



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations specially 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://idriesshahfoundation.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 and teachers have been practising mindfulness every day.

As a part of mindfulness learning engagements, the students practised rainbow breathing, hands in the sky, mandala art, muscle scrunching and relaxation.

They actively participated in group discussions on the benefits of mindfulness exercises followed by sharing reflections.



Core values

As a part of core values, the teachers and students discussed 'Perseverance'.

They discussed the meaning of Perseverance and were engaged in reading books/ stories/quizzes related to it.

They shared real-life examples of where they demonstrated the core value- Perseverance. The students also shared their experiences in the assembly.

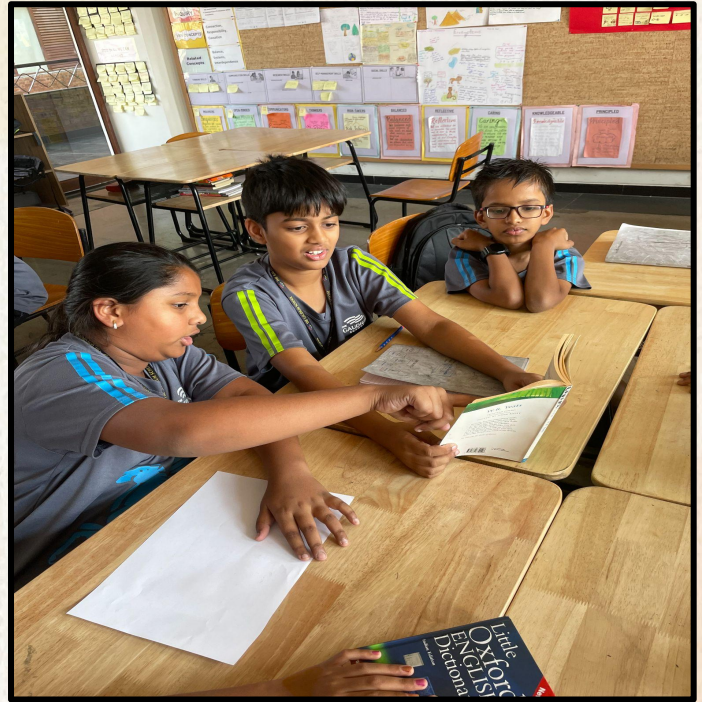
School Philosophy- 5 Developmental Pillars

Holistic Excellence

The students continued reading books in the library and made connections to their novel - The Jungle Book to understand human interaction with the environment.

Students learned new words, character descriptions and summary writing.

The students during their inquiry about different biomes identified various problems faced by them and others.



The students started their design thinking process. They collected the data to understand, empathized and defined the problem statement.

International home and family language day was celebrated on the 21st of February. Students shared stories, poems and dialogues in their home and family language. Later they discussed the importance of their home and family language.

School Philosophy- 5 Developmental Pillars

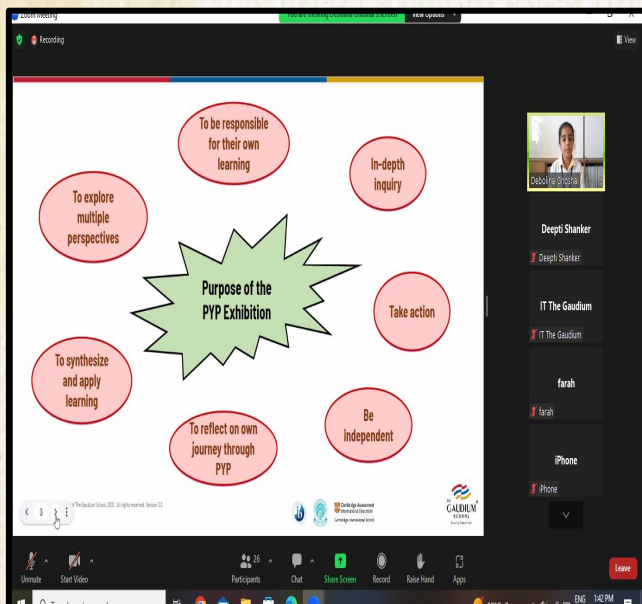
Global leadership :

The students continued to develop and demonstrate the approaches to learning and the attributes of the IB learner profile. The students revisited the United Nations Sustainable Development Goals (UNSDG) and shared their understanding. The students were engaged in reflecting on their learning, identifying the areas of improvement, and setting goals.



