



# PRISM

Grade Nursery



# Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong.



He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied – air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.



Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from- <https://moralstories26.com/story-of-burning-desire-socrates>

It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP



# Message from the Center Head's Desk

Dear Parents,

Greetings!

As we come to an end of another successful school year, I would like to thank our senior management team for their continued guidance, parents for their support and trust; and teachers for their dedication and effort to achieve excellence in creating holistic learning environment for our students.

We are committed in developing socially responsible citizens in a safe, creative, and challenging environment which encourages our students to be clear about their values. Our focus is to empower our students and highlight their leadership skills by providing them a platform to enhance their communication skills, team building, collaborative work, persistence, and determination and we excelled in these areas by providing multiple opportunities to our students to showcase their scholastic and non- scholastic growth.



To guide our learners in achieving their goal, facilitators also underwent continuous professional development trainings to upgrade their understanding of the strategies to cater to the different needs of learners.



We have shared the academic progress of our students through term 2 PTM and reports. Working on the feedback given by teachers will be helpful for the child's learning growth.

Over the summer break students have been given holiday assignments to continue revisiting the learnt concepts. Kindly encourage your child to complete the same which will help them to prepare for the next academic year.

Looking forward to our continued partnership in the new academic year for the learners to progress and reach their potential holistically. We wish you all a restful summer break!

Warm regards,  
Sandhya  
Ramesh Center  
Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Wellbeing

The students practiced mindful breathing and mindful movement through volcano breathing, squirrel and relax technique. They enjoyed practicing 5 senses awareness by creating beautiful mandala art which developed their focus and concentration abilities. Students also discussed about growth mindset.



The students were shown a story and had a discussion on bullying and worry regulation with the students. They shared their understanding of what teasing meant to them and they were different scenarios related to it. They heard a tale about worry before learning about a few strategies which they can use when they feel worried. The students actively shared their reflections.



# School Philosophy- 5 Developmental Pillars

**Holistic Excellence:** The students enjoyed the reading sessions as well as engaged in reading ORT books to further enhance their skills



**Global Leadership:** The students developed and demonstrated ATL (skills) and attributes of learner profile by participating in various learning engagements and actively shared their understandings. They continued to take ownership of their learning by co-constructing success criteria.



# School Philosophy- 5 Developmental Pillars

## Core values :

Students took part in various learning engagements like watching videos and listening to stories and reading books related to core value for the month, 'Integrity'. They reflected and discussed about how they would practice integrity at home, in class, while working individually and in group.



## Stakeholder engagement

As the academic session came to an end, teachers and parents came together during the 3 way conference to discuss the academic progress of their child. They discussed the strengths as well as areas of improvement. The teachers suggested follow up steps to further support the learning needs of the child.



# Professional Development

## **Reading Sessions:**

### **Learner Agency:**

Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

### **Learner Profile:**

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

### **PYP Exhibition:**

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.



# Professional Development

## Concept-Based Learning:

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject based. Concepts help to build understandings across, between, and beyond subjects. We discussed and shared various learning engagements that worked well in our classes to understand the same.

## Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

## Inquiry:

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed various learning engagements that worked well in the classrooms to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching, and seeking information, and solving problems in a variety of ways. We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

## The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.



# Professional Development

## 5 Developmental Pillars Of 'The Happy Minds' Model

We had a session on the five developmental pillars by the core members team.

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

### Holistic Excellence:

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

We shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities that went well, and the suggestions if any to be made for the next academic year 2023-24.

### Core Values:

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. We discussed the core values calendar and the reflections shared by the stakeholders.

### Mindfulness and Well-being:

Our mindfulness and wellbeing programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student. We revisited the mindfulness curriculum and the calendar followed by sharing perspectives.

### Stakeholder Engagement

Students, Parents, Teachers, staff and the local community are stakeholders who meaningfully connect and collaborate to learn, grow and add value to the school culture. We discussed if any event/activity is to be added as a part of the stakeholder engagements followed by reflections.

### Global Leadership

It equips our students with confidence, skills and competencies that leads to self-clarity, enhances interpersonal skills and fosters positive change in the community using the levers of innovation. We shared the importance of UNSDG and the IB leadership capabilities and also discussed the students'-initiated actions and the innovative ideas that the students came up with during their design thinking process.



