



PRISM

Grade Nursery

Message from the Principal's Desk

Dear parents,

Greetings!

Yesterday I sat down to read e-stories and came across a relevant and important story for each one of us to understand and learn from!

Once upon a time, a wise old man decided to go on a journey. So he packed a small bag, said goodbye to his wife, and set off. He travelled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself.

Near the centre of the village, he met a group of people. So he introduced himself. "I'm a simple traveller," he said, "looking for a safe place to sleep and a hot meal." "We'd be glad to offer you a place to sleep," the villagers told him, "but we have very little food. Our crops were poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by." "I'm sorry to hear that," the old man said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you."

"Stone soup?" the villagers asked. "What's that? We've never heard of stone soup." "Oh, it's wonderful," said the old man. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us."

And so the villagers rushed back to their homes. When they returned, one was carrying a large soup pot, another had wood for a fire, and others brought water.

When the fire was going and the water had begun to boil, the old man took out a small silk pouch. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water. The villagers watched eagerly. The old man began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. "I do like a tasty stone soup," he said. "Of course, stone soup with cabbage—now that's really special."

And as the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes.



When the soup was finally done, the old man poured it out into bowls, and they all shared a delicious meal together. There was more than enough for everyone to eat their fill. Afterward, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the old man aside, and quietly offered him a great deal of money for the magic stone, but the old man refused to sell it.

The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered, "It was not the stone that performed the magic. It was all of us together."

Acknowledgment-

<https://foodgrainsbank.ca/resources/story-stone-soup/>

"I might be able to find a bit of cabbage," one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry. "Wonderful!" said the old man, as he added the cabbage to the pot. "This reminds me of the time I had stone soup with cabbage and a bit of salted meat. It was unbelievably good."

After a moment of silence, the village butcher spoke up. "I know where there's a bit of salted meat," he said. And off he went to his shop to get it. When he returned, the old man added the meat to the soup pot and continued to stir.

"Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty." And before he knew it, the soup pot was filled to the brim with vegetables of all kinds— carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter.

It is important to involve and engage everyone in a team. When people successfully collaborate, the results are often far superior than that of an individual working alone. Teams work together to achieve their goals and targets.

At The Gaudium, all stakeholders must work together as a team to ensure learning happens. Students are supported in their journey of learning by their teachers, parents and peers so that they build skills to be knowledgeable and understand the concepts well to be global leaders.

We wish you happy Dusshera and look forward to consistently strengthening our collaboration to help our students be lifelong learners.

Anjalika Sharma
PYP Principal

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students practiced mindful walking, superman pose, guess the sound, starfish breathing and back to back breathing.

They discussed ways they manage their emotions. They also practiced wonder pose which promotes self-confidence and self-appreciation.



School Philosophy- 5 Developmental Pillars

Core Values

Students developed their understanding of the core value- 'empathy', through various ways. They watched videos and stories.

They shared real-life examples of where they have displayed empathy.



Holistic Excellence

Students had a session on safety precautions as a part of life skills session under holistic excellence.

They had read aloud sessions and listened to stories. Students celebrated 'World literacy day' on 8th September and had D.E.A.R time. They also celebrated International Dot day.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Various events were conducted to promote stakeholder engagement such as, 'Teacher's Day'.

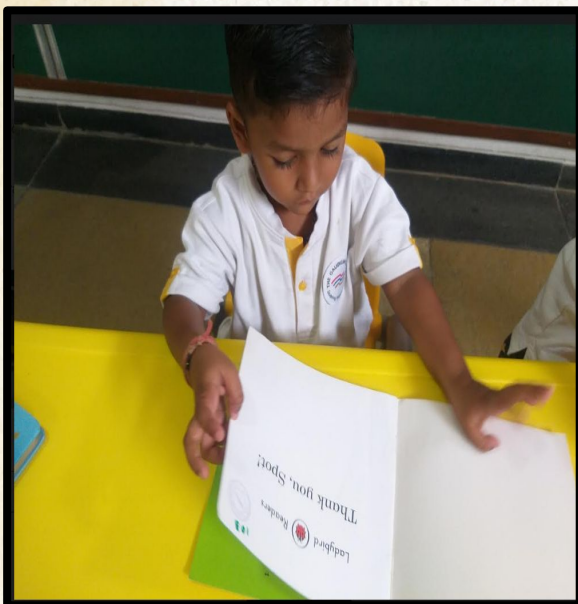
Students also had their first Student Led Conference, where they celebrated their learning along with their parents.



Global Leadership

Students demonstrated the ownership of their learning through assemblies and SLC (Student led Conference).

Teacher and students continued co-constructing tasks and criteria for unit end assessments.



Professional Development

SAIBSA Job alike sessions

SAIBSA PYP Job alike session was held at the “The Gaudium School”. South Asian IB schools’ association- SAIBSA aims to facilitate communication with authorized and evaluated schools implementing IB in the South Asia region and is devoted to promoting a greater understanding of the IB at all levels.

