



P R I S M

Grade 1
June and July 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings from The Gaudium!

A very warm welcome to the new academic year 2023-24.

I believe this new school year will continue to usher in various opportunities to learn, share experiences, build capabilities and achieve success through a safe, and stimulating environment. Our learning environment reflects the vision and the spirit of our school, and we will continue to unlock the potential of each student to bring out the best in them.

Nothing much can be achieved alone, and it is rightly said that power lies in the team. Recently I read a short story which further strengthened my belief in teamwork.



The victory of United States over the Russian hockey team in the 1980s Olympics was called the “Miracle on Ice” for many reasons. The Russian team had dominated the sport for as long as anyone could remember, and in the United States, hockey had always been a second- or third-tier sport. How the 25-year-old team captain Mike Eruzione got his team to bring home the gold and beat the odds-on favourites, the seasoned Soviet team had been the most inspirational teamwork example.



Message from the Head of School – IB PYP

As a child, Eruzione never thought of himself as a star player. He thought of himself as a **team player**. He believed success was due not to individuals excelling as much as everyone on the team carrying their own weight and having a strong work ethic. Although at Boston College he didn't make it to the main team and was placed on the B team, he was told not to lose confidence.

With those early lessons in teamwork, he gained the respect and trust of the Olympic hockey team. He understood that there were a lot of egos on the team that had to be put aside for the good of the team. Everyone had to feel they were important and were contributing. The backup goalie, Steve Janaszak, never played in the Olympics, but he was as important to the win as anyone.

Teamwork is not having one person force their way on the others. It's about being open minded. All involved must find common ground and work together because the end result is something all can benefit from. Teamwork must be a process, not etched in stone, but always open and willing to improve. *Teamwork is inspiring!*

(Adaptation-<https://www.projectmanager.com/blog/teamwork-examples>)

At The Gaudium School, we believe that parents and teachers need to work together to create the best possible environments to foster physical, emotional and intellectual well-being for all our students. Children do best when parents and school are connected in meaningful ways. Teacher and parental involvement in a child's learning contributes to his/her success.

Let us come together as a team with greater vigour and zeal to ensure that we communicate, support, encourage and trust our children in their journey of learning!

On this note I thank each one of you for your firm faith in our vision and support in the efforts to unlock the potential of every student!

Warm regards,

Anjalika Sharma

IBPYP Head of School



Message from the PYP Coordinator's Desk

Dear Parent

Greetings from The Gaudium!

As I embrace change and growth by becoming part of The Gaudium family, I am thrilled to witness our expressive and engaged students unleash the power of their curiosity. Each classroom has its own story to tell. I was fortunate to be part of the grade level assemblies focused on our core value 'respect'. Our students' creative presentations showed me respect through a new lens. Respecting everyone, respecting everyone's ideas, respecting time, respecting the environment were a few takeaways for us.

We are happy to share that our youngest early years learners have achieved their first milestone: they enter school with smiles, excitement and ease.



They have settled well into their classrooms, which are vibrant spaces of discovery and exploration, where learning looks like a delightful adventure.

Each grade is at the end of their first Unit of Inquiry, where students have constructed knowledge and made connections, researched and have taken the ownership of their learning by learning the art of framing effective questions.



Message from the PYP Coordinator's Desk

Students of Grade 2 got an opportunity to learn beyond the walls of the classrooms. They visited Mrugavani Park to understand our responsibilities in public places. Now it's time for them to evidence their learning through the unit end assessments.

Life Skills in our school play an important role in developing holistic individual. These sessions are designed to equip our learners to become independent and accept challenges. As a part of the Life Skills program this month, Grades 1 and 2 enjoyed learning to make lemonade and Grades 3 to 5 participated in an informative session on First Aid.

Grade 5 is the culminating year of the IBPYP Programme and hence our students of grade 5 are understanding the role of The PYP Exhibition by reading, interpreting, discussing and annotating The PYP Exhibition Guidelines document given by IB. The Exhibition is a yearlong process, and we will continuously share our learnings along the way with you.

Learning never stops at The Gaudium: our mentors went through an intensive professional development on our working Saturday. We ensure that we learn together and equip ourselves to facilitate learning for our young learners.

I have seen the past few weeks filled with impressive learning and engagement, be it students, mentors or leadership. I feel privileged to be part of The Gaudium Family. It is my utmost priority to build a strong bond of trust with our students and their mentors. We have shared responsibility to nurture our students. We thank all the parents and guardians who ensured to connect with our mentors on TPC. We look forward to your continuous support!

