



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 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 enjoyed practicing mindfulness exercises such as Rainbow breathing, Popcorn breathing, square breathing, mindful observation (involving all the sensory organs), and personal goal setting. These exercises helped the students to develop their focus and helped them in understanding themselves. Students had their health check-up by the Medicover hospital team for their physical well-being.



The students listened to a peaceful wind chime sound for them to focus on all the positive aspects of their lives. The students created a hand and labelled each finger with the names of the five people they wanted to thank on a piece of paper.

They heard a tale about being thankful and made a 'Thankful feather' and gave it to peers who they are grateful to.

School Philosophy- 5 Developmental Pillars

Core Values :

The core value for the month 'Perseverance', was inculcated in students through various ways. They connected to stories related to it and shared real-life examples of where they have displayed Perseverance.

The students actively participated in the JOY OF GIVING where they reflected on core value -Gratitude where they have donated the essentials to the needy people.



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).

School Philosophy- 5 Developmental Pillars

Global Leadership

The students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements by reviewing the essential agreements of the class.



Stakeholder Engagement

As part of stakeholder engagement, the students participated in a special session on account of International Mother Language day to imbibe the importance of Mother Language. They recited poems and watched stories.

The students enjoyed listening to a story by a mystery reader on World Read Aloud Day and they also reflected on their understanding.

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 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

Unit of Inquiry: The students explored the unit under the theme, 'How the World Works' through various learning engagements. They co-constructed the meaning of 'Forces and Energy'. They differentiated force and energy by sharing real life examples they have experienced. They discussed the application of forces and energy at school, at home, at play areas, and in their day to day life. Students were engaged in various learning engagements on different forms of energy and forces. While discussing the application of forces and energy, they connected to inventions and watched videos on various inventions. They also discussed the causes and effects of inventions in which they connected to the Design Thinking process - Empathize, Define, Ideate, Prototype and Test. Furthermore, students discussed the problems that they are encountering with the inventions and empathized the end users and defined the problem statements for the same.

Learning and Teaching- Month Review

Transdisciplinary Language:

The students revisited the concept of action words-verbs in connection with the force-push and pull. Students co constructed the meaning of adverbs. Students developed their vocabulary by framing sentences and writing sentences using adverbs. They further deepened their knowledge by learning about cause and effect.

PE: The students explored basic gymnastics warm-up exercises. They explored and practiced balancing on one foot with a straight leg. The students explored vertical jump and landing on both feet to improve the leg's strength and balance.

Dance:

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

Transdisciplinary Math:

The students were involved through different learning engagements to understand the concept of before, after and between numbers by comparing the numbers using the place values. They also reinforced the concept of place value for writing numbers 300 to 400 in connection with the inquiry. the students revisited the concept of simple subtractions as part of problem-solving skills . Learners were introduced to directions in connection to UOI discussion on invention of compass.

Music :

The students were introduced to a Spanish song- Buenos dias and time to be happy is now and watched the songs. They learned and practiced songs with enthusiasm.

Learning and Teaching- Month Review

Art:

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

They have further explored by folding the paper in different ways to create a craft work. They made a choice of drawing a face and cutting out to make a stick puppet or using paper folding to create the puppet.

Drama:

The students enacted their favourite character and other peers guessed it. They shared the emotions and expressions that make their character unique. They shared expressions and emotions of the character.

