



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 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

The students actively participated in different mindfulness exercises like rainbow breathing, popcorn breathing, square breathing, flower pose, hands in the sky and squirrel pose. They had a goal setting engagement and reflected on where they could do better. They shared their views on the importance of being mindful of their actions. These mindfulness sessions helped students to reduce stress, increase focus and boost their immune system.

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



The students listened to a tale about thankfulness, and they also reflected on 'whom they are thankful to'. As a reflection they drew a flower and filled it with colours to share it with their peers..

School Philosophy- 5 Developmental Pillars

Holistic Excellence



Learners continued to demonstrate attributes of learner profile through various learning engagements and classroom discussions. They continued practicing jolly phonics and read Oxford Reading Book (ORT). The students reflected on the stories read during the library sessions and shared their understanding with their peers.

Stakeholder Engagement

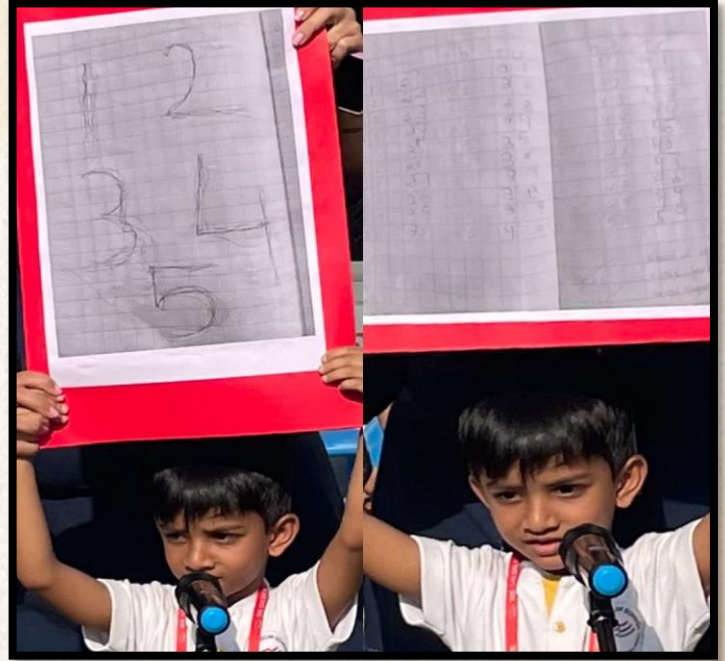
Grandparents were invited to share about the kind of toys they played with. They explained and showed different toys and how it had changed over the time. Students celebrated World Read Aloud Day wherein a mystery reader narrated a story using different resources like puppets, flash cards and masks. This is a day dedicated not just to reading, but to the art and practice of reading aloud. Students also celebrated International Mother Language Day where they enjoyed listening to rhymes/poems/stories and had a general conversation in their home/family language.



School Philosophy- 5 Developmental Pillars

Core values

Difficulty or delay wasn't a hurdle in completing various engagements for the students this month as they developed the core value, 'Perseverance'. Students participated in different learning engagements like watching videos, listening to stories, reading books and shared the importance of perseverance in their lives. They reflected on their practices to develop this core value and also shared various real-life examples of instances where they showed perseverance.



The Joy of Giving

The act of giving provides an intrinsic reward which is far more valuable than the gift itself. Our students enthusiastically participated in joy of giving wherein they shared essentials and experienced true joy

School Philosophy- 5 Developmental Pillars

Global Leadership

Students were given an opportunity to develop their ATL skills by presenting themselves during the assembly and shared their learning from the class with peers and teachers.



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. Pujja 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:

How we express ourselves

Central Idea:

Play facilitates expression, feelings, ideas and new understandings.

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 were tuned into the new unit "How We Express Ourselves". They inquired about play and explored outdoor play options. They unpacked the word 'play' and shared their views on the importance of play.

The students were engaged in various forms of play like Music, Drama(puppet show), Dance, Role play and Shadow play. Students explored the toys that were present during their parents/grand parents time and compared with the current toys that they play with.

They had a guest talk by grandparents where they shared about how they played with the toys and how the toys changed over time. They also discussed the material of the toys like wooden toys, cloth toys, plastic toys, mud toys, etc.. Facilitator did a role play to make them understand the process of design thinking.

Learning and Teaching- Month Review

Transdisciplinary

Language:

The students were introduced to the letter Zz (Zig-zag), letter Qq (Queen), letter Xx (X-ray), letter Ww (wooden toys) with the phonic sound and related objects. They practiced tracing and writing the letter with the correct formation.

The students practiced blending sounds of 'o' and 'u' words.

Transdisciplinary Math:

The students were introduced to numbers from 90 to 100 through different learning engagements for counting and quantifying. They practiced writing numbers in their notebooks. Students were introduced to skip counting by 2's, 5's and 10's

Through various learning engagements. Students learnt the concept of greater than and lesser than and reinforcement of Bar graph and pictograph by collecting data on who and how they play was done.