Meera Chhabria

PYP Coordinator

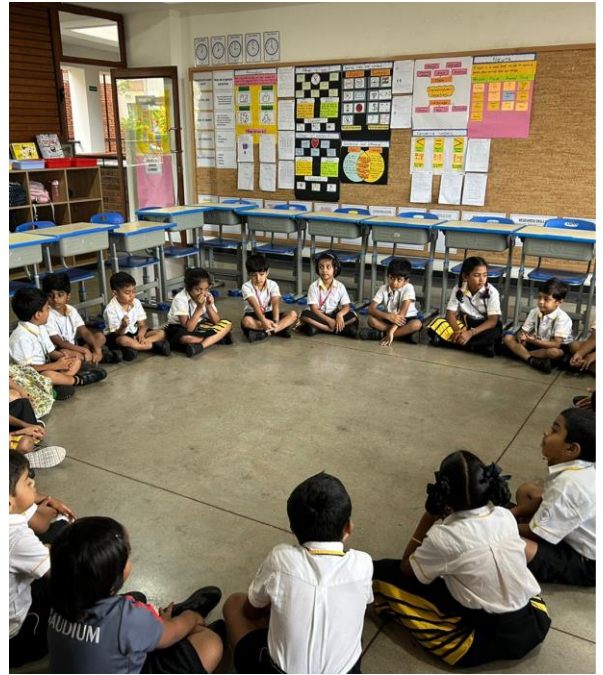
The Gaudium School



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced five finger starfish breathing and mindful movement using deep relaxation. They also engaged in mindful walking. Students participated in International Yoga Day and discussed the benefits of practicing yoga.



Students practiced the five senses awareness by sharing the sounds that they hear, the things they see around them and the smells that enhance their focus and concentration. They shared everything about themselves in self-awareness where they also connected with similarities and differences. Students shared what they are thankful for through a mindful thinking activity.



School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month, 'respect', was inculcated in various ways. Students discussed ways of respecting their parents, friends, environment, and country. They self-reflected on their practices to develop the core value. They shared real-life examples where they showed respect for each other.



Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar. Students were involved in making choices, co-constructing essential agreements, and assessment tasks. Students voted for the PYP student council for cultural, sports and house prefects.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students started reading Oxford Reading Tree sight words and books. They enjoyed reading stories and shared their reflections. Students made lemonade with an emphasis on the importance of safety in the kitchen during Life Skills. It developed a practical skill and provided our students a platform to explore their curiosity and problem-solving abilities.



They watched a video on first aid followed by reflections. Students acquired knowledge and confidence to prevent harm and provide support to those in need.

Students made their language portrait and shared their family and home languages with their peers. Students co-constructed the meaning of the attributes of learner profile.

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The staff induction programme at the beginning of the year provided opportunity to share and reflect on various policies, unpacking of five developmental pillars and department-wise professional development sessions.



Parent orientations helped parents understand the school's mission, vision and philosophy, policies, parent guidelines, transport and pedagogy.

The Teacher Parent Conference was organized on 15th July 2023 for stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

Professional Development

5 Developmental Pillars Of 'The Happy Minds' Model

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.

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

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.

The session on Holistic Excellence was facilitated by **Ms. Nour, Grade-Level Lead (G1), and Ms. Brinda, our teacher-librarian**. Together we reviewed the holistic excellence calendar. As a team, we shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities, and suggestions if any to be made for the current 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. **Ms. Madhulika Gupta, Grade 1 HRT and Ms Smita Parikh, Grade 4 HRT** helped the team to understand in depth the core values. We discussed the importance of the core values calendar and the reflections shared by the stakeholders.



Professional Development

Mindfulness and Well-being

Our mindfulness and well-being 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. **Ms. Deepa, Grade 1 HRT and Ms. Koyel, Grade 5 HRT** shared the importance of mindfulness and well-being with the team members followed by their reflections. We reviewed the mindfulness curriculum and the calendar followed by sharing our 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. **Ms. Praveena Grade-Level Lead (G3) and Ms. Nusrath, Grade 4 HRT** helped the team to understand the importance of our valuable stakeholders and how are they involved in various activities and helping the students to learn and grow. We discussed events and activities 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 lead to self-clarity, enhance interpersonal skills, and foster positive changes in the community using the levers of innovation. We had various activities designed and facilitated by **Ms. Srilalitha Dasari, Grade 5 HRT and Ms. Arshi Munawar, Grade 5 HRT** to know the importance of Global Leadership. We shared the importance of the United Nations Sustainable Development Goals (UNSDG) and the IB leadership capabilities and also discussed the initiated actions and the innovative ideas that the students came up with during their design thinking process.

