



PRISM

Grade 2

Message from the Principal's Desk



School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers engaged in mindfulness sessions every day. Students expressed their gratitude towards others and made Gratitude Jar.

They practiced mindfulness activities like bunny breathing, square breathing and in-breath and out-breath.



Well-being: Personal Space

The school counselor took a group session on personal space.

The counselor discussed the meaning of private/personal and public. The students were introduced to the concept of personal boundaries with the help of their drawings.

School Philosophy- 5 Developmental Pillars

Core Values

The core value for the month 'Respect', was inculcated in various ways.

Students discussed the meaning of respect and shared how they practice it. They took part in different learning engagements like watching and listening to stories and reading books related to respect.

Students also shared examples where they demonstrated respect at home, school, for nation, animals and environment.



Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree (ORT) books. They also shared their reflections.

Students had session on first-aid and safety as a part of their life skills lesson.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Various events were conducted to promote the pillar. Students and teachers celebrated events like Independence day, Janmashthami and Investiture ceremony.

We celebrated National Sports day by felicitating the students of The Gaudium for excellence in Sports. We had Ms. Akula Sreeja, India Table Tennis player and Commonwealth Gold Medalist and her coach Mr. Somnath Ghosh, as the chief guest. Students enthusiastically participated in Gymnastics along with Ms. Lilya, our Rhythmic Gymnastics Coach.



Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile.

They participated in organizing and presenting the weekly assemblies.

Students continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement and discussing the further steps.



Professional Development

LDCD Session:

The special educator Ms. Nanitha, and the school counselors Ms. Hadiya and Ms. Prutha conducted a workshop about ADHD, its prevalence in children, the challenges they face, and the strategies to help ADHD children learn in the classroom.

The workshop began with a brief energizing activity followed by a discussion on the signs, treatments, and classroom settings for ADHD.

Few strategies to manage academic and behavioral challenges were shared. The teachers clarified their doubts followed by their reflections.

PD Session:

We had a workshop on 'inquiry' conducted by Ms. Anjalika Sharma, IB PYP Principal for the PYP teachers. This session had no presentations, no detailed information and no note-taking. It was all about experiencing to teach and make a difference.

Each teacher understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry.

The team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc while ensuring inquiry becomes the pedagogy in the classrooms. Overall, the PD session was a great learning experience for the team.

We also had a PD session on "Learning Environment" where it provide opportunities for children to interact with each other and a range of materials.

A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation.

Learning environments includes pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs.

Learning and Teaching- Month Review

Unit of Inquiry

Transdisciplinary Theme

Where we are in place and time

Central Idea

The Earth's physical geography impacts human interactions and settlement.

Lines of Inquiry

- Variability of physical geography around the world.
- The relationship between location and settlement.
- Responsibility of human interaction in the physical environment.

Key Concepts

Change, Connection, Responsibility

IB Learner Profile

Caring, Knowledgeable

Unit of Inquiry

Under the Transdisciplinary Theme "Where we are in place and time" our students explored and inquired about the planet Earth. Students came up with the term geography and co-constructed the definition.

During the unit, students inquired about different landforms and water bodies. They were engaged in different learning engagements and explored the differences and similarities between various landforms and water bodies.

They also discussed the similarities and differences between globe and a map. Students shared real life examples of the landforms and water bodies they have visited.

Learning and Teaching- Month Review

Transdisciplinary Math

Students made transdisciplinary connection to the concept of shapes. They explored various shapes and discussed the differences and properties of 2D and 3D shapes.

They explored the Earth's shape and came up with their finding as "Oblate spheroid".

Transdisciplinary Language

Students made transdisciplinary connection to adjectives and described the planet Earth .

Students connected to compound words while exploring landforms and the word "geography". They framed sentences using the compound words.

They identified compound words from the books they read on landforms and water-bodies.

French

In the months of August, students learned the letters of the alphabet, numbers upto 50, days of the week, and months of the year.

They learned vocabulary related to basic greetings and formal and informal conversations such as name, age, how are you, and how to introduce others.

Spanish

Students practiced reading and writing the letters of the alphabet. They explored vocabulary related to family members, days of the week, numbers from 0 to 20, colours etc.

Learning and Teaching- Month Review

Telugu

Students practiced reading words with 'gunintham gurthulu' from 'thalakattu' to 'kommu deergham'.

They practiced these signs through stories and poems.

Hindi

During this month, students were introduced to the small e matra (इ), and big e matra (ई) through the poem 'Rim Jhim Jal Barsa' and 'Titli Rani'.

