



PRISM

Grade Nursery

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.

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.

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



School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Gratitude', was inculcated in various ways. Students discussed the meaning of gratitude 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 gratitude.



Holistic Excellence

Students engaged in read aloud sessions and heard stories. Further, they participated in life skill session- non fire cooking.



School Philosophy – 5 Developmental Pillars

Stakeholder engagement

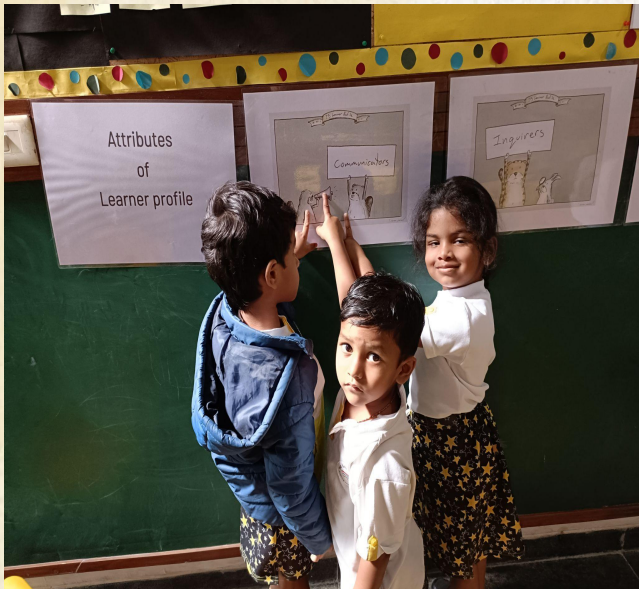
As a part of stakeholder engagement parent, students and teachers participated in the first 3 way conference for the academic year 2022-2023. Parents, teachers and students together reflected on the learning in first term.



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 their ownership of their learning through Assemblies.



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: 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 continued to inquire and discuss different animals through read aloud, videos and flash cards. They developed their understanding of different kinds of animals, like farm and wild animals through discussions.

Further, they got an opportunity to choose an animal and discuss about it with their peers. They further inquired about the roles and responsibilities of various animals in people's lives through discussion and videos.

They got an opportunity to explore more about the suitability of particular animals for specific functions through read aloud sessions, flashcards and videos.



Learning and Teaching- This Month

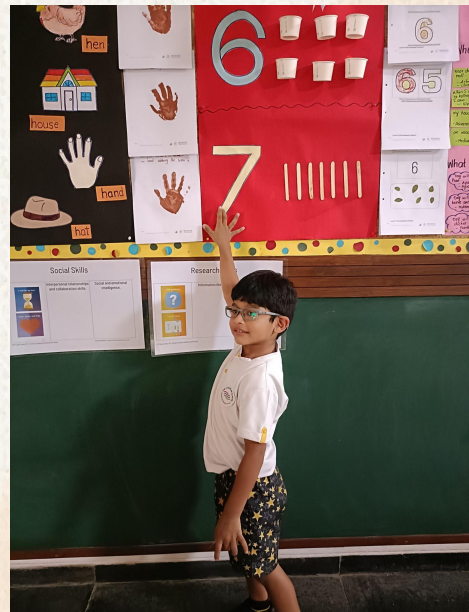
Transdisciplinary Language:

Students were introduced to the letter h, d and m from the second set of jolly phonics along with its sound and related objects using various videos and flash cards and images. They further got an opportunity to reinforce the letters through a scavenger hunt. Students started practising the formation and tracing of letters.



Transdisciplinary Math:

Students reinforced the oral counting of numbers 6 and 7 and introduced themselves to the number 8 and connected their learning with 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 which they have discussed in class. Students were introduced to the pre-Math concept of 'big and small'.



Learning and Teaching- This Month

Art:

The students started exploring shapes by identifying the objects around them. They creating shapes in different ways like joining dots, making shapes tracing objects, dabbing using different shapes and creating the art works. The students watched videos and shared their observations by differentiating the shapes. The students explored different shapes like triangles, squares, rectangles, diamonds, circles and ovals. They related the shapes with their surroundings and their importance.