Dance:

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

Learning and Teaching- Month Review



Learning about Frictional Force



Exploring Wind Force

Learning and Teaching- Month Review



Learning about Solar Energy



Exploring Gravitational Force

Learning and Teaching- Month Review



Exploring Wind Energy

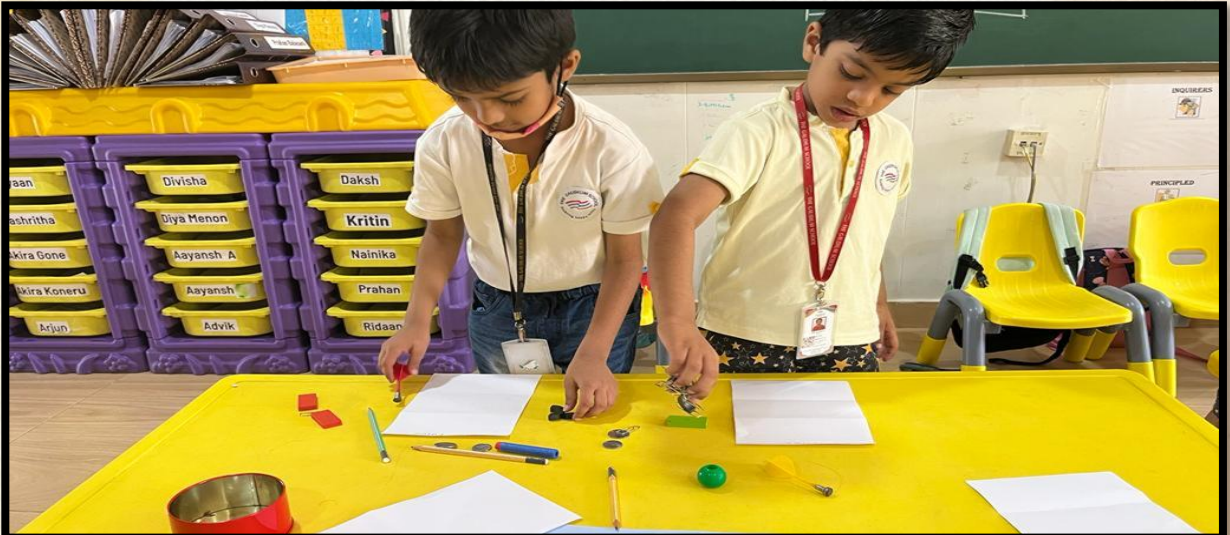


Practicing Sight words

Learning and Teaching- Month Review



Exploring forms of Energy



Exploring Magnetic Force

Learning and Teaching- Month Review



Exploring forms of energy

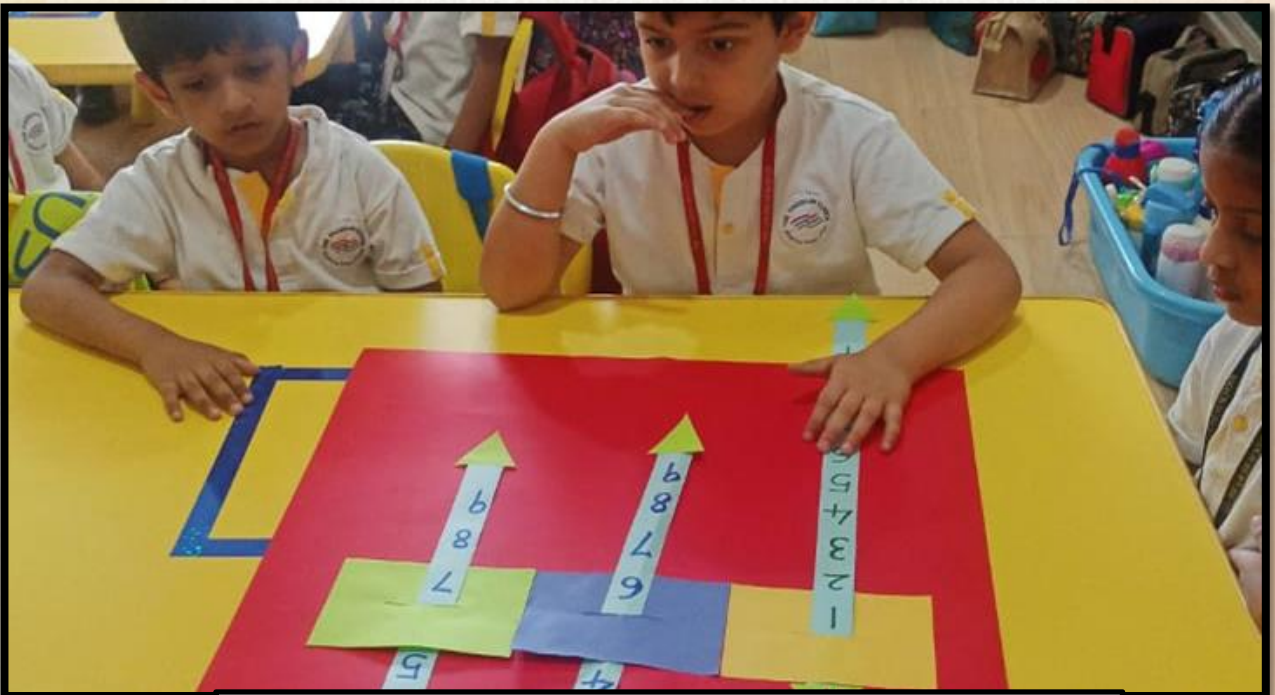


Observing compass in connection with Inventions.

Learning and Teaching –Month Review



Practicing Before-After numbers



Exploring Number Quantification through Place Value mat

Learning and Teaching- Month Review



Identifying verbs



Identifying verbs and Adverbs

Learning and Teaching- Month Review



Dance class



Learning in Music class

Learning and Teaching- Month Review



Learning in Drama class



Learning in PE class

Learning and Teaching- Month Review



Reading session



Reading ORT books

Learning and Teaching- Month Review



Learning in Art class

Learning and Teaching- Month Review



Learners making art form using hand print



Story telling with hand made puppets

Health check-up Drive



Health check up Drive



Health Check Up



Joy of Giving



Joy of Giving



Joy of Giving



Joy of Giving



Joy of Giving



International Mother Language Day



Reciting Telugu poem –Chitty chilakamma



Conversation in Marathi

International Mother Language Day



World Read Aloud Day



World Read Aloud Day



Learning and Teaching- Month Ahead

Unit of Inquiry:

Where we are in place and time

Central Idea:

Interpretation of artifacts contributes to understanding of peoples' personal histories.

Lines of Inquiry:

- Analyzing artifact
- Creating artifacts
- Reasons people keep or discard artifacts

Key concepts:

form, function, causation

Related concepts:

form, function, causation

Attributes of learner profile:

Caring, Thinker, Principled

Unit of Inquiry:

The students will start a new unit 'Where we are in place and time' in which they will inquire about the artifacts, analyze them. They will also create their own artifacts and they will discuss and share their perspectives about the reasons people keep and discard the artifacts.

Transdisciplinary Language:

In connection with the unit, the students will discuss the concepts of descriptive writing as they will describe the artifacts, tenses as they talk about the time period it belongs to, show and tell as they analyze the artifacts, framing simple sentences, question words to inquire about artifacts and punctuations.

Transdisciplinary Math:

In connection with the unit, the students will discuss the concepts of timeline as they will discuss the time period of the artifacts, 3D shapes and its properties as they will discuss the shapes of the artifacts, clock reading to 0' clock, ascending and descending order of numbers and estimation.

Learning and Teaching- Month Ahead

Music: The students will revisit tempo, dynamics and discuss about melody/tune. Students will practice 'I like the flowers' song and other songs as well.

Drama:
the students will create original or re-create a story with music, sound, characters and expressions and act the same. They will work individually and understand the importance of stage presence and performance area.

PE :The students explore basic gymnastics warm-up exercises, balancing on one foot with straight leg, vertical jump and landing on both feet.

Dance : The students will learn different elements of dance like direction , strength and attack.

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

Happenings Month Ahead

GGrade 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.

<https://www.facebook.com/thegaudiumschool/>