



P R I S M

Grade 3
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

Mindfulness leads to greater well-being and mental clarity, and an increased ability to care for both ourselves and others. They were engaged in different mindful exercises such as 5-finger starfish meditation, slow walking all about myself, in breath and out breath, deep relaxation and body scan, Things we see around and being thankful that makes us happy, bubbles of gratitude, and so on.



They practiced five-finger starfish breathing and mindful movement using deep relaxation. They also engaged in mindful walking. Students participated in International Yoga Day where students shared the benefits of practicing yoga. As a part of their daily routine, students continued practising mindfulness to increase attention span, focus and regulate emotions.

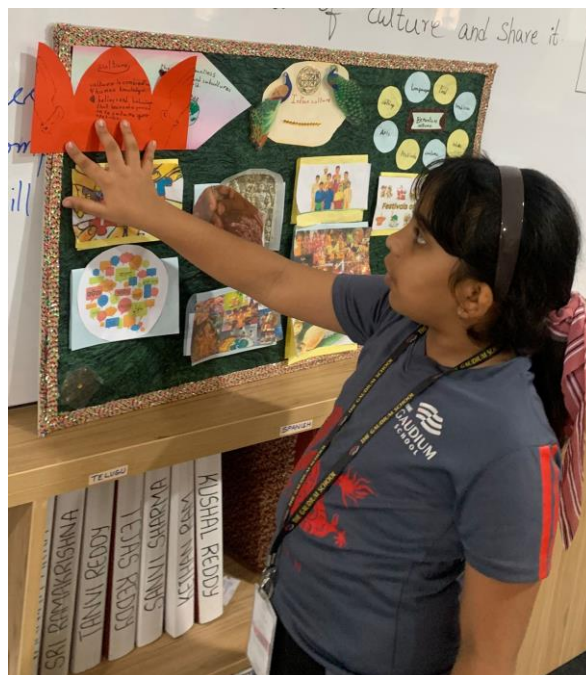


School Philosophy – 5 Developmental Pillars

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. Students displayed their leadership capabilities by interacting with people and creating a shared culture for intercultural learning. We also had a Parent-Teacher-Conference, 2023-24 on the 15th of July to discuss the overall development of the child.

A book fair was conducted on the 15th of July, 2023 where students and parents explored a variety of books and novels and purchased books of their choice.



School Philosophy – 5 Developmental Pillars

Core Values

The core value for the month is “respect”. Students had various learning engagements to better understand the significance of the core value, “respect” in our lives. They developed and demonstrated respect by reading various stories, watching videos, and answering quizzes related to the core values. Students shared their real-life experiences in the classroom with their peers and during the weekly assemblies. They connected the core value respect with the current unit of inquiry while discussing about different cultures.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students started reading “Everybody cooks rice” written by Norah Doley. They enjoyed reading the book and shared their reflections.

In the life skills sessions, students watched a video on first aid and table manners followed by reflections. Students acquired the knowledge and confidence to prevent harm and provide support to those in need. They also shared the importance of dining etiquettes in these sessions. Students made their language portrait and shared their family and home languages with their peers. They co-constructed the meaning of the attributes of learner profile.



Global Leadership

Students organized and conducted their weekly assemblies as a part of the global leadership pillar. Students were involved in making choices, co-constructing the essential agreements, and various assessment tasks. They understood the importance of student council and casted their votes to elect PYP student council candidates for the positions of cultural, sports and house prefects.



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** led 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 led 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

Transdisciplinary Theme

Who we are

Central Idea:

People's cultural backgrounds impact beliefs, values and actions.

Lines Of Inquiry:

- Understanding culture and its elements.
- Ways people use different experiences to inform perspectives.
- Connections between beliefs values, and the actions taken in response to them.

Key concepts:

Function, Connection, Perspective

Related concepts:

interpretation, identity, subjectivity

Unit of Inquiry

We started the new unit under the transdisciplinary theme “Who we are” with the provocation task where students watched different images of cultural norms. They used the strategy “I See, I Think” and came up with the words “culture”, “festival”, “currency”, “countries”, “lifestyle”, “languages” and “food”. Next, they identified and described the images and connected them to the word “Culture”. Students co-constructed and defined the meaning of the word “Culture”.

Students used the strategy “RAC- Read, Analyze, Conclude” to read and analyze different personas (fictional characters) and identified the elements of the culture by expressing who they are, where they are from, what they do, and how they are similar and different from each other.



Learning and Teaching – This Month

Students were introduced to the word “experience” by giving them different scenarios of a person undergoing different experiences. They developed research skills (information literacy) by exploring different kinds of experiences i.e., social, emotional, intellectual, physical, and virtual experiences. They connected to the key concept of “perspective” and shared how different experiences lead to perspectives. They explored the meanings of the words “beliefs, values, and action”. Students made the connection to the key concept of “connection” while sharing the connection between these terms.

