



PRISM

Grade 5

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 and teachers continued practicing mindfulness every day. Students have done tree pose to improve their concentration and being focused to have the balance. Students shared the benefits of doing the tree pose like:

- Helps in increasing body balance
- Improves concentration skills
- Strengthens our back and legs

Students also practiced mindfulness activities like mindful walking, calming down exercise, pin-wheel breathing, find your senses activity etc.



Holistic Excellence

As part of holistic excellence, students had life skill session on self defense.

Self-Defense is the method by which one can protect oneself with one's own strength. It involves various techniques but the first step towards its fitness. Students watched a video related to the same. They shared their perspectives followed by their reflections.

The school counsellors conducted sessions on inner and external conflict resolution. Students actively participated during the group discussions followed by their reflections.



School Philosophy- 5 Developmental Pillars

Core values

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

Students discussed the meaning of empathy and shared how they practice the same in their life. They took part in different learning engagements like watching and listening to stories and reading books related to empathy.

They shared their real-life examples where they displayed the core value-empathy and shared their views in the assembly.



Global Leadership

Students continued conducting their weekly assemblies as part of the global leadership. Students were involved in making choices, reviewing essential agreements, and co-constructing assessment tasks.

Students took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. Students revisited the leadership capabilities.

Students connected their learning to UNSDG - 16 (United Nations Sustainable Development Goals) - Peace, Justice & Strong Institutions while discussing the various problems related to conflicts during the design thinking process.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, all the stakeholders enthusiastically participated in **"The Farmers' Market"** a traditional feature of The Gaudium - an event that binds all stakeholders.

The Farmers' Market unites us to stand for a social cause. The Farmers' Market 2022 - **'Nurturing Togetherness'** continued to be a way of extending our support to local farmers by raising funds from this event.



All the stakeholders experienced the joy of walking around stalls with artefacts, decorative pieces, accessories, agricultural produce, game zones, food, and drinks; indulging in pleasure shopping, and satiating the palate, put up by our students and staff.

They enjoyed the live band, street plays, football championship, and the flash mob that entertained all of us.



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

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved

Lines of Inquiry:

- Cause of conflict - Causation
- Purpose of human rights and equity - function
- Strategies used to resolve conflict and their consequences - responsibility

Key Concepts:

Causation, function, responsibility

IB Learner Profile:

Balanced, Open-minded, Thinkers, Communicators

Transdisciplinary Theme:

How we organise ourselves.

Central Idea:

Government systems influence the lives of citizens.

Lines of Inquiry:

- Functions of government systems -function
- Ways decision making practices reflect human rights - perspective
- Impact of government on citizenship - responsibility

Key Concepts:

Function, Perspective, Responsibility

IB Learner Profile:

Thinkers, Knowledgeable, Open- Minded

Learning and Teaching- This Month

Grade 5 (A, B, C, D, E, F, G, H)

Unit of Inquiry:

Students inquired about the causes of conflict under the transdisciplinary theme - Sharing the planet. Students framed the common definition of conflicts and listed down the types of conflicts. They researched the various causes of conflict such as misunderstanding, personality clashes, lack of cooperation, etc.

Students also inquired into the purpose of human rights and equity. Students learned the various strategies used to resolve conflict and the consequences.

Students were able to connect to the UNSDG during the homeroom discussions and revisited the UN Sustainable Goals and Design Thinking Process.

students discussed their problems that they faced while experiencing conflicts in their life /peers /friends and started their design thinking process.

Grade 5I

Students continued inquiring about different types of government systems around the world. While inquiring about the functions of government, students understood that any group of people living together in a country, state, city, or local community must live by certain rules.

Through functions of the government systems, students made connections with the fundamental duties and responsibilities of a citizen.

They understood how each citizen has a responsibility to make his or her and a responsible citizen abides by all the laws and orders of the country.

Students inquired into ways governments play a key role in the promotion and protection of human rights. They researched various decisions made by the government and their impacts on the people.

Further, they sorted out decisions according to the positive and negative impacts on the citizens. They inquired about various decisions made by the government in past.

Learning and Teaching – This Month

Transdisciplinary Math:

Students made connections with problem-solving while discussing various strategies used to resolve conflicts. They made connections with 'equations' while inquiring about equity and equality.

Students were able to make connections with the Indian and International place values. They listed down the place values, face values, expanded form, successor, and predecessor of the Indian and international number systems. They connected to currencies during the homeroom discussions.

Transdisciplinary Language:

Students continued the weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about the causes of conflict students understand how an argument leads to conflict and thus made a connection with argumentative text and essay. Students also connected to debates during the homeroom discussions.

While inquiring about the causes of conflict students understood how an argument leads to conflict thus making a connection with argumentative text and essay. Students researched about argumentative writing and understood that it is a text where the writer is either 'for' or 'against' an issue or subject.

Students continued with newspaper report writing and identified the features of a newspaper. They understood that newspaper articles should include facts, have an informative headline, and provide quotes to show people's opinions about the event. They were able to connect to fact and opinion & cause and effect during the homeroom discussions and identified the same for different scenarios.