Art: The students continued to explore the technique of stamping and creating impressions using the objects found around them as stamps. They were engaged in creating artworks using leaf prints, hand prints, and fingerprints. They observed the effects 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 an artwork from their imaginations and experiences. They continued to explore different types of art like tearing and pasting and paper sculpting. They shared the similarities and differences between them.

Learning and Teaching- Month Review

Drama:

The students watched videos of various performances with and without prop. They discussed and shared the similarities and differences between them. They understood the importance and use of props and set in drama.

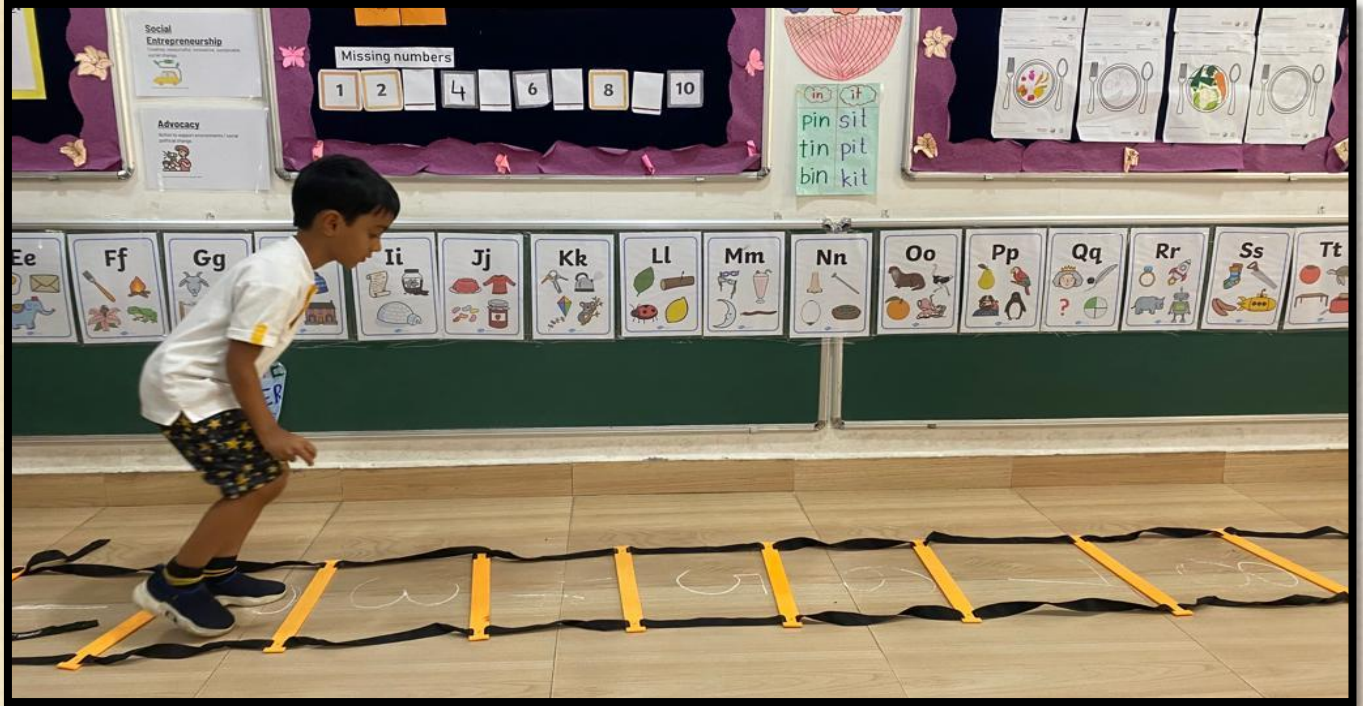
PE:

The students were engaged through basic gymnastic exercises like balancing on one foot with straight leg, vertical jump and landing on both feet to improve the legs strength, flexibility and balance, cobra and bow pose for improving back flexibility, forward jump from height to improve the leg strength and balance, baby role basic role to learn forward and backward role, straddle sit (Helps to improve legs flexibility).

Dance: The students have learned angry and happy emotions through facial expressions and body movements.

Music: The students were introduced to BINGO and Doe a deer songs. Students practiced the singing along with the teacher with the help of Electronic Keyboard. Students explored musical instruments (maracas, bongos and shakers).

