



# 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>](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 Center Head's Desk

Dear Parents,

Greetings!

We are delighted to share that The Gaudium School Nanakramguda has bagged multiple awards in different categories of "Times Pre School Rankings 2022", we have been ranked as the best pre-school in 'Innovative teaching and learning' and in 'Safety and hygiene' categories.



The 3-way conference was conducted, and the first term reports have been published, sharing the students' learning, based on the subject specific learning outcomes. We have also reported students' self-evaluation details on the attributes of learner profile they demonstrated, and approaches to learning(skills) developed in this term.

Our 'Happy minds model' focuses on the holistic development of children as a key to growth. Active participation in different forms of learning and demonstrating their range of skills acquired, makes them happy and engaged learners.

Students are now gearing up for the Annual Day celebration with great zeal and enthusiasm.

We look forward to your continuous encouragement and support in your child's learning journey.

Warm regards,  
Sandhya Ramesh  
Center Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

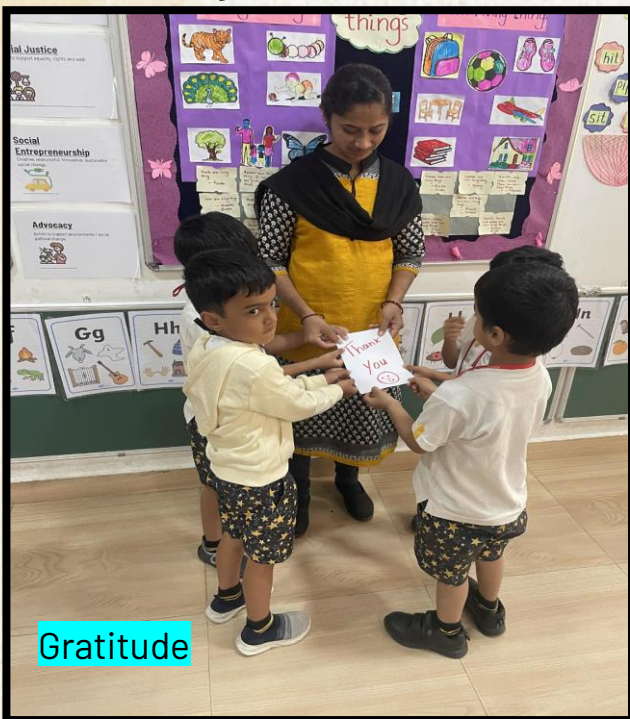
Students enjoyed participating in different mindfulness exercises like hissing breath, deep relaxation, bunny breathing, starfish breathing, things they hear, smell, feel and taste, mindful walking, awareness of emotions and feelings, positive thinking etc. Students practiced mindfulness which helped their ability to regulate emotions, decrease stress and anxiety. It also helped them to focus, as well as reflect on their thoughts and feelings



Pin wheel breathing

## Core values

Students enjoyed participating and sharing about the core value "Gratitude". They understood that it is a way of connecting with each other through emotions and feelings. It encourages tolerance and acceptance of others. It promotes good mental health. It boosts our ability to learn and make good decisions. Students learn to feel grateful and appreciative.



Gratitude



# School Philosophy- 5 Developmental Pillars



Library



Reading

## Holistic Excellence

During this month, students were given opportunity to read books as a part of their ORT programme. Students were able to understand the Do's and Don't during the reading time. They were sitting quietly at one spot and were listening to the story read by the teacher. They shared their reflections after reading.



# School Philosophy- 5 Developmental Pillars

## Global leadership

Students demonstrated the ownership for their learning by expressing how best they learn and shared their learning with others. They also co-constructed essential agreements. Students participated in school assembly as well.



## Stakeholder Engagement

Students attended special assembly on the occasion of Children's Day.



# 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- Month Review

## **Unit of Inquiry:**

### **Transdisciplinary Theme**

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 influences life

### **Key Concepts**

change, function, causation

### **Related Concepts**

patterns, transformation, environment

### **IB Learner Profile**

Caring, Inquirers, Communicators

## **Unit of Inquiry:**

Students continued their inquiry about the patterns of growth in living things. They learned about the stages of growth in human beings, plants, dogs and hens. Students explored the physical, social and emotional factors that affect the growth of living things. They reflected on the unit and shared their reflections. They shared their learning through the end of the unit assessment.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students were introduced to the phonic sound of letters Ee (Egg), Mm (Mud), Kk (Kennel), Bb (Butterfly) and Gg (growth). They practiced tracing and writing the letters in correct formation. They did blending of 'i' words like sit, pit, pin, tin using flashcards. They were introduced to sight words like he, she, his and her.

## **Transdisciplinary Math:**

Students were introduced to numbers 31-40 and 41-50. They practiced writing them using place value. They were also introduced to different concepts like patterns and addition through different strategies and learning engagements.

**PE:** Students learned how to hop from one place to the other place which helps them to improve their balance, take-off and landing skills. They were also engaged in hopping like hopping on the straight path which helped them to focus on the path and balance themselves, hopping on the zig zag path helped them to improve their balance and improve their leg muscles. They also learned balancing exercises like standing on single leg, single leg raises and balancing by single hand and leg raise etc



# Learning and Teaching- Month Review

## **Art:**

The students showed their learning by co-constructing the assessment task and criteria and enthusiastically showed their learning of lines by using the lines to express their feelings. The 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 in the artwork, and creating artworks using them.

**Music:** Students were introduced to emotions – happy and sad music. They listened to the music played and identified the happy and sad music. Students practiced ‘If you are Happy and Time to be Happy’ songs along with the teacher with the help of Electronic Keyboard.

**Dance:** Students learned the elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

**Drama:** They watched two videos and guessed the expressions. They made sad expressions like crying and expression through eyes.



