



PRISM

Grade 4

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

The students and teachers have been practicing mindfulness every day.

As a part of mindfulness learning engagements, the students practiced tree pose, cloud meditation, mindful walking, mindful listening and volcano breathing.



Students practiced deep relaxation, texture I can feel, and shared the benefits of the same.

They actively participated in group discussions followed by sharing their reflections.

They had regular wellbeing session on listening and speaking.



School Philosophy- 5 Developmental Pillars

Core values

As a part of core values, the teachers and students discussed 'Gratitude'.

They discussed the meaning of Gratitude and were engaged in reading books/ stories/quizzes related to it.

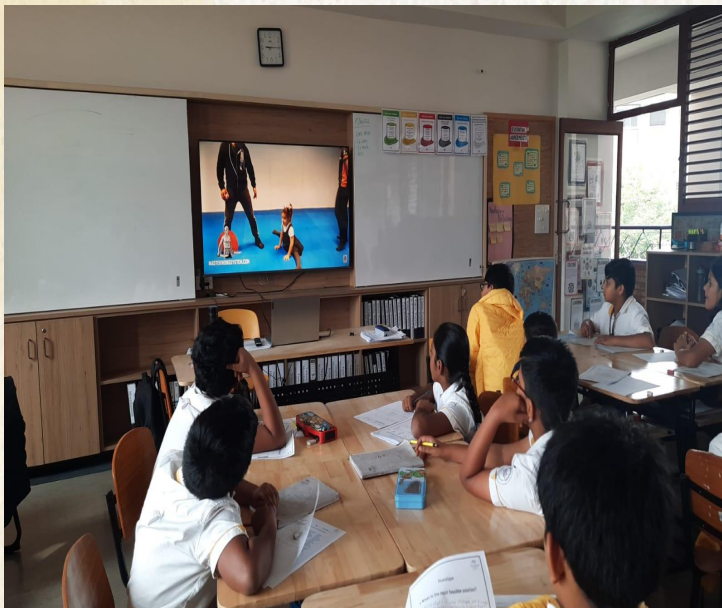
They shared real-life examples of where they demonstrated the core value- Gratitude. The students also shared their views about the same in the assembly.



Holistic Excellence

As a part of holistic excellence, the students continued reading books in the library and worked with their novel study- Matilda. Students learned new words, and character descriptions .

Regular Life skills sessions were organised for the students . Students had a session on Self-defence. They learned various strategies for self-defence and its importance.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement

PYP three-way Conference was organized on 19th November 2022 for stakeholders to meet, reflect and understand the academic journey.

A special celebration was organized on Children's Day by the teachers. The day was filled with excitement, activities, and performances.



Global Leadership

Students continued to develop and demonstrate approaches to learning (skills) and the attributes of the IB learner profile by participating actively in the assemblies.

Students started preparing for their Annual Day which will help develop and demonstrate leadership capabilities. They are taking ownership of their learning and various responsibilities during practice.

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 we express ourselves.

Central Idea:

People's behaviour and choice of outward appearance projects aspects of culture, values and tradition.

Lines of Inquiry:

- Appearance and behaviour influence perception of others.
- The influence of cultural and social norms on ways to present oneself.
- Fashion as a form of expression.

Key Concepts:

perspective, change, function

IB Learner Profile:

open-minded,
communicator, thinker, risk-taker

Students continued with their inquiring into the unit Identity, under the theme "How we express ourselves". Students learned about behaviour and appearance and researched the definition/meaning. They also listed the factors affecting the behaviour of a person. They further read and discussed various personas and connected them to the influence of culture on appearance.

Learners explore how cultural and social norms influence a person to present themselves. They explored the meanings of norms. They researched the difference between norms, rules and laws.

Students connected with the key concept of 'change', while discussing the 'Fashion as a form of expression. They co-constructed the meaning of the word 'fashion'. They explored more about the role of fashion. They connected how fashion changes with time. Learners further inquired about the difference between fashion and fads.

They further co-constructed their end-of-unit assessment task and reflected on their learning.

Learning and Teaching- This Month

Transdisciplinary Language:

Students inquired about behaviour, and outward appearance. They made connections with character traits as inner and outer traits. They were able to relate to the character sketch of a person by describing the outer look, appearance and inner qualities. Not only did they understand the elements of character traits, but they also connected to adjectives in describing the various characters from the Novel Matilda. They made connections to types of adjectives and had various learning engagements while inquiring about the unit Behaviour. Inquiring further into behaviour, appearances and choices helped them to establish a connection with figures of speech like similes, metaphors, idioms and other linguistic devices.

Students made connections with the elements of Biography while reading about the appearances and behaviour of different people.

They also researched alongside other personalities across the globe such as Malala, Nelson Mandela, Michelle Obama, Mary Kom etc. Students had various learning engagements to deepen their understanding to explore the features of biography and shared the difference between Biography and Autobiography.

Students continued to co-construct the spellings list along with their peers that helps them to enrich their vocabulary and allows them to excel in their reading and writing.

