



# PRISM

Grade PP2

# 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

Mindfulness and wellbeing pillar aims to foster positivity in life by being aware of our body, mind and feelings which help us understand and accept ourselves in the world better. It is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, emotional, social and physical development.



Students enjoyed engaging themselves in mindfulness exercises like Shark Fin breathing, Tree Pose, Raisin Meditation, Deep Relaxation, Mindful Listening, etc. The students were engaged in rock a bye breathing where they lay down and place a soft toy on their belly .



# School Philosophy- 5 Developmental Pillars

## Core values

To balance their inner and outer world in the pursuit of happiness, Students understood the meaning of gratitude. students watched videos and made cards for someone for whom they wanted to thank relating to the core value – Gratitude. Later, they made real-life connections and to whom they wanted to show gratitude



## Holistic Excellence:

Students confidently presented themselves in the assembly. Students were encouraged to read the ORT (Oxford Reading Tree) Program to enhance their reading skills. They also enjoyed listening to a read-aloud story in the Library.



# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements and assembly. They continued to take responsibility and ownership of their learning by co-constructing success criteria and sharing their reflections. They also reviewed the essential agreements for better classroom management and learning.



## Stakeholder Engagement-

Students enthusiastically participated in various events such as Children's day celebrations where they enjoyed various performances. As a part of the performing arts guest talk by Ms. Malavika, a singer and by Ms. Sahithi, a dancer, they shared how we can express ourselves through dancing and singing. They also shared their experiences with the students and the students reflected on the same with enthusiasm. A three-way Conference was held to discuss the child's progress.





# 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 we express ourselves

**Central Idea:** People use art and forms of expression to convey uniqueness as human beings.

### Lines of Inquiry:

- Forms of art
- Ways we express
- The role of art in peoples' lives

### Key Concept:

form, function,  
Perspective

### IB Learner Profile:

Knowledgeable, Communicators,  
Risk-takers

## Unit of Inquiry:

Students continued with the unit, 'How we express ourselves' and inquired more about performing arts such as dancing, singing, drama, dance, etc through various learning engagements. They also had a guest talk by Ms. Malavika, a singer, and Ms. Sahithi, a dancer. They shared how we can express ourselves through dancing and singing. They explored linguistic art forms like stories and poems. They connected with linguistic art and created their poem and story. Students also discussed the role of art in people's lives and shared their views on the importance of art in their lives through various learning engagements.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners were introduced to rhyming words, elements of the story, and elements of the poem with connection to linguistic art. They actively participated in creating their own story and poem.

## **Transdisciplinary Math:**

Learners revisited skip counting by 2, 5, 10, and odd and even numbers. They further explored patterns and they were introduced to days of the week, months in a year.

**PE-**Students had a discussion on jumping and hopping. They practiced jumping on the spot, jumping over the object and lateral jump. They were also engaged in single leg hopping with right and left leg.

**Drama :** The students watched a video and discussed the connection between music and expressions. They made a list of expressions they know. They also played a game where they were given an expression and asked to act like it out.

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

**Music:** Students were introduced to different kinds of emotions. They watched and listened to the different kinds of music played and identified. They also practiced 'Time to be Happy and Happiness' song along with the teacher with the help of an Electronic Keyboard.



# Learning and Teaching- Month Review

**Art:** The students were introduced to texture as an element of art. Students touched and experienced the difference between the surface of various objects. They then continued exploring the importance of texture in their daily life. They explored different ways of creating the textures like using lines, texture rubbing, and using textured objects to create the artwork to create the real texture to their work. 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 relate the shapes to their surroundings. Students connected with patterns and discussed why patterns are used in the artwork. They created their own patterns using the elements of art line, shape, colour and texture.



