



PRISM

Grade PP2

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

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 with the objective to create awareness on importance of personal space and develop an understanding of appropriate touch. Students actively participated in the group discussions followed by sharing their reflections.

School Philosophy- 5 Developmental Pillars

Core Values

Students discussed the meaning of "Respect". They discussed ways they can practice it in their life. Students participated in different learning engagements like watching and listening to stories, role play, and reading books related to respect.

They shared real-life examples where they demonstrated the core value 'Respect'.



Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They continued to take ownership of their learning by co-constructing the task, and success criteria and sharing their reflections. Students participated in school assemblies as well. They also reviewed and co-constructed the essential agreements.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students continued to make connections with the attributes of the learner profile during learning and teaching. They participated in the story read-aloud sessions. They thoroughly enjoyed listening to the stories and shared their reflections as well. Students engaged in inquiry and made transdisciplinary connections. They also made bread sandwiches as a part of inculcating life skills.



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:

How we organize ourselves.

Central Idea: Many products go through a process of change before they are consumed or used.

Lines of Inquiry:

- Origins of products.
- Process products go through.
- Reasons for change in products.

Key Concept:

Function, Change, Causation

IB Learner Profile:

Principled, Inquirers

Unit of Inquiry:

Students continued to explore about emotional characteristics . They shared how they feel in the given scenario and connected with real-life experiences. Students used different graphic organizers like T-Chart, Y-Chart and Venn diagrams to compare their physical, social, and emotional characteristics with others.

Students further inquired about their interests and abilities and discussed the similarities and differences between themselves and others. They connected with the central idea and discussed how it helps them in their learning and development to set their goals.

Students inquired into the second unit, under the theme "How we organize ourselves" by sharing their prior knowledge about various products with which they unpacked the words 'Product' and 'Change'. Students further began to explore the source and origin of different products. They are also introduced to the process of Design Thinking.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students explored singular and plural words. Connecting to their interests and abilities, students framed simple sentences, "I can... and I like....". They framed sentences using sentence structure (Capital letters, finger space, and full stop). They also connected with naming words – Nouns (Names of people, place, things, and animals).

Transdisciplinary Math: Students continued exploring place value through different learning engagements like bundling activities, blocks, and UTH kit. They were introduced to Bar graphs as part of data handling while they shared about their interests and abilities. They represented the same using the bar graph. They further inquired about bar graphs by reading, analyzing, and interpreting the data from various graphs. Students also learnt number names and engaged in performing simple addition using objects.

Drama: Students listened to audio stories and identified the event in the story heard. They connected to the audio by identifying different sounds and enacted them. They listened to different sounds and changed their body movements according to the sounds.

Dance:

Students have learned elements of dance (Action) like a nod, shake, sway, knee lift, clap, roll, and body postures.

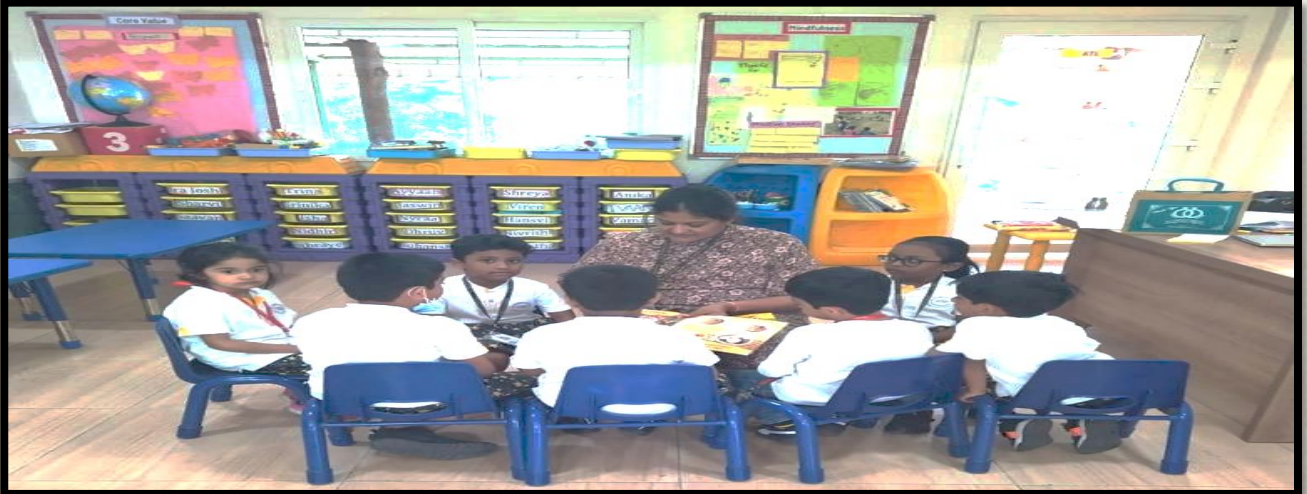
PE: Students were engaged in a discussion on running sharing their views on how the hand and leg movements should be while running. They also discussed about posture and body position. Students inquired about track and field. They practiced zigzag running as well.

Learning and Teaching- Month Review

Art: Students are inquiring about colours. They were introduced to the difference between primary and secondary colours through a read-aloud story. They also explored the secondary colours by mixing the primary colours using crayons, pencils, and paints. Students explored different blending techniques and used them in creating artworks for different occasions like Independence Day, and Rakshabandhan. They co-constructed the assessment task and criteria to show their learning of colours.