They had learning engagements to discuss the meaning of values and shared their understanding with their peers by concluding that values and beliefs together influence actions and thoughts. Students co-constructed the assessment tasks, tools, and criteria to complete the end-of-unit assessment.

Transdisciplinary Language

Students made transdisciplinary connections with collective, concrete and abstract nouns, adjectives, facts and opinions, recipe writing, poems, and paragraph writing while discussing the elements of the culture.

Students co-constructed the spelling lists and had their weekly spelling assessments.



Learning and Teaching – This Month

Transdisciplinary Math

Students made transdisciplinary connections with place value, face value, ordering of

numbers, and basic mathematical operations like addition, subtraction, multiplication and division, money, and fractions. Students did their mental Math every day to enhance their skills.

PE

Students introduced themselves and discussed the importance of the warm-up exercises. They co-constructed the essential agreements along with their peers for their PE classes. Students reflected on “How best do I learn? How best do I show my learning?”.

They were provoked to discuss the word “techniques” while playing football. Students practiced simple run and shared their perspectives about using athletic track.

Music

Students introduced themselves and worked together to frame the essential agreements for their music class. They participated in rhythmic jam sessions that involved body percussion and techniques for creating patterns and varying speeds using clapping and musical instruments. As the sessions continued, students were split into groups to showcase their unique approaches to rhythm through clapping and vocal exercises. Prior knowledge were taken through singing individually and by group singing in the class by understanding the dynamics and expression of the performance.



Learning and Teaching – This Month

Telugu

Students co-constructed the essential agreements along with their peers. They had their prior knowledge assessment. Students learned Varnamala and guninthalu. They were introduced to literature in Telugu. Students discussed the characteristic features and identified the forms of the literature.

Students read different types of stories and were encouraged to share their understanding of the elements of the story. They identified the title, characters, plot, setting, and the problems related to the stories read. Students noted down the meaning of the new words while reading.

They were introduced to 'Panchatantra kathalu' to learn the meanings of the words from the stories and classification of birds and animals. Students listed down their understanding using the strategy- I see/ I think/ I wonder.

Spanish

Students introduced themselves and co-constructed the essential agreements for their Spanish classes. They learned the days of the week, basic greetings, alphabets and accents with vowels.



Learning and Teaching – This Month

French

Students introduced themselves in French and co-constructed the essential agreements. They learned numbers up to 79, basic greetings, alphabets and accents with vowels.

Hindi

Students introduced themselves and framed the essential agreements. They revisited the Hindi alphabet and wrote the same. They revised the Anuswar, Anunasik, and Visarga and wrote the same. Students had a prior knowledge assessment where they were shown 5 pictures and 5 words (words from different letters of the alphabet using different matras).

They framed sentences using the given words related to the pictures. They read the given content, looked at the pictures and came up with the words poems and stories.

Students shared their perspectives about stories and poems and listed the elements of the story. They discussed and shared the characteristics of a poem and stories. Students shared the stories and poems that they had heard or read.

They watched and read Panchatantra stories and shared their perspectives. They framed questions related to the stories and inquired about them. Students listed nouns and recited the poem.



Learning and Teaching – This Month

Visual Art

Students introduced themselves. They framed the essential agreements for their Art classes. Students did name designing using their imaginations and creativity and coloured it in their choice of medium.

Students were shown different pictures of various artworks and asked to share what they noticed in the pictures. They shared their perspectives using the strategy “observe, think and wonder”