# Learning and Teaching- Month Review

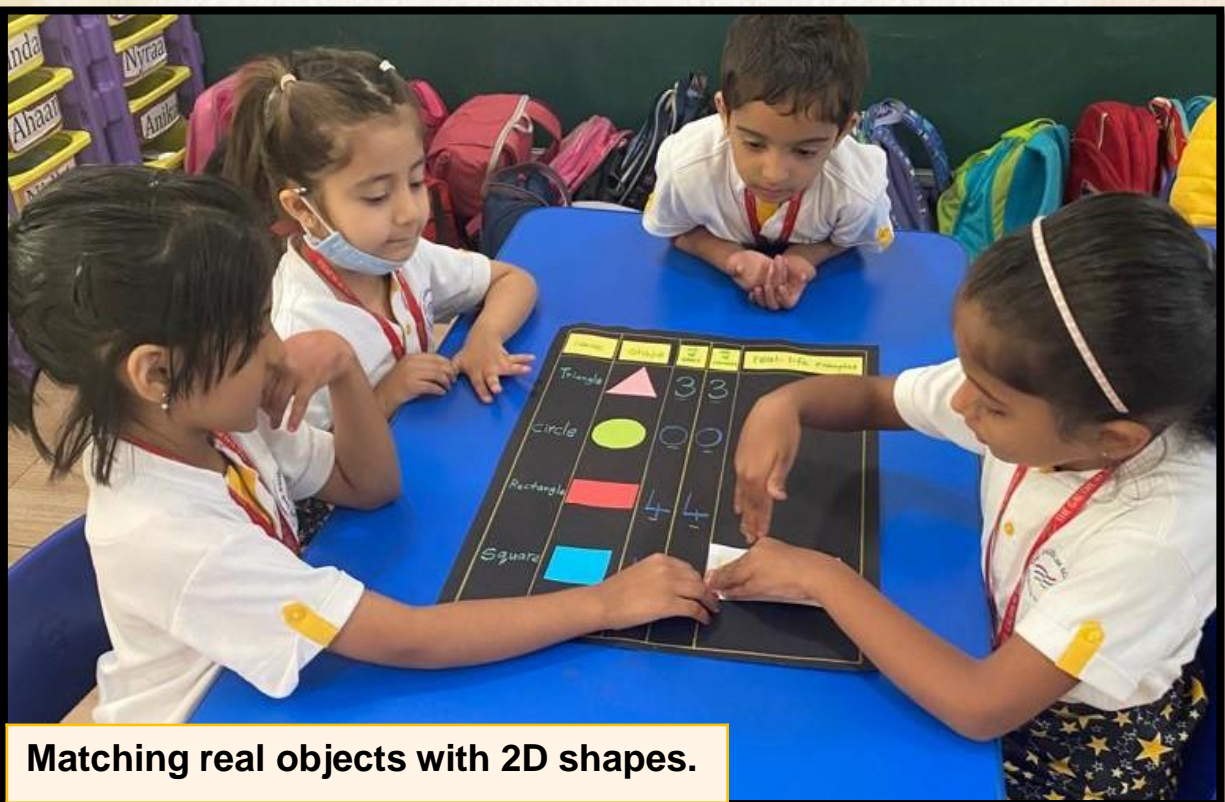




# Learning and Teaching- Month Review



**Arranging story in a sequence**



**Matching real objects with 2D shapes.**



# Learning and Teaching- Month Review



Singing songs in music class.



Sorting forms of arts.



# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



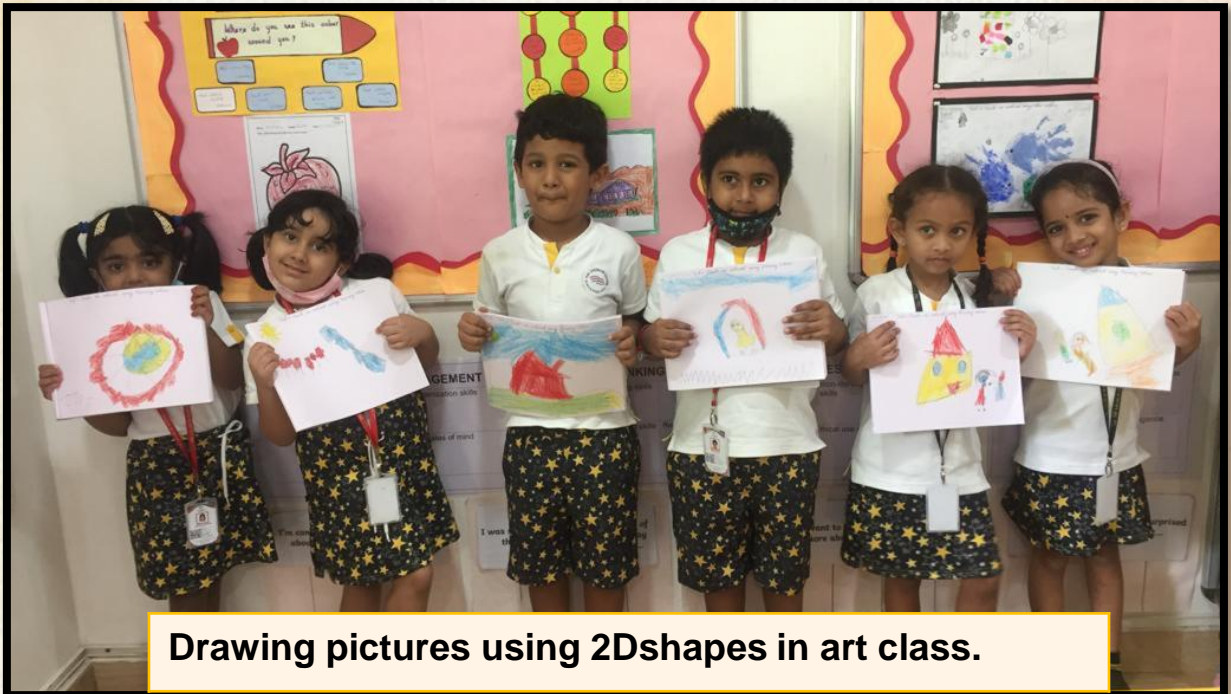
Exploring performing arts.



Practicing sight words through the hifi game.



