



P R I S M

Grade 4
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 increases the ability to make controlled, conscious and thoughtful actions.

As a part of mindfulness engagements, students and teachers together practice in several techniques like- starfish breathing, slow walking and all about myself (self-awareness). Students reflect/discuss the benefits of these exercises and how its application can bring changes to their behaviour and actions after every mindfulness session.



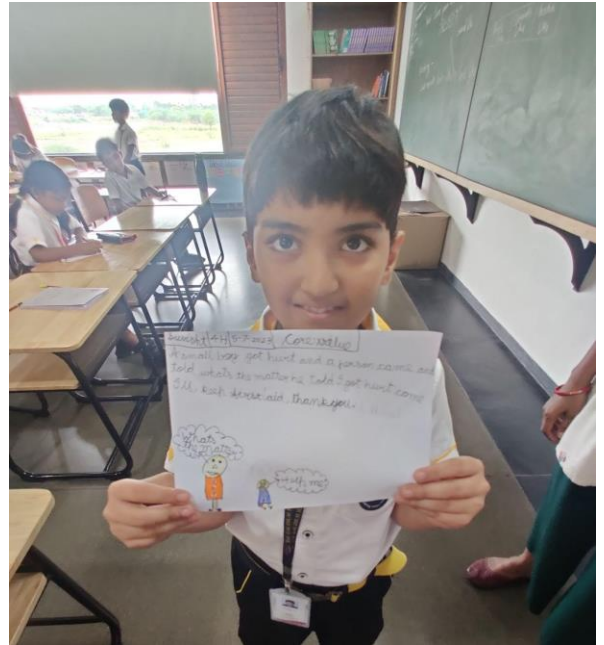
Students celebrated International Yoga Day, where they performed different yoga poses in their respective classes followed by their reflections.

As a part of well-being, the school counselor also conducted a session on well-being and acceptance, where students discussed and reflected on their understanding of well-being. They did a learning engagement through a discussion about similarities and differences between them and their classmates and understood the importance of accepting others.

School Philosophy – 5 Developmental Pillars

Core Values

The core values are an integral part of our learning. The core value for the month was 'respect'. Students explored the meaning of respect and shared their understanding. They came up with the words 'admiration and regard' and mentioned that we admire the qualities and regard the achievements of all. They also reflected on the same through various learning engagements.



Stakeholders Engagement

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

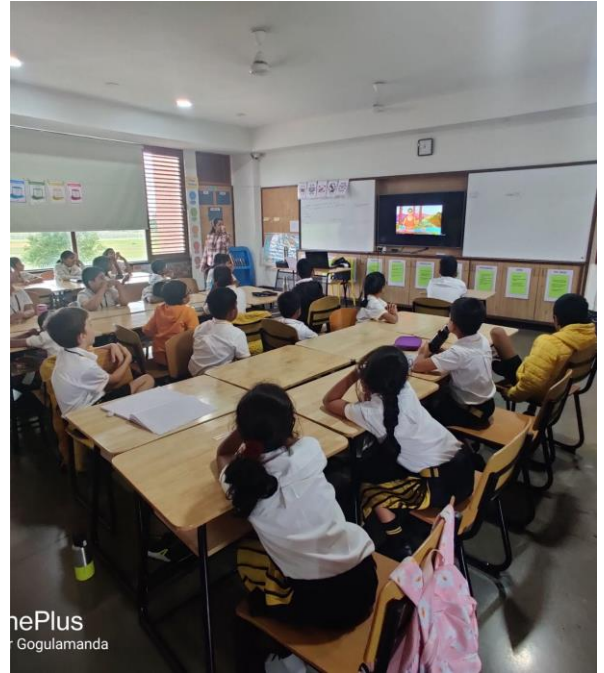
The first TPC (Teacher -Parent - Conference) for the academic year 2023-24, was held on 15th July 2023. TPC allowed parents, teachers, and students to come together, reflect, and understand the academic journey embarked upon and share any specific inputs to help progress further.

School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students watched a video on first aid. They also watched a video on table manners followed by reflections. Through these life skills sessions, students acquired the knowledge and confidence to prevent harm and provide support to those in need. They also shared the importance of dining etiquettes.

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.