Stakeholder engagement:

Teachers made regular mentor calls to connect and collaborate with parents to build strong relationships.



Grade 5 parents had an orientation to know about the subject choices, planning, preparation, and execution of curricula we offer from Grade 6. This helped them to make informed decisions about the child's educational learning paths well in advance. The parents of Grade 5 had their PYP exhibition orientation where the students shared their exhibition journey so far. They shared the purpose, essential features, different roles, and responsibilities of the PYP exhibition. The students also shared real-life issues and how they blocked the transdisciplinary theme and framed the central idea and lines of inquiry.

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

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.

Professional Development

- 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:

Sharing the planet

Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Lines of Inquiry:

- The interdependence of ecosystems, biomes and environment.
- Impact of human interaction with the environment.
- Consequences of imbalance within ecosystems.

Key Concepts:

Connection, responsibility, causation.

IB Learner Profile:

open-minded, communicator, thinker, caring

The students defined the words biodiversity, habitats, ecosystem, biomes, and environment. They discussed the connections between the words and framed open-ended questions to inquire in detail about biomes. Students were divided into groups according to their chosen biomes. They collected information about the geography, flora, and fauna of the respective biomes. They were able to understand the interdependence of biomes and ecosystems.

The students further made the connection with the key concept of 'responsibility' while discussing how human interaction impacts the environment. They inquired in detail about changes in biomes over time.

During their research, by reading books and newspaper articles they made connections to problems in their chosen biomes. Students collaborated and collected data and information to further understand and define their problems.

They are further working on finding feasible solutions to solve the problem through the design thinking process.

Learning and Teaching- This Month

Transdisciplinary Language:

The students made transdisciplinary connections with compound words when they identified the word biodiversity as a combination of two simple words. They also made transdisciplinary connections with types of poems and understood that poems have different structures while discussing the impact of human activities on the environment.

While collecting the data and information about biomes and ecosystem, they connected with elements of newspaper articles and learned writing newspaper reports.

They also learned the structure of essay writing. They understood that writing has different purpose.

They also came up with note taking as a strategy to record and analyse the information.

Transdisciplinary Mathematics:

The students practised to measure angles with the help of a protractor. They identified angles in real life objects around them and constructed them. They also made transdisciplinary connection with area and perimeter and learned methods to find the perimeter of simple and complex shapes. They derived the formula of area for shapes like square and rectangle.

The students explored the difference between factors and multiples. They derived the methods to find the LCM of numbers.

While collecting data for the identified problems and made connections with graphs where they learned to interpret the data from the bar graph and pie chart.

Learning and Teaching- This Month

French:

The students learned to express the time in French. They also learned the body parts and specific adjectives for hair and eyes in French. They practiced speaking sentences in French.

Spanish:

The students learned time expressions and body parts. They also revisited the verbs like "tener, estar" and "ser" in Spanish phrases.

Hindi:

The students read stories and identified the elements of the story. They explored the elements of the story like plot, theme, characters, etc. They also learned new words from the story. They reflected on the time period of the story. They made connections with facts and opinions in the story. The students practiced changing elements of the story.

Telugu:

The students inquired about the bravery poems. They recited the poems. They shared that voice modulation, memorization, and pronunciation are important elements of recitation. The students explored new words and found their meanings. They also learned about rhyming words.

Drama:

The students revisited the UNSDG and prepared for mask theatre. They also reflect on the importance of emotions, expressions, movement, voice modulation etc in theatre.

Dance:

Students learned about controlled body movement, levels, pathways, time and movement qualities in relation to the choreography. They understood the importance of intent, still and travelling moves, pause and play moves, and body isolation in dance.

Learning and Teaching- This Month

Art:

The students discussed Modern art from Indian artists and other artists from different parts of the world. Students created their Modern Art with the exploration of their own context and understanding of the timeline, they used different features and elements to create their artwork.

The students explored the style of Henry Matisse related to Modern Art, and his use of subjects and characteristics to create the artwork. They explored Indian Art through the ages and discussed the timeline and period of Indian Art.

The students discussed Buddhist Art and used the style and features to create their own artwork.

