



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations especially when we know that it will bring change for us.

A stream, from its source in far-off mountains passing through every kind of countryside at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one. But it found that as fast as it ran into the sand its waters disappeared. The stream was certain that its destiny was to cross this desert. Yet there was no way to get across. Then, a hidden voice, coming from the desert sand itself, whispered to the stream: 'The wind crosses the desert, and so can you.'

The stream grumbled that it was racing towards the sand with all its might, but that it was only getting absorbed. It pointed out that the wind could fly, and this was why it could cross a desert. By hurtling at things in your usual energetic way you will not get across,' echoed the voice of the sands. 'You will either disappear. Or become a marsh.



'But how can the wind carry me?' sobbed the stream. 'You must allow the wind to carry you over to your destination.' 'You can be carried but only by allowing yourself to be absorbed into the wind.' The sands whispered. The stream did not like the idea of being swallowed up by the wind at all. After all, it had never been absorbed before. It did not want to lose its individuality.

The wind', said the voice, 'Can help you. It will take up water, carry it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.' 'But how can I know that this is true?' moaned the stream. 'It is true,' said the voice. 'And anyway, if you don't listen to me, the best you can hope to is be absorbed forever.

But I just want to stay the same as I am!' wailed the stream. Whatever happens, you can't stay exactly the same as you are now,' the voice said. 'But if you act now, the wind will carry you away, so that it can re-form you into a wonderful new stream.' When it heard this, a shadow of a memory flitted across the thoughts of the stream. Dimly, it remembered a state in which it, or some part of it had once been held by the wind. It remembered that way back then, allowing the wind to swallow it up hadn't seemed like the most obvious thing, to do either.

So with fear, the stream raised his vapour into the welcoming arms of the wind. And the wind gently carried his vapour up, up and away. Letting it fall softly, as soon as they reached a mountain, many miles away. And because it had been so worried about what would happen, the stream was able to really appreciate its new home. With a sigh of relief it realised that it now knew what it really meant to be a stream.

Back in the desert, the sands smiled to themselves, saying: 'We knew all along that the stream would be just fine. Stretching from the mountains to the river as we do, we see this sort of thing every day.'

That is why it is said that the 'Stream of Life' is written in the sands.

(Acknowledgement- <https://idriessshahfoundation.org/pdfviewer/the-tale-of-the-sands-01/>)

We all know change is the truth, yet we fear it and resist it. We must look at change as transformation to help us introspect our inner strength, our vision and our purpose. Change challenges us to unlock our potential, to grow from where we are comfortable and rediscover ourselves. Let us help our children prepare for a rapidly changing world, by accepting challenging situations and looking for innovative solutions. In reality, we will unlock their potential to be ready for their world!

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

We at The Gaudium strive to provide our students with opportunities to grow holistically and be happy individuals. One of the developmental pillars of our school is 'Mindfulness and well-being'. We focus on this by providing students with sessions on mindfulness, awareness, life skills and most importantly sports.

Playing sports is one of the most important parts of a student's learning journey. They look forward to the time they spend on the sports field. For some, it is enjoyment time and for others, it is time to pursue their dreams.

The more exposure they receive they find out their innate talents and interest areas. It's our constant effort to guide them to unlock their potential in the field of sports along with academics. They get to choose to play and learn more about different sports like Athletics, Basketball, Cricket, Football, Skating, Gymnastics, Squash, Badminton, Chess, Swimming etc.



"Sports teaches you character, it teaches you to play by rules. It teaches you to know what it feels like to win and lose. It teaches you about life." – By Billie Jean King. Indeed sports bring along discipline and a fighting spirit with it. While playing sports, students learn to fall and stand, face challenges and failures, share the joy of winning, organise their thoughts, think of strategies, manage time, be a team person, work along with their team members, and be a person with a strong character. The development of these skills is also supported by physical development.

One of the core values we impart to our students is 'perseverance'. Our young sportsmen have this value imbibed in them. They are confident individuals who are consistent in their efforts and practices, working step by step to achieve their goals. With each practice session, they gain physical strength and flexibility. They gradually become physically fit and mentally more balanced. As said by Liane Cardes, "Continuous effort – not strength or intelligence – is the key to unlocking our potential." We teach our students to face challenges and never to give up.

