



PRISM

Grade 5

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 and teachers continued practicing various mindfulness activities like pinwheel breathing, find your senses activity, calming down exercise, wonder pose, balloon breathing, shark fin breathing, tree pose, volcano breathing, mindful listening, and understanding emotions zone.



Core Values

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

Students discussed the meaning of gratitude and its importance. Students shared how they practice the same in their daily lives. They had various learning engagements like watching and listening to stories and reading books related to gratitude. Students made a gratitude corner in their classroom and wrote to whom they are grateful along with the reasons. Students shared their real-life examples where they displayed the core value-gratitude and shared their views in the assembly.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of holistic excellence, students had a life skill session on First-Aid tips for common injuries and preventing sports injuries in children. Students watched a video and shared their perspectives with their peers and reflections in their notebooks. The school counselors conducted sessions on making the right choices where the students were asked to reflect on their choice of curriculum that they prefer after PYP Grade 5. They discussed the factors that they would consider in making the decisions.



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 displayed their leadership skills by taking ownership of their learning by setting their learning goals. Students continued to work on their prototype to come up with the innovative solutions.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagements

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. Students shared their goals with their parents and respective teachers.



On the 14th of November the sprawling lush green lawn of The Gaudium turned into an euphoric performance ground as we had celebrated Children's day. The teachers put their creative energies to the forefront and made the occasion memorable with their soulful melodies, rhythmic dance moves and theatrical pursuits. Amidst loud cheers of the exuberant students, the celebrations unfolded a tale of love, care and compassion.

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

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
- 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- This Month

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

Unit of Inquiry:

Students continued their research on human rights, equity, and equality. They compiled their research work and shared them with their peers. Students had a learning engagement to know the importance of the difference between reacting and responding. They reflected on the importance of responding in a situation rather than reacting. Students worked on their design thinking process and came up with innovative solutions on how to solve the conflicts that they face in their daily lives.

Students have begun their inquiry into the next unit on scientific knowledge and understanding where they co-constructed the meaning of terms such as science, understanding, knowledge, etc. Students also looked further into the advancements in the field of science.

Grade 5 G

Unit of Inquiry:

Students began their inquiry into the next unit on government systems where they co-constructed the meaning of government and systems and correlated the terms. They started inquiring about the types of government systems. Students started to inquire about how Governments play a key role in the promotion and protection of human rights.

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 journal.

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 made connections with the number system while discussing the changes in technology and scientific knowledge over some time.

Transdisciplinary Language:

Students continued to work on argumentative text and predictions. Students made connections with cause and effect, tenses, and report writing. Students made a connection with procedural writing and started inquiring about the same.

Additional Languages:

French:

Students revisited the regular verbs "ER,IR,RE" and also learned how to frame questions in French using the different questioning words.

Telugu:

Students learned about the "Panchatantra Stories". They discussed and shared their perspectives with their peers. They inquired about the author. Students also found the meaning and opposites of the new words from the stories.

Hindi:

Students read Namak ka daroga, Edgah, Budi Kaki etc. from Premchand stories. They reflected on the story, time-period and shared their perspectives. Students also watched a video about Premchand.

Students listed down the new vocabulary and framed sentences. During the discussion, students connected to facts and opinions. They had various learning engagements related to the same.

Spanish:

Students revisited the regular verbs "ER, IR,AR" and also learned how to frame questions in Spanish using the different questioning words.

Learning and Teaching- This Month

Drama

Students started working on annual day production. The students read the script and shared their perspectives. They were engaged in the rehearsal process where they started working on their respective scenes. The students also shared their suggestions/reflection after the rehearsal process or during the rehearsal. During the rehearsal, they learned about blocking, action -reaction, movement, speech, diction, emotions etc.

Dance

Students started learning new dance steps for their annual day.

Music

Students discussed the meaning of the annual day songs and started their practice for the annual day.

PE

Students were introduced to athletics and shared their prior learning experiences. Students shared their understanding of athletics and they researched to understand the track & field events. Students set their learning goals and shared their planning process to achieve the goal. Students learned the crouch start position and the variations.