The Gaudium was the proud host for the first face-to-face SAIBSA job alike sessions, post-pandemic, for PYP & MYP and DP on 3rd September and 10th September 2022 respectively. IB practitioners from across the country attended the two SAIBSA events and participated in a range of job-like sessions. They collaborated and shared perspectives and best practices to ensure that learning is for life.

Ms. Kirthi Reddy, Founder and Director-The Gaudium, Mr. Ramakrishna Reddy, CEO, Ms. Anjalika Sharma, IB PYP Principal, and Ms. Shalini Singh Hamilton, Middle & High School Principal welcomed the delegates. Mr. Kasir Dopaishi, President SAIBSA was present for both the events and facilitated sessions as well. Ms. Monica Sarang was the keynote speaker for PYP & MYP SAIBSA while Ms. Hafsa Noori Pasha was the keynote speaker for DP SAIBSA.

We had ten sessions conducted by various facilitators across the schools. We enrolled ourselves and attended the sessions based on our choices.

Evidencing Learning: Evidencing learning session helped understand ways assessment involves teachers and students collaboratively to monitor, document, measure, report, and adjust learning. They shared how students are actively engaged in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.

Implementing Agency: Implementing Agency session focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.

PYP Exhibition: The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, facilitators from different schools discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners and responsible for their learning to take action.

Professional Development

Concept-Based Learning: Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. We had various learning engagements to understand the same.

Action in PYP: Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry: Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed and had learning engagements to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching and seeking information, and solving problems in a variety of ways. Inquiry helps to facilitate the development of IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

Role of PE in PYP: Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferable skills promoting physical, intellectual, emotional, and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We shared how the role of PE helps in developing or supporting a unit within the programme of inquiry, preparing for or following on from a unit within the programme of inquiry, and personal inquiries with examples across various schools.

Role of Arts in PYP: Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. We discussed ways students articulate their thoughts in new ways and through a variety of media and technologies that helps students to promote creativity, critical thinking, problem-solving skills and social interactions through dance, drama, music and visual arts.

Professional Development

PYP Authorization & Evaluation: Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development.

Programme evaluation

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the *IB Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).

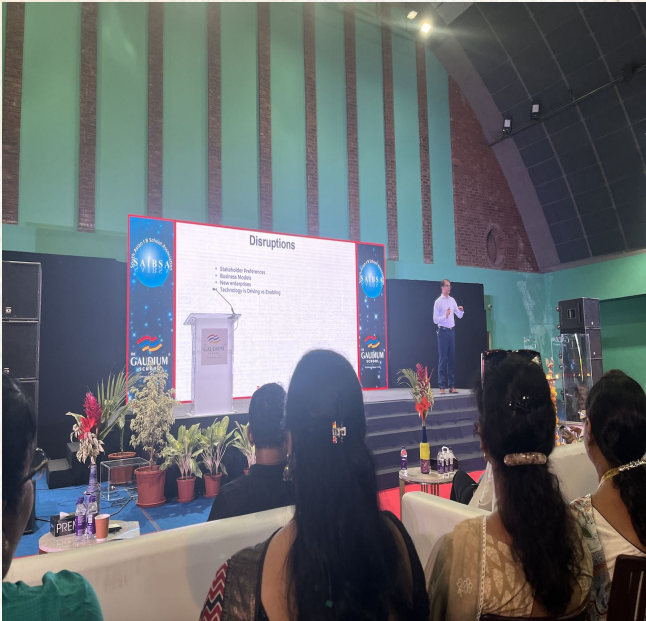
Professional Development

Second Language: Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. We discussed how to support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and the social life of the school, as well as to develop as individuals. Apart from these we also had a grade-level collaboration across the school to know the best practices and the strategies that help in students learning.

Global Job-Alike Sessions

Our teacher teams also attended virtual **Global Job-Alike Sessions** organized by the “BINUS SCHOOL” – Jakarta where we collaborated and shared best practices related to concept-driven, ATL in Arts, promoting multilingualism, digital literacy and developing social emotional learning. It was an enriching experience for all.

Professional Development



Learning and Teaching- This Month

Unit of Inquiry

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

Related concepts

Communication, Characterization

Unit of Inquiry

Students continued to inquire about different feelings and emotions through stories.

They created stories using different props. They developed their understanding of stories by sharing their favourite story with their peers.

They shared various feelings and emotions they identified while listening to and watching different types of stories.

Students co-constructed the criteria for unit end assessment.

Transdisciplinary Language

Students revisited letter 'a' and 'p' with their phonic sounds and objects related to them.

While discussing about the emotions and feelings students connected to the letters 'i' and 'n'.

Learning and Teaching- This Month

They further explored more about letters- s, a, t, i, p and n through videos, tracing and by playing games like hop, skip, jump and scavenger hunt.