It is important that students also learn to face healthy competition. It gives them a scope to self-reflect and analyse their own abilities and skills. To challenge themselves, our students from grades 3 to 5, recently participated in the PYP Hyderabad Sports fest. The sports fest was organised by the IB Schools Hyderabad Network. Students enthusiastically participated in Swimming, Athletics, Cricket, and Football. They were excited to participate in individual and team events. Every participant returned with experience, an experience which is more important than winning or losing. Participating and facing our own emotions and physical abilities in an inter-school event made them rich with an abundance of experience. We wish the participants of the Basketball game to play with fairness and be great team players in the upcoming game. We look forward to providing many more opportunities for our students to participate in sports events in the future.

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

The students had their health check up by the Medcover hospital team to promote their physical health and well-being.

The students and teachers engaged in different mindfulness exercises every day. They practiced mindfulness activities like bee breathing, squirrel pose, balancing self, deep relaxation etc.



The students developed mindful techniques through deep relaxation and body scan which helped them to have a better understanding of how they can calm themselves during stressful situations.

As part of self awareness, the students had a discussion on their strengths and challenges. They discussed the importance of growth mindset. Students were also introduced to mandala art which helped them to relax and improve their concentration, self-esteem and focus.



School Philosophy- 5 Developmental Pillars

Core values

The core value for the month, 'Perseverance', was inculcated in various ways. The students continued to reflect on the importance of patience in the face of challenges and endure the hardships. They explored different ways to show perseverance.

They actively participated in the discussions and reflected on their understanding. Students also shared the importance of perseverance in their lives during the assembly.



Stakeholder engagement

The students of Grade 5 held an orientation session for the parents to introduce them to the PYP Exhibition. The school also conducted orientation sessions for the parents of Grade 5 to help them make informed decision of the curriculum choice for Grade 6. Teachers made regular mentor calls to connect and collaborate with parents to learn, grow and add value to the school culture to build strong relationships.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students continued reading Oxford Reading Tree (ORT) books.

The students went on a field trip to Birla Science Museum to further deepen their understanding of the unit of inquiry under the transdisciplinary theme - How we express ourselves. The students had the opportunity to observe and collect information about the wonders of science, technology and innovation. It helped the students to connect with invention and innovation with real life examples.



The students engaged in problem solving and empathized with problems around them and connected with design thinking process.

Under the life skill programme, students were shown videos about the table etiquettes and manners. They shared and reflected on the importance of table manners and how they can inculcate these etiquettes in their day to day life. It helped students to develop social skills, respect for others while dining, and also promote health and well-being.



School Philosophy- 5 Developmental Pillars

Global Leadership

The students developed and demonstrated ATL and the attributes of 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.



The students discussed various problems they see around them and emphasized the problem in the design thinking process. They also connected the problems to the UN sustainable development goals.

The students involved in design thinking process and identified problems around them. They involved in surveys and research to collect data for the problem identified.



Professional Development

School policies:

We reflected and reviewed the Library, Inclusion, Admission, Academic Integrity, Language, Assessment, Homework, IT, and code of conduct policies. The teachers in groups read the policies and reflected on their implementation in the classroom and school. They shared their perspectives and posed questions to deepen their understanding. They documented the review process and the points for celebration as well as further development.

ILD Session:

The team-building activities were conducted by Ms. Prutha, Ms. Hadiya, and Ms. Nanitha from the ILD for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.

Assessments:

We had a PD on assessments conducted by Ms. Pooja and Ms. Aparna from NNK campus.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated

Professional Development

Characteristics of effective assessment:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning

PYP Planners:

We had a PD session on the importance of IB PYP Planners conducted by Ms. Smita Parikh and Ms. Azra. The PYP planner has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. All teachers, including single-subject teachers, should be using the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum.

The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Imagination extends people's ability to think, create and express ourselves.

Lines of Inquiry

- Ways people demonstrate and enjoy imagination
- Role of imagination in innovation
- Problem solving using imagination

Key Concepts:

Perspective, Connection, Function

IB Learner profile:

Inquirers, Communicators, Thinker

Unit of Inquiry:

the students continued to inquire about imagination under the transdisciplinary theme- "How we express ourselves". Students co-constructed the meaning of the terms - imagination, invention, and innovation. They explored the similarities and differences between invention and innovation. They researched and found out how imagination helps us to think, create and express ourselves.

The students shared the importance of of imagination in innovation and problem solving. Through problem solving, students connected with the design thinking process. They looked at the five steps of design thinking - empathize, define, ideate, prototype and testing.

The students used their imagination to empathize with the problems around them which is a key aspect of design thinking. They also collected the data related to the problems identified through surveys and research. The students then involved in the root cause analysis through five whys.