# 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

### Related Concepts:

cycles, interaction, pattern

**Learner Profile:** Inquirers, Knowledgeable, Thinkers

## Unit of Inquiry:

The students continued their inquiry under the theme, 'How the world works'. They watched videos on Earth's revolution and learnt that it causes seasons.

They explored about different seasons: summer, winter, rainy and spring seasons through stories, videos, songs and related rhymes.

Students reflected on how different seasons affect our choice of food we eat, clothes we wear and activities we do. Natural cycles like water cycle and oxygen cycle were introduced to them with an experiment along with videos, pictures and rhymes. They enjoyed singing the rhymes related to the unit.

The students inquired about patterns of behaviour in different living things during day and night as well as seasons. They were excited to share their learning through their reflections.



# Learning and Teaching- Month Review

## **Transdisciplinary Language :**

The students had reinforcement of letters with phonic sound and related objects. They enjoyed learning opposites through actions like up and down, sit and stand, fast and slow, day and night. They practiced letter formation through sand tracing, using chalk, crayon and play dough, etc. Students were introduced to new vocabulary like o- (oxygen), q- (quilt), x(x-mas tree), z (zig-zag) using stories, videos and pictures. Reinforcement of all the alphabets of the letters were done using different learning engagements like collage work, paper sticking, thumb printing and identifying the letters by jumping on the letters.

## **Transdisciplinary Math:**

The students were introduced to the numbers 16- 20. They practiced the formation of numbers and engaged in quantification using objects and flash cards. They were introduced to pre-math concept tall and short with real life examples. The students had a reinforcement of all the numbers from 1 to 20 through tracing. They had a reinforcement of shapes using different objects and pictures. They were able to connect different shapes through real life objects. The students also revisited patterns by identifying and creating patterns using letters, shapes, colours and objects.

**Drama:** The students learnt how to perform a story and where we can use the props in that story and they learnt eye movement.

**Dance:** The students learned freestyle dance and did revision of the previous dance forms they have learned.



# Learning and Teaching- Month Review

**PE:** Learners were engaged in various fundamental skills. They explored and practiced catching skills. They shared their learning with the end of unit assessment.

**Music:** The students revisited Loud and Soft sound, Old Mac Donald, Found a Peanut and Animals in the Jungle songs. They discussed and practiced artificial sound and natural sound, the song - Animals in the jungle along with the teacher with the help of Electronic Keyboard.

**Art:** The students revisited shapes and colours. They combined the basic shapes and lines to create their artworks and colours. They drew their favourite shapes and enjoyed the wet on wet painting technique and were amazed to see the flow of colours.



# Learning and Teaching- Month Review



**Understanding Water cycle**





# Learning and Teaching- Month Review



**Letter z - Group Learning Engagment**





# Learning and Teaching- Month Review

Tracing Number 16 using sand tray.





# Learning and Teaching- Month Review



**Number 16 Group Learning engagement**





# Learning and Teaching- Month Review



**Number - 18 Group Learning Engagement**



**Number 20 tracing & group learning engagement**





# Learning and Teaching- Month Review



**Pre- Math  
Concept - Tall  
& Short.**





# Learning and Teaching- Month Review

## Letter - q Group Learning Engagement



## A video on winter season





# Learning and Teaching- Month Review

## Letter - q Group Learning Engagement



## Introduction of letter- z



# Learning and Teaching- Month Review

**Quantification  
of numbers  
using crayons  
and blocks.**



**Making shapes  
using different  
resources.**





# Learning and Teaching- Month Review

## Number 16 learning engagement



## Reinforcement of numbers



# Learning and Teaching- Month Review

6 jumps on  
number 6



Identifying  
letters



# Learning and Teaching- Month Review



**Drama**





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



**Music**





# Learning and Teaching- Month Review





# Learning and Teaching- Month Review



**P.E - Warm up  
Exercises**





# Happenings Month Ahead

**School reopening dates – Nursery to 5**

**Grade 3, 4 and 5 – Wednesday, 14<sup>th</sup> June 2023**

**Grade 1 and 2 – Monday, 19<sup>th</sup> June 2023**

**Grade Nursery, PP1 and PP2 – Wednesday, 21<sup>st</sup> June 2023**

## **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/>