Students connected to letter writing, and direct and indirect speech while inquiring about the fundamental duties and responsibilities of the citizens.

PYP Exhibition :

Students revisited the roles and responsibilities, framing the central idea , lines of inquiry, key concepts and related concepts. They started framing their central idea and discussed the importance of maintaining the student journals.

Additional Languages:

French

Students revisited the regular verbs "ER,IR,RE" and the other irregular verbs. They also learned the irregular verbs vouloir and pouvoir. They reflected on the attributes of the learner profile and the ATL that they have demonstrated during their learning.

Learning and Teaching- This Month

Spanish

Students learned the regular verbs "AR,ER,IR" other irregular verbs. They clarified their doubts related to the previous learned concepts.

Telugu

Students learned the characteristics of 'Nitipadyam-Dwipadyam' in poem writing. They learned the details about the poets and formulated questions for their research. Students reflected on the attributes of the learner profile and the ATL that they have developed and demonstrated during the learning.

Hindi

Students connected to letter writing. They listed and discussed the similarities and differences between formal and informal letters. They had a learning engagement related to the same and wrote formal letters followed by the teachers' and peers' feedback. Students developed the attributes of the learner profile "Thinkers" and "Communicators" during the learning engagements.

Drama:

Students worked on creating the annual play. They were involved in collaborating and creating the story and script for the play. They also acted out their story and tested it out in the classroom. They were also engaged in the reflection in each and every class.

Dance:

Students discussed the importance of conducting the research in dance. They had a learning engagements related to body language and concentration.

Music:

Students revised all the elements of music, tune, pitch, rhythm, and tempo. Students learned "Yuddh ka yeh ant hai", and "Kar Tu Samman" for the Annual day. They discussed and understood the meaning of the lyrics, and pronunciation of the same These song represents the core value of the Gaudium school.

PE:

Students continued their learning of passing and receiving skills in football. Students did their inquiry process on the second line of inquiry change, challenges, and adversity in sports/games . Students learnt basic shooting skills in football.

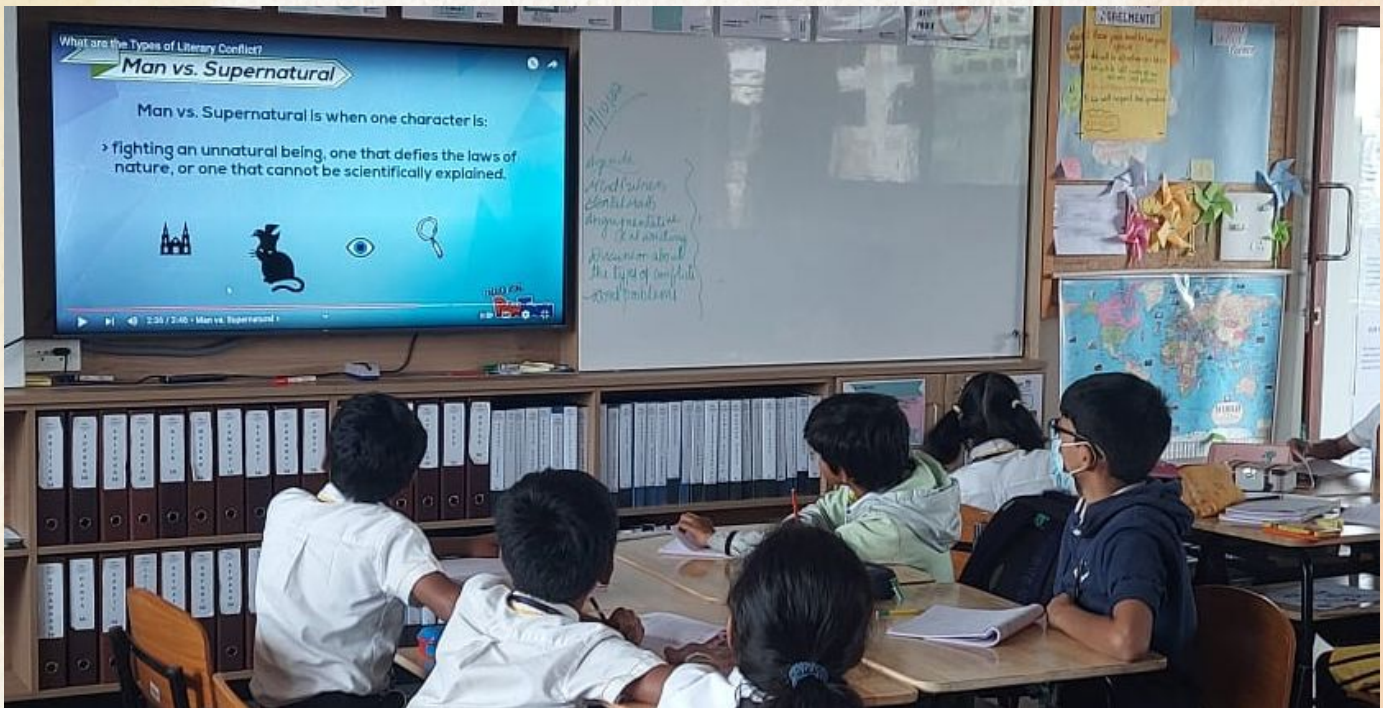
Learning and Teaching- This Month

Art:

Students researched still life art and the artists' style. They observed art from different media, discussed the features and worked on their chosen art form. The students defined the words- Still life, in Object drawing. They wrote their interpretations and perspectives based on their understanding. The students created artwork of nature / natural scenes that they had been to /seen/imagined and self-reflected on their learning. Students demonstrated critical thinking from thinking skills and used exchanging information in communication skills. They co-constructed their assessment task, tool, and criteria in the groups. They explored Photography as it is one of the art forms.