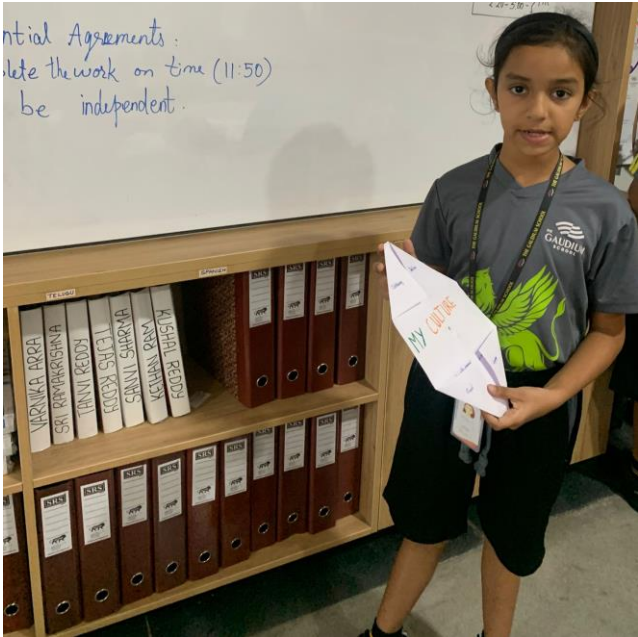
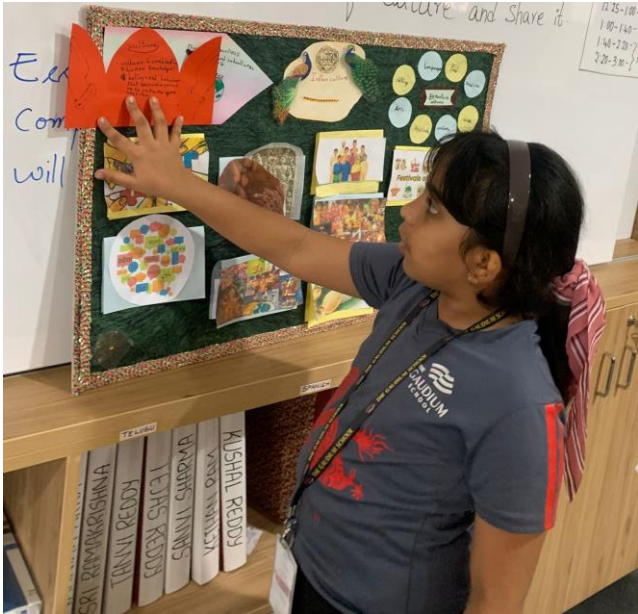
Drama

Students framed the essential agreements for their classes.

They worked on the following areas demonstrating the attribute of the learner profile communicators.

- Exploring theatre exercise.
- Importance of expressions.

Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How we express ourselves

Central Idea

Images communicate ideas and information.

Lines Of Inquiry

- The use of static and moving images in different media.
- Interconnectedness of design elements.
- Ways people interpret and respond to images.

Key concepts

Function, Connection, Perspective

Related concepts

creativity, communication, imagery

Unit of Inquiry

Students will inquire about types and purpose of media, the difference between media and medium, the use of static and moving images in different media, design elements, the interconnectedness of design elements, and ways people interpret and respond to images. They will explore the concepts of imagery, creativity, and communication.

They will look at different types of images and sort them into static and moving. They will inquire about the use of various images. They will explore the design elements and how they are interconnected.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will connect to character sketches, descriptive writing, adjectives, and picture compositions while inquiring into images that communicate ideas and information. They will make a transdisciplinary connection with question words, summary writing, and compare/contrast while exploring digital, print, and social media.

When they inquire into ways people interpret and respond to images they may connect to book reviews, and persuasive writing. Through these concepts, students will understand that there are multiple purposes of writing, and the words we choose and how we choose to use them enable us to share our imagination and ideas.

Transdisciplinary Math

Students will connect with the concept of pattern while inquiring about images. They will learn analyzing patterns and identifying rules for patterns helps to make predictions. They will connect to shapes, types of lines, and angles while exploring elements of design. Students will understand geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.



Learning and Teaching – Month Ahead

French

Students will learn the verbs “habiter” and “etre”. They will practice the language skills in their daily French communication and collaboratively work with their peers to enhance their skills in French.

Spanish

Students will learn the verbs “VIVIR” and “SER, ESTAR” using various learning engagements. They will be given opportunities to demonstrate and develop their skills in Spanish.

Hindi

Students will sort nouns as names, animals, places, and things. They will read a short Panchatantra story. Students will listen to a poem about animals and answer a few questions related to the poem.

They will list down new words from the poem. They will be asked to share their meaning and use them to describe real-life experiences. Students will have spelling assessments.

Telugu

Students will be introduced to nouns through Panchatantra stories. They will have a learning engagement related to nouns to identify names, places, things, and animals. To enhance their reading skills, they will read Panchatantra stories and frame questions.

They will frame important questions for the poem and answer those questions as well. Students will recite the poem and co-construct the criteria and tools for the poem recitation.



Learning and Teaching – Month Ahead

Visual Arts

Students will have a learning engagement to demonstrate any aspect of their lives that is unique to them using the elements of art in any medium, painting/drawing/ paper folding. They will revisit the elements of art and will be introduced to the principle of art through pictures and artwork. Students will explore the concept of balance in the artwork – symmetrical, asymmetrical and radial balance.

Drama

Students will work on the following areas by demonstrating the attributes of the learner profile thinkers.

- Story
- Plot sequencing

PE

Students will list out athletics events that they have seen, heard and participated in, to know about their prior knowledge of athletics. They will explore pre-athletics (Running, Jumping, Throwing) skills.

Music

Students will take part in vocal exercises and instrumental jam sessions accordingly.



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/>