



PRISM

Grade PP2

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://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 practicing mindfulness every day. As a part of the mindfulness activity, the students practiced goal setting and they shared their short-term and long-term goals. They practiced rainbow breathing, popcorn breathing, and square breathing in mindful breathing. Students also performed the flower pose, squirrel pose hands in the sky in mindful walking. They used their awareness of senses using mindful observation and a growth mindset in mindful thinking.



As a part of well-being the school counsellor conducted sessions on enhancing listening skills. Students actively participated in the group discussions followed by sharing their reflections.

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

Stakeholder engagement

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

School Philosophy - 5 Developmental Pillars

Core values

The core value for the month, 'Perseverance' was inculcated in various ways. Students participated in different learning engagements like watching videos, listening to stories and reading books on perseverance. The students reflected on scenarios based on perseverance and their practices to develop this core value. They also identified and shared various real-life examples where they showed perseverance. During the assembly, students shared poems and songs related to perseverance.



Holistic Excellence

As a part of holistic excellence, the students continued reading Oxford Reading Tree books. They 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.



The students also identified the design thinking process and its stages. They worked with their peers to engage in problem-solving and empathizing with the problems around them.

The students celebrated International Mother Language day on 21st February 2023 where they used their home and family language to share about themselves.

School Philosophy - 5 Developmental Pillars

Global Leadership

The students co-constructed their unit-end tasks with their peers. They demonstrated attributes of the IB learner profile and approaches to learning during their classroom learning engagements by actively participating in various learning engagements and also by reviewing the essential agreements of the class.

The students also conducted assemblies.



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.

- The 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:

How the world works

Central Idea: People apply their understanding of forces and energy to invent and create.

Lines of Inquiry:

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

Key concepts: Form, Function, Causation

Related concepts: Technology, Innovation, Creation

Attributes of learner profile:

Knowledgeable, Communicators, Risk-takers

Unit of Inquiry:

The students inquired about types of forces and energy. They watched videos and heard stories to inquire more about forces and energies.

They were given the opportunity to do experiments based on forces. They also identified and learned more about the application of force and energy in their daily life and in the world around them.

The students further inquired about inventions from their daily life and the reasons behind them. They connected with design thinking and started the process by identifying the different stages. The students identified problems and worked toward solving them using design thinking.

Learning and Teaching – This Month

Transdisciplinary Language:

The students explored action verbs by watching videos and connecting them with the activities done in different single subjects.

They further made connections with opposites. They continued their reading and writing of simple sentences by responding and reacting through various scenarios. The students further worked on enhancing their reading skills by learning to read words with phonic rules. Students worked on their writing skills and practised framing simple sentences along with appropriate use of punctuation, preposition and sentence structure.

Transdisciplinary Math:

The students connected the unit of inquiry to directions. They reinforced the concept of before-after numbers using place value. They also explored numbers and revisited word problems.

Drama:

The students worked on the following areas demonstrating the attribute of a thinker for the month of February.

- Character and their roles.
- Acting technique.

Music

The students learned about musical notes in the solfege system. They learned a new song 'The Farmer in the Dell'. They further explored the sounds of different musical instruments.

Learning and Teaching – This Month

PE:

Students watched videos/ demonstrations based on manipulative skills like catching, throwing, and kicking then they also explored the same using different PE equipment. The students explored different manipulative skills to develop motor abilities, and hand-eye-leg coordination exercises and shared their understanding of the same.

Art:

The students inquired into the types of art by exploring different use of paper in art by tearing and pasting. They created an artwork of their choice and filled it with the tearing and pasting of papers.

The students further explored using the paper by folding it in different ways to create a craft work. They chose between drawing a face and cutting it out to make a stick puppet or using paper folding to create the puppet.

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.

Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



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:

Transdisciplinary Theme:

Where we are in place
and time

Central Idea:

Interpretation of artefacts
contributes to understanding
of peoples' personal histories

Lines of Inquiry:

- Analyzing artefact
- Creating artefacts
- Reasons people keep
or discard artefacts

Key Concepts:

Form, Function, Causation

Related concept

Artefact, History, Value

IB Learner Profile:

Thinkers, Open-minded,
Risk-Takers, Reflective

Unit of Inquiry:

The students will start their new unit under the theme "Where we are in place and time". They will unpack the word artefact. They will be given the scope to research. The students will watch videos, and observe pictures and real objects to explore more about different forms of artefacts that they are using in their day to day life.

Transdisciplinary Language:

The students will make connections with adjectives. They will frame simple sentences using adjectives. They will be given the scope of picture talk where they will share their thoughts and ideas about a given picture.

Transdisciplinary Math:

The students will be able to make connections with shapes. They will identify different shapes of artefacts and will connect them with 2D and 3D shapes.

Learning and Teaching – Month Ahead

Music:

The students will be introduced to a song in Spanish, a foreign language 'Up Down'. They will continue to sing the song 'Farmer in the Dell'. They will revisit dynamics, tempo and pitch.

Drama:

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

- Characters and their roles.

Art:

The students will further explore types of art by exploring clay modelling. They will make basic shapes and join them to make clay models.

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.

PE:

The students will watch videos/ demonstrations based on manipulative skills like, catching, throwing, and kicking. Then they will also explore the same using different PE equipment.

The students will explore different manipulative 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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