



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

Brenda Bongos was a happy, artistic girl, with one big ambition - to play drums in a band. But one big obstacle lay in her way. To be good enough to play in a band Brenda had to practice a lot, but she lived next-door to a lot of old people - many of them were unwell - in a care home. She knew that the sound of beating drums and crashing cymbals would affect them.

Brenda was respectful. She always tried to find a way of practicing her drums without bothering other people. So, she had tried playing in the strangest places; a basement, a kitchen, an attic, and even in a shower. But it was no good; there was always someone it would annoy. However, determined to practice as much as she could, Brenda spent most of her time playing on books and boxes, and looking for new places to practice.



One day, while watching a science documentary on TV, she heard that sound cannot travel in space, because there's no air. At that moment, Brenda decided to become a sort of musical astronaut. With the help of a lot of time, a lot of books, and a lot of work, Brenda built a space bubble. This was a big glass ball connected to a machine which sucked out all the air inside. All that would be left inside was a drum kit and a chair. Brenda got into the space suit she had made, entered the bubble, turned on the machine, and... She played those drums!

It wasn't long before Brenda - 'The Musical Astronaut' - had become famous. So many people came to see her play in her space bubble that she had to mount a pair of speakers so that everyone could listen to her play. Shortly afterwards she came out of the bubble and started giving concerts.

Years later, when people asked her how she achieved all this, she thought for a moment, and said, "If those old people next-door hadn't mattered so much to me, I wouldn't have gone to such lengths to find a solution, and none of this would have ever happened."

(Acknowledgement-

<https://freestoriesforkids.com/children/stories-and-tales/drums-space>)

There is always a solution. If we persist in looking for it, we can end up achieving much more than we had envisioned. It is time we give our students the opportunity to explore the possible solutions and be innovators.

In the present age, students need an innovative learning space to succeed. It is the basis of problem-solving and helps learners to match up to the complex world around them. Innovation is more about doing things in a new way. We must encourage our students to be creative, resilient, aware of the world around and express grit.

We look forward to building perseverance in our students through patience and endurance, so that when faced with challenges they endure the hardships and emerge with innovative ideas.

Thank you for your consistent support and partnership to take our students ahead in their journey in the world.

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

If we think about John Keats's words, "Nothing ever becomes real till it is experienced", we reaffirm that most of our knowledge or skills are gained from either doing something or seeing/feeling something. Our experiences are our best teachers; they teach us the practical application of our theoretical knowledge. Experiences turn printed words into life.

Children are known to be better learners than adults, which requires us to be more responsible in exposing them to an environment which helps them experience things. Experiences also cater to the individual learning needs and styles of every child. Knowledge and skills gained through personal experiences enhance the child's learning and will remain with the child lifelong.



Believing in the same, we provide our learners with platforms to explore their environment and experience things to a large extent. For instance, our learners of Grade 1 are inquiring about "The design of buildings and their structures is dependent on a range of factors." visited the Durgam cheruvu cable bridge, ITC Kohinoor, In-orbit mall, etc.

During the visit, they observed their designs, structure, materials, etc. They discussed the reasons and purpose of these structures. This experience will enhance their observation skills as it opens up chances for them to observe structures every time they step out of their house. For kids, design and structure are not only theoretical words or something abstract to imagine but something that they have experienced, observed and thought about. Even if they are not able to give us the exact dictionary meaning of these words, they surely will be able to share the essence of the words, and what it means to them.

Real-life connections and experiences promote inquiry and in-depth thinking. It helps in experimenting with and applying the acquired knowledge or skills. The entire process makes it a more meaningful and authentic, self-learned knowledge. It also prepares them for future challenges.

As adults, let's take small steps to provide them with ample opportunities to experience and make connections with their environment. Simple prompts like look at, observe that, what do you think? why do you think so? Might not sound that great but time will make a vast difference in the child's learning. There is not a single rule or a single way of learning, let them grasp and learn from their immediate environs.