Music:

The students explored the creative processes in music and tried to create their own rhythm patterns using the classroom percussion instruments. The students worked on the portfolios where they showed their progression.

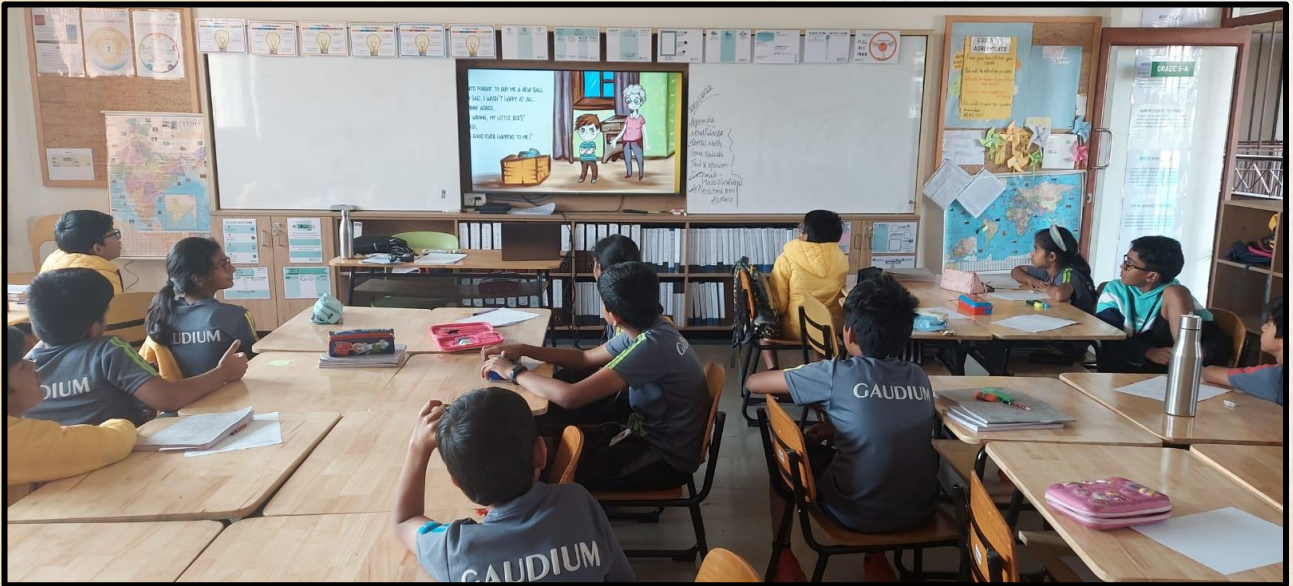
PE

The students researched about the jumping skill and they selected standing broad jump and the steps to be taken for it. They performed a variety of techniques, including standing broad jumps and crouch starts for running. They learned that in order to perform better, they must increase their knowledge and learn techniques that would boost their confidence. They discussed the importance of knowledge and skills in sports as well as their own learning.

