



PRISM

Grade PP1

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-foles/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

School Philosophy- 5 Developmental Pillars

Mindfulness & Wellbeing

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

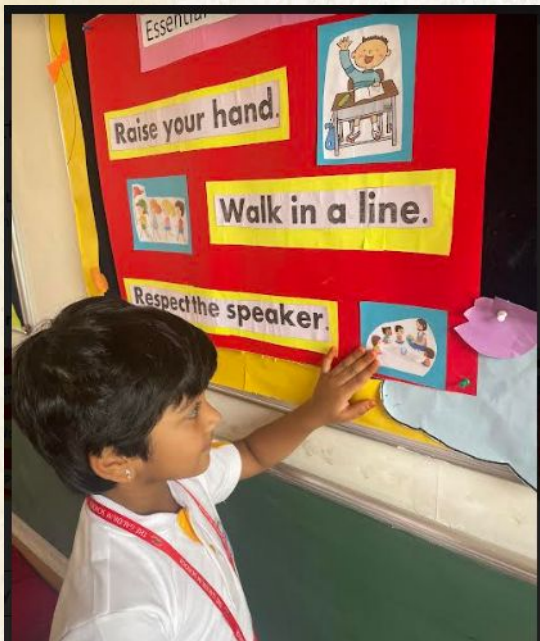


As part of the group awareness sessions, our school counselor conducted a session on the theme, 'Self-awareness', to be aware of their self and to develop the concept of self-identity. They shared about their likes, dislikes and their unique qualities to understand the concept of personal identity.

School Philosophy- 5 Developmental Pillars

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 to others.



Global Leadership

Students reviewed the essential agreements. They co-constructed the success criteria with their peers for various tasks in homeroom. They also shared how best they learn and share their learning with others.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students are gradually developing the meaning of attributes of learner profile through various learning engagements. As part of inculcating life skills, students engaged in learning about hygiene and non-fire cooking. They learnt appropriate steps to wash hands and enjoyed making sandwiches. Learners collaborated well with their peers during this learning and shared their reflections with each other.



Stakeholder Engagement

Students engaged in various celebrations such as Independence day, Rakshabandhan, Janmashtami and Vinayaka chaturthi. 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.



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.

Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Homes reflect range of influences and local conditions.

Lines of Inquiry:

- Homes over time
- Homes around the world
- Impact of influences on homes

Key Concepts:

change, function, perspective

Related Concepts:

culture, needs, time, locality

IB Learner Profile:

Inquirers, Open – minded, Communicators

Unit of Inquiry: Students learnt about different types of homes wherein they inquired about the homes around them and around the world like villa, apartment, hut, cave, igloo, floating home, adobe home, stilt home, flat roof and sloped roof homes through various learning engagements. They were curious to share about how their home changed over time. Students also learnt about how it impacts the influence on homes through various stories.

Transdisciplinary Language: Students were introduced to letters Nn (Nest), Aa (Apartment), li (Independent homes and igloo) and Ss (stilt home) with their phonic sounds and related objects. They practiced tracing and writing the letters in the correct formation.

Transdisciplinary Math:

Students were introduced to the concept of place value (tens and ones) and numbers from 11 to 15 through different learning engagements including counting and quantifying. They practiced writing numbers in their notebooks.

Learning and Teaching- Month Review

Music: Students identified low and high sounds from a music piece. They watched and practiced the songs/ rhymes 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.

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.

PE:

Students were engaged in physical activities for learning various fundamental movements: Jogging and running. They explored basic movements like jogging on the spot, jogging on a straight path ,jogging around different shapes (circle), on a zig zag line and around different objects like hula hoops, poly spots, balls, cones, hurdles etc. They also learnt basic movement of running with appropriate hand and leg coordination.

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

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 Review



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Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

All living things go through a process of change..

Lines of Inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives.

Key Concepts:

change, function, causation

Related Concepts:

patterns, transformation, environment

IB Learner Profile:

Inquirers, Caring, Communicators

Unit of Inquiry: Students will tune into a new unit under the theme “How the world works”, wherein they will be inquiring about living and non- living things. They will explore how different living things change and grow.

Transdisciplinary Language:

Students will learn uppercase and lowercase letters through the new vocabulary they come across during the inquiry. They will be learning their phonic sounds and identify related objects through the beginning sounds. Students will also engage in practicing the formation and further enhance their vocabulary.

Transdisciplinary Math: Students will learn to write numbers from 21 to 30. They will learn backward counting as well.

Learning and Teaching- Month Ahead

Art: Students will co-construct the assessment task and criteria to show their learning of colours. They will be engaging in creating art and craft.

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.

Music: Students will be introduced to clapping and tapping to the beat. They will identify the beats and respond accordingly. Students will practice the songs (My pigeon House, Ten little Indians) along with their peers and with the help of Electronic Keyboard.

PE: Students will be learning different fundamental movements: Running in different directions which helps them to balance themselves and improves agility. They will also practice Zig zag run to focus on their balance and body control. Students will be engaging in Shuttle runs as well to improve their speed and endurance.

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.

<https://www.facebook.com/thegaudiumschool/>