# Learning and Teaching- Month Review



UNDERSTANDING CHANGE



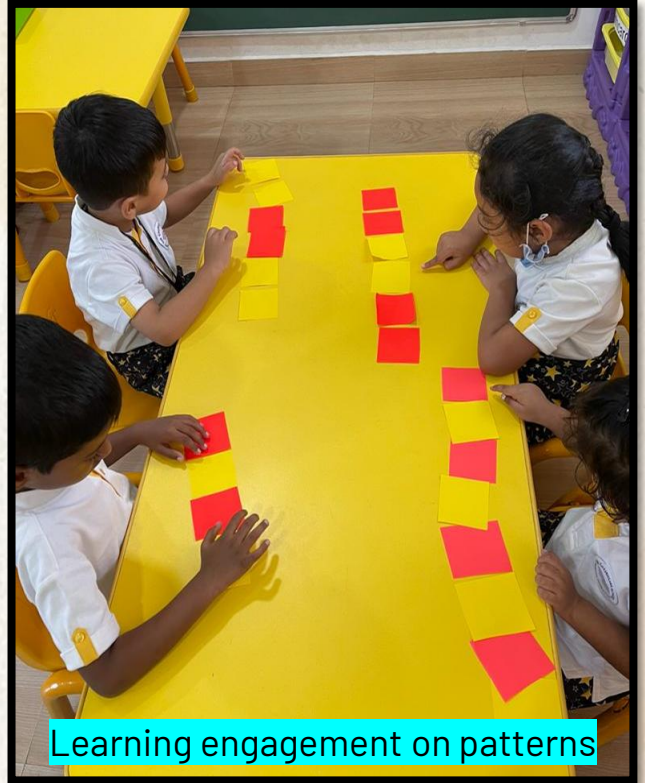
LEARNING ENGAGEMENT FOR ADDITION



# Learning and Teaching- Month Review



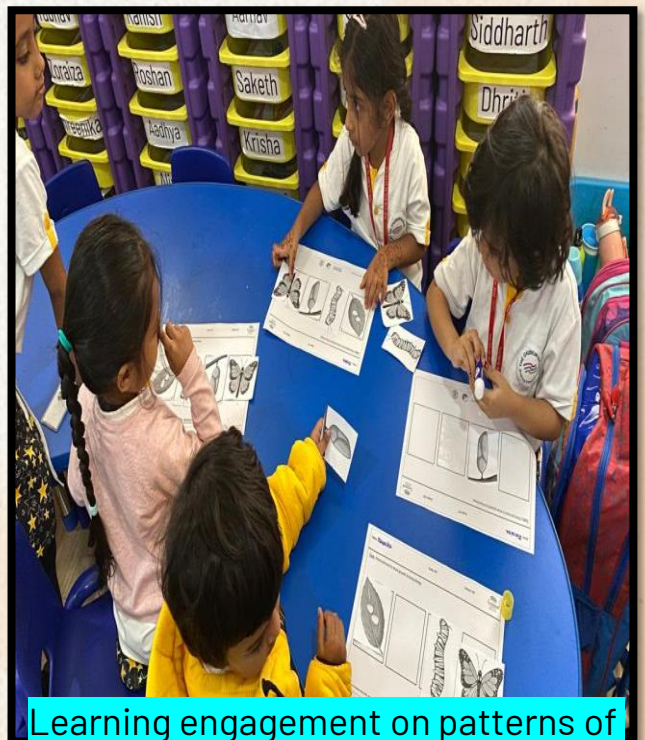
Learning engagement on growth



Learning engagement on patterns



Learning engagement on letters



Learning engagement on patterns of growth



# Learning and Teaching- Month Review



Show and tell



Dance



Children's Day takeaways



# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme

How we express Ourselves

### Central Idea

Play facilitates expression, feelings, ideas and new understandings.

### Lines of inquiry

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time.

### Key concepts

function, connection, change

### Related concepts

imagination, creativity, communication

## Unit of Inquiry:

Students will start inquiring new unit 'Choices' under the theme, 'Who we are'. Students will have discussion on how they make choices in their daily life and the different aspects of lifestyles such as exercise, sleep, food, play and hygiene from their daily schedule.

### Transdisciplinary Language:

Students will learn uppercase and lowercase letters with the jolly phonic sound, related objects, correct formation of the letters and build their vocabulary. They will learn blending of 'e' words digraphs and new sight words.

### Transdisciplinary Math:

Students will learn to write numbers from 50 to 60 and will be introduced to skip counting, big and small, greater than and lesser than.



# Learning and Teaching- Month Ahead

**Drama:** They will watch videos and guess the expressions- angry. They will make angry expressions.

**Art:** The students will be introduced to the 2D and 3D shapes and will define as well as differentiate them through various learning engagements.

**Music:** Students will revisit emotions – happy and sad music. Students will listen to the music played and identify the happy music. Students will revisit 'If you are Happy and Time to be Happy' songs. Students will be introduced to Jingle Bells song and practice along with the teacher using Electronic Keyboard as a resource.

**PE:** Students will be learning to balance with different objects using their different body parts. Balancing walk on toes and heel to improve their walking skills, coordination and balance. Balancing walk on toes and heel on zig zag path.

**Dance:** Students will be learning different elements of dance like group dancing, coordination, different patterns of hand and leg movements, uses of prop, formations and they will also explore how to overcome stage fear and expression through dance.



# Happenings Month Ahead

PYP Grades Nursery to Grade 2 Annual Day : **16th December 2022**

PYP Grades 3-5 Annual Day : **17th December 2022**

Middle & High School Annual Day **18th December 2022**

Special Assembly – Christmas : **23rd December 2022**

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/>