Drama:

Students worked on the following areas demonstrating the attribute of communicators for the month of November.

- guess the expression - Angry
- make angry expressions - 2 things- mouth and big eyes.

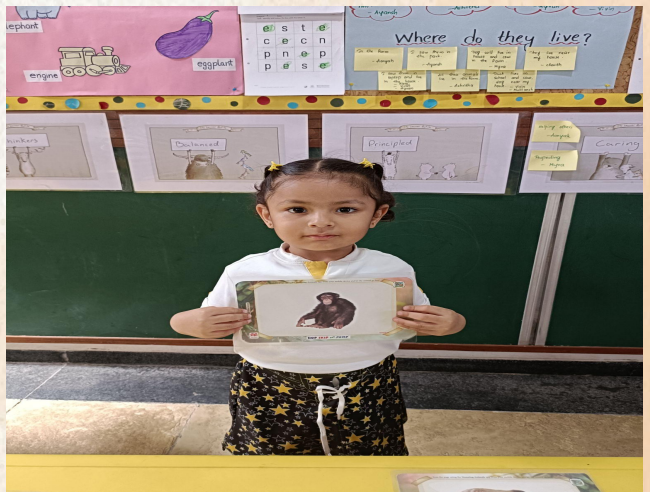
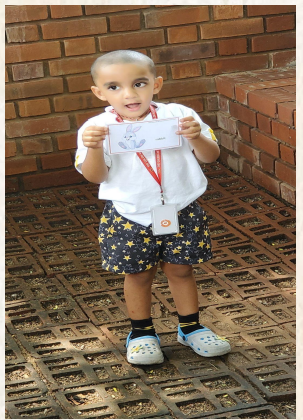
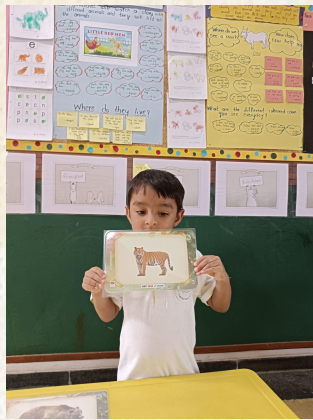
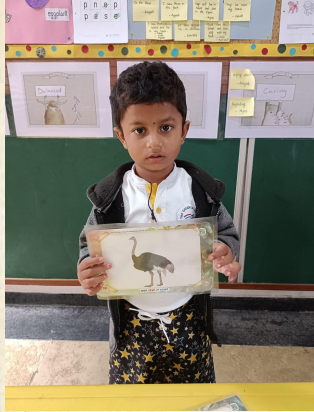
PE:

- Students explored variations of jumping.
- They watched videos based on different Jumps like On the spot Jump, Forward Jump, Backward Jump, Side to Side Jump. They explored and shared their understanding on the same.
- Students watched videos/pictures based on one leg hopping and shared their understanding. They explored and performed hopping in a straight line.

Dance:

Students were introduced to two new hand and leg movements. They practiced the same on count of eight on the music played.

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 into the 3rd line of inquiry – responsibilities towards the wellbeing of animals.

Transdisciplinary Language:

Students will be introduced to the letters of the alphabet along with the phonic sound and related objects. They will further do tracing and formation of the letters. They will get an opportunity to build their vocabulary through stories and picture talk

Transdisciplinary Math:

Students will reinforce the numbers from 1 to 10 along with quantification. They will practice tracing and formation of numbers. Students will reinforce the pictograph and comprehend the information.

Learning and Teaching- Month Ahead

Drama:

Students will work on the following areas demonstrating the attribute of communicators-

- 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/ demonstration by the facilitator. They will practice the same on count of eight with music.

Art:

The students will continue to explore further about the different shapes and their importance in their daily life and in the art.

PE:

Variations of Throwing

- Students will explore the variations of throwing.
- Students will watch videos based on different throws like Overarm throw, underarm throw, side arm throw and they will also explore and share their understanding of the same.
- Students will watch videos/pictures based on overarm throw and share their understanding. They will explore and share their understanding of overarm throw and practice the same in different directions.

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/>

Facebook : For daily updates please like the page.

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