



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](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 Center Head's Desk

Dear Parents,

Greetings!

The month of October has been very exciting with students continuing their festive spirit post Dussehra Vacation by engaging in Diwali celebrations.

As part of developing life skills, we got yet another opportunity to collaborate with one of our stakeholders, who shared her enriching experience in hospitality industry, conducted sessions for learners of different age groups and introduced table manners, a key life skill to our students.

We were excited to connect with all our stakeholders through Farmer's Market, a key annual event at The Gaudium. Our students had worked along with their teachers for their contribution for a great cause.

Students continue to involve in their ongoing inquiry in homerooms and other single subjects, gaining conceptual understanding.



The Term 1 reports will be published in the coming month, sharing the learning progress made so far of our learners in terms of various learning outcomes in different subject areas.

Thank you for your continuous encouragement and support in your child's learning journey and collaboration as a stakeholder.

Warm regards,

Sandhya Ramesh
Center Head

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.

School Philosophy- 5 Developmental Pillars

Mindfulness & Wellbeing

Students practiced breathing exercises like balloon breathing, pin wheel breathing and rock-a-bye breathing. They did calming down exercise using the calm down bottles, which had glitter and water. They enjoyed doing scenario-based reflections where they shared using different senses.



The objectives of group awareness sessions for this month were to improve the students' listening and speaking skills. 'What am I?' questions were asked followed by a game 'Pass the rhythm', where one person starts a particular sound and the others follow it in turns. Likewise, each student took turns in creating a new sound where the others followed. Different activities were conducted to enhance their listening and speaking skills through resources such as flash cards and visual representations.

School Philosophy- 5 Developmental Pillars

Core values

The core value for the month was 'empathy'. Students continued to learn the meaning of "empathy"

They enacted different stories to understand empathy .They shared that empathy is to understand other's feelings.



Holistic Excellence

As a part of holistic excellence students continued reading ORT(oxford reading tree) books. They enjoyed the reading sessions in the library. In life skills they learnt about table manners from our parent ,Ms.Pratyusha .



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

Learners presented special assembly for the occasion of Diwali. Their performance was related to the importance of celebrating the festival where they performed dance and sang songs to tune into the vibe of the festival. The students were excited to go on the field trip and observed different buildings and shared reflection.



Global Leadership:

Learners organized and conducted assemblies as a part of global leadership. They enhanced their communication skills while presenting the assembly.



Learning and Teaching- Month Review

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:

function, connection,
responsibility,

IB Learner Profile:

Inquirers, Open-minded, Caring

Unit of Inquiry:

Learners were excited to come back to school after the autumn break .They started the unit with prior knowledge assessment where they grouped and were given different pictures. They developed their social and communication skills by collaborating and working in the group. They were able to share their understanding of the meaning of the word building ,structure and design. The students brought pictures of various buildings and structures for the show and tell learning engagement and shared about it which enhanced their communication skills. They were able to share about the components . Students went for a field trip and observed different buildings and structures

Learning and Teaching- Month Review

Transdisciplinary Language: In connection with UOI, learners made a transdisciplinary connection with the adjectives while doing the prior knowledge assessment. They were able to identify the nouns and adjectives in the sentences and were able to frame sentences using adjectives. The learners connected with the structure of the sentences and were able to identify different parts of the sentences .

Transdisciplinary Math: Learners made a transdisciplinary connection with shapes while describing the buildings. They explored different 2D and 3D shapes .They identified the properties of 2D and 3D shapes and were able to sort the shapes based on the properties. They further connected with measurements where they used standard and non -standard units of measurements .

Drama: Students chose 3 emotions and shared how they showed them through their expressions. Each student was given an emotion and asked to identify it in a video.

PE:
Students engaged through the following

- Students had a discussion on the bounce action and they practiced the same.
- They practiced side shuffle.
- They had an assessment on running and variation of running.
- Students had a discussion on jumping events.

Learning and Teaching- Month Review

Art: The students were introduced to the next element of art -shape. The students identified different shapes and sorted them into organic and inorganic shapes, 2D and 3D shapes. They justified why they are called so and then used them in their choice art works. The students were engaged in creating the crafts for the farmer's market. They practiced Making key holders and hand printed jewellery using beads and threads .

Music:

Students were introduced to Notation and revisit of music genre. Students practiced (500 Miles, My Grandfather's clock, School Prayer and School Song) songs along with the teacher with the help of Electronic Keyboard.

Dance: Students have learned full body movements and gestures like shake, jumps, turns, hand and leg coordination, footwork, locomotors and non locomotors.

