



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

The students and the teachers have been practising mindfulness every day. As a part of the mindfulness activity, the students practised focus breathing, rainbow breathing, mindful movement that included squeeze and flop, balancing self and deep relaxation. They also engaged in mindful observation exercises. As part of self-awareness, they reflected on their challenges and strengths in goal setting. They shared their views on acting mindfully and reflected on how their actions or words may impact others.



As part of well-being, the school counsellors conducted regular sessions. This month the session was conducted on "Respecting Space or Boundaries". The counsellor started the session with an icebreaker activity- Simon says. The students were asked to reflect on the concept of boundaries and space. Later the counsellor unpacked the idea of boundaries and spaces and the types of boundaries.

The students recollected what they had learnt about personal bubble space. The counsellor then discussed social, emotional, moral and time boundaries and their interconnectedness.



School Philosophy- 5 Developmental Pillars

Core values:

The core values are an integral part of learning. The core value for the month was "Respect". Students connected it with Admiration and Regard. They talked about respect as admiration of the qualities and regard for the achievement of others. Teachers and students shared their experiences in the classroom and in assemblies. They watched stories and had quizzes on Respect.



Holistic Excellence

The school celebrated 75th independence day on the 15th of August, "Azadi ka Amrut Mohastav." Whole school assembly was conducted wherein the flag hoisting was done. Students participated in different cultural programmes, to celebrate independence day.

Regular life skills sessions were conducted students learned about table manners. They reflected on their practising and explored different table etiquettes.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

To develop the partnership and connect among all stakeholders various events were organised. Independence day was celebrated for which the whole school assembly was organised and flag hoisting was done.

The investiture ceremony was organised and new council members took their responsibilities.

The National sports day was organised Ms Akula Sreeja was invited as a chief guest and students who excelled in various sports were facilitated. She also motivated the students to overcome their fears of failure and never give up.



Global Leadership

Students continued to develop and demonstrate ATL and attributes of the learner profile. They were engaged in reflecting on their learning, identifying areas of improvement, and setting goals.

They participated in organizing and presenting the weekly assemblies.

They also worked to demonstrate and develop the leadership capabilities by taking the ownership of their learning and class responsibilities.

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- This Month

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- function
- Transformation of energy. Change
- Sustainable energy practices. - Responsibility

Key concepts:

Change, function, responsibility

Unit of Inquiry:

Students had provocation where they did some physical activities and watched videos.

Students made connections and came up with the words like energy, stamina, power and strength. They shared real-life examples related to the term 'energy'. They shared their understanding of the term energy and co-constructed the definition of energy. Further students framed open-ended questions for inquiry. They conducted research on different types of energy, their sources and uses.

They further looked into advantages and disadvantages of using the different types energy and conservative practises for sustainable energy.

Learning and Teaching- This Month

Transdisciplinary Math:

Students continued with mental Math practice and solved real-life problems based on the concept of measurement. Students looked for different objects around and found their units of measurement. They also compared different metric units and practised their conversion. Students also looked for the unit of measurement of energy.

Transdisciplinary Language:

Students continued their exploration of tenses. They explored the perfect form of past, present and future tense. They also discussed and were able to draw conclusions that tense is important for the structure of the sentences.

Students further made connections with news report reading while inquiring about energy. They read different reports about energy and explored the features of the newspaper report. They also made transdisciplinary connections with descriptive writing and inquired about the characteristics of descriptive writing.

French:

In the months of July and August 2022, students learned the days of the week, months, how to introduce themselves, the numbers up to 100, and family members.

Spanish:

In the month of August 2022, they learned the verbs "ser" and "Estar" (to be) in present tense and they also learned the difference between them making the phrases with "ser and estar" to express condition, characteristic nationality, time, date, feeling, professions, adjectives etc

Telugu:

This month students framed questions for inquiry through stories, separating the questions into 'open-ended and closed' and sharing their answers. Kavitha Tol Prayasadas about nature learned the meanings of new feet.

Learning and Teaching- This Month

Hindi

Students prior knowledge was assessed, they also practised matra words, dwitvakshar, samyuktakshar and different forms of the word Ra.

Students were shown a video, a riddle and a poem and were asked to share their observations and findings through the I see-I hear-I read strategy.

Students were given a story to read and were asked questions like, 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 understanding of the context of the story. Students listed new words and their meanings from the story.

