



# PRISM

Grade 1



# Message from the Principal's Desk

Dear Parents,

Greetings! The PYP team is steadily gearing up for the Annual Day celebrations. All our students are involved and engaged in any one form of Art-Music, Dance and Theatre. Both our productions -Panchatantra for students of Grades Nursery to 2 and Mahabharat for students of grades 3-5 highlight the importance as well as necessity of values in our lives.

This reminds me of a short story I had read recently about change and how our children can be empowered to take action to make a change.

The Araguaia River is one of the biggest rivers in Brazil. It is the home to thousands of animals, like bright blue and yellow Macaws. River dolphins swim and play in the water, and there are many different coloured fish.

In one town, a 13-year-old boy named Rhenan walked along the river every day. But looking at the river he was worried because there was trash everywhere. He saw plastic bottles, old clothing, and empty food packages. The water looked dark and ugly.

At school, Rhenan asked about the dirty river. "You wouldn't want trash in your house," said his teacher. "Think about the poor animals!" For days, Rhenan couldn't stop thinking about the river. It did not seem right to him that this big, powerful river was filled with trash. "It's hurting the animals in my area," he thought. "And it's also hurting the families who live here." Then Rhenan had an idea.



The next morning, Rhenan talked to his mother about his plan. He wanted to ask for everyone's help. Maybe if they all worked together, they could clean up the river! Rhenan's mother loved his idea, "I believe the most important thing for you, Rhenan, is learning how to change things that you care about. That will stay with you forever." She told him that she would help him too.

The next day, Rhenan went to the police department. And to the Mayor's office. He visited other schools, and offices, and businesses. Soon he had a big group of people who liked his idea! They all decided to meet at the river the next week. On the day of the river clean-up, Rhenan was excited - but he was also nervous. What if no one showed up? But when he and his mother arrived, there are almost a hundred people there, including many of Rhenan's friends.



Over an entire day, they all worked together to clean up the trash. They picked it up off the shore of the bank and pulled it out of the water. When they were done, they picked up almost a tonne of trash - the same weight as a car! As they worked, Rhenan noticed how everyone was laughing and smiling. "It felt good to help," he thought.

Once they had finished cleaning, they all talked in a big group. "We want to stop this problem from happening again," said a lady. The town decided to start with teaching everyone why throwing trash in the river was harmful. They also planned to help the river by planting more trees along the riverbank for birds and insects to live in.

At the end of the day, everyone started to applaud. They were proud of the change that they had made - and the river rushed along beside them, clean and clear. "We would not have done it without you," they said to Rhenan. "Thank you for inspiring us to create change! What should we do together next?"

Rhenan recognized the interdependence of people and the planet, and protecting both requires everyone to take action. It is important to care for the environment and protect ecosystems across the world.

**Acknowledgement – Adapted from <https://www.ashoka.org/en-us/to-clean-a-creek>**

Children take actions that impact tomorrow, only if we encourage them to be innovative and creative. It is important that they identify the problems around them, empathize with those who are facing the issue and look for innovative solutions. This would lead us to think of what opportunities are we providing to our children to develop their self-efficacy, resilience and grit. It is essential that all stakeholders collaborate to support students in their journey towards being independent along with being collaborative global citizens, who emerge as solutionaries and leaders of change!

On this note, I look forward to meeting you at our Annual Day celebration, where every students will contribute towards spreading the message of importance of values and assure us that our future is in safe hands!

Warm regards,  
Anjalika Sharma  
IBPYP Principal



# Message from the PYP Coordinator's Desk

Dear Parents,

Every individual is unique and has their own way of expressing themselves. Expression contributes to communicating one's thoughts, views and ideas to others. Art is considered to be one of the most powerful mediums of expression. A well-intended effort is made to facilitate learners with a platform to experience the various art forms and find their own talents and interest areas. These experiences and skills gradually help the learners to reflect on their own selves and become self-aware of their thoughts and views. They become confident and more open to expressing themselves to others. Art gives them a chance to make their imagination into reality. It has scope for rework and trying out different possibilities till one achieves self-satisfaction.



Art is an integral part of our curriculum and we facilitate the students with an understanding of the intricacies and enhancement of different skills leading them with opportunities to express themselves in a powerful way.

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Every child gets to experience a different form of art. They use their creativity and take up the first few steps of courage to express themselves to the audience. In these initial years, when their skills are refined, they need encouragement and others to believe in them.

Events like annual functions allow them to showcase their talents in front of a larger audience. A lot of time, practice and hard work are put in before the final show. During this course of time, our young learners have showcased all learner profile attributes. They have been caring and respectful while collaborating with students across grades, communicators while sharing their ideas, thinkers and principled during the practices etc.

