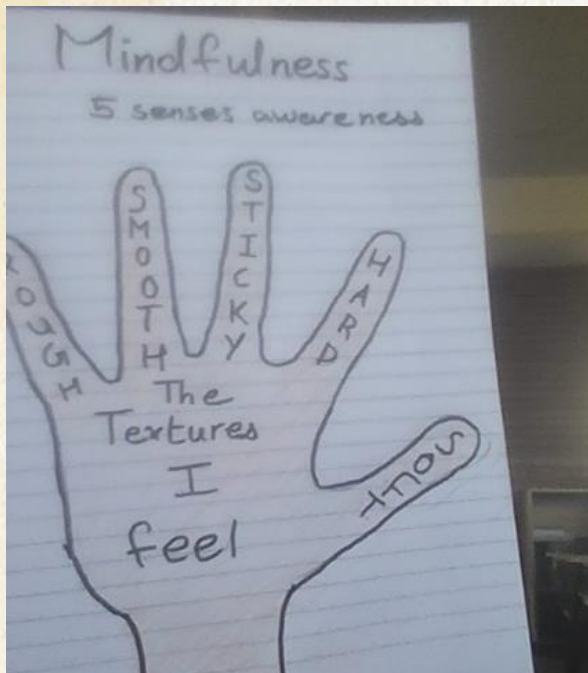
Thank you.
Anjalika Sharma
IBPYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers have been practicing mindfulness every day.

As a part of mindfulness learning engagements, the students practiced five-finger starfish breathing, hissing breathing, dinosaur breathing, mindful walking.



Students practiced deep relaxation, texture I can feel, and shared the benefits of the same.

They actively participated in group discussions followed by sharing their reflections.

School Philosophy- 5 Developmental Pillars

Core values

As a part of core values, the teachers and students discussed - Respect'.

They discussed the meaning of Respect and engaged in reading books/ stories/quizzes related to it.

They shared real-life examples of where they displayed the core value-Respect. The students also shared their views about the same in the assembly.



Holistic Excellence

As a part of holistic excellence, the students continued reading books in the library and worked with their novel study- Kalpana Chawla- A Life.

Students thoroughly enjoyed listening to stories related to Core values of Respect and shared their reflections as well.

They participated in the life-skills activities. Students had a session by the School nurse on the First-Aid.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

We had staff induction program at the beginning of the year where we shared and reflected on the various policies, unpacking of five developmental pillars, department wise professional development sessions.

The Parent information sessions were conducted by the school counsellors on "Understanding Inclusivity".



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

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. They nominated themselves for house or cultural or sports prefects 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.



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)

The introduction to the IB philosophy and process of programme session 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 had a PD session on the IB PYP planners and the attributes of the learner profile. The school counsellors conducted activities for the well-being of the teachers.

Parent informative sessions:

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

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Exploration leads to discoveries, opportunities and new understandings

Lines of Inquiry:

- Reasons for exploration - function
- Changes in exploration over time - change
- Consequences of exploration - causation

Key Concepts:

Function, Change, Causation

IB Learner Profile:

Communicators, Open-minded, Knowledgeable, Inquirers

Students started inquiring into the unit Exploration, under the theme "Where we are in place and time". Students learned about "Exploration" and researched the definition/meaning by using different resources. They also listed out different types of explorations and shared the difference between exploration and discovery. They further enhanced their learning by reading and reflecting on a variety of books like Great explorers, Women Explorers, and so on.

Students researched, shared the reasons for exploration and connected with the key concept of causation, shared their perspectives on the reasons for exploration, and wrote a biography on their choice of explorers.

They explored the voyages of their choice of explorers and presented them using a World Map.

Learning and Teaching- This Month

They inquired about the tools used in exploration and the challenges faced by explorers. Later, they compared and contrasted explorers of their choice and the difference between early explorers and modern explorers.

Student looked at the changes in exploration over time, and in navigation tools, and technologies' used by modern explorers .

The PYP exhibition is a culminating and consolidating learning experience or inquiry project in which students, with the support of a mentor, demonstrate their understanding of an issue or opportunity that they have selected and investigated, both individually and with their peers. Students started their PYP exhibition process at the beginning of the year.

Students individually came up with different issues like disasters, conflict, poverty, soil degradation, government systems, economic activities, peace and conflict, and many more.

They read the transdisciplinary theme descriptors and sorted the issues accordingly. Grade 5A to F and H, blocked the theme "How we organize ourselves", 5G blocked "How the world works" and 5I blocked the theme "Sharing the Planet" as their PYP exhibition unit.

Students collaboratively discussed and shared their understanding of the purpose of the exhibition, features of the exhibition, and different roles in the exhibition.

Learning and Teaching- This Month

Transdisciplinary Language:

Students had their entry-level assessments. They made connections with prefixes and suffixes and identified the same from the given words, sentences, and paragraphs. They were also connected to verbs and tenses and identified different types of tenses.