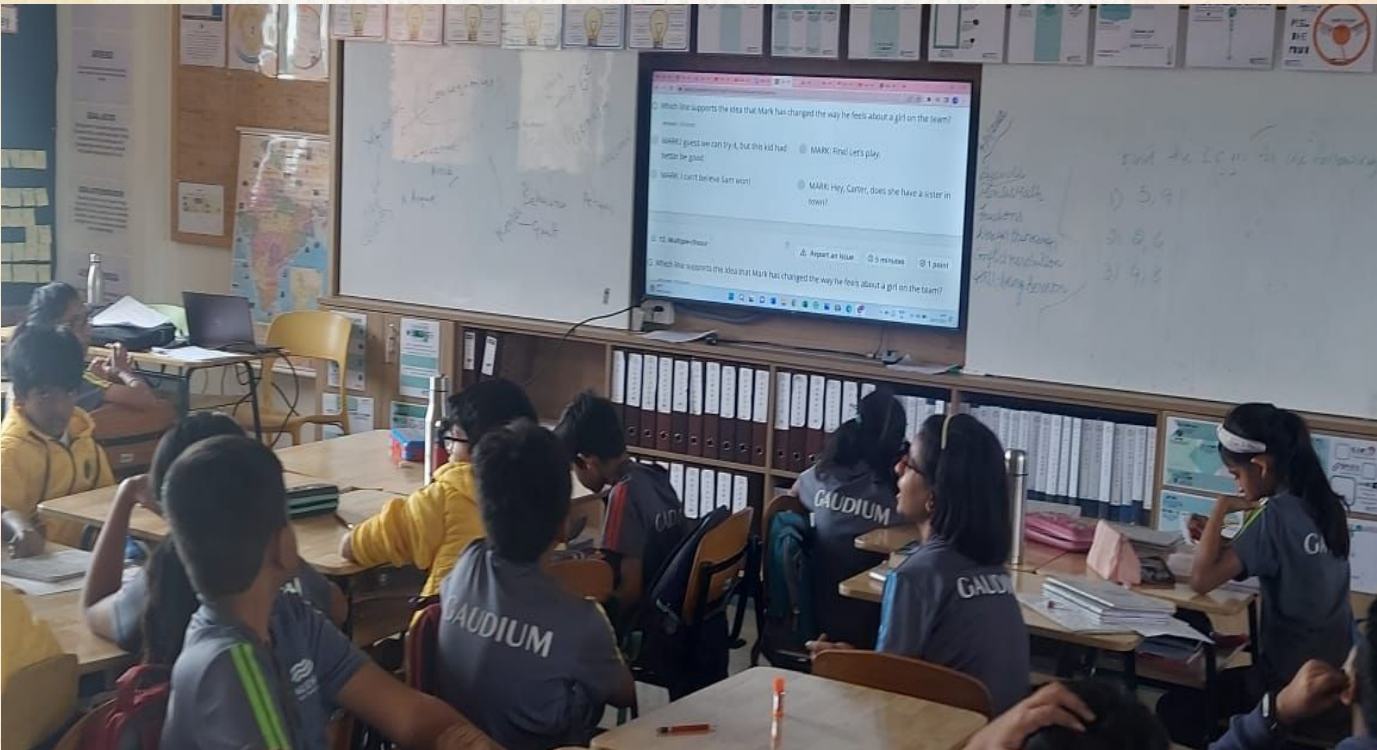
Students explored and reflected on their understanding by performing the sprint events.

Art

Students worked with animal sketches. They read about human anatomy (portrait and figure) drawing looked at different animal drawings, observed the techniques, and wrote their interpretations of understanding through their chosen graphic organizer. The students created artwork of selected reference photographs, practiced step-by-step drawing, and self-reflected on their learning. Students demonstrated the attributes of the learner profile Inquirer, Reflective, and Risk-takers.

The students started reading the given handouts on human anatomy, observed the pictures, and reflected on their interpretations of understanding. The human anatomy drawings of portraits, figures, and gestures demonstration were given to the students, and they practiced it with their chosen reference pictures.