Hindi : During October month, the letter of 'vyanjan' letters छ और ज was introduced through a presentation. They practiced it verbally as well as in a written manner; they also learned words that starts with the letters छ और ज . Learners continuously and enthusiastically practiced writing and pronouncing letters and words. They also learnt how words are formed by using (क, ख, ग, घ,च,छ,ज).

Learning and Teaching- Month Review

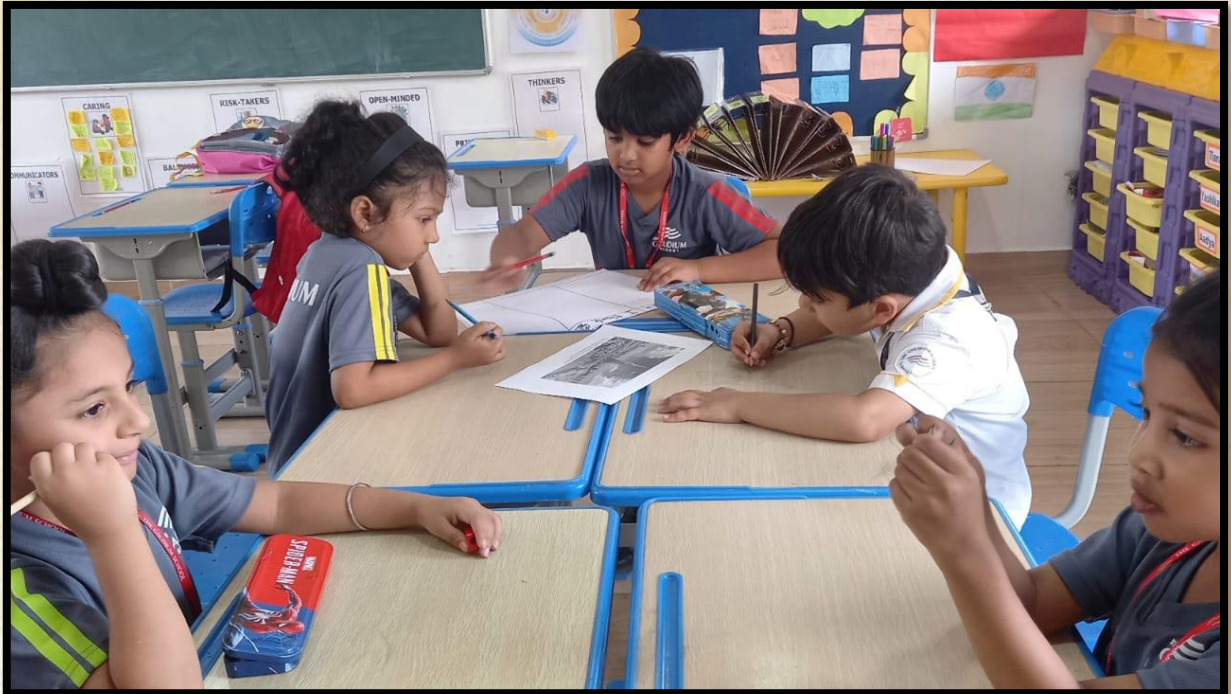
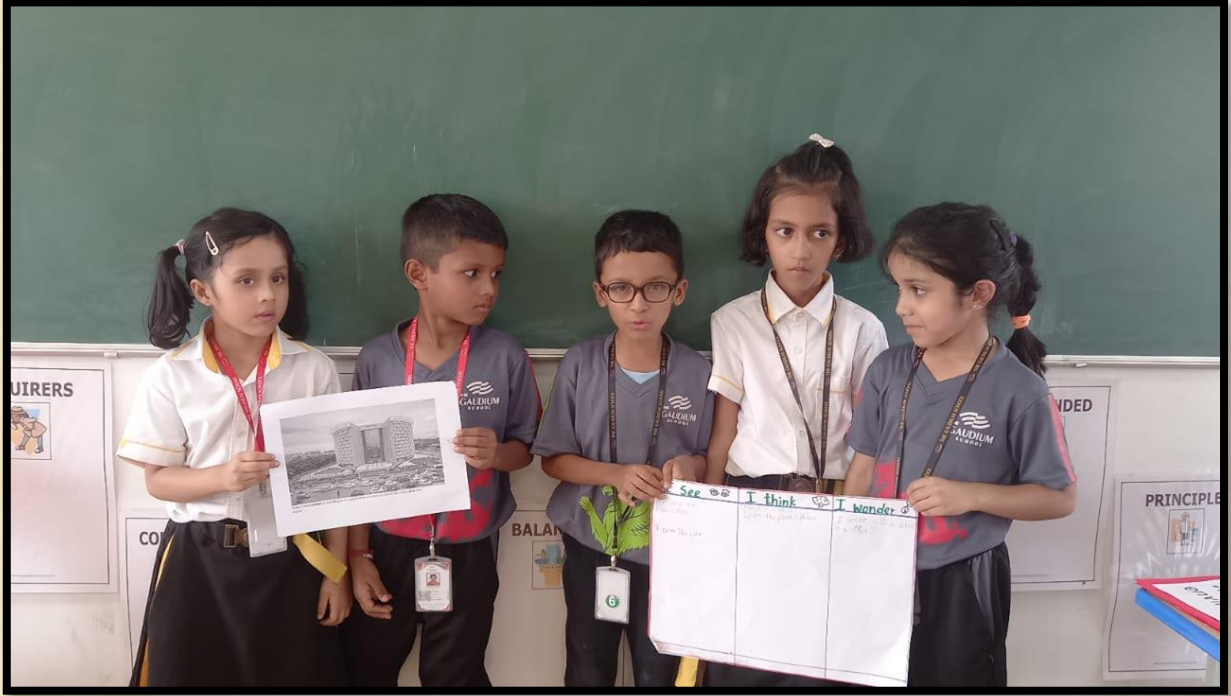
Telugu: Students were introduced to the letters jha, ini through story telling and finding objects. Revision of previous taught letters ka, cha was done. Students were also taught Telugu numbers from 1-10

