



PRISM

Grade Nursery

Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet.



They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain. She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."

As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature.

One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted from-shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCQjww4hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG_39bcaAhtqEALw_wcB)

Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,
Anjalika Sharma
IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21st-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.

Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

The students observed Mandala art. They participated in several activities wherein they collaborated with their peers. This also helped in becoming self-aware. They practiced count breath and flower pose, where they felt calmer and increased their focus.



As a part of mindfulness and well-being, the students celebrated 'International day of happiness' on 20th March by sharing what do they do when they feel happy.

School Philosophy - 5 Developmental Pillars

Core values

The core value of integrity was introduced to the students through videos and songs. The students discussed the meaning of integrity after participating in various learning engagements, watching videos, listening to stories, and reading books related to it.



Holistic Excellence

As a part of holistic excellence, the students continued to connect with the attributes of the learner profile. They reflected on various approaches to learning they have developed and demonstrated. The students enjoyed the reading sessions as well as read Oxford Reading Tree books based on their reading readiness.

School Philosophy - 5 Developmental Pillars

Stakeholder engagement

As a part of stakeholder engagement, weekly mentor calls were made for sharing the student's progress and concerns. The students shared their learning with their parents during the second term Student Led Conference.

The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world. Dr. Anusha, a consultant obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being.

The Women's Day celebration was a great success and brought the school community together to celebrate the achievements and contributions of women.



Global Leadership

The students demonstrated their ownership of learning through assemblies. They continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They further co-constructed the success criteria by sharing the reflections.



Learning and Teaching – This Month

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 behaviour in living things related to Earth's natural cycles

Key Concept:

Change , Causation , Connection

Unit of Inquiry:

The students tuned into the fourth unit of inquiry under the theme, "How the world works". They inquired about Earth through various pictures and came up with the word Earth. They further discussed the things they see on Earth. They compared the things that happen on Earth and things that do not happen on Earth. The students came up with day and night as well as seasons. They were curious to know what happens during the day and night. Further, they also discussed the causes of day and night.

The students discussed the Earth's natural resources like water, animals, trees, and sunlight. They further got an opportunity to do an experiment with water to inquire about the water cycle.

Learning and Teaching – This Month

Transdisciplinary Language:

The students have been introduced to the letters w and j, their phonic sounds, and related objects. The students made the transdisciplinary connection in language with opposites through day and night, hot and cold etc. They made predictions using flash cards. They further reinforced the 1st, 2nd, and 3rd sets of jolly phonics using various videos, flashcards and images. They have started practising the formation and tracing of letters.



Transdisciplinary Math:

The students were introduced to the number 16,17 along with quantification. They were introduced to the patterns through day, night, seasons etc. The students further reinforced the numbers through oral counting and tracing. They connected their learning with real-life experiences.



Learning and Teaching – This Month

Art:

The students continued to explore clay modelling by using basic shapes to create their models. They explored using clay with different objects like clay cutters, toothpicks, rhinestones, and googly eyes. The students co-constructed the task and criteria to show their learning and worked on the assessment task.

Drama:

The students worked on the following areas while demonstrating the attribute of communicators for the month of March.

- Use of a prop
- Use of an animal mask

PE:

The students were engaged with the lines of inquiry through the different active learning engagements.

- The students explored different gymnastic exercises to develop motor abilities, balancing, stretching, coordination exercises and variations of jumping. They shared their understanding of the same.
- Understand the benefits of catching.

Dance:

The students have been introduced to two new hand and leg movements for the freestyle – dance form. They practised the same on the count of eight with music.

Music:

The students revisited the sound of the basic musical instruments, happy sounds and sad sounds. They revisited the songs '5 little ducks', 'A ram sam, sam', 'The wheels on the bus', and 'Baby shark' and learned a new rhyme '10 little Indians'.

Learning and Teaching- This Month



Learning and Teaching- This Month



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 behaviour in living things related to Earth's natural cycles

Key Concept:

Change , Causation , Connection

Unit of Inquiry:

The students will continue to learn and explore the actions people take in response to Earth's natural cycles. They will further inquire about patterns of behaviour in living things related to Earth's natural cycles. They will understand the difference between living and non-living things. They will share their learning of the unit through the concluding task.

Transdisciplinary Language:

The students will be introduced to the 4th set of jolly phonics and related objects. They will further work on tracing and formation of letters and build their vocabulary through stories, picture talk etc.

Transdisciplinary Math:

The students will reinforce the numbers 19 and 20 along with quantification. They will practice tracing and the formation of numbers. The students will explore the shape of the Earth. They will also revisit patterns.

Learning and Teaching- Month Ahead

Drama:

The students will work on the following areas while demonstrating the attribute of Communicators for the month of April.

- Identify the props
- Use of a prop

Dance:

The students will learn the next set of dance moves in Freestyle and then they will practice the same on the count of eight with music.

Art:

The students will be revisiting the concepts learnt and practice the colouring and drawing skills.

PE:

Students will be engaged with lines of inquiry through the learning engagements.

- Understanding the benefits of catching and throwing.
- Understanding the benefits of kicking.

Music:

The students will revisit the sound of musical instruments, happy and sad sounds, beat and the rhymes '5 little ducks', 'A ram sam, sam', 'The wheels on the bus', '10 little Indians' and other songs and rhymes done in class.

Happenings Month Ahead

Grade 5 PYP Exhibition: Saturday, 1st April

Good Friday : Friday, 7th April

Graduation Day – PP2 & Grade 5: Saturday, 8th April

PYP Three Way Conference: Saturday, 15th April

Last Working Day : Friday, 21st April

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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