



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=Cj0KCQjww4

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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 Center Head's Desk

Dear Parents,

Greetings!

March has been a very exciting month as our students celebrated 'International Day Of Happiness' and confidently Led the 2nd Student led Conference for the academic year 2022-23.

The SLC is a very important part in the learning journey of an IB student. They take the ownership of their learning by explaining what they have learnt through inquiry which has contributed to their growth as a learner. They take pride in sharing their learning journey with their parents and in showing their portfolios which is a compilation of the evidence of their learning.

As we are approaching the end of the academic year our students



continue to participate in a range of learning engagements related to their ongoing inquiry in homerooms and other single subjects, co-constructing tasks and success criteria to share their learning.

Term 2 reports will be published in the month of April sharing the

progress of learners in terms of various learning outcomes in different subject areas.

Our Grade PP2 students are gearing up for the graduation ceremony as they graduate from Early years to primary years. We are also looking forward to meeting you at the final 3 Way Conference of the current academic year.

Thank you for your continuous encouragement and support in your child's learning journey.

Sandhya Ramesh

Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Wellbeing ;

Students have been practicing and enjoyed participating in mindfulness exercises like back-to-back breathing, rainbow breathing, squish and relax flower pose, balancing self – standing fall, etc. They discussed the benefits of how it helped them to make themselves better balance, stay calm, be relaxed and be a mindful listener.



Students had a discussion about respecting, perspective and emotional regulation as its theme. They were shown various pictures, videos and asked to identify and share their observations. Students were given a feeling chart and were questioned about their feelings during an emotional regulation session. They were given a few emotional management techniques and instructed to practice them whenever they encountered unwanted emotions.

School Philosophy- 5 Developmental Pillars

Core values :

Core value for the month, 'integrity'. Students discussed the meaning of "integrity"., they watched videos and stories and they also connected to their shared real- life examples of on how they express their value of 'integrity'. towards others.



Holistic Excellence

Students engaged in Read Aloud sessions. They enjoyed listening to the stories. They enthusiastically shared their understanding and perspective from the stories. Further they also shared their favourite part and favourite characters from the story. They further developed communication skills while sharing with their peers.



School Philosophy- 5 Developmental Pillars



Global Leadership

Students discussed the attributes of learner profile and made real life connections.

Stakeholder Engagement:

Different events were organized to promote stakeholder engagement such as Holi, Student led conference, International day of happiness, where students actively participated and shared their reflections.



Learning and Teaching- Month Review

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 behavior in living things related to Earth's natural cycles

Key Concepts:

change, causation, connection

Unit of Inquiry:

Students continued their inquiry and they watched videos related and discussed about Earth's different natural cycles like , Earth's rotation(day and night), revolution (seasons), and the actions people take based on those cycles. Students enthusiastically shared about how the earth rotates around the sun . They also played a roleplay of revolution and discussed how day and night is caused.

Transdisciplinary Math:

Students were introduced to number 16 and shapes (circle , star oval) they even had a reinforcement of numbers 13,14,15. They learnt counting the number of objects in a set, oral quantification, number formation and tracing of numbers. Students enjoyed doing task sheet using crayons which enhanced their fine motor skills. Students did reinforcement of patterns through colours, numbers and objects. They created patterns using different materials.

Learning and Teaching- Month Review

Transdisciplinary

Language Students were introduced to the letters of the alphabet w ,y and q with their phonic sounds and objects related to it. They practiced letter recognition and formation using sand tray and crayons. Students enthusiastically participated in various group learning engagements using crumpled papers, tearing and pasting of papers for the formation of the letters which enhanced their fine motor skills. Students were introduced to new vocabulary like w(,watermelon), y ,(yellow) q, (queen) using , videos and pictures. They were also engaged in story read aloud sessions and learnt new vocabulary.

Drama: Students chose a story and decided their characters. They used appropriate expressions and props to present to their peers .

