



PRISM

Grade PP1

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.



Global Leadership

As part of their global leadership Students developed and demonstrated ATL and attributes of the 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.

School Philosophy- 5 Developmental Pillars

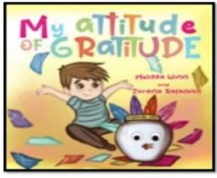
Core values

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

They had various learning engagements like watching and listening to stories and reading books related to gratitude.

Students made a thank you card for their loved ones and shared the importance of gratitude in our lives during discussions.



Date: 21/11/22 Grade: PP1B		Core Value: Gratitude	
Smyan: I need to be thankful to everyone.		Maurya: When I get anything I should say thank you.	Jagadish: Being thankful to mummy and pappa, I need to be thankful to the people who helps me.
Reina: If anyone helps me, I should thank them.		Aashwin: When somebody help me in class I should say thank you.	
Ansh: I need to be thankful to my teachers because I learn good things.		Aakanksha: When I get chocolates and dresses, I will be happy and say thank you. I am thankful for my mummy and pappa, teachers and friends because they play with me.	
Jatin: I need to write thank you chits and put it in the gratitude jar.			

Holistic Excellence

As a part of holistic excellence, students had a life skill session on fireless cooking. Students made a salad. They discussed the importance of eating a healthy diet and were able to connect to real-life experiences.

Students were encouraged to read the ORT (Oxford Reading Tree) Program to enhance their reading skills.



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

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: Causation, Connection, Change

Related concepts:

Patterns, Transformation, Environment

Unit of Inquiry:

Students inquired into the theme “How the world works”.

Students listened to stories and scenarios about how plants, butterflies, humans, etc. change. They watched videos and were curious to share their observations and posed various questions. Students were able to connect to their real-life and shared their perspectives followed by their reflections.

They were able to connect to patterns during the homeroom discussions.



Learning and Teaching – This Month

Transdisciplinary Language:

While exploring changes and growth, Students connected our learning to the letters 'b' for (baby), 'o' for (old), 'g' for (growth), 'l' for (living things), 'f' for (food), and the digraph 'ch' for (change), 'th' for (thing), and 'sh' for (shelter).

The phonic sounds of each letter and digraph were also taught through jolly rhymes and games. As part of their writing skills, students practiced writing letters on the green boards, in their notebooks, using sand as a tracing medium, finger painting, and cotton dabbing.



With the help of sight words and phonics, students continued practicing blending two-three letter words. They shared their understanding with their peers, which allowed them to reflect on their knowledge.

Transdisciplinary Mathematics:

Students were introduced to numbers and practiced writing them using place value. They were also introduced to different concepts like patterns and addition through different strategies and learning engagements.

Students also applied their critical thinking as they were learning addition through paper and pencil, twigs, blocks, pebbles, buttons, manipulatives etc.



Learning and Teaching – This Month

Dance:

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



Art:

Students continued to explore the next basic part of the art – the shapes by drawing the shapes they know. Students inquired the differences between the line and the shape and defined the shape. They continued their inquiry of shapes by exploring the importance of shapes in the art, identifying the different shapes in the artwork, and creating artworks using them.



PE:

Variations of Jumping

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



Drama:

Students worked on the following areas demonstrating the attribute of a communicator/inquirers for the month of November.

- Guess the expression- Angry
- Make angry expressions – 2 things – mouth and big eyes.

Learning and Teaching - This Month



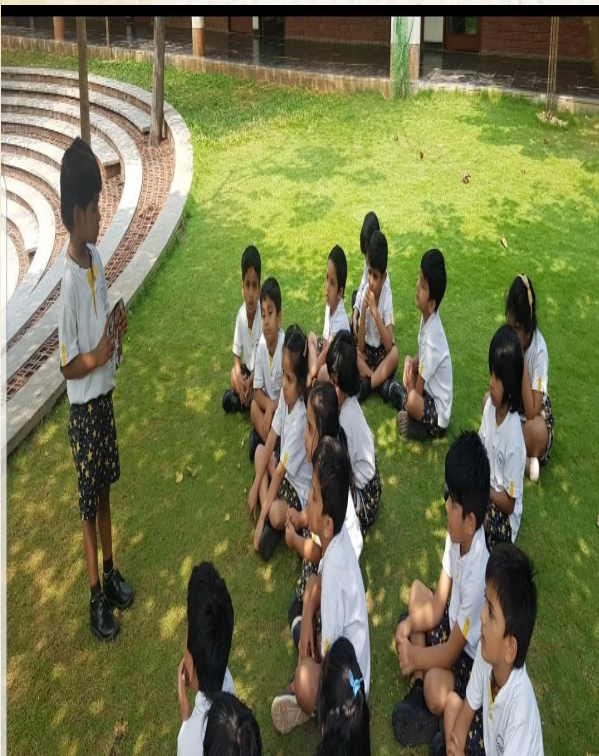
Learning and Teaching-This Month



Learning and Teaching –This Month



Learning and Teaching –This Month



Learning and Teaching - This Month



Learning and Teaching- Month Ahead

Unit of Inquiry:

Who we are

Central idea

The choices the people make affect their health and the well being

Lines of inquiry

- Balanced lifestyle
- Choices affect our health
- Different sources of information that help us to make choices.

Key concepts:

Responsibility,
Function, Perspective

Related concepts:

Health, Choice,
Influence, Balanced

Unit of Inquiry:

Students will continue to inquire into the importance of eating healthy foods. They will learn about how to make lifestyle choices through various learning engagements.

Transdisciplinary Language:

Students will learn how sounds correspond with letters and digraphs assist them in reading words. Different learning engagements will allow them to practice forming the letters correctly. Students will be encouraged to do picture talks.

Transdisciplinary Math:

Students will connect objects in groups to demonstrate their understanding. Students will be able to connect to Bar Graph. They will be using various strategies and interpreting the given bar graphs. Students will continue to learn place values.

Learning and Teaching- Month Ahead

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.

They will practice for their Annual day.

Drama:

Students will work on the following areas demonstrating the attribute of a communicator/inquirers for the month of December.

- Guess the expression- Sad
- Make Sad expressions – 2 things – mouth and eyes.

They will have Annual day practice.

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 on overarm throw and practice it in different directions.

Art :

Students will be introduced to the 2D and 3D shapes and will define and differentiate them with various learning engagements.

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/audium-events/>

Learning blogs:

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

Facebook : For daily updates please like the page.

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