Learning and Teaching- This Month

Transdisciplinary Language:

In transdisciplinary language, the students explored story writing and poems while discussing how we can express ourselves.

The students were introduced to the the elements of stories and poems. They were introduced to different types of books during the read aloud sessions. Students connected poems to rhyming poems and identified the rhyming words in the poems.

The students also involved in predicting the likely outcomes for the scenarios and used their imagination, critical and creative thinking to predict what will happen next.

The students also made connections to cause and effect and fact and opinion during the design thinking process.

Transdisciplinary Math:

In transdisciplinary Math, the students created timelines while finding out about invention and innovation of various products and services. The students created the timelines of the inventors and understood how many trials it took to have the final product. Students also then connected with their personal timeline and sequenced the various events in their life.

The students engaged in problem solving and solved problems in addition and subtraction with regrouping.

They were introduced to multiplication with repeated addition during problem solving.

The students continued to reinforce various mental math concepts during their home room classes.

Learning and Teaching- This Month

French:

In the month of February 2023, they revisited the numbers, fruits and vegetables with colours to frame small sentences in French. They used their interaction and language skills in their daily communication in French.

Spanish:

In the month of February 2023, the students learned fruits, vegetables, classroom objects and body parts in Spanish. They used their interaction and language skills in their daily communication in Spanish.

Telugu:

The students learned letters and related words of sa, sha, ha, ksha, and ra. They identified the pictures and named the objects in telugu. They learned rhymes and poems in Telugu with these letters.

Hindi:

The students learnt the names of fruits in Hindi and practiced writing and speaking the letters of the Y group (य र ल व) in the classroom.

Drama:

The students practiced for their performance for the Theatrical evening. They inquired about the importance of body language and expressions in theatre.

Music:

The students learnt how to sing three primary pitches while revisiting the pitch on a scale. They also had reinforcement of the annual day songs.

Learning and Teaching- This Month

Dance:

The students learnt the next set of dance moves in locking dance form. They practiced the same on count of eight on the music played.

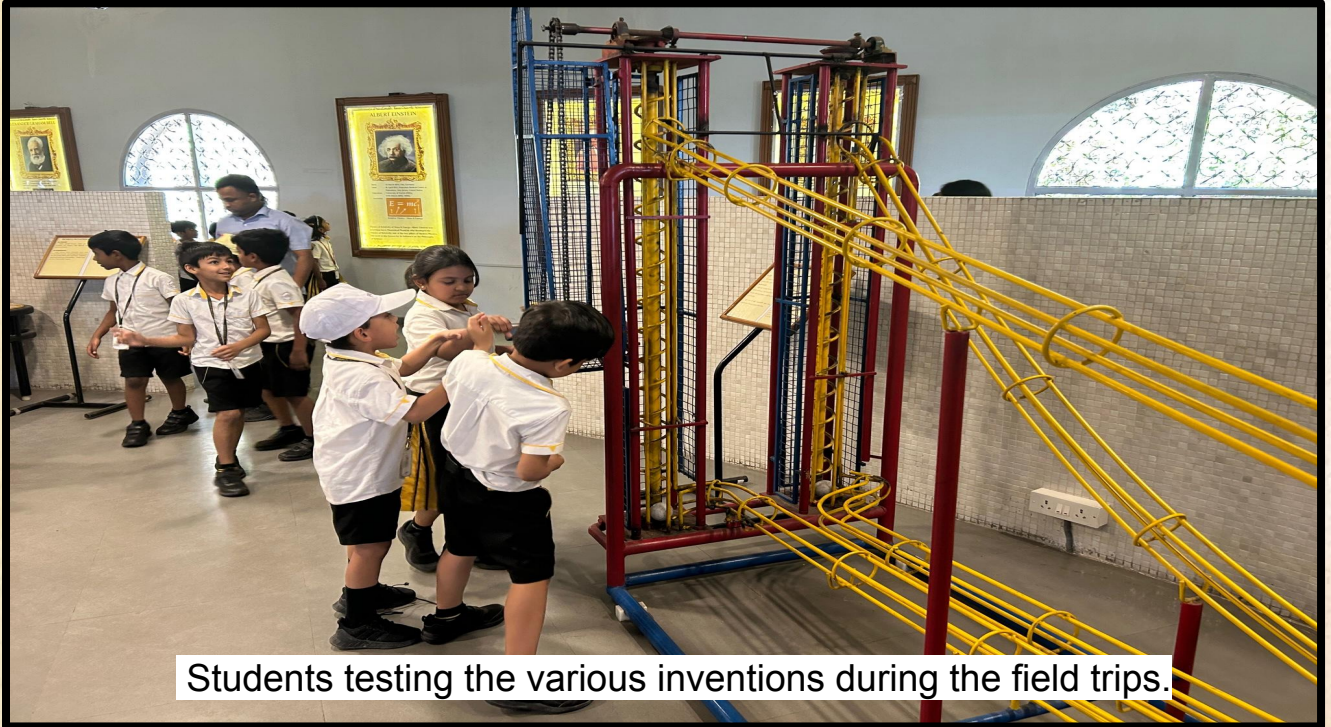
PE:

The students participated in different warm up exercises and also engaged in passing skills during their inquiry on basketball. They were introduced to different passes such as chest, overhead and bounce pass.

Art:

The students were introduced to paper crafts and clay modelling. Students then created crafts of their choice using paper. They made models using clay. The students inquired about different textures in art and different art form during the month.

Learning and Teaching- This Month



Students testing the various inventions during the field trips.



Students observing the dinosaur during the field trip.

Learning and Teaching- This Month



Students reading about innovation of rockets during the field trip.



Students looking at the timeline of rockets during the field trip.

Learning and Teaching- This Month

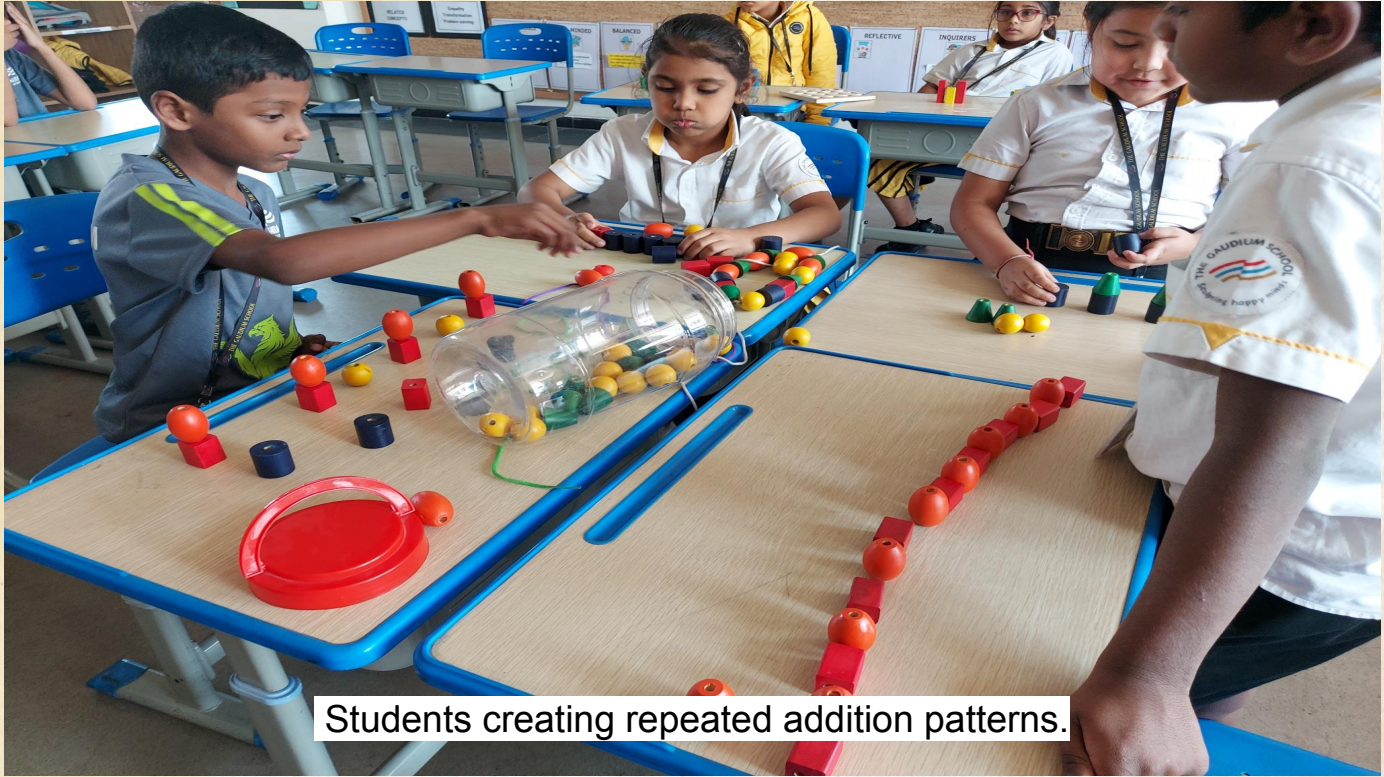


Students sharing and listing problems in their immediate environment.