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Grade 5A to G, & I

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved

Lines of Inquiry:

- Cause of conflict - Causation
- Purpose of human rights and equity - function
- Strategies used to resolve conflict and their consequences - responsibility

Key Concepts:

Causation, function, responsibility

IB Learner Profile:

Balanced, Open-minded, Thinkers, Communicators

Grade 5H

Transdisciplinary Theme:

How we organise ourselves.

Central Idea:

Government systems influence the lives of citizens.

Lines of Inquiry:

- Functions of government systems -function
- Ways decision making practices reflect human rights - perspective
- Impact of government on citizenship - responsibility

Key Concepts:

Function, Perspective, Responsibility

IB Learner Profile:

Thinkers, Knowledgeable, Open- Minded

Learning and Teaching- Month Ahead

Grade 5A to F,H,I

Transdisciplinary Theme:

How the world works

Central Idea:

Understanding of scientific knowledge is constantly evolving and has an impact on people's lives

Lines of Inquiry:

- Causes of advancement in scientific knowledge and understanding
- The role of technology in scientific understanding
- The effects of scientific advances on people and the environment

Key Concepts:

Causation, function, responsibility

IB Learner Profile:

Balanced, Open-minded, Thinkers, Communicators

Grade 5G

Transdisciplinary Theme:

How we organise ourselves.

Central Idea:

Government systems influence the lives of citizens.

Lines of Inquiry:

- Functions of government systems
- Ways decision making practices reflect human rights
- Impact of government on citizenship

Key Concepts:

Function, Perspective, Responsibility

IB Learner Profile:

Thinkers, Knowledgeable, Open- Minded

Learning and Teaching- Month Ahead

Unit of Inquiry:

Students will continue their design thinking process and create their prototype. They will start their inquiry into the next unit on scientific knowledge under the theme – How the World Works. They will co-construct the meaning of terms- science, understanding, knowledge, etc. Students will further inquire into the advancements in the field of science and will visit to the schools' science laboratories.

They will identify and list down the causes of advancements in science and technology. They will also gather the information on the impact of these advancements on society and the environment.

Later, they may connect to the role of technology in sectors such as agriculture, medicine, entertainment, space exploration, transportation, energy, military, education, etc.

Transdisciplinary Language:

Students will continue to work on tenses and their types. Students will make connections with cause and effect, tenses, and report writing. They will be the structure and purpose of report writing.

Students may connect to sentences, paragraph writing, essay writing, and letter writing. During homeroom discussions, they will make possible connections to direct and indirect speech.

Transdisciplinary Math:

Students will make connections with the number system while discussing the changes in technology and scientific knowledge over the period. They will discuss the different types of number systems and advancements in number systems over the period.

They will make a possible connection with probability while discussing the scientific process, as scientists make predictions and check the possibilities of scientific theories. They will learn to test the probability of any event and make conclusions.

Students will be revisiting the concepts of fractions, and decimals through various learning engagements. Later they will make possible connections with percentages and solve problems related to the conversion of percentages to fractions and decimals and vice versa followed by solving mental math problems.

They will connect to data handling during the design thinking process.

Learning and Teaching- Month Ahead

Additional Languages:

Hindi:

Students will explore and read stories by Premchand and they may connect to facts and opinions. They will have a learning engagements related to nouns and adjectives.

French:

Students will learn how to frame questions and negative phrases in French. Here, students will use their critical thinking and communicative skills to enhance their understanding of the grammar usage in French.

Spanish :

Students will learn how to frame questions and negative phrases in Spanish. They also revisit the "AR,ER,IR" verbs using in phrases.

Telugu:

Students will revisit the elements of a poem. They will find the antonyms and synonyms for the given words and write own poems.

Drama:

Students will continue learning about 'Mime' and will start working on their Annual Productions.

Music:

Students will revise both the songs related to the annual day celebration, "Yuddh ka yeh ant hai" and "Kar tu samman". Students will start learning a new song related to the annual day celebration. The song name is, "Satya aur Asatya". This song represents the core value of the Gaudium school, "Integrity".

Art:

Students will research the anatomy of animal sketching and human anatomy art and the artist's style. They will observe the sketches of different animals and human anatomy in various media and discuss the features. The students will work on their chosen art form.

PE:

Students will be introduced to the track events, and they will learn about different sprint events.

Dance:

Students will understand movement creations. They use their creativity to develop a range of new movement possibilities and will learn about fast and slow moves.

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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