



# P R I S M

Grade 2  
June & 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  
Head of School IBPYP



# Message from the Academic Head's Desk

Dear Parents,

Greetings!

Welcome to the academic year 2023-24! We are glad to see our young learners back in school who are gradually adapting and settling in their new classroom environment.

Our focus is on greater student participation and achievement in a positive and safe learning environment; hence we continue to emphasize on discipline, punctuality, school attendance, and participation of our learners. As our learners are in their early stages of learning, we need to work collaboratively to instil the most important elements in the school journey of a child apart from learning, which are collaboration, balance, good relationships, and trust.



At 'The Gaudium', we encourage our students to be self-directed learners enabling them to make difference to themselves and the world around them by focusing on the 5 developmental pillars of holistic excellence, core values, stakeholder engagements, mindfulness & wellbeing, and global leadership.



# Message from the Academic Head's Desk

With a focus on these pillars a learning environment is created which allows the learner to explore, experiment and deepen their understanding of self and the world around them.

Students are also engaged in setting their goal for their learning in different areas. They are encouraged to independently review their goals regularly to track their progress.

We work in collaboration with all our stakeholders to contribute actively in the learning journey of our learners.

As stakeholders, you may engage in following ways to collaborate-

- 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) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 4) Being in regular contact with your child's mentor and being aware of areas of strength and improvement

We value your support and contribution as a stakeholder. We will continue to provide avenues for the holistic development of our learners.

Warm regards,  
Sandhya Ramesh  
Center Head





# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

International Yoga Day was celebrated to raise awareness about the benefits of Yoga. Learners practiced various mindfulness activities every day like-five finger starfish meditation, hissing breath, slow and mindful walking, things we see around us, textures we can feel, being thankful, and self-introduction.



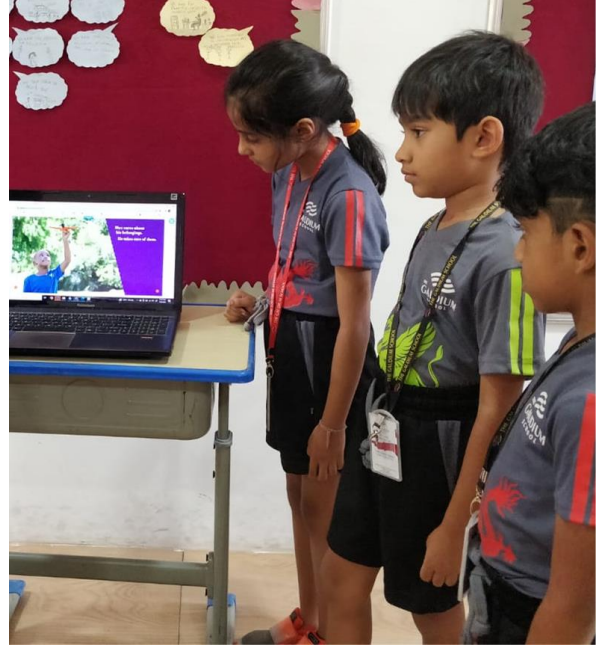
Students discussed the benefits and shared their reflections as well. They focused on personal goal setting and reflected on the impact of their words and actions on others through mindful activities.



# School Philosophy- 5 Developmental Pillars

## Core values

Core value for the month, 'respect', was inculcated through various engagements. Learners discussed the meaning of, 'respect' and shared their understanding with their peers. They took part in different learning engagements like watching and listening to stories and reading books related to respect. Later they discussed various ways they can show 'respect'. They also connected to stories and shared real- life examples of where they have displayed respect.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement

Parent Orientation was conducted on both virtual and physical platform in the beginning of the academic year. Parents were introduced to our school vision, mission and philosophy as well as the five developmental pillars.



Parents were also apprised with programme specific curriculum details, school policies and key communication related information. We had first Teacher Parent Conference 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





# School Philosophy- 5 Developmental Pillars

## Global Leadership:

Learners demonstrated their ownership of learning by sharing, how best they learn and how best they share their learning with others, what do they want to learn. They co-constructed essential agreements along with their peers and teachers.



The learners continued to develop and demonstrate ATL and attributes of learner profile by participating in various engagements. They continued to take ownership of their learning by setting their learning goals, sharing reflections, collaborating with their peers, identifying areas of strength and growth and discussing further steps.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Learners celebrated the world music day by singing songs and looking at various musical instruments on 21st of June. They engaged in reading their choice of books, as part of the ORT (Oxford Reading Tree) Program. Learners read ORT books based on their readiness level for reading.



