



PRISM

Grade Nursery

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 Center Head's Desk

Dear Parents,

Greetings!

Our curious learners explored and observed the world around them through various learning engagements.

We support the Mother Language and cultural development of all students as it helps in improving the critical thinking skills. It also provides the child with a sense of belonging and helps them understand their roots.

International Mother Language Day' was celebrated to appreciate diversity and to instill pride and love for our mother tongue. Learners enjoyed listening to stories and rhymes in their mother tongue and felt delighted to communicate their feelings in their mother language.

As part of inquiry a strong emphasis is given on students' finding the required information and constructing their own understanding. Our grade 1 learners went on a Field trip to "Birla Science Museum' to observe and explore about the



role of imagination leading to different inventions and innovations.

Under the theme 'How we express ourselves' PP1 learners are collecting information through guest lectures and extending their understanding through various hands on learning engagements.

Grade 2 students communicated a message related to UN sustainable goal and created awareness amongst the audience through a theatrical performance.

The learners are busy in collating information and expanding their knowledge through various resources. As stakeholders, you may engage in following ways to collaborate and support your child's learning-

- 1) Spending quality time with your child to allow them to share their day's learning at school in different areas.
- 2) Encourage love for reading and to improve literacy skills, by allocating specific time for reading. You may read stories along with your child.
- 3) Discussing if they need any additional support in any area and extend support in their inquiry at home as well.
- 4) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 5) Being in regular contact with your child's mentor and being aware of areas of strength and improvement.

We will continue to provide and support purposeful learning through opportunities for developing resilience and perseverance for building growth mindset, instilling sense of ownership in our students with continuous collaboration. We value your cooperation, support and trust towards this.

Sandhya Ramesh

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Students practiced mindfulness everyday in school. Mindful breathing like rainbow breathing, Mindful movement like flower pose, hands in the sky, 5 senses awareness, mandala art increases their happiness , decreases anxiety and stress . The benefits of practicing mindfulness is to increase the focus, eye-hand coordination and concentration.

Students had their health check-up by the Medcover hospital team for their physical well-being.



The students watched a video and discussed "Gratitude" and they shared the significance of expressing gratitude by saying "thank you'.

They shared 2 names with the reason for being grateful to them. They also learned a thank you song and a related coloring exercise.

School Philosophy- 5 Developmental Pillars



Core values

The students were shown videos and discussed that perseverance is the ability to keep doing something despite difficulties. They developed that 'we will never give up'.

They were also part of assembly presented by students in the school in which they demonstrated the core value through role plays.

Global Leadership

Students identified their choice of work for the portfolio, and they reflected on it.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students continued to develop and demonstrate ATL skills and attributes of learner profile by participating actively in various learning engagements and discussions.



Stakeholder Engagement

Students celebrated Read Aloud Day by a mystery reader and International Mother Language Day. They enjoyed listening to the stories read aloud and shared their understanding and perspective from the stories. Further they also reflected on their favorite part and favorite characters from the story. Students were shown rhymes and stories in their mother language, and they all participated in humming those rhymes .



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. Puja 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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Who We Are

Central Idea:

People's relationships contribute to shaping their identity

Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who people become

Key Concepts:

form, responsibility, connection

Related Concepts:

similarities and differences, roles identity

Unit of Inquiry:

Students continued to inquire into the theme, 'Who we are'. They explored different family cultures and traditions from local to global like USA, Australia, Japan, India which helped to develop their social skills and they explored into different relations and further connected with self, parents, grandparents, others and friends responsibility within the relationships and shared their understandings. The students were enthusiastic to share about how relationships influenced who people become like artists, doctors, musicians, engineers, chefs etc .

The students showcased their learning and conceptual understanding gained during the inquiry with the end of the unit assessment task.

The students were tuned into the fourth unit under the theme, "How the world works". They discussed day and night, earth and climate. They also discussed the earth's movements.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students were introduced to the letters 'j,v' and had reinforcement of letters with their phonic sounds and related objects. They had reinforcement of the letters 'k,l,m,n,p,r,s,t and u'.

They practiced letter recognition and formation using sand/flour tray and crayons.

Students enjoyed pasting, hand printing related objects, of the letters j, v and participated in various group learning engagements which enhanced their fine motor skills, eye hand coordination. Students were introduced to opposites 'day and night' using a video.