Learning and Teaching- Month Review



Skip Counting by 2's

Learning and Teaching- Month Review



Skip counting by 5's

Learning and Teaching- Month Review



Skip counting by 10's

Learning and Teaching- Month Review



Form of play: Puppet Show

Learning and Teaching- Month Review



Form of play: Dance

Learning and Teaching- Month Review



Form of Play: Shadow play

Learning and Teaching- Month Review



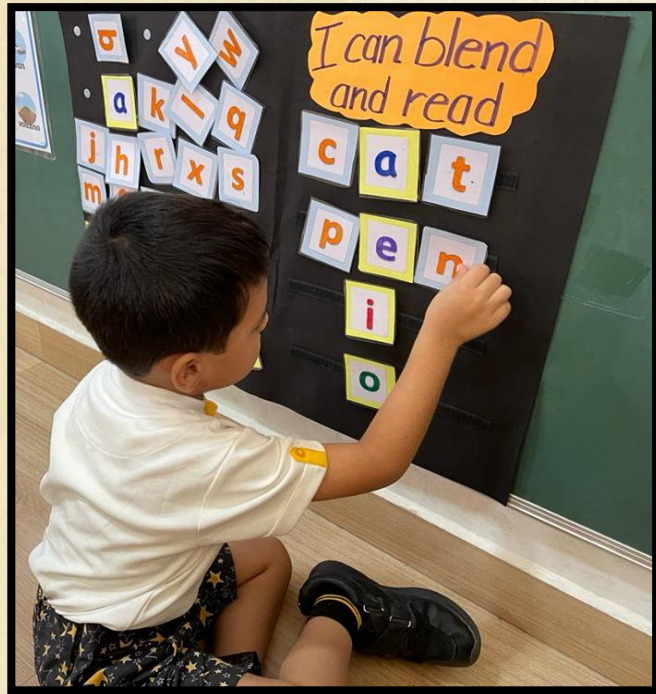
Form of Play: Music

Learning and Teaching- Month Review



Form of Play: Role Play

Learning and Teaching- Month Review



Blending three letter words



Learning and Teaching- Month Review



**Less than, greater than
and equal to sign**



Learning and Teaching- Month Review

Sequencing of numbers



Sand tracing letter Xx

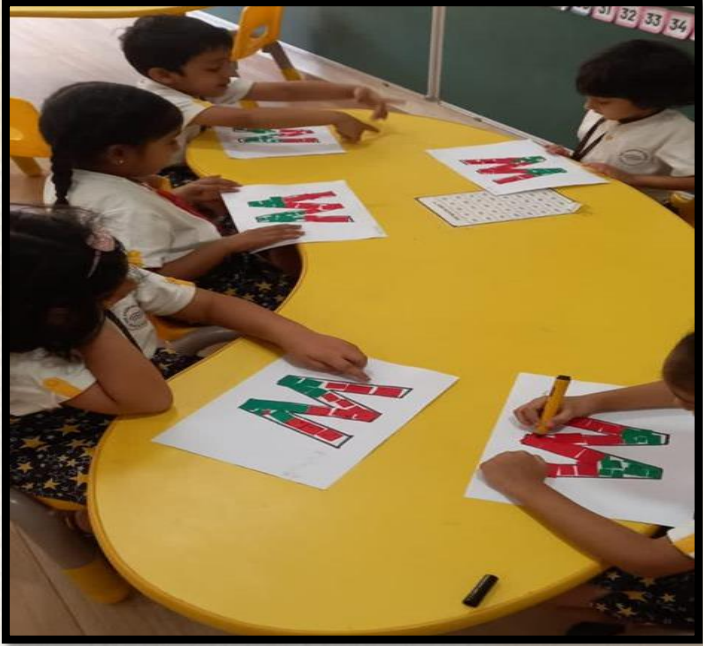


Matching upper case letter with lower case letter



Learning and Teaching- Month Review

Letter Ww



Letter Qq



Mindfulness



Learning and Teaching- Month Review



Puppet show



Learning and Teaching- Month Review



Creating Sock Puppet



Learning and Teaching- Month Review

PE



Library

Learning and Teaching- Month Review



Music



Art

Learning and Teaching- Month Review



Role play



Health Check Up Drive



International Mother Language Day



Read Aloud Day



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

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 overtime.

Key Concepts:

Function, connection and change

Related Concepts:

Imagination, creativity and communication.

IB Learner Profile:

Risk-takers, Communicators, Knowledgeable, Balanced

Unit of Inquiry: The students will further inquire about various materials and objects and learn to understand the idea of Design Thinking and develop their creativity and curiosity

Transdisciplinary Language:

Reinforcement of all the uppercase and lowercase letters with the jolly phonic sound, related objects, correct formation of the letters will be done. Blending of 3 letter words will be done. Students will be introduced to singular and plural.

Transdisciplinary Math: The students will learn to write numbers from 1 to 100 and will reinforce skip counting by 2's, 5's and 10's. They will be introduced to 3D shapes through different toys and play materials

Learning and Teaching- Month Ahead

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

Drama :

The students will choose a story/make their own- by creating the characters with suitable expressions and props and present to their peers

Dance:

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

1 Direction- Direction of steps or movements in freestyle dance

2 Attack- The amount of energy and sharpness is required to deliver steps at different pace of music.

3 Body movements- Difference between locomotors and non locomotors dance steps.

Music:

The students will revisit Tempo, dynamics and discuss about beat. Students will revisit ants go marching and Honge Khamyaab songs.

PE:

The students will learn fundamental, throwing and catching skills with various learning engagements. They will learn skills like ball holding skills, under arm throw, over arm throw, over head throw etc..

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/>

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