Students researching about their chosen invention.

Learning and Teaching- This Month



Students creating repeated addition patterns.

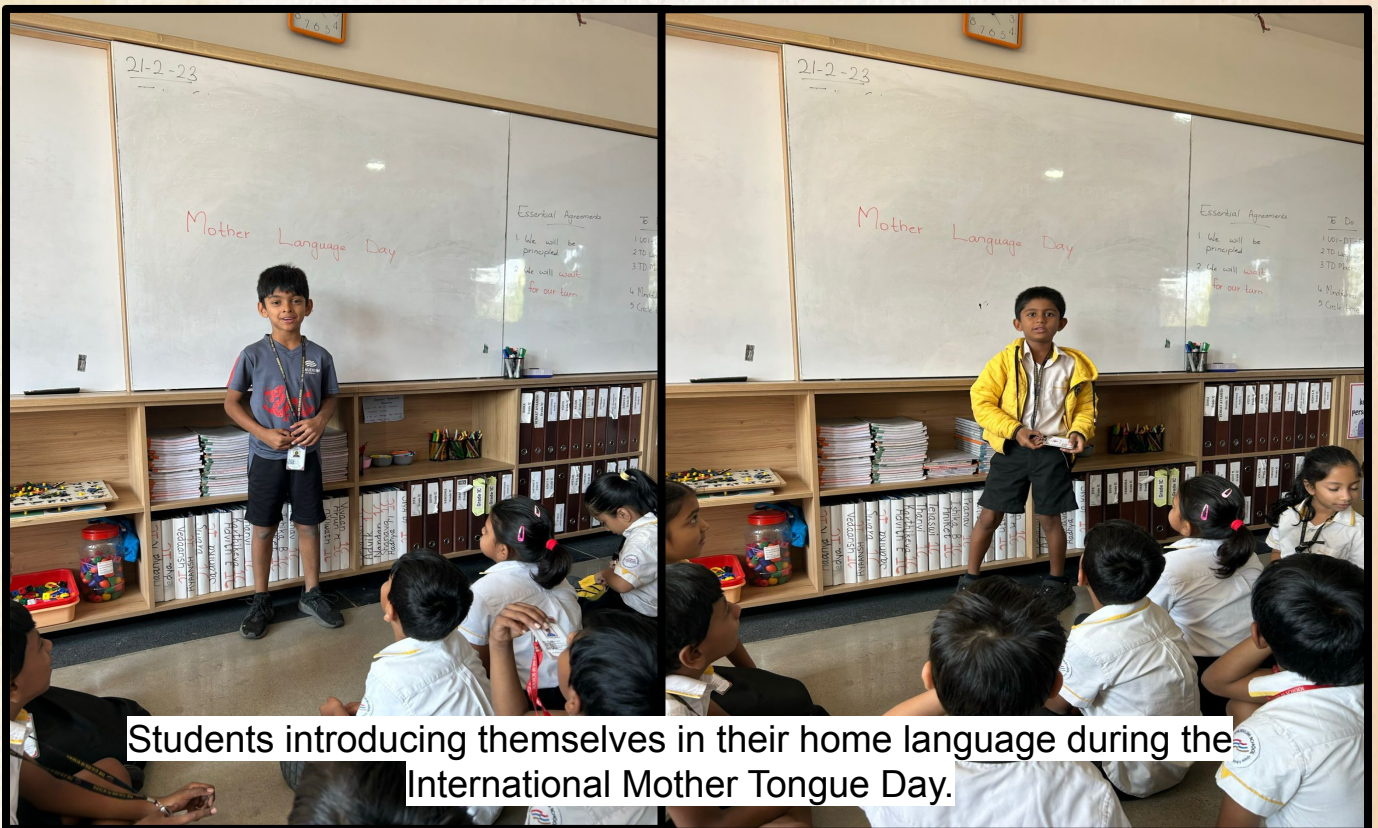


Students creating repeated addition patterns.

