



Grade Nursery









Message from the Principal's Desk

Dear Parents,

Greetings! We hope that you are all doing well and are safe! In this edition of newsletter, I share with you a relevant story that I recently read, with a message for all of us.

Once, a group of boys decided to play a proper soccer game. Each one of them would bring something used in professional matches. So, one would bring the ball, another the whistle, another the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was an argument. They decided that the boy who had brought the most important object would get to pick the teams.



Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and gradually get rid of what people had brought, to see which things were truly indispensable.

The first thing they got rid of was the whistle, because the referee could just shout instead. Then they tossed the goalkeeper gloves; they managed to save the ball just as well without them.







Neither did they really notice when they stopped using the corner flags, nor when they replaced the goalposts with a couple of bins. And so, they continued, until finally they replaced the football with an old tin, and managed to keep playing...

While they were playing with the tin, a man and his son passed by. Seeing the boys playing like that, the man said to his son: "Look, son. Learn from those kids over there. Without even a ball they're managing to play football, even though they're never going to be able to improve playing that way."

The boys heard him say this and realized that because of their excessive pride what could have been a great match had turned into a different display, which they were hardly enjoying at all. That moment, they decided to put their opinions to one side, and agreed to start playing the match again, from the start, and with all the proper equipment.

It really was a great game. No one thought about who was playing better or worse. Rather, they just concentrated on enjoying and improving their game. (Acknowledgement- https://freestoriesforkids.com/children/stories-and-tales/big-match)

Cooperation, is all about working together towards a common goal. It demonstrates the ability to work effectively and respectfully with diverse people or teams, build consensus, assume shared responsibility, value opinions and contributions of each members.

It is very important that in schools, teachers deliberately create opportunities for students to cooperate with each other, share responsibilities, identify and solve problems. These learning opportunities thus get students to work together in groups as a team and learn to help each other succeed. These learning engagements connect to and enhance social and emotional well-being as well as encourage students to learn from each other through their real-life experiences.

Hence it is our responsibility to ensure that we provide these opportunities to our students to collaborate, respect perspectives, accept differences and appreciate contributions of all to reflect and be lifelong learners.

Anjalika Sharma

IBPYP Principal









Message from the Center Head's Desk

Dear Parents,

Greetings!

Students take pride in sharing their learning journey with their peers, teachers, and parents. The student portfolio is one such document which is the compilation of the evidence of learning, that they share with others to make their learning visible. It enables the student's voice and choice and gives them a sense of ownership of their learning. It gives students a space to reflect on their learning and provide a place for them to monitor and record their progress.

A portfolio over the time shows the progressive development with respect to knowledge, conceptual understanding, skills, and attributes of learner profile.



To build their portfolio, both students and teachers in each grade level, have begun sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. For making these choices, they reflected upon the reasons for the choices made, how they performed in the selected learning engagement, what they learned from these tasks and how they can improve further.









To showcase their learning as well as develop and exhibit their communication skills, our students of PP2, Grade 1 and 2 have been engaging in preparing assembly presentations on various themes, including core values, attributes of learner profile and learning in different subject areas.

Our students of Grade PP2 have been introduced to the Design Thinking process in connection with their current unit of inquiry. They are beginning to develop an understanding of the different stages of Design Thinking as they work in collaboration with their peers, sharing their perspectives and ideas during discussions, on problems identified from real life in context of the current unit.

We are appreciative of our parents who supported the ongoing inquiries through various means. We have had them as guest speakers, connecting with our students of PP1 over virtual sessions from USA, and through recorded videos, sharing about different types of homes. We also had many parents joining us as mystery readers narrating stories for our students of Nursery.

As parents you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

We look forward to your continuous support to connect, engage, and collaborate.

Warm regards, Sandhya Ramesh Center Head









Mindfulness & Wellbeing

Students enjoyed participating in mindfulness exercises through practicing, bunny breathing, square breathing, mindful walking, sense countdown, heartful phrases, bubbles of gratitude. etc. They are beginning to learn the benefits of practicing mindfulness regularly.





As part of the group awareness sessions, our school counselor conducted a session on the theme, 'Self-awareness', to be aware of their self and to develop the concept of self-identity. They shared about their likes, dislikes and their unique qualities to understand the concept of personal identity.







Core Values

Students enjoyed participating in a range of learning engagements to share their understanding of the core value "RESPECT". They enjoyed listening to rhymes on respect. They reflected on who do they respect and ways they show their respect such as through greetings. Students also discussed about respecting our country and our flag



IB PYP PROCRAMME MOCEL

Global Leadership

Students reviewed the essential agreements. They co- constructed the success criteria with their peers for various tasks in homeroom.







Stakeholder engagement

Our learners were excited to hear the stories narrated by parent volunteers who came as 'Mystery readers'. They actively responded to the story narration sharing their understanding. This further helped them in their understanding of the ongoing unit.





Students engaged in various celebrations such as Independence day, Rakshabandhan, Janmashtami and Vinayaka chathurthi. They made Ganesh idols using clay,rakhi and also enjoyed making take aways related to Independence day. Students enjoyed being part of the special assembly on Independence Day and Janmashtami.