Learning and Teaching- This Month



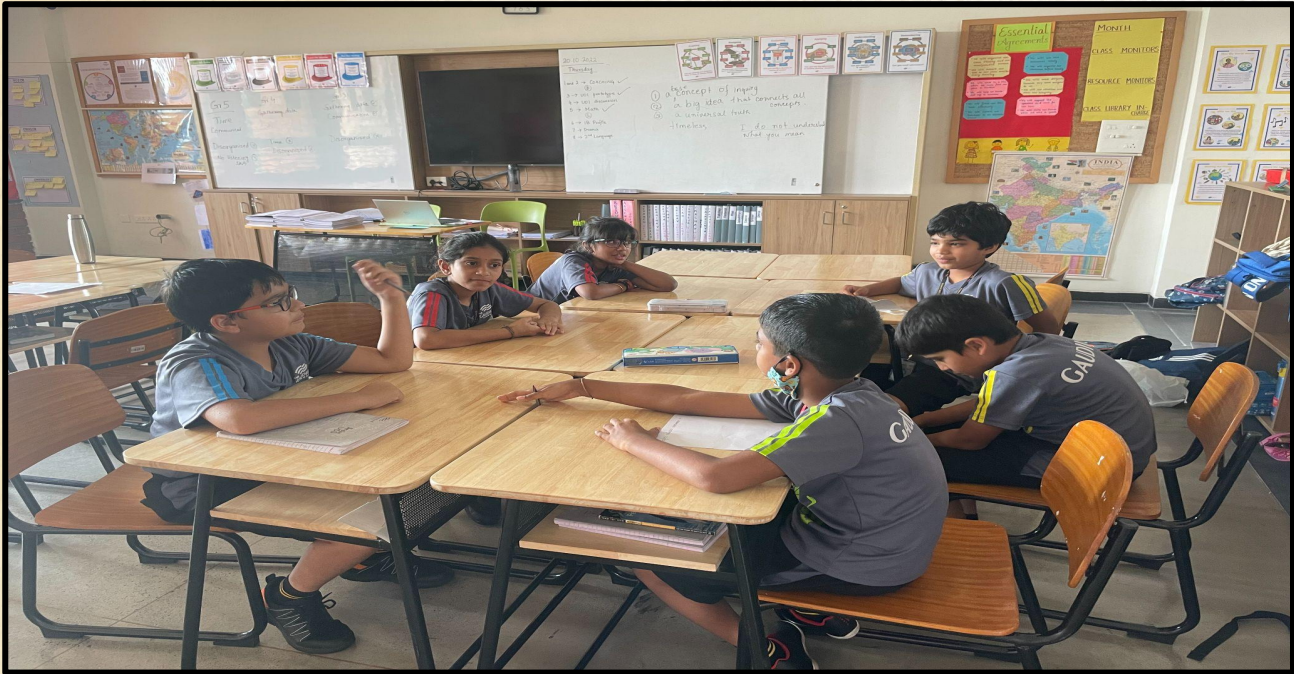
Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- This Month



Learning and Teaching- Month Ahead

Transdisciplinary Theme: How we organize ourselves.

Central Idea: Economic activities rely on system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services.
- Rights and responsibilities as consumers.

Key Concepts: Function, connectin, responsibility

IB Learner Profile: Inquirers, risk-takers, balanced, knowledgeable.

Unit of Inquiry:

The students will continue working on the design thinking journals. The provocation for the unit "Economic Activities" will be conducted following which they will discuss the meaning of the words, economic system, market, goods, services etc.

They will further look into the connection between supply and demand in the market.

Transdisciplinary Language:

Students will practice essay writing and will find the difference between essay and paragraph writing.

They will make connections with cause and effect while discussing about supply and demand.

Learning and Teaching- Month Ahead

Transdisciplinary Math:

The students will learn simple algebraic equations. They will learn methods to solve equations. Students will be introduced to the concept of factors and multiples where they will learn to find the Highest common factor and Lowest common multiple.

They will further make connections with data handling and learn about graphs and probability. Students also will revisit the number systems.

Telugu

Students will learn adjectives and use them in paragraph writing. They will revisit the previous learned concept.

Spanish:

The students will learn time, daily routine and describing the body parts using spanish terms in small phrases.

Hindi:

The students will learn to read and write Biography of few famous personalities. They will learn the different types of biography (Jeevani) and attempt to write their own.

French:

The students will revisit the irregular verbs .They will frame sentences using them. They will also learn the four forms of colour ,names of fruits and vegetables.

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Learning and Teaching- Month Ahead

Music:

The students will understand the integration among the musical cultures. While learning, the students will explore fusion music in detail. They will notice the similarities and the differences in different musical cultures and understand about the diversity in the musical cultures.

Art:

The students will discuss and understand the contemporary issues of Indian and other folk artists across the country and around the world, they will try to solve socio- economic or other problems with the design thinking.

PE:

The students will reflect on their goals for several skills, such as sprinting, crouch starting, and standing broad jumping. They will discuss and share how the skills helps them to develop their confidence in sports. .

Dance:

The students will learn about movement creations and use it to develop a range of new movement possibilities.

Drama:

The students will continue to develop the drama skills about the mask theatre. They would learn about the various kinds of stages.

Happenings Month Ahead

Grade 1 Theatrical Evening: Friday, 3rd March

Women's Day Celebration: Tuesday, 7th March

Holi: Wednesday, 8th March

PYP Student Led Conference: Saturday, 18th March

Ugadi: Wednesday, 22nd March

Ram Navami: Thursday, 30th March

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/>

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