Learning and Teaching- This Month

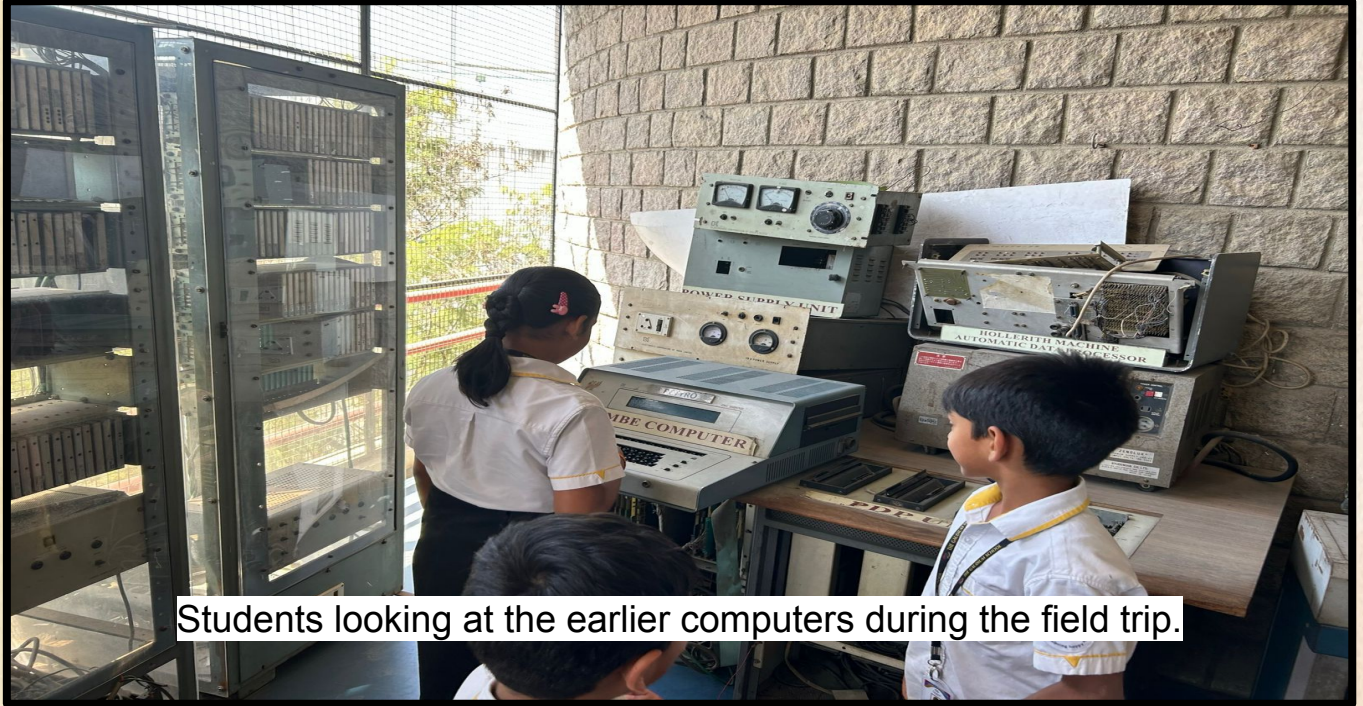


Students watching a story on perseverance.