As part of inculcating life skills, learners engaged in non-fire cooking. They learnt preparation of lemonade. Learners collaborated well with their peers during this experiential learning and shared their reflections with each other.

# 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

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# 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 IBPYP**, 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.

**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- Month Review

## **Unit of Inquiry:**

## **Transdisciplinary Theme:**

How we organize ourselves

## **Central Idea:**

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

## **Lines of inquiry :**

- Characteristics of physical and virtual public spaces
- Purposes/uses of public spaces
- Responsibilities in public spaces

## **Key concepts:**

form, function, responsibility

## **Related concepts:**

community, environment, participation, access

## **IB Learner profile**

Principled, Thinkers, Reflective, Balanced

## **Unit of Inquiry:**

Learners started their inquiry under the transdisciplinary theme 'How we organize ourselves'. The learners explored and inquired about various physical and virtual spaces. They understood the meaning of space and place. While inquiring they identified the difference between personal and public spaces and defined them by connecting with real life experiences. The learners further inquired about the characteristics and purposes/usage of physical and virtual public spaces. They shared their responsibilities towards public and private spaces.





# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Learners made transdisciplinary connections with 'rhyming words', 'nouns' and practiced the same through various learning engagements. They identified and sorted nouns as common nouns and proper nouns. On exploring further about physical and virtual spaces, learners made connections with adjectives and homonyms. They listed down the various homonyms and shared the meaning of the words. They continued to read different stories to enhance their communication skills.

## **Transdisciplinary Math:**

Learners made transdisciplinary connections with the concept of 'place value' and practiced the same through various learning engagements. They explored different shapes and made real life connections by identifying usage of the shapes around them. Learners explored the characteristics and properties of different shapes. They learnt about the concept of area and explored ways to measure the area of shapes.



# Learning and Teaching- Month Review

## Hindi

The first letter and matra of 'Swar' अ, आ was introduced. They watched a short story related to अ and आ letter and matra Video. They wrote the अ and आ matra words they heard and framed sentences using them. They read simple sentences related to the letters अ and आ which helped them to enhance the recognition and pronunciation of the letters efficiently. The learners revisited the vyanjan' letters and numbers from 1 to 10 from which they had learned in their previous class.

## Telugu

During the month of June, prior knowledge assessment was done for the learners through classroom discussions and storytelling activities. Learners revisited the Telugu rhymes along with their peers and individually as well.

## Spanish

Students learnt numbers 1-20. They practiced writing numbers 1-20. Later they learnt names of the colours. They were reintroduced to the Spanish alphabet. They learnt the vocabulary related to the letters a, b, c and d.



# Learning and Teaching- Month Review

## **French**

Students learnt numbers from 1 - 20 , greetings and revisited colours

## **Dance**

In the beginning of the sessions learners introduced themselves and discussed about dance work out and its benefits. Later they discussed their prior knowledge regarding basic dance steps. Learner were introduced to hand and leg movements. Through these learning engagements they developed their basic understanding of body awareness, timing and rhythm.

## **Art**

The learners co-constructed the essential agreements for the art class and shared their understanding of the learner profile attributes and ATL. They were assessed on their prior knowledge of different artforms by observing various artworks, identified the artworks, shared the similarities and differences, and described the artform using the art vocabulary. The learners started their journey into art by revisiting the elements of art lines, identified the lines and their purpose in art as well.



# Learning and Teaching- Month Review

## Music

Learners listened to 2 songs, chose one song they like and shared the reasons of their choice. They listened to two pieces of music - one in tune and second out of tune and reflected on the similarities and differences between the two. Learners practiced singing with their teacher and peers and reflected on how they were singing. Later they listened to a piece of music with 2 different pitches - high and low and reflected on the differences and similarities between them. Learners practiced singing in high pitch and low pitch.

## PE

Learners engaged in ice breaking activities and fun games. They explored the physical activities and discussed the purpose of physical activities. Learners reflected on various skills and games they learned in their previous year.