Dance: Students learned angry and happy emotions through facial expressions and body movements.

PE: Students were engaged in basic throwing skills, upper hand throwing which helps to improve arm and leg muscles.

Learning and Teaching- Month Review

Music: Students revisited Loud sound and Soft sound, Old Mac Donald and Found a Peanut songs. Students discussed artificial sound and natural sound, and the rhyme - Animals in the Jungle.

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

Learning and Teaching- Month Review



Creating Patterns with colours

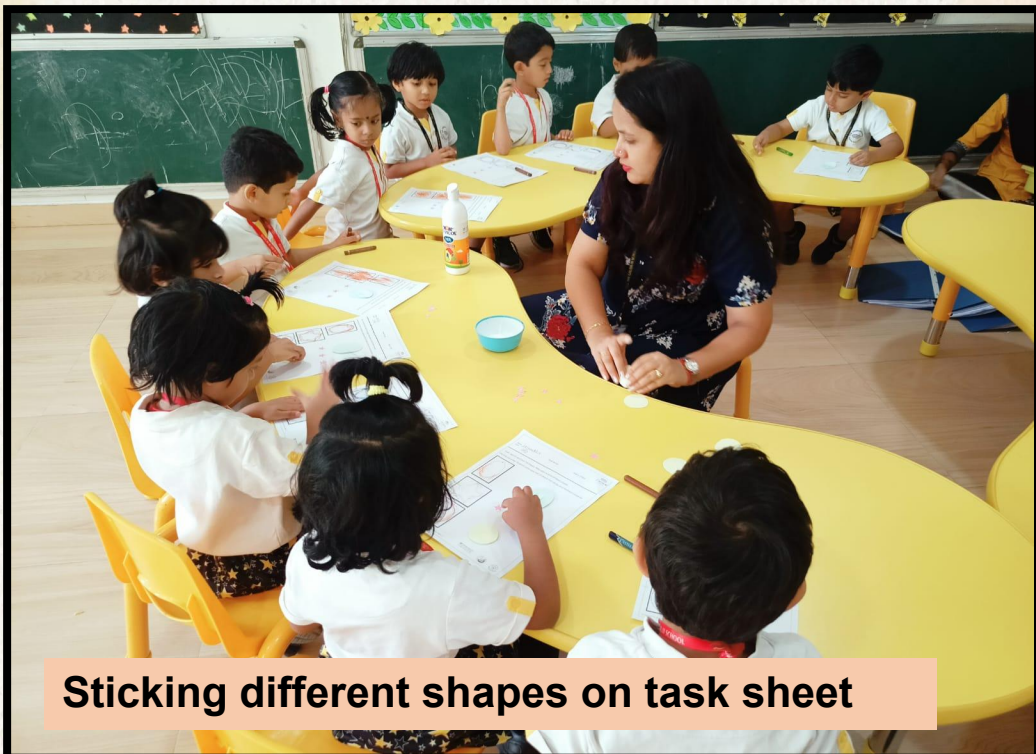


Creating patterns with objects

Learning and Teaching- Month Review

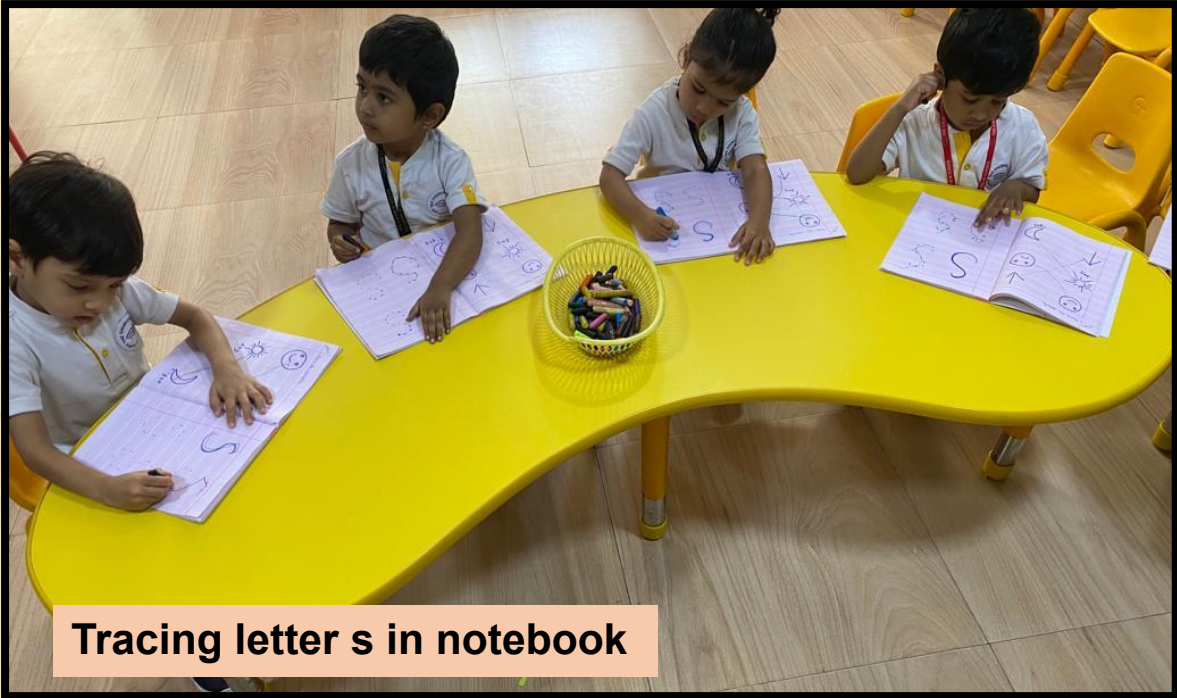


Creating pattern with colour



Sticking different shapes on task sheet

Learning and Teaching- Month Review



Tracing letter s in notebook



Learning letter o through visual prompt

Learning and Teaching- Month Review



Reinforcement of letters with fun learning



Learning and Teaching- Month Review



Role play on Revolution



UOI group learning

Learning and Teaching- Month Review



Learning about day and night



Visual learning on how night is caused

Learning and Teaching- Month Review



Fun learning with paper strips

Learning and Teaching- Month Review



Drama



Learning and Teaching- Month Review



Dance



Learning cobra pose in P.E

Learning and Teaching- Month Review



Music- learning rhyme 'found the peanut'



ORT Reading time

International Day Of Happiness



International Day Of Happiness



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

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Central Idea:

Earth's natural cycles influence the activities of living things.

Lines of Inquiry:

- Natural cycles and its changes
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Key Concepts:

change, causation, connection

Related Concepts:

cycles, interaction, pattern

Learner Profile: Inquirers, Knowledgeable, Thinkers

Unit of Inquiry:. Students will continue inquiring about different seasons, natural cycles like water and oxygen cycle. They will also have a discussion about the term 'response'.

Transdisciplinary Language:

Students will learn letters of the alphabets with phonic sound and related objects. They will practice tracing and formation of letters. Students will build their vocabulary further through different learning engagements.

Transdisciplinary Math:

Students will revisit quantification, identification, formation and tracing of numbers learnt so far.

Learning and Teaching- Month Ahead

Music:—Students will revisit natural sound and artificial sound, practice rhymes- Old Macdonald ,Found a Peanut, Animals in a Jungle along with the teacher using electronic keyboard.

Drama: Students will learn how to perform a story and where we can use the props in that story. Students will learn eye movement.

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

PE : Students will engage through the following activities. Basic catching movement -One hand catching -Two hand catching -High catching -low catching -Students will be having their PE assessment

Dance: Students will be learning free style dance and revision of the previous dances they have learned.

Happenings Month Ahead

Good Friday :

Friday, 7th April

Graduation Day – PP2 :

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.

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