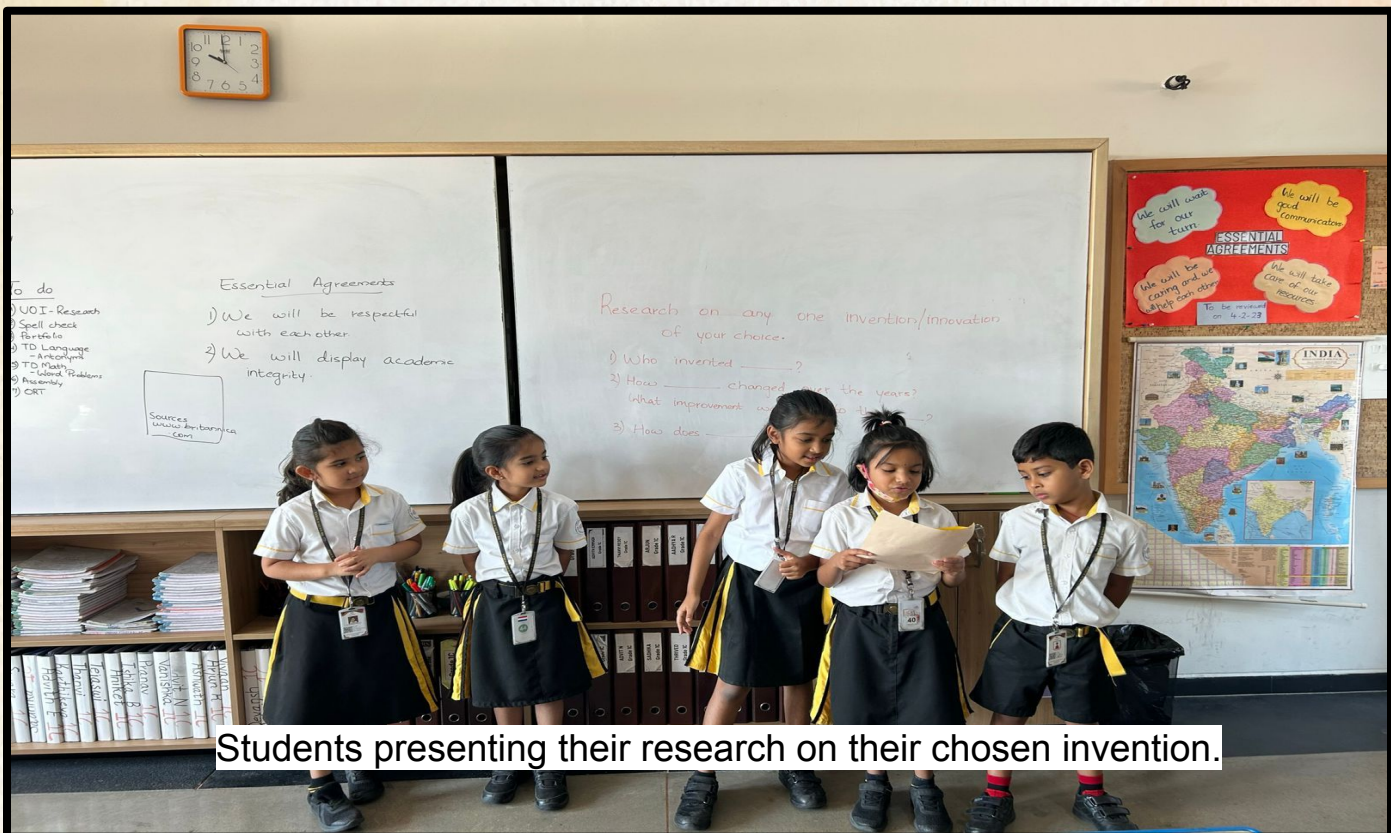


Students introducing themselves in their home language during the International Mother Tongue Day.