With every second an advancement taking place, the world is moving at a fast pace with changes and most things might become obsolete with time. Children today face this challenging situation where if they learn something only in theory it might not be useful to them in future. Let's equip them with skills to gain knowledge and be problem solvers.

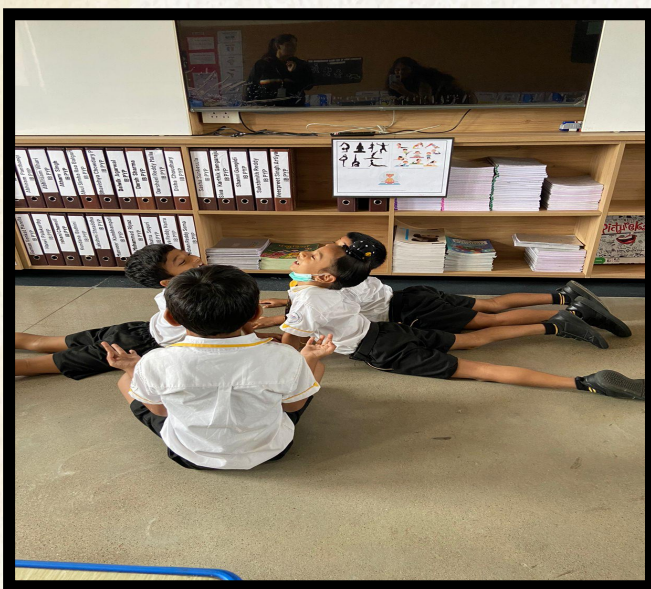
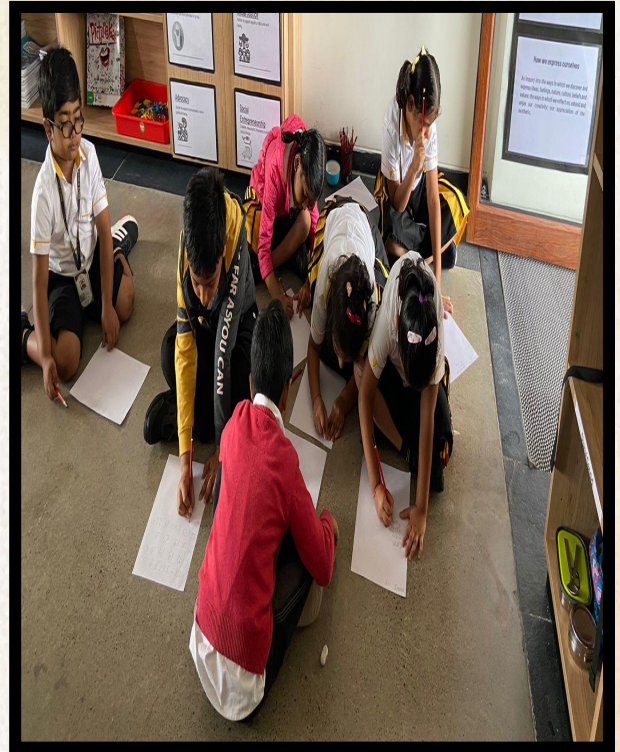
Warm Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced mindfulness activities like tree pose, balloon breathing, mindful walking and sense countdown.

They developed self-awareness through scenario based reflections and understanding how to manage their emotions.



They engaged in five senses awareness through raisin meditation and sense countdown.