Students made connections with Biography and information report. They made connections with the Novel Study- Kalpana Chawla- A Life.

Students had various learning engagements to deepen their understanding to explore the features of biography and shared the difference between Biography and Autobiography.

They made connections to cause and effect, facts and opinions and had various learning engagements while inquiring about the unit Exploration.

Students continued to co-construct the spellings list along with their peers that helps them to enrich their vocabulary and allows them to excel in their reading and writing.

Transdisciplinary Math:

Students had their entry-level Math assessments. They did mental Math every day which reinforces different Math concepts.

Students made connections with the Timeline during their research, made a timeline of an explorer and shared it with their peers.

They made connections with speed, distance, and time to know how far and how much time did explorers' travel.

Students participated in various learning engagements related to the same.

Learning and Teaching- This Month

French:

Students introduced themselves and made essential agreements. They were introduced to the numbers in French.

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, or images presented.

Telugu:

Students started learning by knowing the characteristics of 'Nitipadyam-dwipadyam' in poem writing and the characteristics of those poems. 'Dwipada Kavya' is introduced from 'Mahabharata Niti Padyalum' and 'Ranganatha Ramayana' and discussed their usage in the language. They formulated the questions for their research.

Hindi:

Students looked at different words and were asked to see/read and talk about these -what is it like? Where is it often used? This helped them to frame sentences or use words to share their perspectives.

Students were taught different Doha and Poems. They were divided into groups and each group shared their views about-What did they think it was? Why did they think so? They could differentiate a Doha/ couplet and a poem.

They watched a video that helped them sort rhyming words with their meanings. Post these Doha lessons, students easily identified the difference between a Doha and Poem. They made a Doha using the same set of rhyming words or any two of their own.

Students framed questions that they would want to ask their friends related to Doha.

Learning and Teaching- This Month

Drama:

Students made essential agreements for their Drama classes. They had prior knowledge assessment. They started learning about Mime and anticipated in various learning engagements related to it.

Students watched videos of Mime and reflected on the same. They demonstrated the attributes of the learner profile and the ATL during the various learning engagements.

Dance:

Students introduces themselves and made essential agreements. They started learning about Still and traveling moves.

Pause and play moves.

- Body isolation.

PE:

The unit of inquiry started with the provocation and students did their prior knowledge assessment. Students shared their prior learning experiences on Football, and they performed dribbling in between the cones and spot markers to show the ball control.

Music:

Students and the teacher introduced themselves to each other. They co-constructed the essential agreements for the music class and the resources of the music class.

Students had prior knowledge assessment. They revised the meaning of elements of music, tune, pitch, rhythm, and tempo.

Students also revised the songs learned in the previous year. They were introduced to the new song to learn.

Learning and Teaching- This Month

Art:

The students introduced themselves.

They made essential agreements for their art classes.

They have watched videos of a child artist and art-related videos and discussed the same for a better understanding of the IB learner profile, essential agreements, and the importance of art in real-life connection.

Students watched videos of artists and visual art connected and reflected and shared their understanding. The students created an artwork on the assigned topic.

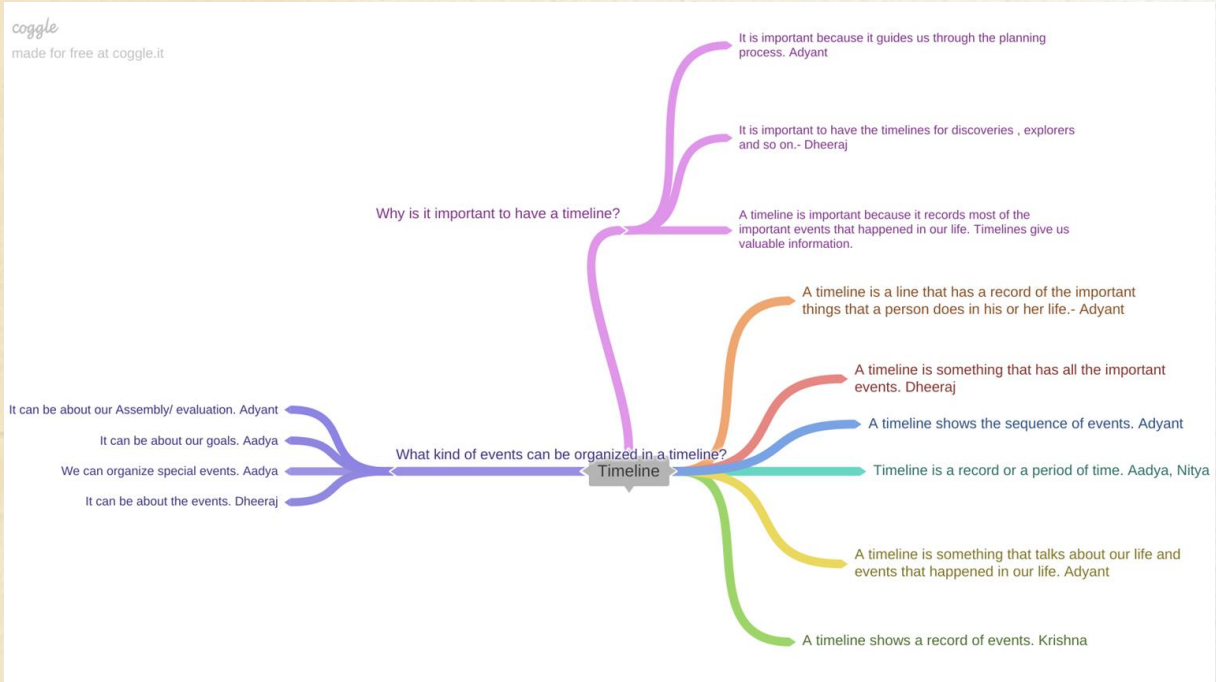
Students observed different pictures /artworks and shared their prior knowledge using the "I see. I think... and I wonder..." strategy. They have started creating artwork of the given topic through their choice artform.