# Learning and Teaching- Month Review



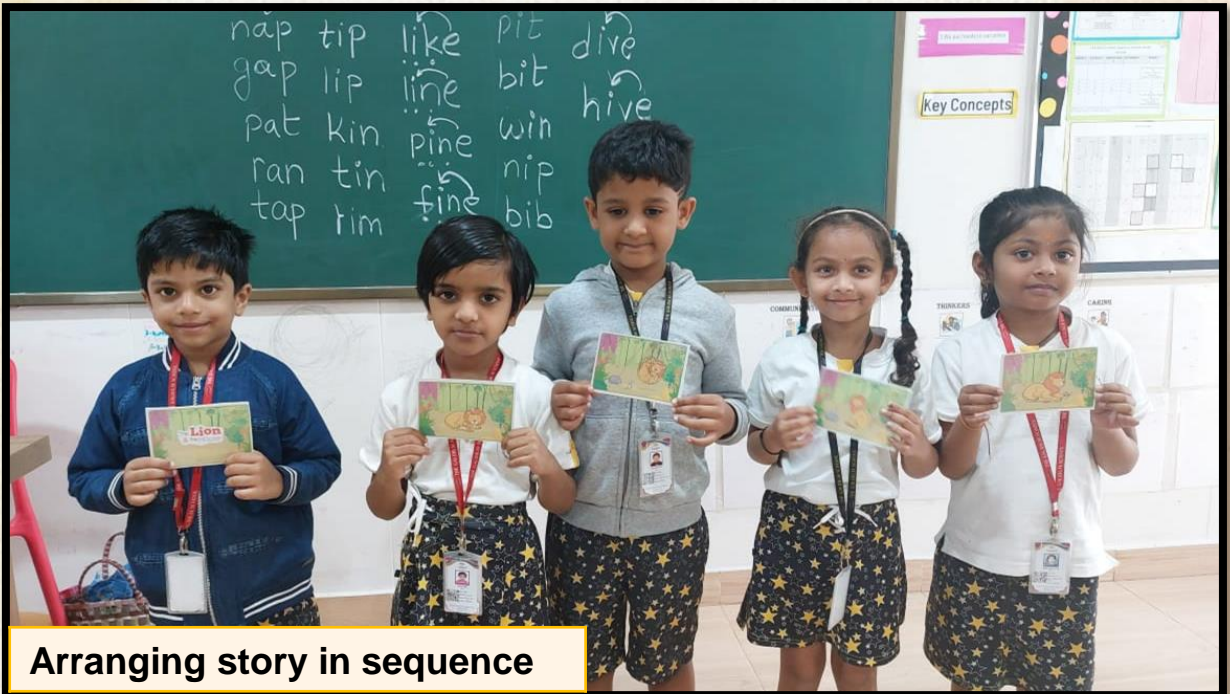
**Drawing pictures using 2D shapes in art class.**



# Learning and Teaching- Month Review



**Matching months of the year**



**Arranging story in sequence**



# Learning and Teaching- Month Review



**Students choosing the form of art to express themselves.**



**Expressing themselves by choosing different forms of arts.**



# Learning and Teaching- Month Review



**Guest talk by dance facilitator for performing arts.**



**Sequencing months of the year**



# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



**Arranging story in sequence**



# Learning and Teaching- Month Review



**Art class**



**Sorting months of the year**



# Children's day Celebrations





# Children's day Celebrations





# Children's Celebrations





# Learning and Teaching- Month Review





# Guest Talk-Ms.Sahithi (Dancer)





# Guest Talk-Ms.Malavika(Singer)





# Learning and Teaching- Month Ahead

## Unit of Inquiry:

### Transdisciplinary Theme:

Sharing the planet.

**Central Idea;** Children worldwide encounter a range of challenges, risks and opportunities.

### Lines of Inquiry:

- Challenges, risks and opportunities children encounter (local and global)
- Ways children respond to challenges, risks and opportunities
- Individuals and organizations that work to protect children from risk
- Key Concept: form, function, causation

### IB Learner Profile:

Caring, Thinkers. Principled

## Unit of Inquiry:

Learners will start their new inquiry under the theme 'Sharing the planet'. They will inquire who a child is and challenges. They will also explore how children face challenges in the real world.

### Transdisciplinary Language:

Students will connect their understanding of the unit with singular and plural words. Further, they will watch a video and will explore the meaning of 'respond and react'.

### Transdisciplinary Math:

Students will be introduced to map pointing, directions and revisit the concept of bar graph and pictograph.



# Learning and Teaching- Month Ahead

**Music:** -Students will revisit different kinds of emotions. They will watch and listen to the different kinds of music played and identify. Students will revisit 'Time to be happy and happiness songs. They will be introduced to the 'Jingle Bells' song and practice along with the teacher using electronic keyboard as a resource.

**Drama:** Students will watch a few expressions and discuss. They will identify and share the difference between both. Students will be given a choice of 6-8 situations and asked to show their reaction through these two expressions - shocked and astonished.

**PE:** Students will explore about lateral jump, walking, cross step and balancing. They will inquire about balancing exercises and will be engaged with the same with the various learning engagements.

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

**Art:** Reinforcement of 3D shapes. Students will observe the pictures related to Christmas festival such as 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 shapes.



# 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.**

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