Learning and Teaching- This Month

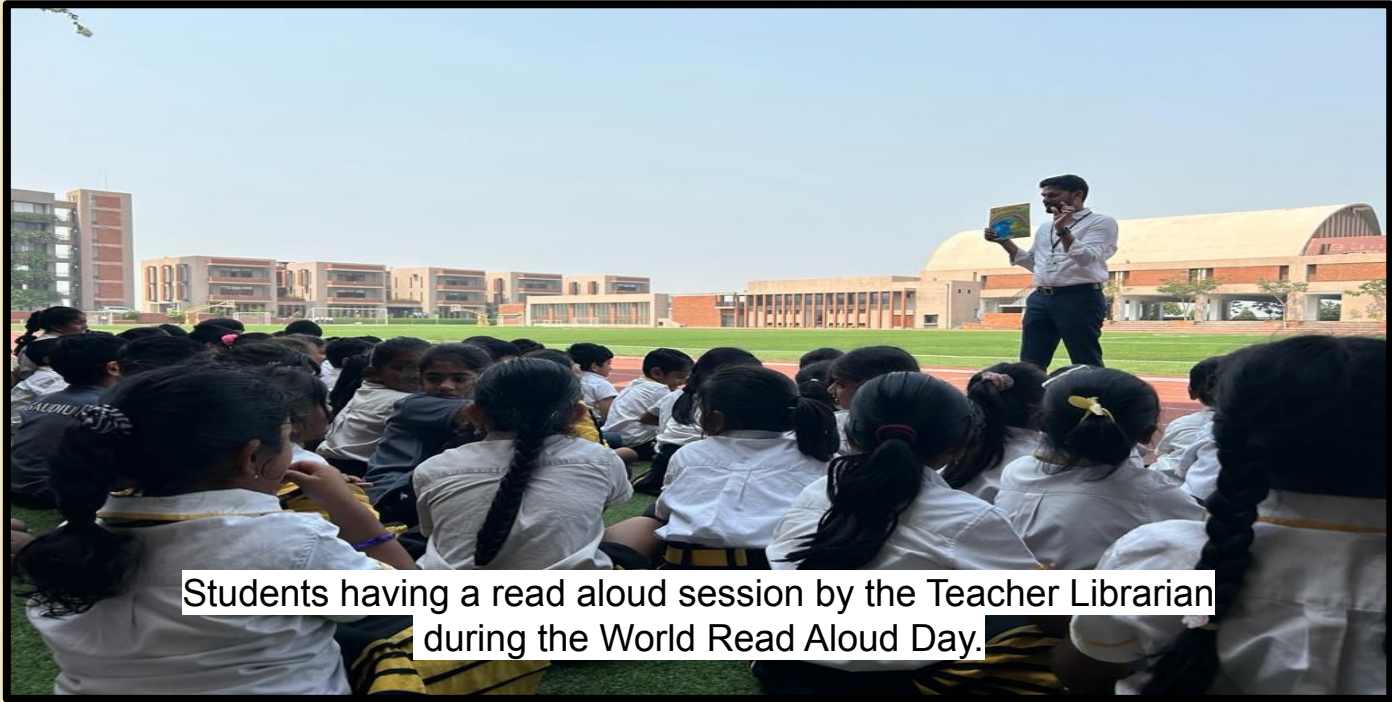


Students looking at the earlier computers during the field trip.



Students presenting their research on their chosen invention.

Learning and Teaching- This Month



Students having a read aloud session by the Teacher Librarian during the World Read Aloud Day.



Students identifying the elements of the story.

Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Sharing the planet

Central Idea:

People interact with, use and value the environment in different ways.

Lines of Inquiry

- Natural and human made elements of the environment
- Ways environment addresses people's needs
- Importance of space in the environment

Key Concepts:

Connection, Function, Responsibility

IB Learner profile:

Inquirers, Communicators, Balanced

Unit of Inquiry:

The students will have their prior knowledge assessment and share their prior understanding of the term environment.

The students will co-construct the definition of the term environment and also find the meaning from the dictionary. They will then share the similarities and differences between natural and human made environment.

They will list the various elements in the environment and find out how it helps in meeting our needs and wants. The students will then share the similarities and differences between needs and wants.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

The students will make trans-disciplinary connections to sorting while sorting the elements in the environment. They will then connect with pronouns and proper nouns. The students will also have learning engagements in conjunctions and adverbs during the inquiry.

The students will also reinforce spellings for spell check and continue reading the ORT books to enhance their reading and comprehension.

Transdisciplinary Math:

In Math, the students will explore the shapes in the elements of environment and connect with the symmetry of shapes. The students will also make trans-disciplinary connections to fractions. Students will also be involved in measuring the space in the environment using the square units.

Hindi:

In the coming month of March, the students will be further introduced to the letter class (क्षत्रज्ञ). They will listen to the stories based on this letter and they will learn words related to these letters. The students will also frame sentences using the letters they have learnt till now.

French

The students will revisit the greeting phrases and animal phrases in French. They will use their interaction and language skills in their daily communication in French.

Spanish:

The students will reinforce the numbers in Spanish from 1-50. They will also learn the body parts by writing small phrases in Spanish.

Learning and Teaching- Month Ahead

Telugu:

The students will revisit all the letters and easy words connected to the alphabets. They will listen and comprehend stories in Telugu. They will reinforce the poems in Telugu.

Music:

The students will be introduced to basic music genres; they will continue to learn the Spanish song 'Up Down'. They will revisit musical notes in the western, Indian and solfege system.

Art:

The students will explore the masks from different countries and their features. They will try to create a mask of their choice. The students will be encouraged to enhance their observation skills by doing different artwork.

PE:

The students will start their inquiry on gymnastics. They will perform basic movements in gymnastics to improve their balance, agility, coordination and flexibility.

Drama:

The student will explore the importance of voice modulation in connection with the character of the stories. They will be introduced to characterization in drama.

Dance:

The students will be introduced to two new hand and leg movements for a new dance form i.e. locking. They will then learn the name of the movements muscle man, punch, and clap in the locking dance form. They will practice the dance steps in locking on count of eight on the music played.

Happenings Month Ahead

Grade 1 Theatrical Evening: 3rd March

Women's Day Celebration: 7th March

Holi: 8th March

PYP Parents Informative Session: 11th March

PYP Student Led Conference: 18th March

Ugadi: 22nd March

Ram Navami: 30th March

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