Music: Students were introduced to Tune and Steady Beat. They engaged in self-reflection as well as peer-assessment on whether the song sung is in tune. They practiced singing along different songs with their peers with the help of Electronic Keyboard. They are learning the lyrics of school prayer and song as well.

Learning and Teaching- Month Review



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Learning and Teaching- Month Review



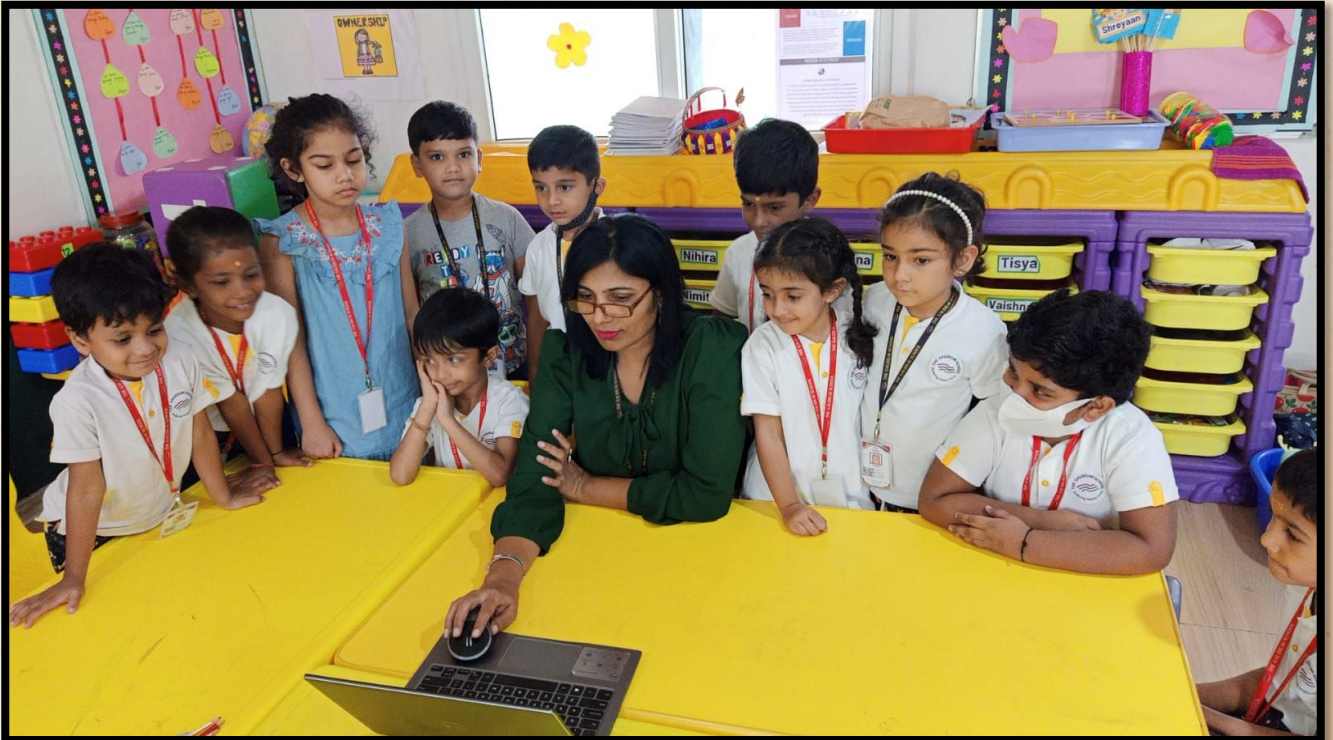
Learning and Teaching- Month Review



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Learning and Teaching- Month Ahead

Unit of Inquiry:

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How we organize ourselves.

Central Idea: Many products go through a process of change before they are consumed or used.

Lines of Inquiry:

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- Process products go through.
- Reasons for change in products.

Key Concept:

Function, Change, Causation

IB Learner Profile:

Principled, Inquirers

Unit of Inquiry:

Students will continue to inquire about the source and origin of their products. They will further explore the process products go through. Students will continue with the Design Thinking process. They will list the problems they face in the chosen environment. They will use the 5 Whys strategy to find the root cause of the problem. They will suggest possible solutions and make a prototype based on the idea selected.

Transdisciplinary Language:

Students will build new vocabulary and identify the CVC and CVCC words. They will frame simple sentences using naming words (people, place, thing, and animal) by following sentence structure.

Transdisciplinary Math:

Students will engage in map pointing. They will learn ordinal numbers and solve addition problems.

Learning and Teaching- Month Ahead

Music: Students will revisit steady beat and will be introduced to rhythm with four Beats. They will practice (You are my Sunshine, Small World, Farmer in the Dell, School Song) along with their peers with the help of an Electronic Keyboard.

Drama: Students will listen to a range of music from different instruments. They will identify the instrument and share how each music makes them feel. They will listen/watch a story and decide whether the music used in it is appropriate or should be changed.

PE: Students will be engaged in running with variations. They will learn shuttle running. They will explore running drills and practice movements such as high knees and front kick.

Dance: Students will be learning elements of dance (Action and space) like bending, hand swinging, running, jumping; tippy toes knee lift, hands shakes, shoulder movements, twist, forward-backward direction.

Art: Students will be introduced to the element of art- line. They will inquire about line and engage in identifying and using different types of lines in the artwork and express their feelings using lines. Students will be engaging in creating art and craft.

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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