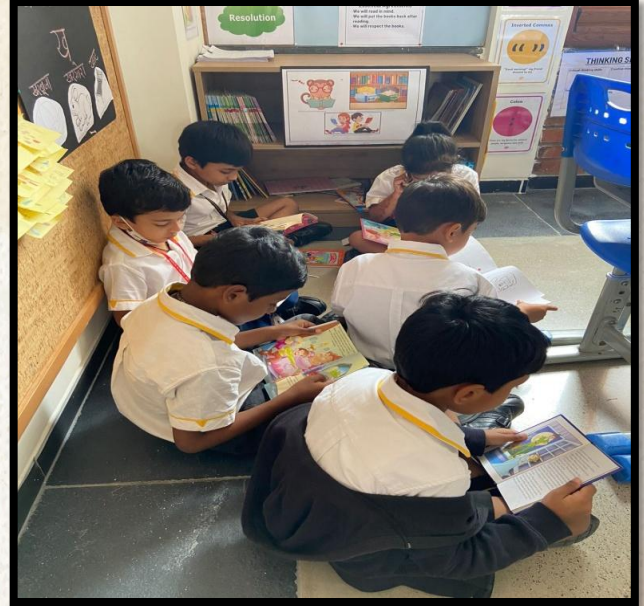
They expressed their emotions and feelings through various engagements. They enjoyed sharing heartfelt phrases and reflecting after a read aloud session.

School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Empathy', was inculcated in various ways.

Students explored different ways to show empathy. They actively participated in the discussions and reflected on their understanding. They shared the importance of empathy in their lives and how it helps to establish good relationships with others.



Holistic Excellence

As a part of holistic excellence, students were introduced to jolly phonics and continued reading Oxford Reading Tree (ORT) books.

Students were taken on a bus ride to the city to see the different buildings and structures to further deepen their understanding of the unit of inquiry under the transdisciplinary theme - How the world works.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As part of stakeholder engagement, all the stakeholders participated with enthusiasm in the Farmer's market.

Various stalls with artefacts, decorative pieces, accessories, agricultural produce, game zones, food and drinks were put up by our students and staff.



Students also engaged in performances in the live band, street plays and flash mob.

A football league competition was conducted during the event for the students of grade 4 and 5.

A special assembly was organized on Diwali by the students. The day was filled with excitement, activities, and performances.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students developed and demonstrated ATL and attributes of Learner profile through weekly assemblies.

They were engaged in reflecting on their learning, identifying areas of improvement, and setting goals. Students were involved in reviewing essential agreements and co-constructing assessment tasks.



Students also started discussing various problems they see around them to start the design thinking process. They were introduced to the UN sustainable development goals.

They connected to goal 11 sustainable cities and communities, goal 14 life below water, and goal 15 life on land during the inquiry.



Professional Development

Attributes of the Learner Profile:

As a team, we re-read, and reflected on the attributes of the IB learner profile.

The learner profile supports students in developing international-mindedness and in taking action for positive change. Students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- as part of the school curriculum—through the transdisciplinary units of inquiry and through subject-specific investigations
- through interactions in a variety of learning spaces—in the library, music room, through social interactions—break/recess and lunch, sport and interest groups interschool sports events, assemblies, drama productions, sports days, and at home.

We had professional development on concepts conducted by the PYP Coordinator Ms. Durgesh Jadhav.

Concepts:

A concept is a “big idea. Concepts represent ideas that are broad, abstract, timeless, and universal. Concepts place no limits on the breadth of knowledge or the depth of understanding and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understanding across, between, and beyond subjects
- integrate and transfer learning to new contexts.

Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based.

They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

Key concepts

The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

The design of buildings and their structures is dependent on a range of factors.

Lines of Inquiry:

- ❖ Factors to consider while building a structure.
- ❖ Indigenous architecture
- ❖ Ways buildings impacts the environment

Key Concepts:

Connection, Responsibility, Function

IB Learner Profile:

Inquirers, Caring, Open-minded

Unit of Inquiry:

Students started their inquiry on buildings and structures. They co-constructed the meaning of design, buildings and structures.

Students shared similarities and differences between buildings and structures. They discussed about patterns and designs and shared how patterns are different from designs.

Students were taken for a bus ride to the city to see the different buildings and structures to further deepen their understanding of building and structures.

They inquired about various factors that have to be considered while constructing a building or a structure.

Learning and Teaching- This Month

Transdisciplinary Language:

Students made trans-disciplinary connection with adjectives during the inquiry. They described buildings using various descriptive words.