Global Leadership

Students organized and conducted their weekly assemblies as part of the global leadership pillar. Students were involved in making choices and co-constructing essential agreements.

They participated in the voting process for the student council election. They discussed what it means to be a leader and its characteristics.



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, analysing, 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 counsellors** 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

Who we are

Central Idea

The interactions between human body systems contribute to health and survival.

Lines of Inquiry

- Body systems and its working - function
- Ways body systems are interdependent - connection
- Impact of lifestyle choices on the body- responsibility

Key Concepts

Function, connection, responsibility

IB Learner Profile Attributes

Communicators, Knowledgeable, Inquirers

Unit of Inquiry

Students came up with the word “systems” during the provocation task. They discussed and framed a common definition and inquired into the various systems that they see around them for example: transport systems, solar systems, communication systems, body systems, etc.

In continuation to this, students read the descriptors of the transdisciplinary themes and connected to “who we are”, where they shared how the interaction between human body systems contributes to health and survival. During the discussions, they connected to human body systems and co-constructed the common definition of the body system.



Learning and Teaching – This Month

Students listed down the different body systems they knew and made a human graph to divide themselves into groups. They framed their research questions related to their chosen body systems and started sharing their research work through presentations.

Students came up with the word interdependent and connected to human body systems. They researched how different body systems are interdependent. While discussing they also inquired to know more about healthy lifestyles and the impacts of lifestyle choices on the body systems.

Students started working on their end of unit assessment by co-constructing the assessment task, criteria and assessment tool.

Transdisciplinary Math

Students made connections to the number systems while discussing the types of systems. They inquired into and discussed International and Indian number systems and had various learning engagements related to the same.

When students inquired about the body systems, the organs, and their parts, they connected to measurements – weight and height. Further, they co-constructed the definition of measurement thereby, reflecting their understanding.

Students also made connections to the concept of balancing equations. They worked on solving equations using different operations.



Learning and Teaching – This Month

Transdisciplinary Language

Students started with their weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring into body systems they connected to positioning or placement of the organs thereby coming up with the word “prepositions”. They co-constructed the definition of prepositions and discussed the different types of preposition-place, time, and direction.

Students made connections with “parts of the speech” while discussing the different types of systems. They revisited and discussed the different parts of speech with the help of various learning engagements.

They further made connections to compound words, prefixes, suffixes, root words, and procedural writing during the homeroom discussions.

Art

Students will look at two images of each–Altamira and Bhimbetka cave art and they will recognize the style and features with a timeline. They will create one artwork with the choice of art style. Students read about cave art followed by their reflections. will be given flip classroom homework to read about cave art.

PE

Students will explore the short-distance events in athletics 100m, 200m, and 400m. They will also continue to research about the starting and finishing points of short-distance events in athletics. Students will reflect on their learning related to athletics using the self-continuum.



Learning and Teaching – This Month

French

Students co-constructed the essential agreements for their French classes. They inquired into asking basic questions and replying with answers. For example, name, age, place, grade, school, etc. They also learned numbers up to 100, alphabets, accents with vowels, and how to spell their names. They learned to recall their phone numbers.

Telugu

Students introduced themselves and co-constructed the essential agreements for their Telugu classes. They inquired and identified the features of the literature. They were given stories, poems, letters, essays, etc. and they identified the forms of Telugu literature. They were introduced to 'balala kathalu' where they framed open and closed questions using the key concepts.

Hindi

Students introduced themselves and shared their experiences of the summer holidays. They revised the varnamala letters in Hindi. They identified the type of literature from various poems, stories, and articles and discussed the differences between them. Students concluded that all forms of literature are a part of history. They discussed the elements of a story. Whilst enhancing their knowledge, students read the story- ;nirdosh balak and wrote sentences based on the same. They identified the elements of the story and shared their understanding followed by the reflections.

Spanish

Students co-constructed the essential agreements for their Spanish classes. They did the re-cap of their learning and inquired into asking basic questions and how to reply to the questions asked. For example, name, age, place, grade, school, etc. They learned numbers up to 100, the alphabet, vowels, and how to spell their names.



Learning and Teaching – This Month

Music

Students co-constructed the essential agreements for their music classes. They had prior knowledge assessment of the elements of music. Students explored rhythm, pulse, and steady beat. They made real-life connections with steady beats and understood the importance of rhythm in music. They were also introduced to a new song 'Epo-I-Tai Tai E'.

