



PRISM

PP 2

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 have been involved in various mindfulness activities like pinwheel breathing, tree pose, and kindness jar. They enjoyed practicing mindful movement through tree pose and mindful walking. Students enjoyed practicing sense awareness through raisin meditation and practiced and shared their reflections on it.



Core values

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

Students discussed what gratitude meant to them. They watched stories and had read aloud sessions to gain awareness about different ways they can develop and practice the value of gratitude. Further, they self-reflected on their practices to develop the core value.

School Philosophy- 5 Developmental Pillars

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.



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 we express ourselves

Central Idea:

People use art and forms of expression to convey uniqueness as human beings.

Lines of Inquiry:

Forms of arts

Ways we express

The role of art in people's lives

Key concepts:

Form, Function, Perspective

Related concepts:

Perception, Self expression

Attributes of learner profile:

Knowledgeable,

Communicators, Risk takers

Unit of Inquiry:

Students continued to inquire about "How we express ourselves". Students inquired and explored the various ways that are used to express themselves. They shared how we can express ourselves through dancing and singing.

Students shared the meaning of express and expression using various learning engagements and through different stories and scenarios. They also explored the various forms of art. Students also discussed the role of art in people's lives and shared their views on the importance of art in their lives.

Learning and Teaching- This Month

Transdisciplinary Language:

Students looked into examples of poems as an art form and explored the concept of rhyming words through videos and interesting games.

They further enhanced their reading skills by learning to read words with phonic rules.

Students were introduced to digraphs ch, sh, th, ph, and wh which helped them in reading new words and enhanced their vocabulary.

Students practiced framing simple sentences. They were able to connect to stories during the homeroom discussions.

Transdisciplinary Math:

Students were able to connect to "patterns" during the homeroom discussions. They enjoyed creating different patterns using shapes, colours, objects, and numbers. While creating number patterns, they explored odd and even numbers by playing a game. Later, they practiced skip counting of 2s, 5s, and 10s.

Drama:

Students worked on the following areas demonstrating the attribute of a thinker. Students identified music and expressions from a video and discussed connections between music and expressions. Students chose one expression and acted it out.

Dance:

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

Learning and Teaching- This Month

PE:

Variations of jumping/Gymnastic Drills

Students watched videos based on different Jumps like On the spot Jump, forward Jump, backward Jump, side to side jump and explored the power/explosive mat and shared their understanding of the same.

Students watched demonstrations based on different gymnastic drills like take off, forward jump then they explored the same using different gymnastic equipment.

Students explored different gymnastic exercises to develop motor abilities, balancing, stretching and coordination exercises, variations of jumping and shared their understanding of the same.

Art:

Students were introduced to texture as an element of art. Students touched and experienced the difference between the surface of various objects. They continued exploring the importance of texture in their daily lives. They explored different ways of creating the textures like using lines, texture rubbing, using textured objects, etc to create the artwork and real texture.

They were introduced to shapes as an element of art. Students identified the difference between 2D shapes and 3D shapes. They tried to understand the importance of shapes in art and related the shapes to their surroundings. Students connected with patterns and discussed why patterns are used in an artwork. They created their patterns using the elements of art line, shape, colour, and texture.

Learning and Teaching- This Month



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Learning and Teaching- This Month



Learning and Teaching - This Month



Learning and Teaching- Month Ahead

Unit of Inquiry:

Sharing the planet

Central Idea:

Children worldwide encounter a range of challenges, risks and opportunities.

Lines of Inquiry:

- Challenges, risks and opportunities children encounter.
- Ways children respond to challenges, risks and opportunities.
- Individuals and organizations that work to protect children from risk.

Key concepts:

Connection, Perspective, Responsibility

Related concepts:

Equality, Rights, Resilience, Health

Attributes of learner profile:

Caring, Thinkers, Principled

Unit of Inquiry:

Students will start their new inquiry under the theme "Sharing the planet". They will inquire into the meaning of child, children, etc. They will discuss the challenges, risks, and opportunities they will face at school, at home, play area.

They will share the meaning of challenges, risks, and opportunities in their own words. Students will be watching different videos about how to respond to their challenges, risks, and opportunities.

Transdisciplinary language:

Students will revisit the concept of singular and plural through different learning engagements and frame simple sentences through videos and interesting games. They will explore the meaning of "respond and react" through various scenarios. Students will enhance their reading skills by learning to read words with phonic rules.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will reinforce the concept of place value and practice the concept of bar graphs. They will also be introduced to problem-solving while discussing the various challenges.

Drama:

Students will work on demonstrating the attribute of the learner profile thinkers. Students will identify music and expressions from a video and discuss connections between music and expressions. Students will choose a expression and act it out. They will have Annual day practice.

Dance:

Students will be introduced to two new hand movements (basic tutting) through a video/ demonstration. They will practice the same on the count of eight with music. Students will practice their respective dances for the Annual day.

Art:

Reinforcement of 3D shapes. Students will observe the pictures related to the festival of Christmas such as - the Christmas tree (Cone shaped), 3D Snowman and Christmas tree decoration balls (Sphere), Gift boxes (Cube, Cuboid shape), and Christmas candles (Cylinder shape). They will create artwork using 3D shapes.

PE:

Gymnastics drills:

Students will watch demonstrations based on different gymnastic drills like take-off, and forward jump. They will explore the same using different gymnastic equipment.

Students will explore different gymnastic exercises to develop motor abilities, balancing, stretching and coordination exercises, and variations of jumping followed by their reflections.

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.

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