Learning and Teaching- This Month

Transdisciplinary Mathematics:

Students discussed outward appearance and made connections with numbers, and types of numbers such as prime, composite, natural, whole, odd and even numbers. They related it to the appearance of numbers and their characteristics.

They shared examples of various types of numbers and also discussed their real-life applications. While exploring the types of numbers they also explored the divisibility rules of 2,4,5,6,8 and 10.

They explored the method of rounding off numbers to 10s,100s and 1000s related to the same. They shared real-life examples.

Students made connections with the factors during their research on factors affecting behaviour and shared it with their peers. They explored the difference between factors and multiples. They looked into fractions and their types . They solved word problems pertaining to 4 mathematical operations.

They engaged in mental Math every day which reinforces different Math concepts.

French:

In the month of November students learned the regular verbs "ER, IR and RE". They did various learning engagements to understand the concepts. They also framed daily used sentences to practise. They watched videos and did tasks to practise them regularly.

Learning and Teaching- This Month

Spanish:

In the month November students learned the regular verbs "ER, IR and AR". They did various learning engagements to understand the concepts. They also framed daily used sentences to practise. They watched videos and did tasks to practise them regularly.

Telugu:

The students continued to practise speaking in class. They explored the features of the play like conversational style, purpose and appropriate characters, and the appropriate vocabulary. They reflected on their understanding of the features of the play and used them to write the play. They were also introduced to synonyms and antonyms. They were engaged in reading and writing.

Hindi:

During this month, students discussed and narrated the play 'Juta Aur Basta'. The students discussed the time period and features of the play. Learners wrote the elements of a play discussing the 'Knowing of the character of the play'. The play Shoe and Bag was read in class. Students practised reading and shared their understanding. Students learned synonyms and antonyms through drama in the class and wrote new antonyms and synonyms.

Learning and Teaching- This Month

Drama:

In the month of November, the students were working on planning and preparing scripts for their annual production. The students read and discussed the script to understand the characterisation. The students were engaged in the rehearsal process where they were working on scene work. During practise, they learned about blocking, action-reaction, movement, speech, diction, emotions etc.

Dance:

Students will recognize and understand the integration of Western dance styles and forms contributes to the development of a dance vocabulary . They developed an understanding of personal and collective voice and style. Students Identified basic characteristics and vocabulary in Punjabi dancing.

PE:

Students started investigating athletic sports, they learned the meaning of track and the purpose of using it in athletics. They learned about different events that take place in track and field. Students started using a checklist to help them assess their skills and improvement. They decided on their learning goal about running skills. Students explored and put into practice running skills like short distance and long distance and reflected using a checklist. They developed approaches to learning-self-management skills through various learning engagements.

Learning and Teaching- This Month

Art:

Students observed different artworks of different isms like Impressionism, Realism, Modernism, and Classicism, they sorted them into categories and talked about similarities and differences as well as features. They discussed and arranged them chronologically as well and took any one style to draw an incident from their real-life situation.

Students also discussed Cubism, timeline, elements, artists and style, they explored the process of making cubism with their own choice of subject and mediums.

