



PRISM

Grade PP1

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

Core values

Core value for the month 'Perseverance', was inculcated in various ways.

The students attended read-aloud stories session, watched videos and discussed how perseverance looks in the classroom, at home and while playing in the park.



They shared real-life examples of where they have shown perseverance.

The students further shared about perseverance in the assemblies.

School Philosophy – 5 Developmental Pillars

Mindfulness and Well - being

The students and teachers continued practising mindfulness by focusing on experiencing and engaging with their surroundings.



Learners practised different mindfulness techniques like mindful observation involving all the sensory organs, flower breathing, square breathing, squirrel pose, mandala art etc. They shared their personal goal-setting as part of their self-awareness.



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

School Philosophy - 5 Developmental Pillars

Holistic Excellence

As part of the holistic excellence, students celebrated International Mother Language day. They watched different videos on the home language and family language.



The students also celebrated World Read Aloud day by attending a session conducted by the school librarian.

As a part of the life skills sessions, students watched a video on table manners and kids' dining etiquette.

School Philosophy – 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement weekly mentor calls were made to connect and collaborate with parents to build a strong relationships.



Global Leadership

Facilitators and students co-constructed the criteria for the task 'show and tell'. Students demonstrated ownership of their learning in different learning engagements. While inquiring into various learning engagements, students demonstrated attributes of learner profile and ATLs.

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:

How we express ourselves

Central idea

Play facilitates expression, feelings, ideas and new understanding

Lines of inquiry

- Purpose of play
- Imaginative use of materials and objects
- Role of toys over time

•Key concepts:

Function, Connection, Change

•Related concepts:

Imagination, Connectivity,
Communication

Unit of Inquiry:

The students tuned into the new unit of inquiry under the theme, 'How we express ourselves'. They explored the meaning of the play and shared their perspective on what is play and the importance of play in their life. They also shared about what they play with, whom they play with, why they play, and when do they play. They explored different types of indoor and outdoor play.



Learning and Teaching – This Month

Transdisciplinary Language:

Connecting to the unit of inquiry, the students were introduced to the letter 'y' for (yo-yo), and 'w' for wooden toys.

The phonic sounds of each letter were also taught through jolly rhymes and games. As part of their writing experience, students also practiced writing letters on green boards and notebooks. They were further introduced to singular and plural. The students continued practicing blending two-three letter words. They also practiced reading sentences.



Transdisciplinary Mathematics:

The students were introduced to the concept of big to small and small to big through manipulatives.

They were introduced to directions left, right, up, down, front, and back through various learning engagements.

Connecting to the unit of inquiry, indoor and outdoor play, they presented data through bar graphs and pictographs. The students were further introduced to the concept of greater than and lesser than.



Learning and Teaching – This Month

Dance:

The students learned two new hand and leg movements for a new dance form (Freestyle dance). They practiced the same on the count of eight with music.



Art:

The students continued to explore the technique of stamping and creating impressions using the objects found around them as stamps. They also engaged and enjoyed creating artwork using leaf prints, hand prints, and fingerprints. They observed the effects of using different things to make impressions and used them creatively in their artworks.

The students co-constructed the assessment task and criteria to show their learning of this technique by creating artwork from their imaginations and experiences. They continued to explore different types of art like tearing and pasting and paper sculpting. They also shared similarities and differences between them.

PE :

Gymnastic Drills

The students watched demonstrations based on different gymnastic drills like how to land correctly when you fall down, and control your body. They also explored the same using different gymnastic equipment.

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



Drama:

The students worked on the following areas demonstrating the attribute of a communicator/inquirer for the month of February.

- All about imagination.
- Theatre exercises

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

Unit of Inquiry:

How We Express Ourselves

Central idea:

Play facilitates expression, feelings, ideas and new understanding

Lines of inquiry

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time

Key concepts:

Function, Connection, Change

Related concepts:

Imagination, Creativity, Communication

Unit of Inquiry:

The students will be exploring how toys have changed with time through various learning engagements. They will reflect on different ways materials can be used in play.

Transdisciplinary Language:

The students will be introduced to the letter 'X'. They will be introduced to the long vowels along with reinforcement of short vowels. Different learning strategies will be planned to understand the difference between short vowels and long vowels.

Transdisciplinary Math:

The students will reinforce the concept of greater than and lesser than. They will be introduced to 3D shapes through different toys and play materials.

Learning and Teaching – Month Ahead

Dance:

The students will be introduced to the next set of dance movements for a new dance form (Freestyle dance). They will practice the same on the count of four and eight with music.

Drama:

The students will work on the following areas demonstrating the attribute of a communicator/ inquirer for the month of March.

- Use of a prop
- Use of an animal mask

Art:

The students will further inquire into different materials used for sculpting like clay and playdough. They will co-construct the task and criteria for the end-of-unit assessment to show their learning of different techniques and types of art.

PE:

Manipulative skills

- The students will watch videos/demonstrations based on skills like catching, throwing, and kicking. They will further explore the same using different PE equipment.
- The students will explore different skills to develop motor abilities, and hand-eye-leg coordination exercises and share their understanding of the same.

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/>

Facebook : For daily updates please like the page.

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