Students have watched a video on "LONDON ART FAIR" for a better understanding of the Art exhibition's reasons and purpose.

Students have discussed different styles of arts. They read and placed them according to the timeline and they chose two art forms to work on. The students discussed the words - Ancient and Modern - and connected with real life. They have worked on the given assignment and self-reflected on their learning.

The students demonstrated the attributes of the learner profile Thinkers, Risktakers, and Reflective and demonstrated critical thinking in thinking skills and used exchanging information in communication skills.

Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea:

Changes people experience at different stages of their lives affect 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

IB Learner Profile:

Inquirers, Risk-takers,
Reflective, Balanced

Unit of Inquiry:

Students will co-construct the end of the unit assessment task for the current unit of inquiry Exploration.

They will start the next unit of Inquiry under the theme of Who we are. They will explore into physical, social, emotional, and intellectual changes that humans go through over the period.

Students will further inquire into the physical, social, emotional, and intellectual changes that occur throughout life and the factors that contribute to well-being during the different stages of life.

Learners will have guest sessions by the school counsellors on well-being. They will also connect to their novel study – Just for Boys and Just for Girls.

Students will frame their central idea and lines of inquiry for their exhibition unit.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will make connections to character sketches and character traits while discussing the physical changes. Later, they also might make connections between direct and indirect speech while discussing how to take care of ourselves. They will also read various comprehension passages and books related to the unit.

Transdisciplinary Math:

Students will make connections with height, and weight under the strand of measurement while inquiring into physical changes in the body. They will make connections with data handling in which they will represent the data collected related to people's height, weight, etc. Students may connect to expressions while discussing the various stages of life.

Hindi:

Ekanki -1- Students will read Ekanki and think of ways to communicate the story of ekanki with their friend who does not live in the same city. They will come up with the words -Letter writing.

Students will be encouraged to write a letter to a friend and share any one story of ekanki. Students will read the same story of ekanki and underline words which will be Verb/ Adverb/ Kriyavisheshan.

French:

Students will learn the use of action words like faire and venir using various learning engagements. They will further learn the use of names of countries, their nationalities and possessive adjectives with family members. They will be able to demonstrate various skills during the learning engagements.

Learning and Teaching- Month Ahead

Spanish :

Students will be learning the professions, time, adjectives, subjects, and interrogative pronouns to describe, ask or speak in Spanish. Students will use thinking skills while construction of sentences.

Telugu:

Students will have spelling assessment. They will inquire into elements of poems. They also will practice synonyms and antonyms using rhyming words.

Music:

Students will be learning a new song, "Take me home, country roads". They will practice the song and demonstrate approaches to learning. Students will get a chance to perform the song individually in the class in order to enhance their confidence.

Drama:

Students will continue learning 'Mime'. They will have various learning engagements using audio clips, pictures, and videos.

Students also will start working on creating their mime stories in groups, pairs, or as individuals.

Art:

Students will research Ancient and Modern art and the artist's style. They will observe the art from different countries, discuss the features and compare / contrast them. The students will work on their chosen art form.

PE:

Students will participate in the following learning engagements.

Students will continue with football dribbling and turn to ball control. They will continue with inquiry to understand and identify the sports and games around the world. Students will be engaged with football short and long passing skills.

Dance:

Students will demonstrate the elements of dance by using movements that help learners to understand the fundamentals of dance while performing. They will learn basic movements.

Happenings Month Ahead

Investiture Ceremony – 4th August

Moharram- 9th August

Independence Day – 15th August

Telugu Language Day- 29th August

National Sports Day- 29th August

Ganesh Chaturthi – 30th 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/>

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