Learning and Teaching- This Month



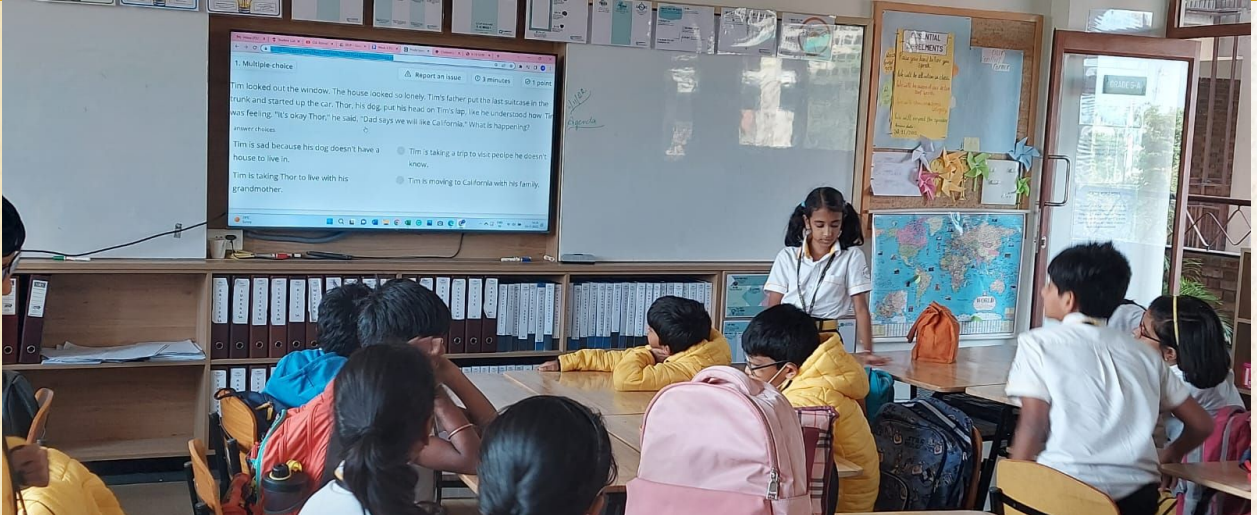
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



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 impact of scientific advances on people and the environment.

Key Concepts:

Connection, Perspective, Causation

IB Learner Profile:

Risk-takers, Reflective, Knowledgeable, Caring, Balanced

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:

5A to F,H & I

Students will inquire into the causes of advancements, the importance of technology, and the impacts of scientific advancements. They will also have various learning engagements to know the role of technology in detail. Students will further inquire into the advancements in the field of science and will visit the schools' science laboratories. Further, they will identify and list the causes of advancements in science and technology. Later, they will connect it to the role of technologies in various sectors such as agriculture, medicine, entertainment, space exploration, transportation, energy, military, education, etc. Through the advancements in different fields, students will conclude that advancements in technology have positive and negative impacts both on people and the environment, and through this inquiry, they will connect it to the related concepts. Students will co-construct their end-of-unit assessment task and tools to assess their learning of the unit.

Unit of Inquiry:

5A to F,H & I

Students will inquire further into the types and functions of the government systems; the ways decisions are made and their reflection on human rights and the impact of government on its citizens.

Transdisciplinary Language:

Students will make connections with tenses and report writing. They will learn the structure and purpose of report writing. They will also explore the scientific reports .

Transdisciplinary Math:

Students will make connections with probability while discussing scientific processes, 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 do various experiments using coins, and dice to learn about probability. Students will continue to solve problems related to number system.

Learning and Teaching- Month Ahead

Additional Languages:

Hindi

Students will listen and learn to recite a poem - Vah Kadam Ka Ped by Subhadra Kumari Chauhan. They will be able to connect to nature and list down the new words and find the meanings of the same.

French

Students will learn to frame negative phrases in French. They will also learn how to ask and reply the directions in French.

Telugu

Students will be introduced to poems.

Spanish

Students will learn to frame negative phrases and irregular verbs "tener" and "haber" conjugations in Spanish.

Drama

Students would continue rehearsing their annual play. Students would work on their particular scenes, movement and blocking on the stage. They would also be engaged in run-throughs along with props, sets, music, dance and other aspects related to it.

Music

Students will continue learning songs for the annual day.

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 continue learning about the track events and they will do an inquiry process on the second line of inquiry change, challenges, and adversity in sports/games.

Dance

Students will continue learning dance steps for the annual day.

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 : 18th 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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