Students were introduced to new vocabulary like j (Japan), v (Value), using stories, videos and pictures.

Transdisciplinary Math:

Students were introduced to the numbers 13,14 and 15 , shapes and more or less pre-math concepts. They practiced counting the number of objects using different resources like blocks, crayons etc.

Reinforcement of oral quantification 1-14 using flash cards, number formation and tracing of numbers in their notebook(13-15). They learned shapes- circle, star using videos and gave examples of real life things like cookies, balls etc.

They also practiced the concept more or less using ice cream sticks, flash cards, straws and other real objects.

Learning and Teaching- Month Review

PE : The students engaged in basic gymnastic exercises like leg balance with bent leg, balance on toes, walking on toes, vertical jump and land on both feet, straddle sits, baby role and cobra pose.

Music: The students were introduced to 'You are my sunshine, boogie Woogie' song and sang along with the teacher using Electronic Keyboard as a resource. Students explored musical instruments (maracas, bongos and shakers).

Dance: The students have learned free style dance movements with expressions.

Art : Students continued with the dabbing and making impressions with different objects and creating their artworks. They have converted their handprints into artworks using their imagination. They engaged and enjoyed making the artworks using the hand printing and finger printing. The students co-constructed the assessment criteria and task to show their understanding of the printing and dabbing and created an artwork related to their surroundings. Students continued to explore different types of art by further exploring the clay modelling.

Drama: Students watched videos of performance with and without props. They also discussed the similarities and differences between them. They explored about the importance of props and set in drama.

Learning and Teaching- Month Review



Circle Time



Learning and Teaching- Month Review



Responsibility of parents



Day & night

Learning and Teaching- Month Review



Tracing of letters and watching of letter v video



Learning and Teaching- Month Review



Tracing of letters and watching of letter v video



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Review



PE Class



Learning and Teaching- Month Review



UOI Discussion-Strangers are danger



Responsibility towards siblings

Learning and Teaching- Month Review



Art Class



Learning and Teaching- Month Review



Dance class



Learning and Teaching- Month Review



DRAM
A

Learning and Teaching- Month Review



Library



Learning and Teaching- Month Review



Music class



World Read Aloud Day



International Mother language Day



Health Checkup



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Earth's natural cycles influence the activities of living things.

Lines of Inquiry:

- Natural cycles and its changes
- Actions people take in response to Earth's natural cycles
- Patterns of behavior in living things related to Earth's natural cycles

Key Concepts:

change, causation, connection

Related Concepts:

cycles, interaction, pattern

Unit of Inquiry:

The students will further explore about the earth's movements. They will inquire about earth's natural cycle and actions people take in response to earth's natural cycles.

Transdisciplinary Language:

Students will learn letters with phonic sound and related objects. They will practice tracing and formation of letters. Students will build their vocabulary further through different learning engagements.

Transdisciplinary Math: The students will revisit quantification, identification, formation and tracing of numbers and pre math concepts learnt so far.

Learning and Teaching- Month Ahead

Music: -The students will revisit Loud and Soft sound, Old Mac Donald and Found a Peanut songs. Students will discuss and practice artificial sound and natural sound, the song - Animals in the jungle along with the teacher with the help of Electronic Keyboard.

Drama: End of unit assessment - Students will choose a story/make their own- identifying the characters - their expressions and props and will present to their peers.

Art: Students will continue to explore the clay modelling. They will co-construct the task and criteria for the end of unit assessment to show their learning of different types of art.

PE: The students will learn basic throwing skills like upper hand throwing, under hand throwing, overhead throw.

Dance: The students will be learning different elements of dance like:-

- 1 Tempo- The speed of motion or music.
2. Sustained- To hold or draw out a movement in time.
3. Body movements - Locomotors and non locomotors steps.

Happenings Month Ahead

Grade 1 Theatrical Evening:	Friday, 3rd March
Women's Day Celebration:	Tuesday, 7th March
Holi (Holiday):	Wednesday, 8th March
PYP Student Led Conference:	Saturday, 18th March
Ugadi (Holiday) :	Wednesday, 22nd March
Ram Navami (Holiday) :	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/>

Facebook : For daily updates please like the page.

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