Students identified the matras in their names and discussed words related to the matra.

PE

Students watched pictures/videos based on standing start and shared their findings. They explored the techniques related to stand start and inquired about short distance races.

Drama

Students worked on portraying a character during their performance.

They also identified the characteristics of a performance.

Dance

Students watched a video of a dance performance and shared their observations related to the costumes, hand and leg movement.

They practiced the hand and leg movements and made connection to beat, tempo and speed of the music.

Learning and Teaching- Month Review

Music

The students explored musical warm-up games designed to understand the Rhythm . They created rhythmic patterns for four crotchets (beat and rest).

Students read musical notes (crochet and crochet rest) and individually explored the 'Sa' and 'Pa' reference notes (consonant notes) in the C scale (pitch).

The students sang the school prayer with appropriate pitch and rhythm using an instrumental track.

Art

Students were introduced to the elements of art through pictures and artwork.

They worked on understanding and applying the elements- line, shape and colour.

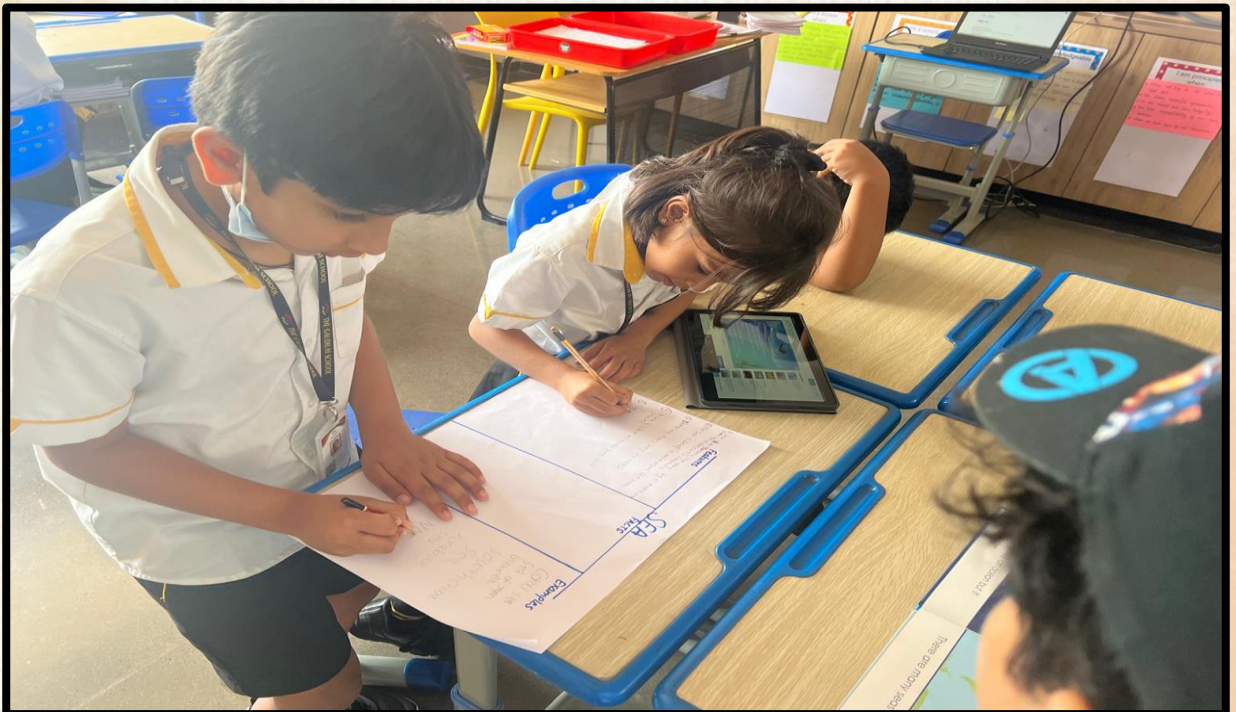
Students identified different colours used by the artists and sorted them according to primary / secondary/ tertiary or hot and cold colours or bright and dull colours.

They then used a colour from each category to make an artwork.

