



P R I S M

Grade PP2
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. Students 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.



Core values

The core value of the month July was "respect". Learners continued to explore the meaning of the word "respect". They listened and read stories related to 'respect'. They shared ways they can be respectful to people around them.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students made connections with attributes of the learner profile during the inquiry. They were engaged in reading with their own choice of books. As part of the ORT (Oxford Reading Tree) Program, students read ORT books based on their readiness level for reading. As part of inculcating life skills, students were engaged in non-fire cooking. They learned to prepare lemonade and discussed the steps in the process with their peers. Learners collaborated well with their peers during this experiential learning and shared their reflections with each other. Students celebrated world Music day and sang songs with their peers.



School Philosophy- 5 Developmental Pillars

Global leadership

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

Stakeholder Engagement

Parent Orientation was conducted at the beginning of the academic year. Parents were introduced to our school vision, mission, and philosophy as well as the five developmental pillars. They were also apprised of curriculum details, school related information. We had the first Teacher parent conference to discuss and reflect upon the academic progress, share specific observations, feedback, and feedforward regarding learners.



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:
Who we are

Central Idea:

Awareness of characteristics, abilities, and interests informs learning and development

Lines of Inquiry:

- Physical, social, and emotional characteristics
 - Similarities and differences between ourselves and others
 - Personal abilities and interests

Key Concepts:

form, function, perspective

IB Learner Profile:

Communicators, Balanced
Reflective, Knowledgeable

Unit of Inquiry:

Students introduced themselves in the class during the circle time by playing passing the parcel game. They engaged in different team-building activities to interact with their peers. Students inquired into the first unit, under the theme, 'Who we are'. They learned about different characteristics. Students compared themselves with others based on different characteristics to understand how they are similar or different from each others. They inquired about the physical, social, and emotional characteristics through different stories and scenarios.



Learning and Teaching- Month Review

Transdisciplinary

Language:

Learners were engaged in identifying vowels and sorted them into short vowels and long vowels. They were introduced to sight words and digraphs. Students practiced blending techniques to read words. They identified action words and opposites during the inquiry.

Transdisciplinary Math:

Students were engaged in identifying different numbers and sorted them in various ways. They practiced counting and writing numbers up to 100. They learned to represent numbers in different ways and compare them using symbols. They explored place values using blocks and place mat.

They compared numbers and were introduced to the concept of place value.

Drama:

Students learnt about the elements of a performance (Audience, performer, space). They discussed about the performer, audience and space. They enhanced their understanding about etiquettes in a performance.

PE:

Learners were engaged in ice-breaking activities and fun games. Learners explored different physical activities and had a discussion about the previous year's learning.



Learning and Teaching- Month Review

Art:

The students created a picture of their summer vacation. They observed different artworks and shared their understanding about what they saw, think and wonder. Students chose an art form to create their artwork. They watched a video on favourite colours, shared their favourite colour and used it to create an artwork. They observed an artwork and shared the colours that are mostly seen in the artwork. Students revisited the primary colours and created artwork using the primary colours. They explored the colours by mixing two primary colours and shared their observations.

Music:

Students watched a video on types of voice sounds and were introduced to a soft voice and a loud voice.

They reflected on the song using their choice of voice. Students listened to two songs – one fast and one slow and discussed the similarities and differences.

Dance:

In the beginning of the session students introduced themselves, inquired about dance work out and its benefits. Later they discussed based on their prior knowledge about the basic dance steps. They were introduced to hand and leg movements and dance games. Students enhanced their basic understanding about the body awareness and space.



Learning and Teaching – This Month



During prior knowledge assessment, PP2 learners explored the stations using the Bus stop strategy.

Learning and Teaching – This Month



Exploring numbers using different learning engagements.
Representing the numbers using Tally marks and Identifying the place value.

Learning and Teaching – This Month



Learners identifying vowels and practicing blends.

Learning and Teaching- This Month



Circle time

Learning and Teaching – This Month



Life skills- PP2 Students practiced making Lemonade in the Life skill session.

Learning and Teaching – This Month



Art class

Learning and Teaching – This Month



Music class

Learning and Teaching – This Month



Dance session

Learning and Teaching – This Month



PE class

Learning and Teaching – This Month



Drama class

Learning and Teaching – This Month



Read aloud session

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Awareness of Characteristics, abilities, and interests informs learning and development.

Lines of Inquiry:

- Physical, social, and emotional characteristics
- Similarities and differences between ourselves and others
- Personal abilities and interests

Key Concepts:

form, function, perspective

IB Learner Profile:

Communicators, Balanced
Reflective, Knowledgeable

Unit of Inquiry:

The students will further explore different emotions through various learning engagements and Guest talk session by school counselor. Students will further inquire into ability and interests. They will discuss and compare their abilities and interests with their peers and connect with the word identity. They will further make real-life connections by sharing their interests and abilities which helps them in their learning and development.

Transdisciplinary Language:

Students will continue exploring singular-plural words. They will also engage in reading and writing simple sentences using action words.

Transdisciplinary Math:

Students will continue exploring place value. They will explore ways data can be represented. Students will learn to read, analyze and interpret data.



Learning and Teaching- Month Ahead

Drama:

Students will further explore usage of imagination in different ways. They will explore gestures in a performance.

Art:

Students will continue to explore colours by making secondary colours using primary colours and will use them in their artworks.

PE:

Learners will be engaged in discussing how best they can learn. They will share their prior knowledge and inquire using the central idea. They will explore the basic movements of spot jogging.

Dance:

Students will be introduced to body movement and gestures (moving different parts of the body) of knee lift, jump, shake, shimmy, point, turns, hand roll, and different combination of steps. They will explore free style dance.

Music:

Students will be introduced to 'Tune'. They will listen to two pieces of music- one in tune and one out of tune and share how they are similar and different. Students will practice singing with the teacher and self-reflect on whether they were singing in tune or not. Students will watch a video on different sounds of instruments. They will identify the instrument played.



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/>