Holistic Excellence

Students enthusiastically participated in non fire cooking by making sandwich. They were able to identify the ingredients like bread, butter, and jam. They made sandwiches with peers and teachers as part of developing their life skills.





Students continued to engage in learning through inquiry in their homeroom as well as other single subjects. They are developing the meaning of different attributes of learner profile as well as have begun sharing their reflections. Students enjoy listening to different stories and reflect during the ORT session and Library session.









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 provides 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.









Unit of Inquiry: Transdisciplinary Theme:

How we express ourselves

Central Idea:

Stories engage audience and communicate meaning.

Lines of Inquiry:

- Purpose of stories
- Creating and sharing stories
- Feelings and emotions stories evoke

Key Concepts:

Function , Connection, Perspective

Learner Profile:

Communicators, Inquirers, Risktakers

Unit of Inquiry

Students continued inquiring into stories. They showed curiosity in listening to the stories and creating and sharing the story of their choice by using different resources like puppets, soft toys, pictures, etc. They have exhibited their communication skills. Students also had reinforcement on purpose and elements of the story. Students explored the term 'creating' and 'sharing' through various learning engagements.

Transdisciplinary Language:

Students were introduced to letters s,a,t,p,n with phonic sound and related objects by using videos, flash cards, etc. They practiced the strokes and letter formation through sand tracing, blocks, using chalks and crayons. Students were enthusiastic and creative during the group task-letter f(collage work), p(thumb printing) which improved their fine motor skills. Students were introduced to new vocabulary like p(people, purpose), a(audience, author), n(narrator) using different stories, videos, puppets and pictures.









Transdisciplinary Math: Students were introduced to number 1, 2, 3 with formation and quantification using real objects, games, rhymes etc. They were also introduced to the concept of pictograph.

Dance: Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

PE: Students explored the technique of walking and jogging. They practiced walking on the straight line, zig-zag and around the shape with proper hand and leg movements. They explored the jogging skill and implemented it in lead up game. They have learned jogging on straight line, zig-zag line and around different shapes and objects with proper hands and leg movements.

Drama: Students shared their understanding of the stories by identifying the events in the story and making predictions. They also identified the sounds of animals from the storied heard and practiced making these sounds along with facial expressions.

Music: Students were introduced to Nature sounds (birds chirping, rain, wind). They practiced the rain songs/ rhymes along with their peers with the help of Electronic Keyboard. Students made a choice of the song/rhyme they learnt (rain song/rhyme) and shared their reasons for the choice made.

Art: Students continued to explore the colours by identifying the colours, relating to objects they observe around them and differentiating the colours from one another. They sorted the objects by colour. They also inquired into the importance of colours by learning about the National flag. They also discussed the importance of colours in our life as they connected the use of colours during various celebrations such as Rakhi, Janmastami and Onam. They drew and coloured various things used in these festivals. Students also made Ganesh idols using clay modelling.





























































































































































Learning and Teaching-Month Ahead

Unit of Inquiry: Transdisciplinary Theme:

How we express ourselves

Central Idea: People's relationships contribute to shaping their identity.

Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who we become

Key Concepts:

Form, responsibility, connection

Related Concepts:

Similarities and differences, roles Identity

LearnerProfile:

Caring, Open-minded,
Communicators, Reflective

Unit of Inquiry:

Students will tune into the second unit of inquiry under the theme, 'Who we are'. They will explore about the concept of relationships and inquire about the different relationships they have and their responsibilities within these relationships.

Transdisciplinary Language:

Students will learn lowercase letters with the phonic sound and related objects, tracing and formation of letters and build their vocabulary through stories, picture talk etc.

Transdisciplinary Math:

Students are going to learn numbers along with quantification, They will also learn sequencing of numbers and shapes.









Learning and Teaching-Month Ahead

Music: Students will be introduced to Action Songs (Head and shoulders, Bear went over the mountain, 5 little ducks, family fingers). They will be introduced to fast and slow music.

Drama: Students will listen to different sounds and identify them. They will listen to the sound and enact them. They will imitate the different voices and sounds and use them in storytelling.

Dance: Students will be learning elements of dance (Action) like bend, jump, knee lift, hands shakes and twist.

Art: Students will continue learning about colours by identifying the colours and relating the colours to their surroundings. They will engage in art and craft.

PE: Students will explore the running skill and understand the use of running skill in different sports. They will practice running in straight line to understand the hand and leg coordination, body position and foot landing. They will practice zig-zag run and running around different shapes and objects.







Happenings Month Ahead

SAIBSA: 3rd September 2022

Teachers Day: 5th September 2022

International Literacy Day: 8th September 2022

MYP SAIBSA: 10th September 2022

World Mindfulness Day: 12th September 2022

Hindi Divas: 14th September 2022

Student Led Conference: 17th September 2022

International Day of Peace & World Gratitude Day: 21st September 2022

Autumn Break: 24th September to 9th October 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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