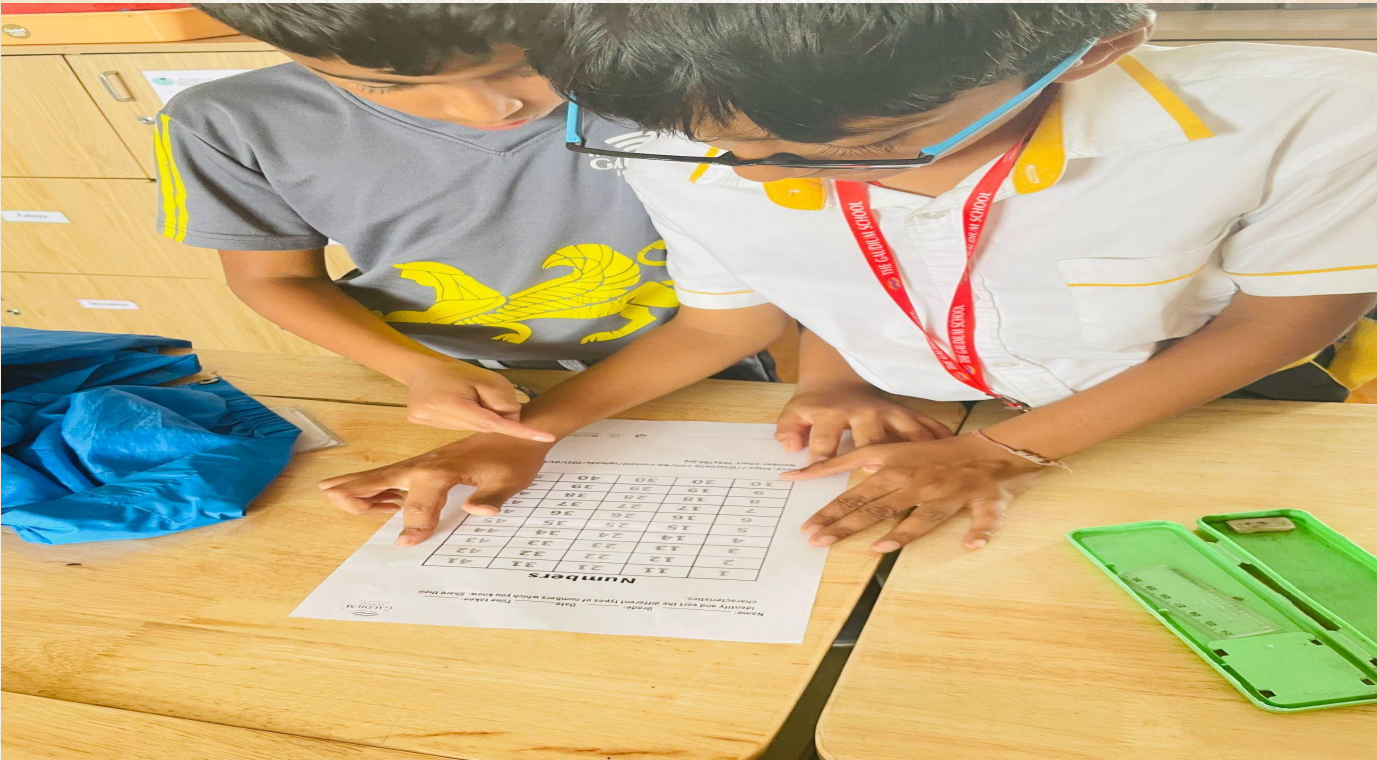
Music

Students were introduced to new songs . They understood the meaning of the lyrics and its basic structure and practiced the songs. The lyrics of the songs were also connected to the core values. They are preparing the same song for the Annual day. Students are regularly practising for their Annual Day.

Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching - This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea:

The interactions between human body systems contribute to health and survival.

Lines of Inquiry:

- Body systems and its working
- Ways body systems are interdependent
- Impact of lifestyle choices on the body

Key Concepts:

Function, connection, responsibility

IB Learner Profile:

Balanced, principled, reflective

Unit of Inquiry:

They will start the next unit of Inquiry under the theme of Who we are. After the provocation task, they will inquire into the different body systems and the function of each body system. They will connect to the key concept function.

Students will look into the meaning of the words 'system' and 'interdependence' followed by inquire into the different ways in which the body systems are interdependent.

Learners will also make real-life connections while exploring how different lifestyle choices impacts our body.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will make connections to Facts and Opinion, Cause and effect, Prepositions and summary writing while discussing the body systems and its functions. Later, they also might make connections between interviews and Ted talks while discussing how to take care of ourselves. They will also read various comprehension passages and books related to the unit. They will view Ted Talks on Lifestyle and balance and participate in the same.

Transdisciplinary Math:

Students will make connections with shapes Patterns while inquiring about physical changes in the body. They will make connections with data handling in which they will represent the data collected into Human graphs, Bar graphs as they demonstrate choice to inquire about the organ system they are interested in.

Students may connect to algebraic expressions, and simple equations while discussing the balance and interconnectedness of various organ systems.

Hindi:

Students will write/ note the details of the play writer whose Natak they read. They will discuss the time period of the natak and the life of the people then. Students will identify and talk about letters and essays.

French:

In the month of December 2022, students will learn to design the birthday cards in French. They will use research skills to identify the birthday celebration in French culture.

Learning and Teaching- Month Ahead

Spanish :

In the month of December 2022, students will learn irregular verbs "tener" and "haber" conjugations in sentences. They will also learned the affirmative and negative phrases in Spanish. They will demonstrate communication and collaboration skills as they work together in Spanish.

Telugu:

Students will be introduced to the new drama in the month of December. They will inquire about the details of the author and identify the features of the drama. They will also learn new vocabulary.

Music:

Students will continue with their annual day practise . They will understand and learn the composition of the songs and will prepare themselves for the performance.

Art:

Students will continue to discuss Cubism, timeline, elements, artists and style, they will explore the process of making cubism with own choice of subject and mediums.

PE: In December, students will continue practice of their goal related to running skills.

Dance:

Students will learn how movements, creation, are used effectively, and with some creativity, improvisation skills to develop a range of new movements possibilities.

They will learn locomotors and non-locomotors movements, fast and slow moves, still and traveling movements.

Drama:

In the month of December, the students would continue rehearsing their annual play. In this month, the students would work on their particular scenes and fix their positions, movement and blocking on the stage. They would also be engaged in run-throughs along with costumes, props, sets, music, dance and other aspects related to it.

Happenings Month Ahead

PYP Grades Nursery to 2 Annual Day : 16th December

PYP Grades 3-5 Annual Day : 17th December

Middle & High School Annual Day : 17th December

Special Assembly – Christmas : 23rd December

Holiday – Winter Break : 24th December – 3rd January 2023

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/>

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