Drama

Students introduced themselves using various icebreaker activities followed by co-constructing the essential agreements for their drama classes. They discussed the importance of developing communication and self-management skills and the art of imitation.

Dance

Students introduced themselves and made essential agreements for their dance classes. They did body isolation through body warm-up, body stretching, and basic movements of dance. This helped them to perform a high range of movement (locomotors- and non-locomotors).

Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

Where we are in place and time

Central Idea

Evidence of ancient civilizations facilitates people to make connections with present day societies.

Lines of Inquiry

- Characteristics of civilizations and societies
- Relationship involved in collection, analyzing and validation
- Connection between past, present and implications for the future.

Key Concepts

Function, Connection, Causation

IB Learner Profile Attributes

Communicators, Thinkers, Inquirers

Unit of Inquiry

Students will start their inquiry under the theme “Where we are in place and time” after a provocation task. They will come up with words like ancient, history, civilization, society, etc.

They will further co-construct the definition of the word civilization, history, and civilize and may connect to root words, homophones, and homonyms. They will inquire about the origin of civilizations, and their characteristics, and list the different types of civilizations.

They will make connections with map pointing and use maps to find the location of the civilizations they had listed.

Students will conduct research to know about the civilizations that appeared in different locations where the geography was favourable for intensive agriculture.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will continue with their weekly spelling assessments and co-constructed the same to enrich their vocabulary.

While inquiring about civilizations, students will make connections with the root words while exploring the meaning of civilization and its characteristics. Students will further find out the similarities and differences between words and root words. They will connect to homophones and homonyms. They will make connections with question words while framing questions for their research. They will frame open-ended questions using the key concepts for their research.

Further, students will make connections with tenses while discussing past and present civilizations.

Transdisciplinary Math

Students will continue to do mental Math every day to revisit the concepts learned earlier. They will solve sums based on all the four number operations and will practice word problems.

Students will make a transdisciplinary connection with the timeline and will have various learning engagements related to the timeline. Students will make real-life connections and create the timeline for any chosen civilizations.

They will inquire into BCE and CE and make connections with the elapsed time. They will further connect with the directions and distance during the homeroom discussions.



Learning and Teaching – Month Ahead

Hindi

Students will inquire into nouns, types of nouns, poems and adjectives. They will co-construct the ongoing assessment tasks, tools, and criteria.

Spanish

Students will learn about their family members and will introduce them by name, age, profession, and place. They will inquire into indefinite articles “un, una, unos”, possessive adjectives, and verbs like “SER, HABER, VIVIR, HABLAR”. They will use thinking and communication skills to express themselves and others in Spanish.

Telugu

Students will learn about elements of poems, rhyming words, synonyms, antonyms. They will co-construct the criteria and assessment tool for their poem recitation and recite the poems.

French

Students will learn about their family members and will introduce them by name, age, profession, and place. They will explore indefinite articles “un, une, des”, possessive adjectives “mon-ma-mes, ton-ta-tes, son-sa-ses” and verbs like “etre, avoir, habiter, parler”. Students will use as well as develop thinking and communication skills to express themselves and others in French.



Learning and Teaching – Month Ahead

Music

Students will continue to learn the song 'Epo-I-Tai Tai E' with focus on the elements of music and reflect on the importance of singing in rhythm. They will revisit rhythm and the commonly used time signatures in music.

Dance

Students will use elements of dance by using movements which will help them to understand the fundamentals of dance while performing. They will inquire into performance qualities with consistency in musicality, projection, focus, and commitment to the movement.

Art

Students will continue to look at two images of each—Altamira and Bhimbetka cave art where they will recognize the style and features with the help of the timeline.

They will create one artwork with the choice of art style.

Drama

Students will learn about 'script writing'. During these lessons, students would be engaged in various kinds of games, improvisations, role plays, and scene-work related to script Writing. Students will use various resources to inquire about script writing.

PE

Students will further explore the short-distance events in athletics 100m, 200m, and 400m. They will also continue to research about the starting and finishing points of short-distance events in athletics. They will reflect on their learning using the self- assessment continuum.



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/>