French: Students were introduced to Onomatopoeias – animal sounds. They learnt some animal names and their sounds in French. They were introduced to French accents (aigu é, grave à, è, ù and cedille ç) with some vocabulary. They are learning Phonetics [a][o][ɑ] in French and some vocabulary. They watched a short poem/rhyme related to animal sounds and phonetics.

Spanish:

Students were introduced to Onomatopoeias – animal sounds. They learnt some animal names and their sounds in Spanish. They practiced vocabulary related to animals. They were introduced to Spanish accents (á, é, í, ó, ú) with some vocabulary. They are learning Phonetics [a][o][ɑ] in Spanish and some vocabulary. They watched a short poem/rhyme related to animal sounds and phonetics.

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:

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:

function, connection,
responsibility,

IB Learner Profile:

Inquirers, Open-minded, Caring

Unit of Inquiry:

Learners will continue inquiry while connecting with the second line of inquiry about indigenous architecture and share their understanding about it. They will involve in the design thinking process to solve the process and find out ways how buildings impact the environment.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Learners will continue framing sentences using adjectives and describing the buildings and structures. They will focus on identifying the structure of the sentences and picture description .

Transdisciplinary Math: Learners will do measurements using standard and non -standard units of measurements. They will focus on inches , centimeters , meters and square units while connecting with the area.

Dance: Students will be learning elements of dance relationship with other dancer (duet and group) like mirroring, action and reaction also they will be learning expression of feeling through dance.

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

Drama: Students will choose the next 3 emotions and share how they show them through their expressions. Each student will be given an emotion and asked to enact, his/her peers will be asked to guess/identify it.

PE: Students will be engaged through the following: -

- Student will explore different types of jumping (forward and backward) and they will practice the same.
- They will explore standing board jump and they will practice the same.
- Students will explore lateral jump and they will practice the same.
- Students will be having a discussion on squat jump and they will practice the same.

Learning and Teaching- Month Ahead

Music:

Learners will be introduced to emotions and feelings through music. Students will listen to the music and identify the emotions – happy, sad, scary, funny etc. Students will revisit – The Grandfather's clock and 500 miles. Students will be introduced to blowing with the rain song and practice with the teacher.

French Students will be introduced to shapes (triangle, square, circle, rectangle, star etc.,). They will be learning classroom commands like listen, speak, stop, sit down, stand up etc.,. They will be introduced 'indefinite articles' in French. They will be learning 'animal names' with indefinite articles. They will watch a short poem/rhyme related to shapes, classroom commands, and animal names.

Hindi: In the coming month, November, students will be further introduced to the letter from झ, ज और ट वर्ग akshar through a picture and they revised the letters from क वर्ग and च वर्ग, which they had learned in the previous months. Student will listen stories based on these letters and also learn how words are form by using these letters and sentences.

Telugu: During the month of November, Ta varg will be taught to the students through rhymes, storytelling and objects. Students will be engaged in revision of ka varg and cha varg letters. Students will be taught written and oral recitation of Telugu numbers from 11-20.

Learning and Teaching- Month Ahead

Spanish:

Students will be introduced to shapes (**triangle, square, circle, rectangle, star etc.,**). They will be learning classroom commands like listen, speak, stop, sit down, stand up etc., They will be introduced to 'indefinite articles' in French. Students will be learning 'animal names' with indefinite articles. They will watch a short poem/rhyme related to shapes, classroom commands, and animal names.

Happenings Month Ahead

PYP Life skill (Non-fire cooking S9) : 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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