Students are now all set to showcase their talent to their audience. Let's motivate and appreciate their efforts and help nurture their art skills.

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 cloud meditation, Volcano breathing, eating with compassion and understanding emotions zone.

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



They engaged in understanding emotional zone through discussion on emotional well-being and its benefits

They expressed their emotions and feelings through various engagements. They stressed on the importance of emotional awareness. They also engaged on mindful exercises.



# School Philosophy- 5 Developmental Pillars

## Core values

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

Students explored different ways to show gratitude. They actively participated in the discussions and reflected on their understanding. They shared the importance of gratitude in their lives and being appreciative of others' efforts and support.



## Holistic Excellence

As a part of holistic excellence, students continued framing words with jolly phonic sounds and reading Oxford Reading Tree (ORT) books.



Students did a life skill activity on non-fire cooking. In this session, students prepared vegetable salad in school with their peers. They learnt the process of salad making by following the recipe.



# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

As part of stakeholder engagement, students and parents participated in 3-way conference along with the teachers. The Three-way conference helped the parents to meet the teachers and reflect on their child's academic journey in the first term and shared specific inputs to help us progress further.



A special celebration was organized on Children's Day by the teachers. The day was filled with excitement, activities, and performances. Amidst loud cheers of the exuberant students, the celebrations unfolded a tale of love, care and compassion.

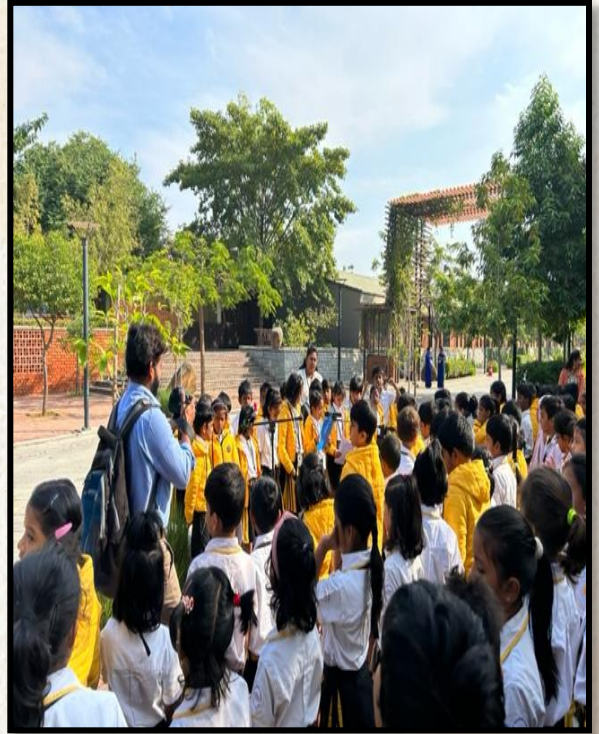


# School Philosophy- 5 Developmental Pillars

## 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 discussed various problems they see around them and emphasized the problem in the design thinking process. They connected the problems to the UN sustainable development goals.

They then defined the problem and came up with the problem statement in the design thinking process.





# Professional Development

## Reading sessions:

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

## Attributes of the Learner Profile:

The learner profile supports students in developing international-mindedness and in taking an 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.

## Approaches to learning (ATL):

Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education.

Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners.

Self-regulated learners are agents of their learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary



# Professional Development

## 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 were involved in problem-solving through design thinking. The five stages of design thinking are: empathize, define, ideate, prototype and test.

Students empathized with the problems found in buildings and structures and its impact on the environment. They made real-life connections about problem solving. They did research on the problems through various ways like surveys, interviews, web research, and class discussion to emphasize the problems.

They further defined the problem statement and ideated various possible solutions to solve the problem.



# Learning and Teaching- This Month

## Transdisciplinary Language:

Students made trans-disciplinary connections with articles, fact and opinion, as well as cause and effect during the inquiry. They described different structures in buildings and types of materials used.

Students engaged in matching subject and predicates in a sentence and identifying the articles for the nouns in a sentence which helped them in reinforcing the concepts.

They continued with the spelling assessments. They practiced reading and writing sight words, phase 4 and phase 5 words of Jolly phonics to enhance their vocabulary and grammar.

## Transdisciplinary Math:

Students involved in problem solving by solving word problems with basic arithmetic operations. They identified the meaning of add, sum, take away, difference, subtract, altogether etc. while solving word problems.

They practiced addition with regrouping with 2 and 3 digits.

