



# PRISM

Grade PP1



# 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 engaged and practiced breathing exercises like balloon breathing, deep breathing, tree pose breathing, pinwheel breathing and calming exercise. These mindfulness activities will enhance students ability to stay engaged and retain positive attitude.



## Life skills

Students learned basic table manners which ensures that guests and hosts are comfortable at the table. It demonstrates respect towards people. They also learned to show their gratitude for a meal.



# School Philosophy- 5 Developmental Pillars

## Core values

Students continued with the core value “Empathy” through different learning activities. They watched videos related to it and shared their perspectives during classroom discussion. Students also shared about the core value of the month “Empathy” in assemblies.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

As a part of holistic excellence, students witnessed assemblies.

On the occasion of Diwali students came in traditional attire and had special assembly and shared the essence of "Diwali" as well the safety rules to be followed.



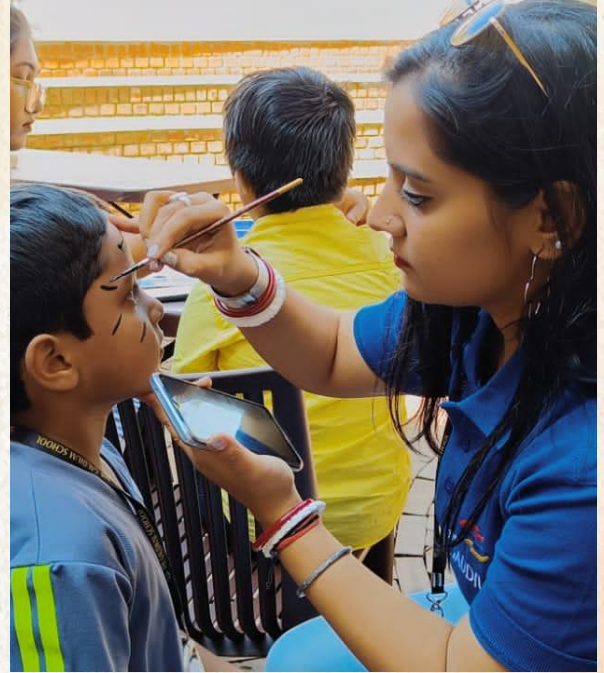


# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

This year, the early years contributed to the farmer's market by making colourful and beautiful artefacts to put up stalls. They thoroughly enjoyed the task 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

Facilitator and student co-constructed the criteria for the task show and tell. Students demonstrated the ownership of their learning in different learning engagements.

While inquiring into various learning engagements students demonstrated Attributes of Learner profile and ATL.





# 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:** How the world works

## Central idea

All living things go through a process of change

## Lines of inquiry

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influence lives

**Key concepts:** Change, Causation, Connection

## Related concepts:

Patterns, Transformation, Environment

## Unit of Inquiry:

The students moved on to the second unit under the theme of "How the world works".

The students went for "Nature walk" where they observed a variety of things. In the end, they classified things into living and non-living things based on their reasons for being there. They explored 'ways living things change over time' using various learning engagements as part of their first line of inquiry.

They unpacked the meaning of change and growth by making real life connections and identifying the features. Furthermore, they will explore the persona of the baby, growth stages of butterfly, chick and plant.



# Learning and Teaching- This Month

## Transdisciplinary Language:

During our inquiry about change and growth, we connected the letters 'h' for (horse), 'm' for (moving things), 'r' for (rooster/rabbit) and the digraph 'th' to (things), 'd' for (dog, drum). In addition to writing letters, they enjoyed learning the phonic sounds of each letter through jolly phonic rhymes and fun games. Students practised writing letters on the green boards, note books, making rainbow letters, sand tracing and forming letters using playdough. Various learning engagements and videos have supported phonic reinforcement. Students continued with their practice of blending two and three letter CVC words using phonic sounds. In addition to practising reading and writing CVC words. They also learned sight words.

## Transdisciplinary Mathematics:

A research inquiry was conducted on change and we connected it to how the number changes. When we discussed the change we understand that growth happens and we related it through the concept of addition. In addition to sticks, blocks and buttons, students applied their skills in addition by using paper and pencil. During an inquiry about patterns and the growth, we made connections with the patterns in Math. The students created a colour pattern (red, red, yellow. Red, red, yellow...). A number pattern (1,2,1,2), and a picture pattern (sprout, seedling, budding, flowering and ripening)



# Learning and Teaching- This Month

## **Dance:**

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

## **Art:**

Students have started exploring the importance of lines by creating different lines to express their feelings. They tried to find the different lines used to show the positions of hands and legs in different actions using the stick figures and used them to create their artwork. They also used different lines and colours to create artwork for Diwali.

Students were engaged in creating different crafts for the farmer's market. They practised making different knots, painting the beads and using them to make key chains as per their choice of patterns. They also tried to use different clay charms for the key chains.

## **PE:** Variations of Running Drills

Students watched videos of different running drills like high knee action and straight leg running and tried performing the same. They observed the pictures of different drills and shared their understanding. They explored the same movement on the spot, in straight lines and different shapes. Students also explored variations in jumping, like spot jump and shared their understanding of the same.



# Learning and Teaching- This Month





# Learning and Teaching-This Month





# Learning and Teaching –This Month





# Learning and Teaching- Month Ahead

**Unit of Inquiry:** How the world works

## Central idea

All living things go through a process of change.

## Lines of inquiry

- Ways living things change over time.
- Patterns of growth
- Effects of factors that influence lives.

**Key concepts:** Change, causation, Connection.

## Related concepts:

Patterns, transformation, environment.

## Unit of Inquiry:

The students will learn about patterns of growth, and will gain insight into the process. They will investigate patterns in the personas of the chick, butterfly, and dog. They will also inquire about factors that influence life.

## Transdisciplinary Language:

Students will practice blending the phonic sounds of the letters to read as a word. They will practice the correct formation of the letters through different learning engagements. Students will practice blending digraphs together and list down related words beginning with the same sound. They will learn CVC words that correspond to the letters of the line of inquiry.

## Transdisciplinary Math:

Students will connect subtraction with the concept of change. They will be aware of addition and subtraction signs. Students will examine and associate numbers with objects and comprehend them. Students will group objects to show their understanding of subtraction. They will be expected to move objects from one group to other and model the "take away". They will be using different strategies to learn this concept.



# Learning and Teaching- Month Ahead

## **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 on music.

## **PE:** Variations of Jumping:

Students will explore variations in jumping. They will watch videos of different jumps like on the spot, forward jump, backward jump, and side to side jump. Students will observe pictures of different throws and share their understanding. They will explore and share their understanding of overarm throw and practice the overarm throw in different directions.

## **Art:**

The students will be assessed on their learning of lines by co-constructing the assessment task and criteria to show their learning. They will further continue their journey of learning by inquiring into the next element in art, i.e. shapes.



# 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:**

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