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. The concept-based learning session was conducted by **Ms. Durgesh Jadhav, our PYP coordinator**. 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. **Ms. Arshi Munawar, Grade 5 HRT, and Ms. Seena Nair, Grade 4 HRT** helped the team by understanding the importance of action in PYP and shared a few examples of students' actions.

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.



Professional Development

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. **Ms. Praveena, Grade-Level Lead (G3), and Ms. Rashi, Grade-Level Lead (G5)** had an interactive session with the team on the importance of inquiry and shared a few strategies on how to conduct inquiry in their classes with examples.

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 team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc. while ensuring inquiry becomes the pedagogy in the classrooms. We understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry. Overall, the PD session was a great learning experience for the team.



Professional Development

Assessments

The assessments professional development session was led by **Ms. Anjalika Sharma, Head of School IB PYP**, who shared the importance of assessments in the primary years programme. It is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching, and how it involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

We also discussed and shared how to co-construct the learning goals and success criteria, and the characteristics of effective assessment that should be authentic, clear and specific, varied, and developmental. We concluded the session by reflecting on the importance of giving timely feedback and feedforward.

PYP Exhibition

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by **Ms. Debolina and Ms. Koyel Das, Grade 5 HRT** conducted the session for the team to know the importance of the PYP Exhibition. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We had a session to know about the purpose and the essential features of the PYP exhibition.

The team also shared the different ways how students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.



Professional Development

PYP Planners

Our PYP planners are working documents, with the flexibility to revise learning outcomes, engagements, and ongoing assessments. To know about the importance of IB PYP planners, **Ms. Rashi, Grade-Level Lead (G5), and Ms. Amara Vijayan, Associate Coordinator** lead the session. The PYP planner is to be used by all teachers to organize their teaching around the exploration of a central idea. All teachers, including single-subject teachers, are expected to use 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.

ILD Session

The team-building activities were conducted by **Ms. Nainitha Dulam, special educator, Ms. Pritha, and Ms. Hadiya, school counselors** 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.



Professional Development

Design Thinking

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions. The session on design thinking was lead by **Ms. Seena Nair, Grade 4 HRT, and Ms. Arshi Munawar, Grade 5 HRT.**

A design thinking session enabled the team to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approaches to teaching. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms. Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

School policies

We had a session about the school policies related to “Academic Integrity, Code of Conduct, and IT policies” that was conducted by **Ms. Usha Mahesh, HR Head, Ms. Brinda, teacher librarian and Mr. Varun, Senior IT Manager.** We shared our perspectives and posed questions on the implementation in the classroom and school to deepen our understanding.



Professional Development

Reading Sessions:

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.

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.



Professional Development

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.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

How we organize ourselves

Central Idea

Signs and symbols are part of human made systems that facilitate local and global communication.

Lines of Inquiry

- Signs and symbols.
- Ways visual language facilitates communication
- Specialized systems of communication

Key Concepts

Form, Perspective, Function

IB Learner Profile Attributes

Inquirers, Communicators,
Knowledgeable, Caring

Unit of Inquiry

Students inquired about signs and symbols under the transdisciplinary theme 'How we organize ourselves'.

Students co-constructed the meaning of signs and symbols and found the meaning in the dictionary.

While inquiring, students found the similarities and differences between signs and symbols.

Students looked at various types of signs and symbols and also sorted them using different graphic organizers of their choice.

They went for a school tour and listed the various signs and symbols around the school.

Students inquired about the meaning of communication and explored different types of communication and various systems of communication.

Learning and Teaching – This Month

Transdisciplinary Language

Students made trans-disciplinary connections with nouns, verbs, punctuation marks during the inquiry on sign and symbols.

Students sorted the given words to nouns and verbs. They also framed sentences using nouns and verbs.

Students co-constructed the words for spelling assessments. They practiced reading and writing sight words and phase 1, 2 and phase 3 sounds of Jolly phonics to enhance their vocabulary and grammar.

Transdisciplinary Math

Students continued working on mental math every day to revisit the concepts learnt earlier. They identified place values of numbers.

Students explored the usage of signs and symbols in mathematics. They made transdisciplinary connections with greater than, lesser than, addition and subtraction while inquiring about signs and symbols.

Students solved math problems of addition and subtraction and explored words such as plus, add, together, minus, takeaway, etc.