Students engaged in sorting of words to nouns, verbs and adjectives which also helped them in reinforcing the concepts.

Students made a connection with sentence structure while inquiring about the term-structures.

They continued with the spelling assessments. They practiced reading and writing sight words, phase 3 and phase 4 words of Jolly phonics to enhance their vocabulary and grammar.

Transdisciplinary Math:

Students made trans-disciplinary connection with shapes while describing buildings and structures.

They shared the properties of 2D and 3D shapes. They made real life connections by identifying objects in 2D and 3D shapes.

Students explored similarities and differences between 2D and 3D shapes and how they are interconnected to each other.

Students practiced addition with regrouping during mental math sessions.

Learning and Teaching- This Month

French:

Students learned names of family members and classroom objects using the indefinite articles "un, une , des" in French.

Spanish:

Students learned names of colors, days of the week, numbers, family members and classroom objects in Spanish.

Telugu:

Students' practiced ka, cha and ta vargam. They recognized, read and wrote these letters.

Hindi:

The letter of 'vyanjan' letters Ja and Jha was introduced to the students. They also learned words that starts with the letters Ja and Jha.

Drama:

Students explored different types of emotions and expressions in drama.

Music:

Students learned about pitch and identified high and low pitch in music.

They learned the song 'Hello to all the children of the world' and the school prayer.

PE:

Students engaged with variations of jumping like on spot jumping, over the object jumping and standing broad jump. Students then shared information and their views about the jumping events in athletics.

Learning and Teaching- This Month

Dance:

Students watched 2 dance videos of various dance forms – popping and locking. They shared similarities and differences about the dance forms.

They also learned footwork movements in the dance form chosen by them.

Art:

Students were introduced to the element of art – shape.

They identified different shapes and sorted them into organic and inorganic shapes, 2D and 3D shapes. Students learnt how different shapes are used in art.

The students engaged in creating crafts for the farmer's market. They made key holders and hand printed jewelry using beads and threads.

Learning and Teaching- This Month



Learning and Teaching- This Month



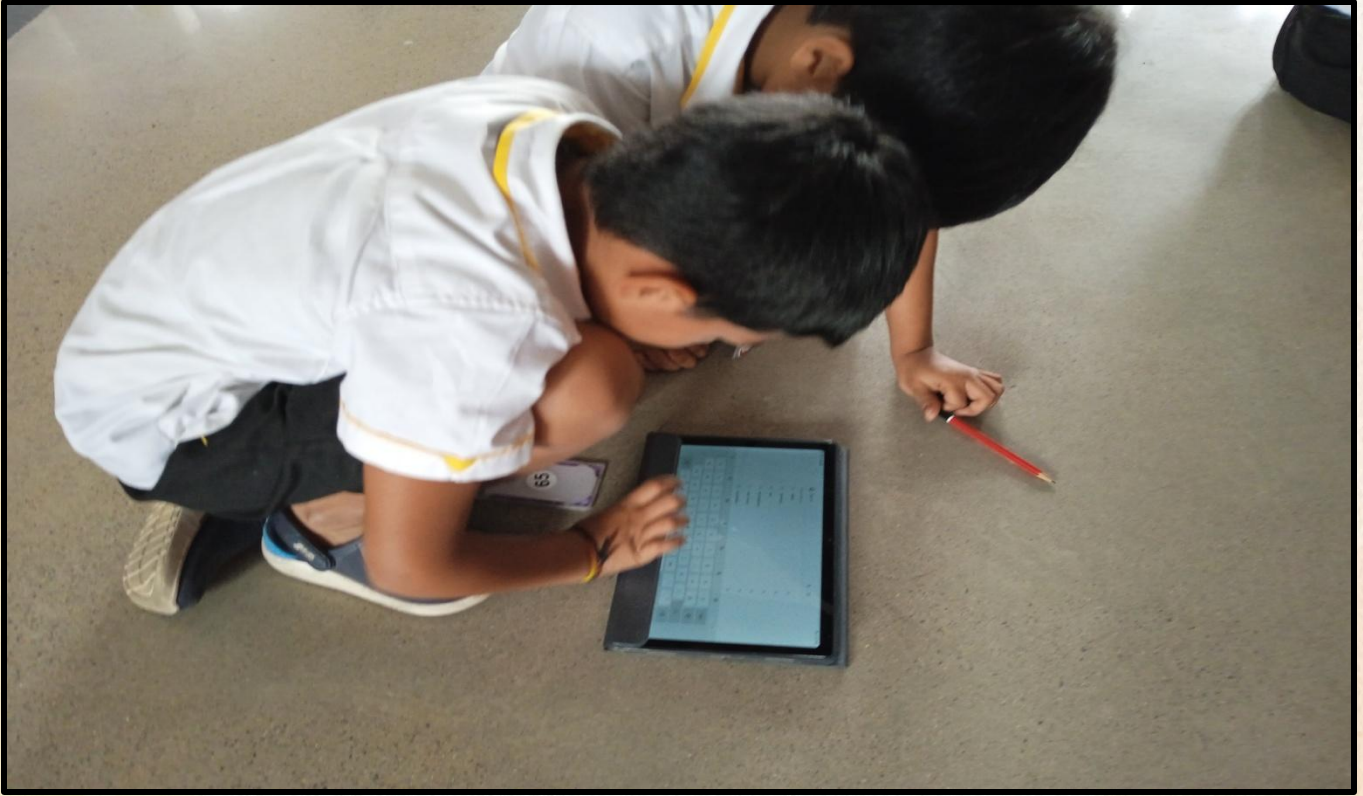
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