Students made trans-disciplinary connections to measurement using non-standard units. They measured various objects in the classroom using non-standard units.



# Learning and Teaching- This Month

## **French:**

In the month of November 2022, students learned the colours using the fruits and vegetables in French.

## **Spanish:**

Students learned the classroom objects, fruits and vegetables.

## **Telugu:**

Students learnt to read and write words using Ta vargam. They learnt new action rhymes and framed simple sentences in Telugu.

## **Hindi:**

Students were introduced to the letters त वर्ग (त, थ, द, ध, न). They listened to a story based on these letters and later discussed the answers to their questions. They also shared their thoughts on the story which helped them to enhance their thinking skills.

## **Drama:**

Students inquired into different emotions and expressions during the month.

## **Music:**

Students learned a new song "Doe, a deer." They revisited the percussion, string, wind or woodwind instruments and their sounds.

They practiced the song "Hello to all the children of the world" with action.

Students identified the rhythmic patterns and expressed them by clapping in three tempos.

## **PE:**

This month students engaged with different types of throwing skills like upper hand, underhand and overhead throw and also, discussed the throwing events in athletics.



# Learning and Teaching- This Month

## **Dance:**

Students were introduced to a new set of dance movements. Later they practiced the same on the count of eight to the music played.

## **Art:**

The students continued to explore the elements of art and were introduced to space. They defined space and its importance in art. They defined the positive and negative spaces. They created an artwork using the chosen combination of the elements of the art of their choice. They then used line, shape, colour, texture and space to create their own artwork and shared the artwork with their peers.



# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## **Transdisciplinary Theme:**

Where we are in place and Time

## **Central Idea:**

Journeys create change and lead to new opportunities.

## **Lines of Inquiry**

- Types of journey
- Choices and planning for a journey
- Impact of journey on people
- Changes due to journey

## **Key Concepts:**

Form, Function, Perspective, Change

## **Related concepts:**

Consequences, Choice

## **IB Learner profile:**

Inquirers, Communicators, Balanced

## **Unit of Inquiry:**

Students will start their inquiry into the unit about journey. They will define the meaning of journey and describe various types of journey.

They will then find out about various choices made during a journey and how we involve in planning before and during a journey.

They will discuss how journeys impact people and various changes that occur due to a journey.

They will further discuss the meaning of change, opportunities, and choices.



# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will describe pictures related to journey. They will be involved in show and tell where they will share about their experiences during a journey. They will reinforce verbs, nouns and adjectives during the unit.

## **Transdisciplinary Math:**

In Math, students will explore the usage of time. They will read clocks to 'O' clock and half past. They will be introduced to calendar and how to read a calendar. They will also make connections to map and directions while inquiring about journey.

## **Hindi:**

The students will learn the names of fruits in Hindi and will practice writing and speaking the letters of the प वर्ग (प,फ,ब,भ,म) in the class.

## **French**

Students will learn animal names and body parts in French. They will use their interaction and language skills in their daily communication in French.

## **Spanish:**

In the month of December students will learn the vocabulary related to body parts in Spanish. They will use their interaction and language skills in their daily communication in Spanish.



# Learning and Teaching- Month Ahead

## **Telugu:**

Students will be introduced to vowels.

## **Music:**

Revisiting the pitch, students would learn how to sing three primary pitches on a scale. They would learn the annual day songs.

## **Art:**

The students will explore the use of elements of art to create different forms of Artwork. They will be exploring the different art forms to enhance their creativity and inquire into the reasons why people create artworks.

## **PE:**

Students will participate in basketball skills like dribbling, and passing and watch the videos on the same and then practice the skills with techniques.

## **Drama**

Student will identify an emotion from a video. They will choose any 3 emotions and share how they show them through their expressions.

## **Dance**

Students will watch one dance video for a new style (locking). Later they will learn hand movements and leg movements for the New dance style.



# Happenings Month Ahead

**PYP Grades Nursery to 2 Annual Day : 16<sup>th</sup> December**  
**PYP Grades 3-5 Annual Day : 17<sup>th</sup> December**  
**Middle & High School Annual Day : 18<sup>th</sup> December**  
**Special Assembly – Christmas : 23<sup>rd</sup> December**  
**Holiday – Winter Break : 24<sup>th</sup> December – 3<sup>rd</sup> January 2023**

## **Our website:**

<https://www.thegaudium.com/>

## **Events link:**

<https://www.thegaudium.com/at-the-gaudium/audium-events/>

## **Learning blogs:**

<https://www.thegaudium.com/the-learning-blogs/>

## **Facebook : For daily updates please like the page.**

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