Students were encouraged to share the characteristics of the story - BAL KAHANI How was it similar or different from - BAL KAHANI ? Students list down the new words and their meaning from the story. They were asked to frame sentences using at least 10 words.

They were asked to sort questions into categories- open-ended & closed questions, types of questioning words or under key concepts.

Dance:

Body isolation through body warm-up, body stretching and basic movements of dance which is going to help in performing high range of movement in dance choreography (locomotors- and non-locomotors).

Learning and Teaching- This Month

Drama

Students learned about the 'Mask Acting'. They understood the basic concepts of mask theater and about the types of masks around the world. They were engaged in movement and voice exercises. They were also engaged in the process of making a story using masks. Also reflection was an integral part of the whole process in each and every class where they reflected about their task and about the attributes of the learner profile and approaches to learning.

Music:

Students learned to sing a new song, "The world is a rainbow" by applying the music elements: tune, pitch, rhythm and tempo. After learning the song, students started performing the song individually in order to enhance their confidence and performing skill. Students reflected on their own performance and identified their strength and area of improvement. Students also received feedback and feed forward from the teacher in

order to improve their performance.

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PE

In the month of August, students explored skills we use while playing soccer. They inquired into how skills are so important and how we improve skills. They understood what are the features/elements of sports soccer and practised the skill of 'running with the ball through different learning engagements. They practised and understood skills to improve through technique. They demonstrated the attributes of the learner profile 'Inquirers' and 'Thinkers' through a variety of learning engagements.

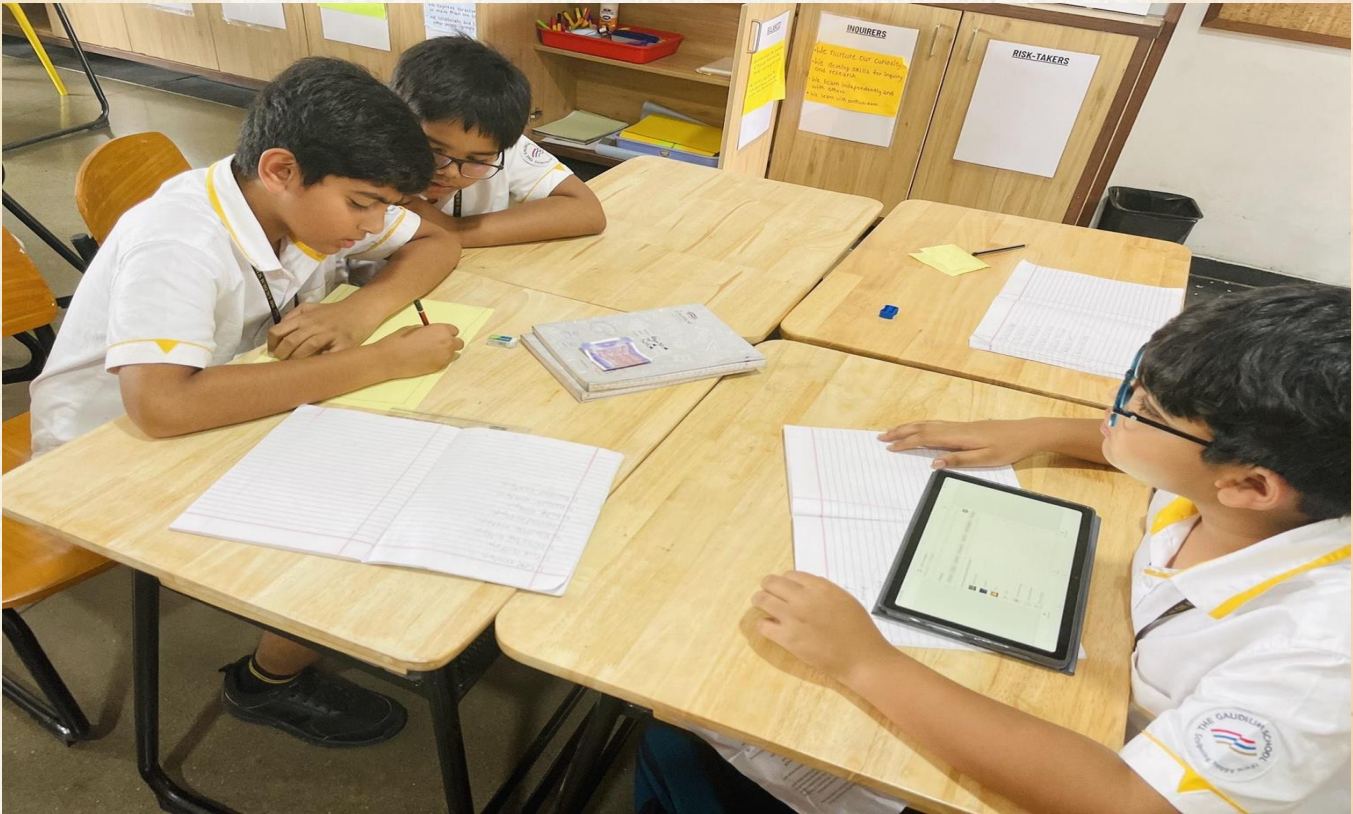
Art:

Students observed two images of each- Altamira and Bhimbetka cave art. They recognized the style and features with timeline. They created one artwork with the choice of art style.

Students observed different artifacts from Indus Valley Civilization – sculptures, pottery and seals. They explored the features, timeline and materials used in the civilization, they created one artwork with the choice of Indus Valley art style and the representation of their real life situation from present days.

Students explored the meaning and purpose of Folk Art, they observed different types of folk art style from India and the World, and discussed their characteristics. They created one artwork using one folk art style and their own story from a real life situation.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary theme:

How the world works

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Lines of inquiry:

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Key concepts:

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Transdisciplinary Math:

Students will further make connections to the measurement of capacity while researching on measurement of energy. They will be introduced to joules and calories. They will work on challenging problems of measurement.

Students will also look at data analysis while collecting data for the problems associated with energy practices.

Transdisciplinary Language:

Students would make transdisciplinary connections to the transformation of sentences wherein they will explore direct indirect speech, active and passive voice while exploring transformations of energy and conversion of energy into other energy forms.

Learning and Teaching- Month Ahead

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Lines of inquiry:

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Key concepts:

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Unit of inquiry

Students will inquire about transformation of energy and sustainable practices that contribute to human progress They will gather secondary data in relation to energy problems.

Students will analysis and will work on design thinking process to solve the problem of sustainable energy by developing innovative ideas for sustainable practices .Futhers they may create prototype for the innovative sustainable practises . They will also look towards their responsibility towards the use of energy .

Learning and Teaching- Month Ahead

Additional Languages:

French:

In the month of September, they will learn the conjugations of “aller and venir” irregular verbs with their sentence usages, the use of different country names and their nationalities, and the use of possessive adjectives. Here, students will use their inquiry skills to identify the sentence constructions with the verbs “aller and venir” and the clues on family structure/things around to describe in French.

Spanish:

In month of September they will be learning verbs “Tener” and “Haber”(to have) and their difference them using phrases. They will also do the reading texts by answering the questions. In addition to this they will be learning the first group verbs (AR). Here students will use inquiry skill and thinking constructing sentences in Spanish.

Hindi:

Looking forward to delivering more interactive and useful lessons – Poem, rhyming words, meanings, New words and types of poems.

Telugu:

The following month they practice through some more poems and stories. They will recite poems in telugu to further strengthen their language skills.

Learning and Teaching- Month Ahead

Music:

Students will start learning a new song. After learning the song students will be performing the same individually to enhance their confidence and reflect on their performance. Students will revise the elements of music in detail and understand their importance in music.

Dance:

Recognize the relationship between the movement and music. Understand the individual performer's responsibility in achieving the success of the whole work.

Dance

Develop aesthetic and creative flexibility in the practical application of technique to a specific choreography. Increase their knowledge of professional standards on stage including: roles of warm-up class, "spacing," lighting, and dress rehearsals, as well as hair, makeup and costume maintenance.

PE

In the month of September, Students will continue to explore and practice skills (running with the ball, passing the ball, controlling the ball) and technique of doing the skills, Students will research basic rules of the soccer field. They will self reflect on their performance.

Art:

Students will look at the Folk Art style- Madhubani, they will explore features, elements and background of Madhubani style. They will represent a story from their own experience with the use of Madhubani Art style.

Drama

In the month of September, the students will continue learning about 'Mask Acting' and they will engage in creating a story using masks. They would also engage in the rehearsal process and mask making process for their characters in their stories.

Happenings Month Ahead

PYP & MYP SAIBSA : 3rd September

DP SAIBSA : 10th 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:

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