How the world works

Central Idea:

The design of buildings and their structures is dependent on a range of factors.

Lines of Inquiry:

- Factors to consider while building a structure.
- Indigenous architecture
- Ways buildings impacts the environment

Key Concepts:

Connection, Responsibility, Function

IB Learner Profile:

Inquirers, Caring, Open minded

Unit of Inquiry:

Students will find the meaning of the term 'architecture' and further look into various indigenous architectures around the world.

They will then find out how buildings impacts the environment. Here, they will start looking at various problems in the environment caused by buildings and structures.

They will be involved in problem solving through design thinking. The five stages of design thinking are empathize, define, ideate, prototype and test.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will explore sentence structure and continue framing sentences using punctuation marks. They will participate in different learning engagements to explore the writing process. They will also connect to subject and predicate in a sentence and will be introduced to articles and common and proper nouns.

Transdisciplinary Math:

Students will explore measurement, different types of currency and its importance in our daily life while looking at factors to be considered while building a structure. They will also solve word problems using addition and subtraction during the design thinking process.

Hindi:

Students will read and frame words using Ta varg letters.

French

Students will learn names of different fruits and vegetables in French. They will frame simple sentences for conversation in French.

Spanish:

Students will learn definite and indefinite articles. They will learn names of different fruits and vegetables in Spanish. They will frame simple sentences for conversation in Spanish.

Learning and Teaching- Month Ahead

Telugu:

Students will learn to read and write words using Ta vargam. They will also learn new action rhymes and will frame simple sentences in Telugu.

Music:

Students will be introduced to a steady beat and will learn to relate to it in real life, they will learn a new song 'Do a deer'.

Art:

The students will further be inquiring into the next element of art – space. The students will identify different types of space and the similarities and differences between space and place.

PE:

Students will explore different types of throwing. They will be introduced to under-hand, upper-hand and overhead throw.

Drama

Students will inquire into different types of emotions, and engage in performances with different emotions.

Dance

Students will be introduced to new dance movements in popping and locking dance forms.

Happenings Month Ahead

PYP Life skill : 11th November

Children's Day Celebration: 14th November

International Day of Tolerance: 16th November

PYP 1st Term Reports & 3-way conference ,Nursery to Grade 5 : 19th November

PYP Life skill : 25th November

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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