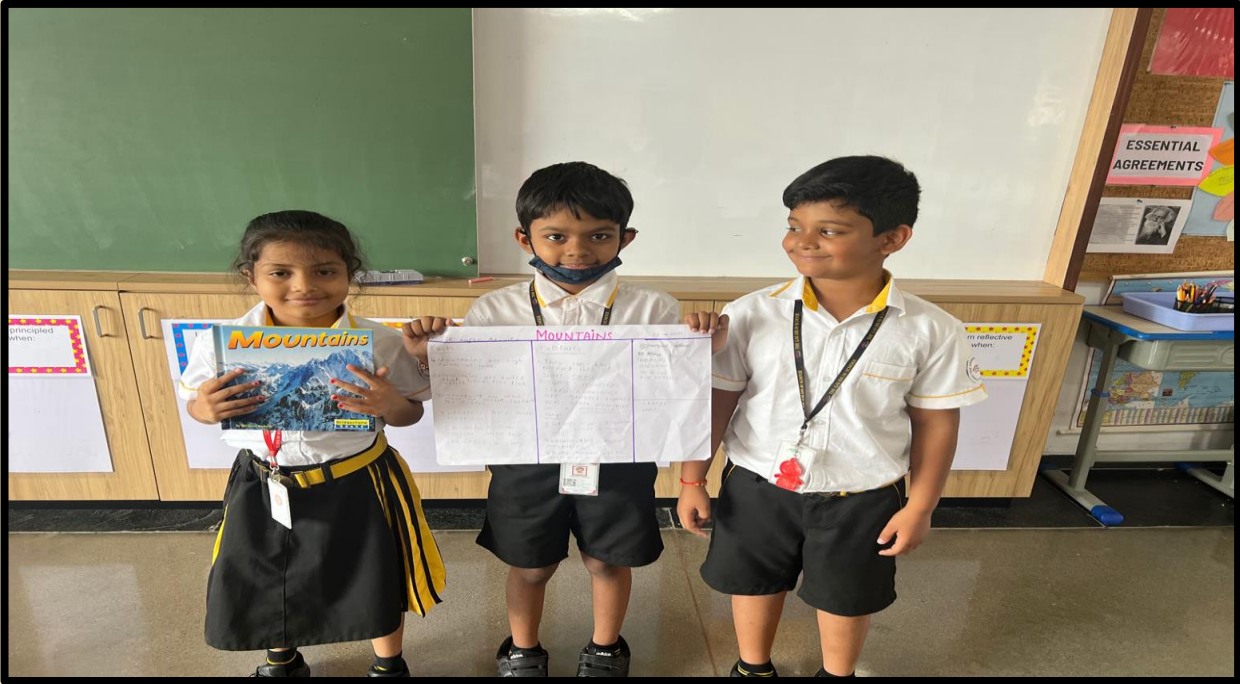
Learning and Teaching- This Month



LEARNING AND TEACHING THIS MONTH



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Learning and Teaching- Month Ahead

Unit of Inquiry

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IB Learner Profile

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Unit of Inquiry

Under the Transdisciplinary Theme "Where we are in place and time" students will continue to explore and inquire about Earth.

They will look at maps, globes etc and come up with the term geography and define the term.

During the inquiry, students will explore the meaning of location and settlement. They will also look into types of settlements in different landforms.

They will also explore how different landforms impact settlements.

Learning and Teaching- Month Ahead

Transdisciplinary Language

Students will be connecting to cause and effect and facts and opinions.

They will continue to practice descriptive writing.

Transdisciplinary Math

Students will make transdisciplinary connections to measurements They will further look into identification of the places and map pointing.

Hindi

Students will be introduced to small Oo matra (उ) and Big Oo matra.

They will explore words and frame sentences related to these matras.

Telugu

Students will practice the symbols 'ritvam, ritvam dirgam, etuvam Etuvam aitvam' through stories, poems and sentences.

French

In the month of September, students will continue to introduce themselves and others using phrases.

They will also learn the vocabulary related to family members using simple sentences.

Spanish

Students will explore vocabulary related to fruits, months of year and classroom objects.

They will collaborate with their peers to showcase their learning.

Learning and Teaching- Month Ahead

Music

Students will learn to sing a Swara (note) -'high pitch 'Sa' consonant note.

They will compare the Indian and western notes and will continue to learn the school anthem with appropriate pitch and rhythm using an instrumental track.

Drama

Students will work on characterization and acting.

PE

This month students will explore the standing broad jump and hurdle jump.

Dance

Students will engage in different hand and leg movements such as sideways, front and back.

Art

Students will co-construct the assessment task and criteria to show their learning about primary and secondary colours.

Students will also explore tertiary colors through various learning engagements.

Happenings Month Ahead

SAIBSA: 3rd September

Teachers Day Celebration: 5th September

International Literacy day: 8th September

World Mindfulness Day: 12th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 17th September

International Day of Peace & World Gratitude Day: 21st September

Autumn Break: 24th September- 9th October (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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