



PRISM

Grade Nursery

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

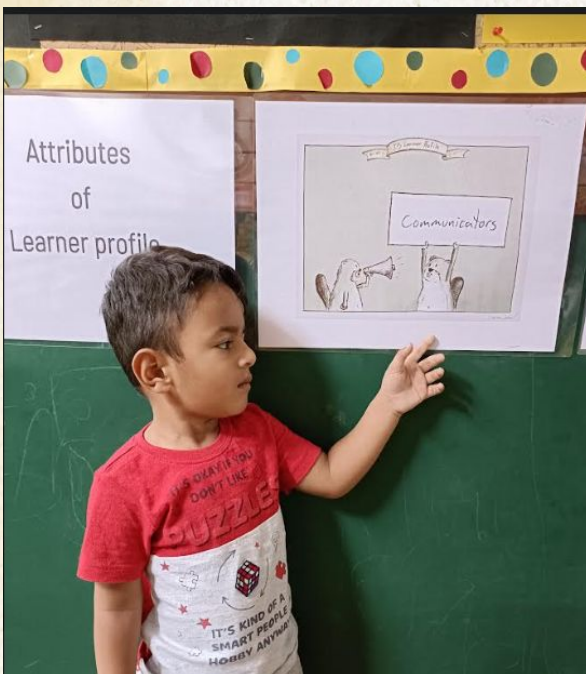
Students practised mindful walking, superman pose, tree pose and guess the sound, starfish breathing and back to back breathing. They also practised wonder pose which promotes self-confidence and self-appreciation.



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 it in their life. They took part in different learning engagements like watching and listening to stories. Students shared real-life examples where they demonstrated empathy.



Holistic Excellence

Students engaged in read aloud sessions and listened to stories. Further, they made transdisciplinary connections with the unit of inquiry and connected to attributes of learner profile.

Students enthusiastically participated in a special assembly organized to celebrate Diwali.

School Philosophy- 5 Developmental Pillars

Stakeholder engagement

This year, the early years contributed to the farmer's market by making colourful and beautiful artifacts to put up stalls. They thoroughly enjoyed the tasks and participated with lots of enthusiasm to create these artefacts.

Students enjoyed visiting various stalls with artefacts, decorative pieces, accessories, agricultural produce, game zones, food and drinks, face painting etc.



School Philosophy- 5 Developmental Pillars

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 success criteria and sharing their reflections. Students demonstrated ownership of their learning through assemblies.



Professional Development

Attributes of the Learner Profile:

As a team, we re-read, and reflected on the attributes of the 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: Sharing the planet.

Central idea

Animals and people interact in different ways in different contexts.

Lines of inquiry

- The different roles animals play in peoples' 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:

Students tuned into the second unit of inquiry under the transdisciplinary theme of Sharing the planet.

Students went on a virtual zoo tour and shared their observations. They also listened to stories of animals and listed all the animals from the stories exhibiting their curiosity.

They shared information about animals they have seen around them, or know of. They sorted animals into different categories according to their understanding and gave reasons for sorting.

Further, they got an opportunity to choose one animal and discuss it with their peers.

Learning and Teaching- This Month

Transdisciplinary Language:

Students were introduced to the letter 'e' and 'c' from the second set of jolly phonics along with its sound and related objects using various videos, flash cards and images. They further got an opportunity to reinforce the letters through the scavenger hunt.

Transdisciplinary Math:

Students reinforced oral counting of numbers 4 and 5 and were introduced to the number 6. They connected their learning to real - life experiences. They further continued the quantification of numbers by counting the number of animals in the story. Students created pictographs by choosing the animal to discuss.

Learning and Teaching- This Month

Art:

The students worked on the craft work for the farmer's market. They enthusiastically participated in painting the beads with their chosen colours and attaching them to the keyrings in different patterns using the yarn. Students related this to the lines while adding the beads to the lines. They then started inquiring about the shapes by making three dots using paint, joining them and relating to the objects of the shape formed with those dots.

Drama:

Students worked on the following areas demonstrating the attribute of Communicators/Inquirers for the month of October.

- Guess the expression - Angry
- Make angry expressions -mouth and big eyes

PE:

Variations of Running Drills

Students explored the variations of running shuttle runs.

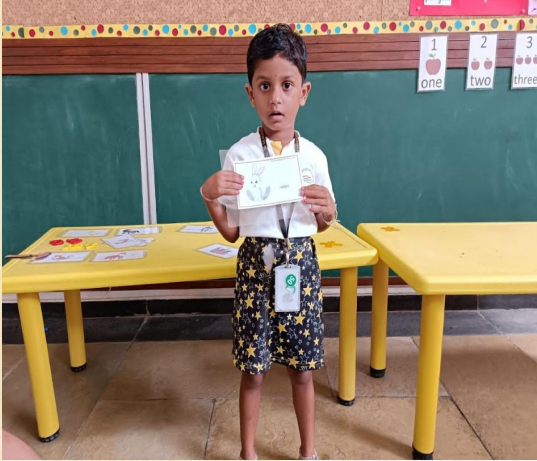
Students watched videos of different running drills like high knee action and straight leg running and then they explored the same.

Students watched videos/pictures of different drills and shared their understanding of them. They performed the same movement on the spot, in straight lines and different shapes.

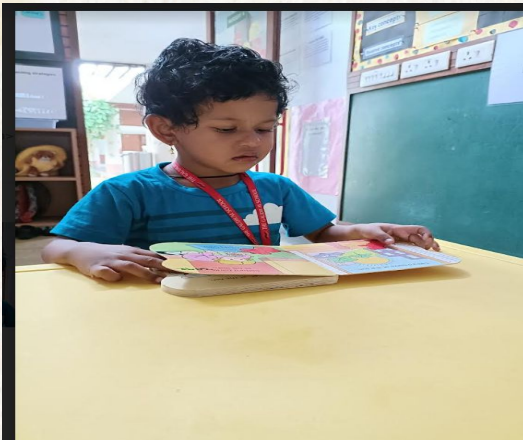
Dance:

Students were introduced to two new hand movements through a video and demonstration by the facilitator. They practiced the same on the count of eight with music.

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:

Students will be inquiring about the roles of animals and different ways in which animals and people interact. They will also discuss their responsibilities towards the wellbeing of animals.

Transdisciplinary Language:

Students will build new vocabulary and identify the beginning sounds.

They will associate the sounds with letters and practice the phonic sounds of the letters.

They will practice formation of letters and build their vocabulary through stories, picture talk etc.

Transdisciplinary Math:

Students will be introduced to the tally marks and formation of the numbers.

Learning and Teaching- Month Ahead

Drama:

Students will work on the following areas demonstrating the attribute of Communicators/Inquirers for the month of November.

- Guess the expression- Sad
- Make sad expressions – 2 things – mouth and eyes.

Dance:

Students will be introduced to two new hand movements (basic tutting) through a video and demonstration by the facilitator. They will practice the same on the count of eight with music.

Art:

The students will further continue with inquiry into shapes and their importance by relating to the objects with their shapes in the surrounding and creating different artworks using them.

PE:

Variations of Jumping

Students will explore the variations of jumping.

Students will watch videos of different jumps like on the spot Jump, Forward Jump, Backward Jump, Side to Side Jump. They will also explore and share their understanding of the same.

Students will watch videos/pictures of different throws and share their understanding.

They will explore and share their understanding of overarm throw and practice to do it in different directions.

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.

<https://www.facebook.com/thegaudiumschool/>