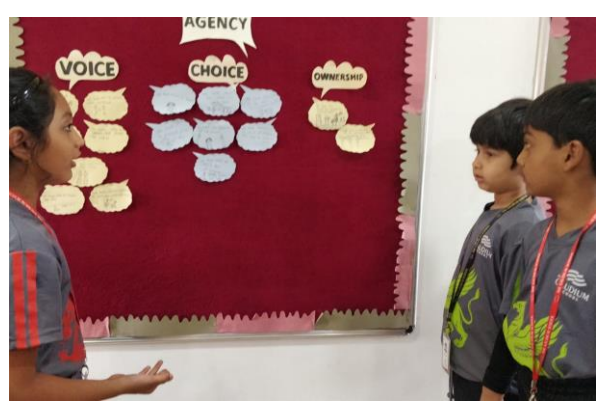
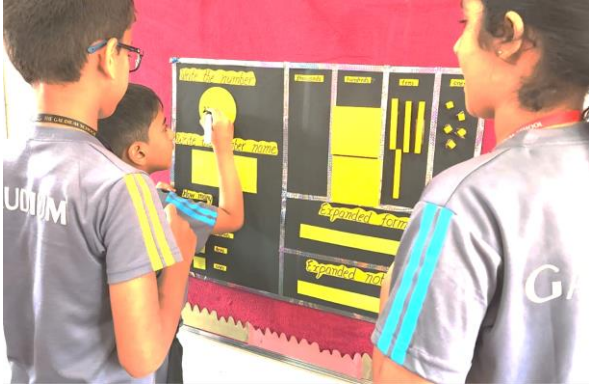
## Drama

Learners learned about MIME. They discussed various body movements and expressions involved in mime. They practiced mime through group and individual activities.





# Learning and Teaching- Month Review



- TD Language** - Sharing examples of proper and common noun.
- TD Math** - Skill practice for expanded form of numbers.
- Library** - Story session using puppets.
- PE** - Exploring physical activities



# Learning and Teaching- Month Review



**Visual Art** - Discussion on similarities and differences between different art forms

**Dance** - Practicing hand and leg movements

**Drama** - Practicing MIME through group learning engagements.



# Learning and Teaching- Month Review



**Music** - Discussion on similarities and differences between high and low pitch.

**Second Language** - Reflecting on their previous year learning.

# Learning and Teaching- Month Ahead

## **Unit of Inquiry: Transdisciplinary Theme:**

Where we are in place and time

## **Central idea:**

The Earth's physical geography impacts human interactions and settlement.

## **Lines of inquiry**

- Variability of physical geography around the world
- The relationship between location and settlement
- Responsibility of human interaction on the physical environment.

## **Key concepts:**

change, connection ,  
responsibility

## **Related concepts:**

geography, settlement, and  
relationship

## **IB Learner profile**

Inquirers, Knowledgeable,  
Principled



# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

In the month ahead the learners will inquire into the transdisciplinary theme where we are in place and time. They will explore variability of physical geography around the world and how it impacts human interactions and settlements.

## **Transdisciplinary Math:**

Learners will inquire about operations - division and fraction. They will explore time and measurement. Learners will revisit representation of data using various graphs and tally marks.

## **Transdisciplinary Language:**

Learners will explore compound words, cause and effect, and descriptive writing. They would be actively engaged in using the dictionary.





# Learning and Teaching- Month Ahead

## Hindi

Learners will be introduced to the small e matra (इ), big e matra (ई) and also learn how to write words using these matras. They will be engaged in various discussions and learning engagements related to the matras. Learners will practice writing the meaning of the words.

## French

Learners will revisit previous topics and learn numbers 20 - 30. They will learn new greetings and simple words.

## Spanish

Learners will learn types of salutations- formal and informal. They will be introduced to the letters e,f,g,h through a picture/ rhyme/ song with the syllables of each letter.

## Telugu

Learners will be engaged in revisiting Varnamala letters.

Guntala gurtulu will be introduced to the learners through flash



# Learning and Teaching- Month Ahead

## Dance

Learners will explore basic steps of freestyle, locking and hip hop genre. They will discuss the history of these dance styles and the differences between these styles.

## Drama

Learners will demonstrate a mime performance individually in the class. They will be given required feedback to develop that performance.

## Art

Learners will observe various artworks and identify the elements of art- line shape and colour. They will create their choice of artwork with these elements of art. The learners will be exploring the elements of art- colours and classify these into categories using the colour wheel. They will further inquire into how the colours relate to each other and other classifications of colours like warm and cool colours, tertiary colours.



# Learning and Teaching- Month Ahead

## Music

Learners will be introduced to rhythm. They will revisit pitch and practice a song using both low and high pitch. Learners will explore the similarities and differences between two pieces of music with and without rhythm. They will be singing patriotic songs related to the Independence Day.

## PE

Learners will discuss the central idea and will be engaged in various learning engagements and activities.

Learners will have a discussion on fundamental jogging and running skills and practice the same.



# Happenings Month Ahead

Event	Date
Independence Day special Assembly	14th August
Independence Day holiday	15th August
PYP Life skills	25th August
National Sports Day	29th August

## Our website:

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

## Events link:

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

## Social Media Links:

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

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

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

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