Transdisciplinary Math

Students revisited the numbers 3 and 4. They continued quantification of numbers by counting the number of characters in a story.

Students were introduced to number 5 and they revisited the concept of patterns. They practiced the concept using blocks, colours and manipulatives.

Art - The students continued to explore and identify various colours and listed objects related to that particular colour.

They created an artwork by drawing an object and using an appropriate colour.

The students were introduced to lines where they made two dots and tried to join them in different ways. They made different lines by sticking the quilling strips.

Music- Students revisited sounds and identified loud and soft sounds.

They demonstrated the attribute of being an Inquirer.

Dance-Students were introduced to two new leg movements -Tippy Toes, Kick, Grab, Reach.

They watched videos and practiced the movements.

Drama- Students worked on the following areas demonstrating the attribute of Communicators for the month of September.

- Prediction in the story
- Sounds in the story

PE- Students inquired and explored running in different directions and in a straight line. They watched videos and shared their understanding on zig-zag running. They explored the same movement on the spot, straight line and different shapes.

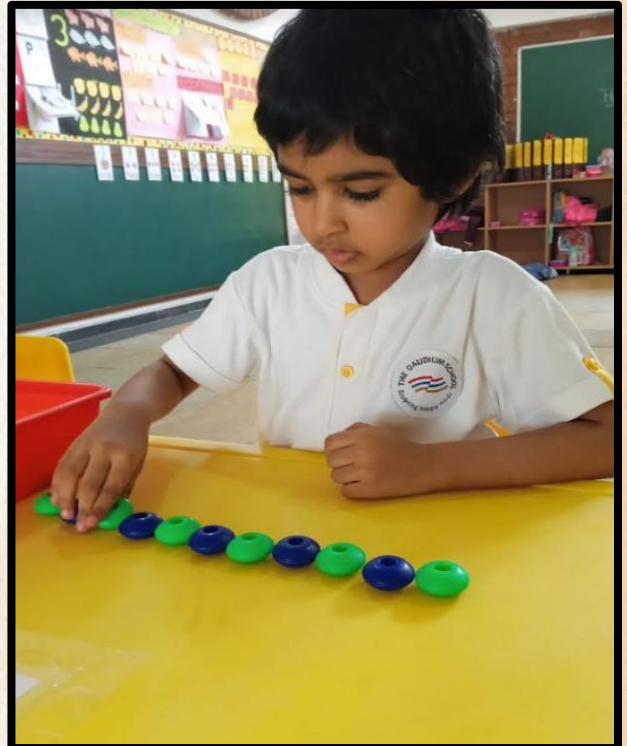
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Unit of Inquiry

Sharing the planet

Central idea

Animals and people interact in different ways in different contexts

Lines of inquiry

- The different roles animals play in people's lives
- Suitability of particular animals for specific functions.
- Our responsibility for the well-being of animals.

Key concepts

Function, Causation, Responsibility

Related concepts

Characteristics, Relationships and Needs

Unit of Inquiry

The students will start their second unit of inquiry under the theme "Sharing the planet". Students will explore about animals through various learning engagements. They will go for a field trip and watch stories related to animals. They will sort the animals into different groups as per their understanding.

They will identify the similarities and differences between animals. They will find the roles of animals in our lives and look into the responsibility that we need to take for their well-being.

Transdisciplinary Language

Students will continue to practice the first set of jolly phonic words.

Learning and Teaching- Month Ahead

They will be introduced to the letters of second set of jolly phonics.

They will make transdisciplinary connection with the letters of the alphabet and learn their phonic sounds along with the formation.

Transdisciplinary Math

Students continue to explore numbers.

They will make possible transdisciplinary connection to data handling and explore tally marks further.

While looking at various animals they will come with the terms- long and short, small and big etc and connect to non-standard units of measurement.

Music

Students will revisit dynamics; loud and soft sounds. They will learn the rhyme 'I hear thunder' and will work on demonstrating the attribute of Thinkers/Inquirers.

Drama

Students will work on the following areas demonstrating the attribute of Communicators for the month of October.

- Guess the expression- Angry
- Make angry expressions – 2 things – mouth and big eyes.

Dance

Students will be introduced to two new hand movements- waving and basic.

They will practice the same on the count of eight.

Learning and Teaching- Month Ahead

PE

Students will explore variations of running (ABC Drills).

They will explore shuttle runs and watch videos based on different running drills like high knee action and straight leg running.

They watch videos/pictures based on different drills and share their understanding and explore the movements on the spot, straight line and different shapes.

Art

The students will be creating artwork for Farmer's Market.

They will be introduced to different shapes and their importance by relating to the objects in the surrounding and creating different artwork.

Happenings Month Ahead

Autumn Break: 24th September- 9th October

School reopens : 10th October

Special Assembly – Diwali: 21st October

Diwali Holidays – 22nd October to 25th October

Farmers Market: 29th October

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/>