Learning and Teaching – This Month

French

In the months of June and July 2023, learners established an understanding of the importance of learning additional languages and how it helps in communication through various learning engagements.

Learners were introduced to alphabets in French language through rhymes with emphasis on phonics. Learners also learnt basic greeting words like Bonjour, Merci and Au revoir.

Spanish

Students learnt how to read and write numbers in Spanish (1-20). They were introduced to alphabets and basic greetings in Spanish such as hello, good morning, good afternoon, and good night.

Telugu

Students learnt letters and related words in the a, aa, ka and kha. They recognized the pictures and learnt their names. Students heard stories in Telugu. They learnt rhymes Chitti Chilakamma, Chuk Chuk And Ammaku Jai Jai, and Amma Modati Dyvamu.

Hindi

Students watched a presentation and listened to a story related to k and kh letters and came up with letters k and kh. They practiced writing k and kh letters in the notebook and learnt the poem Dhobi Aaya. They further learnt numbers in Hindi from 1 to 5.



Learning and Teaching – This Month

Drama

Students watched videos of theatre / drama performances by children. They reflected on the videos and talked about various elements of drama. Students paired up with their peers and tried to enact a story of their choice.

Music

Students learnt about musical notes in the Western, Indian, and Solfege systems. They learnt different types of rhythmic patterns and tempos.

PE

This month students participated in basic warm up exercises. They co-constructed essential agreements for the PE class. They were assessed on their prior knowledge on movements.

Visual Art

Students inquired about different types of lines and created artwork using lines. They were introduced to primary and secondary colours. They created their artwork using their choice of primary or secondary colours to express their feelings for their best friend/favourite person and self-reflected on their learning.

Dance

Students co-constructed essential agreements for dance class. They started their classes with warm up exercises and learnt dance movements of their chosen music. Students further shared the characteristics of dance.



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How the world works

Central Idea

The design of buildings and their structures is dependent on a range of factors.

Lines of Inquiry

- Factors to consider while building a structure.
- Indigenous architecture
- Ways buildings impacts the environment

Key Concepts

Connection, Responsibility, Function

IB Learner Profile Attributes

Inquirers, Open-minded, Caring

Unit of Inquiry

Students will complete their end of unit assessment for the current unit. They will inquire into the buildings and structures under the transdisciplinary theme 'How the world works'.

Students will find the meaning of the terms- buildings and structure. They will further inquire about various factors that need to be considered while building a structure through real-life connections.

They will look at and explore ancient architectures like Egypt, Roman, Indian etc. Students will be involved in problem solving related to buildings and structures through the Design Thinking process.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will explore sentence structure and continue framing sentences using punctuation marks. They will participate in different learning engagements to explore the writing process.

They will also connect to subject and predicate in a sentence and be introduced to articles and prepositions.

Transdisciplinary Math

Students will explore the usage of money. They will inquire about different types of currency and its importance in our daily life while looking at factors to be considered while building a structure. They will continue solving problems in addition and subtraction and connect with problem solving during the design thinking process.

French

In the month of August 2023, students will continue learning the alphabet with words related to them. They will learn numbers 0 to 5 in French.

Spanish

Students will explore basic introduction in Spanish such as name, age, favourite colour, and favourite food and days of the week in Spanish.

Telugu

Students will continue practicing letters and words.

Hindi

Students will be introduced to ga, gh and ang letters. They will learn numbers 6-10 in Hindi.



Learning and Teaching – Month Ahead

Drama

Students will look at different characters in drama and identify their characteristics, emotions, culture etc. and connect with body language.

PE

Students will be introduced to athletics, techniques in running and variations of running.

Dance

Students will watch a video of a dance performance and share – what they see, think and wonder – costumes, hands, legs, and expressions.

Visual Art

The students will inquire into primary colours, secondary colours, cool and warm colours in the elements of art. They will observe different artworks and compare and contrast the features of the artwork. The students will work on their chosen artwork.

Music

Students will be introduced to basic instrument families. They will continue to learn the different combinations of Western and Indian-style musical notes. They will learn the Indian language song 'Hum Honge Kamiyab'.



Happenings Month Ahead

Events	Date
Investiture Ceremony	4th August
PYP Life skill	11th August
Independence Day Celebration	15th August
PYP Life skill	25th August
National Sports Day	29th August

Check these!

<https://www.thegaudium.com/>

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

<https://www.youtube.com/c/Thegaudiumschool>

<https://www.instagram.com/thegaudiumhyd/>

<https://www.linkedin.com/company/thegaudium/>

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>